

TILLAMOOK BAY COMMUNITY COLLEGE
SERVICE DISTRICT

6385 Tillamook Avenue, Bay City, Oregon 97107

Phone: 503/377-2765
Fax: 503/377-2219

Jerry Hallberg, *President*

August 20, 1997

Headlight Herald
PO Box 444
Tillamook OR 97141

LEGAL NOTICE SECTION:

Please publish the following in the August 27, 1997 edition of the Headlight Herald:

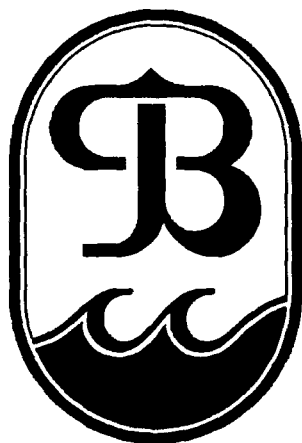
NOTICE IS HEREBY GIVEN, that the regular meeting of the Tillamook Bay Community College Service District Board of Directors scheduled for Monday, September 1, 1997, has been cancelled due to the Labor Day holiday. A special meeting has been scheduled for Monday, September 8, 1997.

Artis van Rassel
Secretary, Board of Education

8/27/97
H-H

<p>PUBLIC NOTICE NOTICE IS HEREBY GIVEN, that the regular meeting of the Tillamook Bay Community College Service District Board of Directors scheduled for Monday, September 1, 1997, has been cancelled due to the Labor Day holiday. A special meeting has been scheduled for Monday, September 8, 1997.</p> <p>Artis van Rassel Secretary Board of Education 8/27/97</p>
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TILLAMOOK BAY COMMUNITY COLLEGE



Special Board Meeting Packet

September 8, 1997

7:30 p.m.

Tillamook Campus
Multi-Purpose Room
2510 First Street, Tillamook, Oregon

JERRY HALLBERG, PRESIDENT

Board of Education
Wayne Jensen, Chair
Kathrine Jensen
Eva Noble
Ann Swain
Craig Wakefield
Dale Walters
Robert Weitman

TBCC BOARD OF EDUCATION SPECIAL MEETING

September 8, 1997

7:30 p.m.

Tillamook Campus, Multi-Purpose Room
2510 First Street, Tillamook

AGENDA

- I. **ADOPTION OF AGENDA**
- II. **APPROVAL OF MINUTES**
August 4, 1997 Regular Meeting
- III. **GUEST**
Jack Lutes, Director, Student Services
- IV. **BUDGET REPORT**
 - A. July Report
 - B. Resolution
 - C. Transfers
- V. **PERSONNEL REPORT**
 - A. August Report
 - B. Policy Manual Addition & Revision
 - 1. Academic Standards & Student Progress Policy
 - 2. Salary Grade Hierarchy, Appendix A-1
- VI. **COUNTY-WIDE JOINT BOARDS MEETING**
- VII. **TILLAMOOK BAY COMMUNITY COLLEGE FOUNDATION**
- VIII. **TBCC/PCC ACCREDITATION STATUS**
- IX. **ANNOUNCEMENTS**
 - A. Next Meeting: October 6, 1997, 7:30 p.m., SBDC
 - B. Fall Term Begins: September 22, 1997
 - C. Personnel Committee Meeting: 4:00 p.m., October 21, 1997, SBDC
 - D. OCCA Annual Convention, October 30 - November 1, 1997, The Windmill Inn, Ashland
- X. **ADJOURNMENT**

*POSTED AT ALL
TBCC LOCATIONS*

BOARD OF EDUCATION SPECIAL MEETING

September 8, 1997

7:30 p.m.

**Tillamook Campus, Multi-Purpose Room
2510 First Street, Tillamook, Oregon**

A G E N D A

I. ADOPTION OF AGENDA

Action needed: Motion to adopt the agenda.

II. APPROVAL OF MINUTES

The August 4, 1997 Regular Meeting minutes are enclosed for review and approval.

Action needed: Motion to approve the August 4, 1997 Regular Meeting minutes.

III. GUEST

Jack Lutes, Director of Student Services will provide the Board with an update on Enrollment Services and Student Services and discuss the new Academic Standards & Student Progress Policy.

Action needed: Informational

IV. BUDGET REPORT

A. July Report

Mark Sybouts will distribute the July budget report at the meeting for review by the Board.

Action needed: Informational

B. Transfers

Mark Sybouts will review the enclosed transfers with the Board.

Action needed: Motion to approve transfers.

C. Resolutions

Mark Sybouts will review the enclosed resolutions with the Board.

Action needed: Motion to adopt Resolutions 5, 6, and 7.

V. PERSONNEL REPORT

A. September Report

President Hallberg will review the September personnel report. (enclosed)

Action needed: Informational

B. Academic Standards & Student Progress Policy

The Academic Standards & Student Progress Policy is enclosed for a first reading by the Board.

Action needed: First reading of the Academic Standards & Student Progress Policy.

C. Salary Grade Hierarchy, Appendix A-1

The revised Salary Grade Hierarchy is presented for Board approval. (enclosed)

Action needed: Motion to approve the revised Salary Grade Hierarchy.

VI. COUNTY-WIDE JOINT BOARDS MEETING

In a continuing effort to work with other county school districts, a joint Board meeting is scheduled for 6:30 p.m. on September 29, 1997 in the Tillamook School District Office Board Room. The major focus of the meeting will be the implementation strategies and plans for the Annenberg Rural Challenge activities.

Action needed: Informational

VII. TILLAMOOK BAY COMMUNITY COLLEGE FOUNDATION

President Hallberg will update the Board on the Tillamook Bay Community College Foundation.

Action needed: Informational

VIII. TBCC/PCC ACCREDITATION STATUS

President Hallberg will update the Board on the status of TBCC/PCC Accreditation.

Action needed: Informational

IX. ANNOUNCEMENTS

- A. Next Meeting: October 6, 1997, 7:30 p.m., SBDC
- B. Fall Term Begins: September 22, 1997
- C. Personnel Committee Meeting: 4:00 p.m., October 21, 1997, SBDC
- D. OCCA Annual Convention, October 30 - November 1, 1997, The Windmill Inn, Ashland

X. ADJOURNMENT

TILLAMOOK BAY COMMUNITY COLLEGE BOARD OF EDUCATION
MINUTES - SPECIAL MEETING

September 8, 1997

Tillamook Campus, Multi-Purpose Room
2510 First Street, Tillamook, Oregon

MEMBERS PRESENT Wayne Jensen, Kathy Jensen, Ann Swain (7:38 pm), Dale Walters and Robert Weitman

MEMBERS ABSENT Eva Noble and Craig Wakefield

STAFF PRESENT Jerry Hallberg, Mark Sybouts, Jack Lutes and Betty Lester

GUESTS Mark Collins

CALL TO ORDER Chairperson Wayne Jensen called the meeting to order at 7:30 pm.

ADOPTION OF AGENDA It was moved by Robert Weitman, seconded by Kathy Jensen, and the Board unanimously (4/0) adopted the September 8, 1997 agenda.

APPROVAL OF MINUTES It was moved by Kathy Jensen, seconded by Dale Walters, and the Board unanimously (5/0) approved the August 4, 1997 Regular Meeting minutes as presented.

GUEST President Hallberg introduced Jack Lutes, Director of Student Services, who provided an update on Enrollment and Student Services.

President Hallberg said that he would like to move Item V.B. Academic Standards and Student Progress Policy up on the agenda for discussion at this time. Mr. Lutes presented an overview of the new policy and responded to questions from the Board. Mr. Hallberg said tonight's discussion will serve as the first reading of the new policy which will be voted on at the October 6th meeting.

BUDGET REPORT Mark Sybouts, Director, Administrative Services, presented the July Budget Report and advised the Board that the estimated \$520,000 carry-over which was reported at the August 4th meeting, had been increased to \$537,000 as the office received \$17,000 more in revenue than was originally estimated.

RESOLUTIONS Mr. Sybouts reviewed Resolutions 5, Special Fund - Adult Basic Education - Basic Grant; Resolution 6, Special Fund - Adult Education Program Corrections Grant; and Resolution 7, Special Fund - Tutor Grant.

MOTION After discussion it was moved by Robert Weitman, seconded by Ann Swain, and the Board unanimously (5/0) adopted Resolutions 5, 6 and 7. (Copies of the Resolutions are attached to these minutes.)

TRANSFERS Mr. Sybouts discussed the Transfers as presented and responded to questions from the Board.

MOTION

It was moved by Ann Swain, seconded by Kathy Jensen, and the Board unanimously (5/0) approved the Transfers as presented. (Copies of the Transfers are attached to these minutes.)

PERSONNEL REPORT

President Hallberg mentioned that Artis van Rassel was on vacation and would be returning September 29th. Mr. Hallberg presented the Personnel Report, announcing the following new hires: George Miller--Instructor/Case Manager, Adult Basic Skills Lab and Literacy Program; Michael Weissenfluh--Intro to Accounting; Mary Kimball--First Year French; Larry Compton--General Chemistry; Robert "Shannon" Kelly--General Psychology; Cindy Nash--Writing Composition; Patty Schild--Computer Skills; and Michael Willard--Intro to AutoCad.

President Hallberg also mentioned that recruitment is ongoing for the County Veterans Service Officer. He mentioned that the deadline for receiving applications for this position is September 26, 1997.

President Hallberg presented the Salary Grade Hierarchy for Board approval.

MOTION

It was moved by Dale Walters, seconded by Robert Weitman, and the Board unanimously (5/0) approved the Salary Grade Hierarchy.

COUNTY-WIDE JOINT BOARDS MEETING

President Hallberg announced that a Joint Board meeting is scheduled for September 29, 1997 at 6:30 pm in the Tillamook School District Board Room. Mr. Hallberg said the emphasis of the meeting will be the implementation strategies and plans for the Annenberg Rural Challenge activities. Mr. Hallberg invited any and all Board members to attend. Kathy Jensen, Wayne Jensen and Ann Swain said they will attend. College staff Jerry Hallberg, Mark Sybouts and Helen Bonsall will also attend.

TILLAMOOK BAY COMMUNITY COLLEGE FOUNDATION

President Hallberg presented an update on the Tillamook Bay Community College Foundation which held its first meeting on August 6th. The following officers were elected: Vicki Goodman, President; Craig Wakefield, Vice President; Ed Armstrong, Secretary; and D. W. Dahlien, Treasurer. Other Board members are Wayne Jensen and Lewis P. Forster. Ex-officio members are Mark Sybouts and Jerry Hallberg. College Attorney, Chris Kittel, was also in attendance as was Artis van Rassel who served as recording secretary for the meeting.

TBCC/PCC ACCREDITATION STATUS

President Hallberg reported that the TBCC/PCC Accreditation Status was received and is included in the packet.

ANNOUNCEMENTS

President Hallberg reminded the Board of the upcoming OCCA Annual Convention to be held October 30 - November 1, 1997, at The Windmill Inn in Ashland. Mr. Hallberg asked Board members to please call Betty to let her know if they plan to attend. Mr. Jensen and Ms. Swain said that they plan to attend.

President Hallberg made the following announcements:

- * The next Board Meeting will be held at 7:30 pm on October 6, 1997 at the SBDC

- * The fall term begins on September 22, 1997
- * The next Personnel Committee Meeting will be held at 4:00 pm on Tuesday, October 21, 1997 at the SBDC.

ADJOURNMENT

There being no further business, it was moved by Ann Swain, seconded by Robert Weitman, and the Board unanimously (5/0) agreed to adjourn the meeting at 8:38 pm.

Respectfully submitted,



Jerry Hallberg
Clerk

RESOLUTION 5

Tillamook Bay Community College Service District
Board of Education
September 8, 1997

SPECIAL FUND - ADULT BASIC EDUCATION - BASIC GRANT

The President RECOMMENDS adoption of the following resolution:

WHEREAS, the 1997-98 budget of Tillamook Bay Community College Service District (TBCC) did not predict a reduction of Adult Basic Education - Basic Grant funds; and

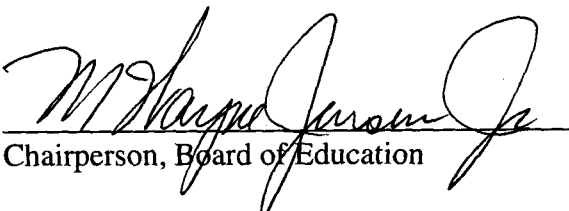
WHEREAS, Oregon Local Budget Law, under ORS 294.435(6), provides that a municipal corporation may adjust resources and reduce appropriations to reflect a decrease in available resources by enactment of an appropriate resolution; and

WHEREAS, the reduction of Adult Basic Education - Basic Grant funds caused a modification of the anticipated grant program expenditures as approved in the grant; and

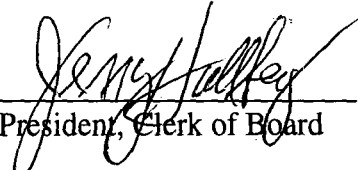
NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of TBCC hereby adopts this resolution reducing Instruction appropriations by \$31.00 as shown below:

SPECIAL FUND	
Instruction	\$(31.00)
Total	\$(31.00)

RESOLVED this 8th day of September, 1997, by the Board of Education, Tillamook Bay Community College Service District.


Chairperson, Board of Education

Attest:


President, Clerk of Board

SPECIAL FUND - ADULT BASIC EDUCATION - BASIC GRANT

DESCRIPTION	ADOPTED 1997-98	REVISED 1997-98
Resources		
Federal Sources	\$10,336.00	10,305.00
Beginning Fund Balance	1,402.00	1,402.00
Total Resources	\$11,738.00	\$11,707.00
Expenditures		
Instruction		
Personal Services		
Instructional Personnel	\$ 1,755.00	\$ 1,755.00
Other Payroll Expenses	700.00	700.00
Materials & Services		
Supplies	1,186.00	1,155.00
Instructional Support		
Personal Services		
Administrative Wages	3,700.00	3,700.00
Other Payroll Expenses	1,345.00	1,345.00
Materials & Services		
Travel and Meeting Expense	1,200.00	1,200.00
Telephone	400.00	400.00
Association Membership	50.00	50.00
Other Financing Uses:		
Repay Short-Term Loan - General Fund	1,402.00	1,402.00
TOTAL	\$11,738.00	\$11,707.00

RESOLUTION 6

Tillamook Bay Community College Service District
Board of Education
September 8, 1997

SPECIAL FUND - ADULT EDUCATION PROGRAM CORRECTIONS GRANT

The President RECOMMENDS adoption of the following resolution:

WHEREAS, the 1997-98 budget of Tillamook Bay Community College Service District (TBCC) did not predict a reduction of Adult Education Program Corrections Grant funds; and

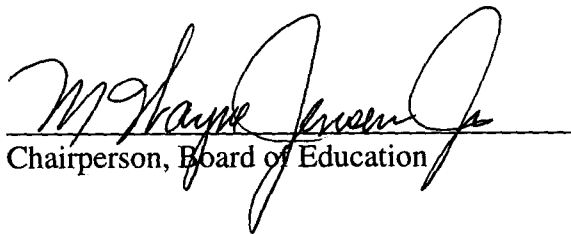
WHEREAS, Oregon Local Budget Law, under ORS 294.435(6), provides that a municipal corporation may adjust resources and reduce appropriations to reflect a decrease in available resources by enactment of an appropriate resolution; and

WHEREAS, the reduction of Adult Education Program Corrections Grant funds caused a modification of the anticipated grant program expenditures as approved in the grant; and

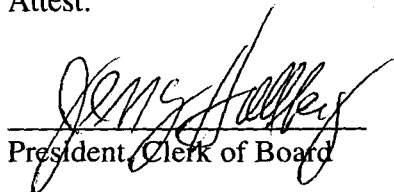
NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of TBCC hereby adopts this resolution reducing Instruction appropriations by \$275.00 and Instructional Support appropriations by \$5,225.00 as shown below:

SPECIAL FUND	
Instruction	\$ (275.00)
Instructional Support	\$(5,225.00)
Total	\$(5,500.00)

RESOLVED this 8th day of September, 1997, by the Board of Education, Tillamook Bay Community College Service District.


Chairperson, Board of Education

Attest:


President, Clerk of Board

SPECIAL FUND - ADULT EDUCATION PROGRAM CORRECTIONS GRANT

DESCRIPTION	ADOPTED 1997-98	REVISED 1997-98
Resources		
Federal Sources	\$ 9,000.00	\$ 3,500.00
Beginning Fund Balance	1,416.00	1,416.00
Total Resources	\$10,416.00	\$ 4,916.00
Expenditures		
Instruction		
Personal Services		
Instructional Personnel	\$ 2,472.00	\$ 2,330.00
Other Payroll Expenses	990.00	857.00
Materials & Services		
Supplies	313.00	313.00
Instructional Support		
Personal Services		
Administrative Wages	3,500.00	0.00
Other Payroll Expenses	1,275.00	0.00
Materials & Services		
Supplies	250.00	0.00
Telephone	200.00	0.00
Other Financing Uses:		
Repay Short-Term Loan - General Fund	1,416.00	1,416.00
TOTAL	\$10,416.00	\$ 4,916.00

RESOLUTION 7

Tillamook Bay Community College Service District
Board of Education
September 8, 1997

SPECIAL FUND - TUTOR GRANT

The President RECOMMENDS adoption of the following resolution:

WHEREAS, the 1997-98 budget of Tillamook Bay Community College Service District (TBCC) did not predict a reduction of Tutor Grant funds; and

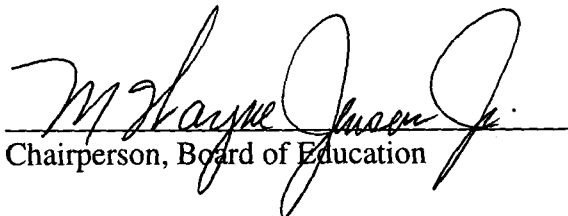
WHEREAS, Oregon Local Budget Law, under ORS 294.435(6), provides that a municipal corporation may adjust resources and reduce appropriations to reflect a decrease in available resources by enactment of an appropriate resolution; and

WHEREAS, the reduction of Tutor Grant funds caused a modification of the anticipated grant program expenditures as approved in the grant; and

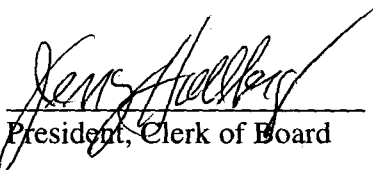
NOW, THEREFORE, BE IT RESOLVED, that the Board of Education of TBCC hereby adopts this resolution reducing Instruction appropriations by \$384.00 as shown below:

SPECIAL FUND	
Instruction	\$ (384.00)
Total	\$ (384.00)

RESOLVED this 8th day of September, 1997, by the Board of Education, Tillamook Bay Community College Service District.


Chairperson, Board of Education

Attest:


President, Clerk of Board

SPECIAL FUND - TUTOR GRANT

DESCRIPTION	ADOPTED 1997-98	REVISED 1997-98
Resources		
Federal Sources	\$ 1,584.00	\$ 1,200.00
Beginning Fund Balance	396.00	396.00
Total Resources	\$ 1,980.00	\$ 1,596.00
Expenditures		
Instruction		
Personal Services		
Instructional Personnel	\$ 1,163.00	\$ 857.00
Other Payroll Expenses	421.00	343.00
Other Financing Uses:		
Repay Short-Term Loan - General Fund	396.00	396.00
TOTAL	\$ 1,980.00	\$ 1,596.00

1997-98
BUDGET TRANSFERS
September 8, 1997

SPECIAL FUND

	FROM	TO	AMOUNT	REASON
1	Adult Basic Ed - Basic Grant INSTRUCTIONAL SUPPORT - Travel & Meeting Expense	Adult Basic Ed - Basic Grant INSTRUCTION - Instructional Personnel	\$1,200.00	Grant modifications
2	Adult Basic Ed - Basic Grant INSTRUCTIONAL SUPPORT - Telephone	Adult Basic Ed - Basic Grant INSTRUCTION - Instructional Personnel	400.00	Grant modifications
3	Adult Basic Ed - Basic Grant INSTRUCTIONAL SUPPORT - Administrative Wages	Adult Basic Ed - Basic Grant INSTRUCTION - Instructional Personnel	2,777.00	Grant modifications
4	Adult Basic Ed - Basic Grant INSTRUCTIONAL SUPPORT - Administrative wages	Adult Basic Ed - Basic Grant INSTRUCTION - Other Payroll Expense	540.00	Grant modifications
5	Adult Basic Ed - Basic Grant INSTRUCTIONAL SUPPORT - Other Payroll Expense	Adult Basic Ed - Basic Grant INSTRUCTION - Other Payroll Expense	1,213.00	Grant modifications
6	Adult Ed Program Corrections Grant INSTRUCTIONAL SUPPORT - Instructional Personnel	Adult Ed Program Corrections Grant INSTRUCTION - Travel & Meeting Expense	187.00	Grant modifications
7	Adult Ed Program Corrections Grant INSTRUCTION - Supplies	Adult Ed Program Corrections Grant INSTRUCTION - Travel & Meeting Expense	313.00	Grant modifications

8	United Way Literacy Grant INSTRUCTIONAL SUPPORT - Travel & Meeting Expense	United Way Literacy Grant INSTRUCTION - Travel & Meeting Expense	625.00	Grant modifications
9	United Way Literacy Grant INSTRUCTIONAL SUPPORT - Supplies	United Way Literacy Grant INSTRUCTION - Supplies	625.00	Grant modifications

PERSONNEL REPORT

September 8, 1997

New Assignments:

George Miller, Instructor/Case Manager, Adult Basic Skills Lab & Literacy Program

Effective: 9/2/97

Salary: \$2,060 per month

Status: Regular, full-time

Applicant Flow:

Female: 5 White: 3 Unknown: 2

Male: 6 White: 4 Unknown: 2

Total: 11

The following Adjunct Faculty for Fall Term:

Michael Weissenfluh, Intro to Accounting

Mary Kimball, First Year French (substituted for American Sign Language)

Larry Compton, General Chemistry

Robert "Shannon" Kelly, General Psychology

Cindy Nash, Writing Composition

Patty Schild, Computer Skills

Michael Willard, Intro to AutoCad

Search in Progress:

Veterans Service Officer

Effective: As soon as possible

Salary: \$1,956.87 per month (Grade 7, Step 1)

Status: Regular, Full-time

Advertising will begin 9/10/97

ARTICLE 504 ACADEMIC STANDARDS AND STUDENT PROGRESS POLICY

A. Satisfactory Progress

Students enrolling for a degree, certificate or diploma must achieve satisfactory progress; i.e., must earn a minimum quarterly grade point average of 2.00 and must maintain a quarterly completion rate of at least half the credit hours for which the student is enrolled.

B. Unsatisfactory Progress

Students failing to achieve satisfactory progress shall be assisted by program faculty and/or Student Services staff. Progress interventions will be as follows:

1. Academic Alert

At the end of the first term of unsatisfactory progress, students will be notified that they are in Academic Alert status. They will be strongly encouraged to seek assistance to prevent a recurrence of the problem.

2. Academic Probation

At the end of the second consecutive term of unsatisfactory progress, students will be notified that they have been placed on academic probationary status. They will not be allowed to register without the signature of a program faculty and/or advisor.

3. Academic Suspension

At the end of the third consecutive term of unsatisfactory progress, students will be notified that they are suspended from the institution for one year.

C. Appeal Process

Students may appeal their academic suspension by filing written notice to an academic standards committee.

Adopted: 10/97

Tillamook Bay Community College Salary Grade Hierarchy

<u>GRADE</u>	<u>JOB TITLE</u>
1	
2	Enrollment Services Assistant
3	College Services Secretary Computer Lab Assistant Computer Technician Instructional Secretary Math Lab Assistant Secretary, North County Education Programs Student Services Assistant
4	Accounts Payable Specialist Plant Operations Small Business Development Center Program Assistant Teen Parent Program Assistant
5	Coordinator, South County Education Programs Enrollment Services Supervisor Payroll Specialist & Purchasing Agent
6	Administrative Assistant, Full Charge Bookkeeper Coordinator, Central County Education Programs / Schedule Production
7	Business Counselor Reference Librarian Veterans' Service Officer
8	Director, North County Education Programs
9	Coordinator, Institutional Research Counselor, Student Services Director, Professional/Technical Education
10	Director, Computer Services Director, Developmental Education Director, Human Resources Director, Small Business Development Center
11	Director, Administrative Services Director, Student Services
12	Dean of Instruction

TILLAMOOK BAY COMMUNITY COLLEGE FOUNDATION, INC.

Meeting of the Incorporators & Board of Directors

August 6, 1997

AGENDA

- I. WELCOME AND INTRODUCTORY COMMENTS
- II. WAIVE CORPORATION'S NOTICE OF MEETING
- III. ACCEPT ARTICLES OF INCORPORATION
- IV. ADOPT BY-LAWS
- V. ELECT OFFICERS
 - A. President
 - B. Vice-President
 - C. Secretary
 - D. Treasurer
- VI. AUTHORIZATION TO PAY ATTORNEY AND ACCOUNTANT FEES & OTHER INCORPORATION-RELATED EXPENSES FROM CORPORATE FUNDS
- VII. EMPLOYEES & WAGES
- VIII. IRS TAX-EXEMPT STATUS
- IX. CONTRACTS AND/OR LOANS
- X. DESIGNATE DEPOSITORY FOR FOUNDATION FUNDS & AUTHORIZE CHECK SIGNERS
- XI. OTHER
- XII. ADJOURN



JUN 27 1997

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES
COMMISSION ON COLLEGES

June 25, 1997

Dr. Daniel F. Moriarty
President
Portland Community College
P. O. Box 19000
Portland, OR 97280-0990

Dear President Moriarty:

On behalf of the Commission on Colleges, I am pleased to report that the accreditation of Portland Community College has been reaffirmed on the basis of the focused interim report and visit. The Commission noted the progress that has been made concerning General Recommendations 1 and 4 of the 1995 Evaluation Committee Report. These matters concerned the institution's efforts to meet Commission Policy 25 - *Educational Assessment* and the strengthening of the institution's working relationship with the three service districts: Columbia Gorge, Oregon Coast and Tillamook Bay.

Unless there are events that cause the Commission to become concerned about the ability of Portland Community College to meet the eligibility requirements or standards for accreditation, the regular fifth-year interim report and visit will be in spring 2000. Please note that the regular fifth-year interim report is to be based on the revised Accreditation Handbook, 1996 edition. We will write late in 1999 regarding the report and suggest dates for the evaluation visit.

Best wishes for a good summer.

Sincerely,

Sandra E. Elman
Executive Director

SEE:pja

cc: Ms. Marilyn Davis, Director of Academic Services

**ACADEMIC SERVICES
INTER-OFFICE MEMO**

August 4, 1997

TO: Bill Bell
Jerry Hallberg
Pat O'Connor

FROM: Marilyn Davis

SUBJECT: Portland Community College Accreditation

Enclosed is a notification of our accreditation status based on the Focused Interim Visit, April 1997, and the evaluator's report from Dr. William Moore. The Commission will not be taking any further action until our regularly scheduled five-year interim report and visit.

A special thank you to all of you and everyone involved with writing the report and participating in the visitation.

enclosure

cc: Assessment Committee

md2:ccaccred

Focused Interim Visit Report: Portland Community College
April 23-24, 1997

1995 Recommendation 1:

That Portland Community College adopt an assessment scheme responsive to its mission and needs that centrally gathers, analyzes, and reports the effects of the educational program upon students. . . It is also recommended that the College initiate a planning process that will provide the College with an overall focus and vision for the future which will in turn provide an umbrella framework for departmental and program planning and the evaluation of institutional effectiveness.

In 1995 the College had a variety of solid assessment activities in place, and these activities continue across a wide variety of programs and departments, as well as through the institutional research office. Like many educational institutions, however, the overall effort was not necessarily a well-coordinated, comprehensive institutional assessment program. In particular, there was not a clear and consistent link between assessment activities and institutional planning efforts. Considerable work has taken place in the last two years to address these concerns as reflected in the recommendation as stated above. The following items represent major highlights of this work around the key elements of a quality institutional assessment program in terms of Standard V and Policy Statement 25:

- **COMMENDATION.** The response to the 1995 recommendations has been done in a way that seems driven by internal processes and concerns rather than simply as a compliance activity, building where possible on existing strengths and activities (e.g., the Subject Area Curriculum Committees, institutional research, the program review process). Moreover, from the perspective of college-wide institutional assessment, the College has taken the time to create a comprehensive vision and plan rather than simply crank out additional "outcomes data" on a forced or rushed timetable.

- **COMMENDATION.** The College, especially among the administrative leadership, seems to have a strong sense of collegiality and collective sense of institutional purpose. In developing the assessment plan, there seems to have been an understanding of the value of building community and trust through the process of attempting to clarify common goals, and to the extent that is true there will be greater faculty/staff engagement as the College implements the rest of the plan.

• Particularly in the community college context, truly comprehensive institutional assessment efforts are difficult because of the complexity and diversity of the mission and populations being served. To be comprehensive, assessment work needs to emphasize not only multiple levels of the institution--the course/classroom, the program/department, and the institution as a whole--but also multiple approaches and kinds of data about both ends (outcomes) and means (opportunities to achieve those outcomes).

COMMENDATION. Through its work on a four-pronged effort involving 1) *institutional effectiveness indicators*, 2) *program/function reviews*, 3) *learner outcomes*, and 4) *core outcomes*, the College has addressed these multiple areas and levels in a comprehensive approach driven by the college mission. At this point substantially more progress has been made on the first two of the four areas listed than on the latter two, but the College is moving in the right direction in its efforts to engage a broad range of faculty in driving the work in learner and core outcomes.

• Successful comprehensive institutional assessment efforts generally are built on the combination of strong, visible faculty leaders and a substantive and supportive partnership with key administrators who are knowledgeable about assessment issues. The College clearly has the latter, and there seems to have been a solid effort (still in process) to develop the former. The structures for faculty leadership are in place, but it is too early to tell how successful this partnership will be in implementing the plan.

The College has addressed adequately the 1995 recommendation, and is to be commended for the progress it has made on refining and implementing an ambitious and comprehensive assessment plan for the institution.

Ongoing Issues/Challenges:

While the College is clearly on the right track with its comprehensive assessment plan, the sheer scope of the work brings with it a number of continuing challenges to consider as implementation proceeds. These issues, while not specified as formal recommendations per se, could certainly be used to provide a general framework for assessing the progress of the College's assessment work at the next appropriate accreditation review point.

• *Find ways to make the process manageable and sustainable.*

Wherever possible, try to streamline and simplify the components of the institutional assessment effort as it expands throughout the College community. It is important to be comprehensive in one's approach, but if

campus community understanding and "buy-in." This engagement can take numerous forms, including student membership on assessment committees, student review of campus surveys for content, wording, and "marketing," students conducting peer interviews or focus groups (perhaps as part of class projects), etc. The fundamental notion to keep in mind is that in the service of learning, assessment is best done with, not to, students.

- *Find ways to address faculty/program needs for information about student progress/outcomes through institutional research activities.*

Institutional research clearly has a critical role to play related to the institutional effectiveness indicators, and that area of the College's plan seems to be operating reasonably smoothly. Global effectiveness indicators, however, tend to be perceived as distant and irrelevant by many faculty, thus exacerbating their cynicism about the role and value of quantitative data-gathering. While it is essential to acknowledge the very real limits of College staff to address the range of demands in this arena, there are significant institutional benefits to responding in a timely manner to focused faculty and/or departmental queries about student performance and providing data on students' progress and performance in clear and "clean" ways--e.g., less arguing over the source/nature of the numbers and more substantive debate about next steps; a greater appreciation for the ways in which quantitative indicators can provide a sharper focus for deeper, qualitative explorations of reasons and possible solutions to major areas of concern; etc.

- *Maintain a public focus on assessment as an inseparable part of the College's ongoing commitment to improving student learning.*

Learning should be at the core of the educational enterprise, and assessment at its core represents our attempts to understand whether students are learning what we (and they) think they should learn. Infusing an assessment orientation into the existing Subject a Curriculum Committees (SACCs) is one good way for the College to demonstrate this public connection. That effort can be extended, however, by forging and sustaining linkages between the SACCs and the College's Teaching/Learning Centers (and as a significant side benefit, helping to clarify for faculty the integral relationship between "teaching/learning" and assessment). In this emphasis on the important existing SACC framework in accomplishing assessment goals, however, it is important to recognize that cross-disciplinary perspectives are as important to address in this assessment/learning arena as the discipline/subject emphasis normally assumed by the nature of the SACC structure.

what is being asked of people is overly complicated and viewed as additional obligations on top of everything else then the whole enterprise will die of its own weight and/or become a narrowly-defined compliance activity. For many good reasons, it is important to embed assessment into existing activities rather than add on new tasks/responsibilities--to infuse an outcomes assessment focus into existing structures rather than build new structures that then become marginalized within the institution's overall framework.

Given the level of faculty involvement essential to the critical work being initiated around learner and core outcomes, the College needs to explore the issue of providing reasonable incentives/rewards, especially for part-time faculty, in order to sustain the effort over time and not produce "burnout" and cynicism. These incentives can take various forms and can be both extrinsic and intrinsic in nature; whatever form they take, they need to reflect clear and solid evidence of the College's serious commitment to the assessment work and faculty's appropriate role in that work.

- *Make focused professional development a centerpiece of the assessment effort, particularly around developing shared understandings and language around assessment, and when possible in the context of doing real assessment work.*

Assessment as ongoing self-reflection and institutional improvement will be much more successful, especially in a community college context, if faculty are provided an opportunity to develop new approaches to assessment, teaching and learning. At the same time, this support can, and should, be focused, geared to refining and/or implementing major components of the College's overall assessment agenda, including the key issue of developing some "common ground" and sense of collective mission in the work to be done. In particular, it is important to recognize that professional development aims can be accomplished in the context of substantive and targeted assessment activities (e.g., a cross-disciplinary faculty group collaborating on a portfolio project assessing student writing or one of the College's core outcomes).

- *Listen to and engage students in this process as much as you can, in whatever ways you can.*

As with most institutional assessment efforts, there was little evidence presented indicating that students had much if any involvement to date in the College's assessment work. While there are considerable challenges associated with meaningful and sustained student engagement in shaping a college's assessment program, it is worth the investment in terms of

- *Develop and sustain assessment feedback loops, both internally and externally, that focus on improvement and in doing so address accountability concerns in ways sensitive to the needs of specific and varied audiences.*

A comprehensive institutional assessment program is properly viewed as an array of (in some cases) interlocking "feedback loops," with meaningful "assessment" incomplete until these loops are "closed" in the sense of key audiences being provided with substantive information on issues around they can respond and make changes if necessary. Providing these feedback loops is critical to the ongoing success of the campus assessment initiative, but more importantly, the College needs to be thoughtful in providing appropriate feedback to various internal and external audiences--e.g., students, faculty, a Board of Trustees, the public community--in ways that allow the particular audience in question to respond and engage in the improvement work that might need to be done.

Issues Specific to the Contracting Colleges

The above commentary applies equally to both Portland Community College and to its three contracting colleges. In addition, the small size of the contracting colleges raises some particular issues worth noting briefly.

* On the positive side, the scale of these institutions greatly improves the opportunities for communication between and among faculty and staff, and in the context of this assessment work, helps in developing a consensus around common goals and directions across the entire campus.

* On the negative side, the small size of the faculty/staff groups at these colleges, and the variety of roles played by many of the leaders on all of the campuses raises serious questions about workload issues with respect to accomplishing the comprehensive assessment plans defined at each campus.

As with the Portland program, each contracting college had a well-conceived assessment plan, strong campus leadership, and at least partial implementation underway. It remains to be seen how well the overall plan will work once fully implemented, or what will need to be modified, but every indication is that these colleges have the resources necessary to be successful in their institutional assessment efforts.

1995 Recommendation 4:

That Portland Community College ensure the relationship between the College and its three service districts continues to be enhanced through the strengthening of mentorship activities, including regular and ongoing contact regarding curriculum, assessment, and management of information resources and services. Additionally, the institution should work

cooperatively with the service district colleges to assure adequate reporting and auditing of their financial resources.

• **COMMENDATION.** The evidence suggests that the College's relationships with its three contracting colleges--Columbia Gorge, Tillamook Bay, and Oregon Coast--was strong and positive in 1995 and has been strengthened since then through several major mechanisms:

- * one-to-one mentoring and personal connections by functional position
- * campus-to-campus linkages through shared professional development opportunities
- * regular, ongoing communications around common concerns/issues (e.g., quarterly meetings re student data and reporting, the Registration/Banner system, etc.)
- * the Subject Area Curriculum Committees (SACCs)
- * the Inter-Institutional Assessment Team

• While the College reviewed the financial reports and audits from the contracting colleges in response to this recommendation, it has no direct financial responsibility for the contracting colleges, as they are separate, autonomous institutions. Like Portland Community College and other state agencies/organizations, however, annual independent audits are conducted, with review and feedback done by the Oregon Secretary of State Audit Division. On an occasional basis, random, on-site audits are also done by this Division. Copies of these audits are also sent by the Colleges to the Oregon Office of Community College Services.

• Effective 1997-98, Oregon Coast will shift its contracting relationship to Chemeketa Community College instead of Portland, but the decision was driven by a desire for a better match of institutional contexts and populations served rather than any serious problem in the working relationship with Portland Community College.

• One issue representing an ongoing challenge and potential concern in this area is the consistency with which the contracting colleges are included as full and active partners in the various SACCs, which are of various sizes and operate in a diversity of ways. There may need to be some kind of mechanism or process of gathering ongoing assessment of how well the SACCs function overall, and especially with respect to this issue.

The College has responded adequately to this recommendation and is in compliance with the Standards.

Preliminary Agenda

Distance Education: A New Horizon

Thursday - October 30, 1997

OCCA Board Meeting:

1:30 - 4:30

Reception:

4:30 - 6:00

Board Dinner:

6:00 - 8:00

Board President's Reception:

8:00

Friday - October 31, 1997

Breakfast:

7:00 - 8:00 Breakfast for returning board members and presidents

Breakfast for New Board Members and New Presidents with OCCA Executive Committee:

7:00 - 8:00 Meet the executive committee and learn about OCCA

General Session:

8:30 - 9:30 Greetings and Introductions

Legislative Wrap-Up and Future Plans

9:30 - 11:00 Education At The Speed of Change! - *Larry Helms*

Break:

11:00 - 11:15

General Session:

11:15 - 11:45 Distance Education - Oregon vision and Oregon experience

Lunch:

11:45 - 1:15

Interactive Breakouts (Facilitated Discussions):

1:15 - 2:00

- A. Distance Education Governance/Administration Issues
- B. Distance Ed Technical Infrastructure-Short Term & Long Term
- C. Distance Education Funding and Investment Issues

Break:

2:00 - 2:15

Interactive Breakouts:

2:15 - 3:00 - Repeat the three previous breakout sessions

General Session (facilitated open session with questions and answers, and with summaries of breakout sessions):

3:00 - 3:45

No Host Reception:

6:00 - 6:30

Medieval Dinner (costumes optional) and Awards:

6:30

Saturday - November 1, 1997

Breakfast:

7:30 - 9:15 **Hot Topics** (Topic discussions start at 7:45 and run for 20 minutes; Rotating two times)

School Transformation (ed reform)

Univ. Centers/Applied Baccalaureates/OSSHE

Transfer Issues

Winning Bond Elections

Future of Small Business Development Centers (SBDCs)

Federal Issues

Future of Oregon Advanced Technology Consortium (OATC)

One Stop Career Centers/Workforce changes

Evaluating Presidents/Board Services

Licensing products

Foundations and Fundraising

Breakouts:

9:30 - 10:30

- A. Effects of Measure 50
- B. Local board decision-making in a climate of state funding
- C. Effective board meetings