



# TILLAMOOK BAY COMMUNITY COLLEGE

6385 Tillamook Avenue, Bay City, Oregon 97107  
(503) 377-2765 · Fax (503) 377-2219

Jerry Hallberg, *President*

REVISED

February 22, 2001

Headlight Herald  
PO Box 444  
Tillamook OR 97141

## LEGAL NOTICE SECTION:

Please publish the following in the February 28, 2001, edition of the Headlight Herald:

NOTICE IS HEREBY GIVEN, that the regular meeting of the Tillamook Bay Community College Board of Education will be held on Monday, March 5, 2001, at 7:30 pm, at the Tillamook Campus, 2510, First Street, Room 8. The following items are on the agenda: Financial Report; Reports by the Manager of Human Resources, Dean of Instruction, Dean of Student Services and Director of College Development; Faculty Report; CCWD/OCCA/OSBA information; Announcements; Public comment. The public is invited to attend the Board meeting. TBCC will provide reasonable accommodations to individuals with disabilities, call 377-2765.

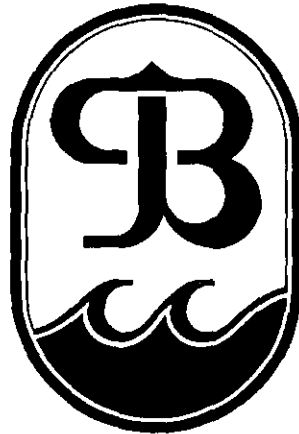
Emmy Lou Orahod  
Secretary, Board of Education

H01-084  
**REGULAR PUBLIC MEETING NOTICE**  
NOTICE IS HEREBY GIVEN, that the regular meeting of the Tillamook Bay Community College Board of Education will be held on Monday, March 5, 2001, at 7:30 p.m., at the Tillamook Campus, 2510, First Street, Room 8. The following items are on the agenda: Financial Report; Reports by the Manager of Human Resources, Dean of Instruction, Dean of Student Services and Director of College Development; Faculty Report; CCWD/OCCA/OSBA information; Announcements; Public comment. The public is invited to attend the Board meeting. TBCC will provide reasonable accommodations to individuals with disabilities, call 377-2765  
Emmy Lou Orahod  
Secretary,  
Board of Education  
2/28/01

**PLEASE NOTE:**

**MARCH 5, 2001  
BOARD MEETING  
WILL BE HELD  
AT THE  
TILLAMOOK CAMPUS  
2510 FIRST STREET  
ROOM 8**

# TILLAMOOK BAY COMMUNITY COLLEGE



## Regular Board Meeting Packet

March 5, 2001  
7:30 p.m.

Tillamook Campus - Room 8  
2510 First Street

**JERRY HALLBERG, PRESIDENT**

**Board of Education**  
Wayne Jensen, Chair  
Craig Wakefield, Vice Chair  
James P. McGinnis  
Eva Noble  
Stephen Shaw  
Ann Swain  
Robert Weitman

**TBCC BOARD OF EDUCATION REGULAR MEETING**

**March 5, 2001**

**7:30 p.m.**

**Tillamook Campus - Room 8  
2510 First Street, Tillamook**

**AGENDA**

- I. ADOPTION OF AGENDA**
  
- II. APPROVAL OF MINUTES**  
February 5, 2001, Regular Meeting Minutes
  
- III. FINANCIAL REPORT**
  - A. January Budget Report
  - B. Transfers
  
- IV. WORKFORCE DEVELOPMENT UPDATE**
  
- V. CCWD/OCCA/OSBA INFORMATION**
  
- VI. HUMAN RESOURCES REPORT**
  
- VII. DEAN OF INSTRUCTION REPORT**
  - A. Items of Interest
  - B. Resolution 20
  
- VIII. DEAN OF STUDENT SERVICES REPORT**
  
- IX. DIRECTOR OF COLLEGE DEVELOPMENT REPORT**
  
- X. FACULTY REPORT**
  
- XI. ANNOUNCEMENTS**
  
- XII. PUBLIC COMMENT**
  
- XIII. ADJOURNMENT**

TBCC BOARD OF EDUCATION REGULAR MEETING

March 5, 2001

7:30 p.m.

Tillamook Campus - Room 8  
2510 First Street, Tillamook

ADDITION TO AGENDA

III. FINANCIAL REPORT

C. Combined Civil Rights Assurance Document

Mark Sybouts will review a clarification of the Board Organizational Motion which states:

12. Grant authority to sign and administer federal and state grant funds.

Move that President/Clerk, Jerry Hallberg, be authorized to sign Federal and State project forms and administer the programs on behalf of the District for projects authorized by the Board during the 2000-2001 fiscal year.

Clarification: The motion stated above includes the authority to sign Federal and State project forms that assure the College is in compliance with Title VI, Title IX and Section 504 laws.

Action needed:            Motion that President/Clerk, Jerry Hallberg, be authorized to sign Federal and State Project forms (which include compliance assurances) and administer the programs on behalf of the District for projects authorized by the Board during the 2000-2001 fiscal year.

Motion to approve President/Clerk of the Board, Jerry Hallberg, to sign Combined Civil Rights Assurance Document.



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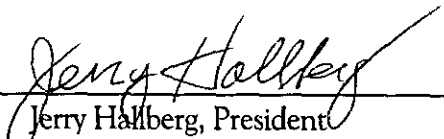
Jerry Hallberg, *President*

## Combined Civil Rights Assurance Document

Tillamook Bay Community College, in compliance with Title VI of the Civil Rights Acts of 1964 (34 CFR § 100.4(a)-(d)), Title IX of the Education Amendments of 1972 (45 CFR § 86 & 34 CFR § 106.4), Section 504 of the Rehabilitation Act of 1973 (34 CFR § 104.5), Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Title II of the Americans with Disabilities Act of 1990 (28 CFR §§ 35.149-35.151), and the Higher Education Amendments of 1998 (34 CFR §§ 668.41-668.48), does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, sexual orientation, marital status, or physical or mental disability in any of its policies, procedures, or practices. Nor does the college, in compliance with the Age Discrimination in Employment Act of 1966, discriminate against any employees or applicants for employment on the basis of age. This nondiscrimination policy covers admission, access, and treatment in college programs and activities, and application for and treatment in college employment.

This statement reaffirms and consolidates Board policies and intent concerning compliance with the laws and policies stated in the previous paragraph. This assurance has been in effect since the original adoption of the Affirmative Action Plan for the college.

Signed and affirmed this 5<sup>th</sup> of March, 2001,

  
\_\_\_\_\_  
Jerry Hallberg, President  
Clerk of the Board

**BOARD OF EDUCATION REGULAR MEETING**

**March 5, 2001**

**7:30 p.m.**

**Tillamook Campus - Room 8**

**2510 First Street, Tillamook**

**A G E N D A**

**I. ADOPTION OF AGENDA**

Action needed:      Motion to adopt the agenda

**II. APPROVAL OF MINUTES**

The February 5, 2001, Regular Meeting minutes are enclosed for review and approval.

Action needed:      Motion to approve the February 5, 2001, Regular Meeting minutes

**III. FINANCIAL REPORT**

A. Mark Sybouts will review the January budget with the Board

Action needed:      Informational

B. Mark Sybouts will review the transfers with the Board.

Action needed:      Motion to approve transfers

**IV. WORKFORCE DEVELOPMENT UPDATE**

Donna Acord, Director, Professional/Technical Education will update the Board on the Tillamook Bay Community College/Tillamook Workforce Solution exploration.

Action needed:      Informational

**V. CCWD/OCCA/OSBA INFORMATION**

Action needed:      Informational

**VI. HUMAN RESOURCES REPORT**

Emmy Lou Orahood, Manager of Human Resources will report to the Board on items of interest.

Action needed:      Informational

**VII. DEAN OF INSTRUCTION REPORT**

A. Steve Hoffman, Dean of Instruction, will report to the Board on items of interest.

Action needed: Informational

B. Resolution 20, New Program Resolution: Electronic Engineering Technology

Action needed: Motion to adopt Resolution 20

**VIII. DEAN OF STUDENT SERVICES REPORT**

Terrie Minner, Dean of Student Services, will report to the Board on items of interest.

Action needed: Informational

**IX. DIRECTOR OF COLLEGE DEVELOPMENT REPORT**

Jim Fullan, Director of College Development, will report to the Board on items of interest.

Action needed: Informational

**X. FACULTY REPORT**

Action needed: Informational

**XI. ANNOUNCEMENTS**

A. Facilities Committee Meeting, Noon, Tuesday, March 20, SBDC

B. Next meeting: April 9, 2001, (Location to be announced)

**XII. PUBLIC COMMENT**

**XIII. ADJOURNMENT**









**TILLAMOOK BAY COMMUNITY COLLEGE BOARD OF EDUCATION  
MINUTES - REGULAR MEETING**

**March 5, 2001**

**Tillamook Campus - Room 8  
2510 First Street, Tillamook, Oregon**

- MEMBERS PRESENT** Wayne Jensen, Craig Wakefield, Steve Shaw, Ann Swain, Jim McGinnis and Robert Weitman
- MEMBERS ABSENT** Eva Noble
- STAFF PRESENT** Jerry Hallberg, Mark Sybouts, Steve Hoffman, Donna Acord, Emmy Lou Orahood, James Downes, Pat Forbes, Amy Getty, Steve Kerr, George Miller, Terrie Minner, Sheryl Neu, Bob Pietruszka and Betty Lester
- OTHERS PRESENT** Elki Powers, Richard Powers, Kathryn S. Norris, Roseanne Miller, Nancy Slavin, Katherine Skinner, Angie Johnson and Bill Berg
- CALL TO ORDER** Chairperson Jensen called the meeting to order at 7:30 pm.
- ADOPTION OF AGENDA** It was moved by Bob Weitman, seconded by Craig Wakefield, and the Board unanimously (6/0) adopted the March 5, 2001 Agenda.
- APPROVAL OF MINUTES** It was moved by Ann Swain, seconded by Steve Shaw, and the Board unanimously (6/0) approved the February 5, 2001 Regular Meeting Minutes as presented.
- FINANCIAL REPORT** Mark Sybouts, Director of Administrative Services, reviewed the January Budget Report and responded to questions from the Board.
- TRANSFERS** Mr. Sybouts reviewed the Budget Transfers and responded to questions from the Board.
- MOTION** It was moved by Jim McGinnis, seconded by Steve Shaw, and the Board unanimously (6/0) approved the Budget Transfers.
- COMBINED CIVIL RIGHTS ASSURANCE DOCUMENT** Mr. Sybouts reviewed a clarification of the Board Organizational Motion 12 which grants President/Clerk Hallberg authority to sign and administer federal and state grant funds. Mr. Sybouts noted that two motions will be required.
- MOTION** It was moved by Ann Swain, seconded by Steve Shaw, and the Board unanimously (6/0) approved a Motion that President/Clerk of the Board Jerry Hallberg, be authorized to sign Federal and State Project forms (which include compliance assurances) and administer the programs on behalf of the District for projects authorized by the Board during the 2000-2001 fiscal year.

It was moved by Jim McGinnis, seconded by Ann Swain, and the Board unanimously (6/0) approved a Motion to approve President/Clerk of the Board, Jerry Hallberg, to sign Combined Rights Assurance Document.

**WORKFORCE  
DEVELOPMENT  
UPDATE**

President Hallberg introduced Donna Acord, Director, Professional/Technical Education, to give an update on the TBCC/Tillamook Workforce Solution exploration.

Ms. Acord was present to give an update on the exploration mentioned by Mr. Fullan at the previous Board Meeting regarding the possible integration of Tillamook Work Solutions into Tillamook Bay Community College. This exploration includes six broad categories: Overall/General, Budgetary/Financial, Human Resources, Program Services, TWS Organization, and Public/Political.

It was mentioned that President Hallberg is being kept apprised of this exploration and will receive a preliminary report of these findings in the near future. If, after reviewing these findings, President Hallberg feels the incorporation of TWS with TBCC would be advantageous to the college and the community, a resolution to that effect would be brought before the Board.

**CCWD/OCCA/OSBA  
INFORMATION**

President Hallberg reported that community college budgets are currently going through the Ways and Means Committee and should go to the full Board soon.

Mr. Hallberg noted that he will be in Salem Tuesday through Friday this week, attending the Ways and Means Committee meetings, the OCCA Board Meeting, and the Presidents' Council meeting.

**PERSONNEL REPORT**

Emmy Lou Orahood, Manager of Human Resources, reported on the following items:

- \* **Sheryl Neu** was promoted to Information Technology Support Specialist. This is a new position which will give support for the new information system to the entire college. Sheryl will continue to work in Enrollment Services half-time until a new full-time Enrollment Services Assistant can be found. We will be advertising for that position beginning next week.
- \* **Anne Key**, Director of Developmental Education, has accepted a position as Director of the Skills Center at Columbia Gorge Community College. We congratulate Anne on her new position, but also express regret at her leaving. **George Miller** has been working with Anne as Instructor/Case Manager and will be taking Anne's place as Acting Director through December 31, 2001.

- \* **April Hutchins** has accepted the position of Administrative Assistant, Professional/Technical Education beginning April 2. April not only has the people and computer skills required, she also has considerable technical skills from her many years with Tektronics.
- \* The college will be interviewing candidates for the **Reference Librarian** next Thursday, March 15<sup>th</sup>.

**DEAN OF INSTRUCTION** Steve Hoffman, Dean of Instruction, reported on the following items:

- \* All adjunct instructors have been hired for Spring except Office Skills.
- \* He will be meeting with Guy Sievert at PCC on Tuesday, March 6.

Dr. Hoffman presented a slide show updating the status of the microelectronics program which included:

**Partners:** SD9 (lab facilities), area high schools, Tillamook Work Solutions, Intel, and area industry

**Lab Arrangement:** lab will be located at Tillamook High School

**Staffing:** Instructor position description and salary review is in progress. Program Administrative Assistant has been hired.

**Program Basis:** EET (Electronics Engineering Technology) program selected; Program Notification Abstract submitted to PCC.

**Curriculum:** Two-year curriculum based upon PCC EET program with some additions; Exploratory (preparatory) year planned to run simultaneously for students not ready to enter regular program; Program marketed to high school, traditional age, and transitional students.

**Program Approval:** All new programs or program locations require state approval (submitted); Board approval also required to add a new program or location (PCC and TBCC); Resolution.

**MOTION**

It was moved by Jim McGinnis, seconded by Craig Wakefield, and the Board unanimously (6/0) adopted: Resolution 20 New Program Resolution: Electronic Engineering Technology.

**DEAN OF STUDENT SERVICES**

Terrie Minner, Dean of Student Services, reported on the following items:

- \* Update on the Nursing Program. March is deadline for Nursing application for 2001.
- \* EMT Advisory Committee is revisiting the pre-requisites. Attended the EMT Advisory Committee meeting on 2/13. Are tracking students progress.

- \* Planning for graduation for 2001. Two Pathways students will be graduating; also the first grads from the TBCC/ Clatsop Nursing Program.
- \* Placement Testing Program (Compass and Accuplacer) Research
- \* Beginning work on 2002-2004 Catalog. Are planning on including Board Member pictures.
- \* On March 12, will be meeting with Linda Reisser, Dean of Student Development, PCC all day. Will discuss what needs Student Services have that PCC can help us with.
- \* Pathways - Plan to have placement tests at N-K-N on 4/25; Nestucca on 5/3; and Tillamook HS has not confirmed yet.
- \* ASTBCC had a very successful fund raiser in February.
- \* Sent a Financial Aid Bulletin and the TBCC Newsletter to 325 students. Will have follow-up calls to students beginning March 2.

**DIRECTOR OF COLLEGE DEVELOPMENT REPORT**

In the absence of Jim Fullan, Director of College Development, President Hallberg reported on the following items:

- \* Contracts have now been signed between the college and Worksystems, Inc. for the electronics program grant of \$393,000; and with Northwest Oregon Economic Alliance for \$53,010 for electronics lab equipment.
- \* The following grant proposals are out:
  - 1) **Management Trust \$2,020** which is a Staff Development Project which will be used to send George Miller to the Intercultural Institute summer session and provide subsequent staff training on multi-cultural communication.
  - 2) **Juan Young Trust \$10,000** Scholarship Funds.
  - 3) **Oregon Community Foundation \$60,000** to be used to support the student success module (tutors, etc.) for the Electronics Technologies Program.

**FACULTY REPORT**

The Faculty Senate consists of five regular faculty members: Amy Getty, George Miller, Steve Kerr, John Russell and Linda Northrop. On behalf of the Faculty Senate, George Miller gave a slide presentation relating to the Tillamook Bay Community College Budget for 2001-2002.

According to Mr. Miller, in the 1995 Accreditation Report, it is stated that "...there appears to be an inadequate core of full-time faculty in the transfer programs" and recommends "...continuing efforts to hire additional full-time faculty."

Mr. Miller also noted that in the 1998-2003 Tillamook Bay Community College Strategic Plan Update, under the goal entitled "Provide Quality Courses and Programs to Enable Students to Achieve their Educational and Career Goals," an objective is to

“...identify and develop a core of full-time faculty to provide continuity of instructional offerings that meet the long term needs of the community.”

Additionally, Mr. Miller said that in the 1999-2002 Office of Instruction Operational Plan, goal #3 states “Develop a core (consistent) set of faculty—full-time, part-time and adjunct.”

Mr. Miller presented the status of the faculty hiring discussions as he understood it, and gave their position on how the hiring process should be moving in order to meet the goals presented above. He also stated that they are concerned with the high turnover of quality people at TBCC.

#### **ANNOUNCEMENTS**

President Hallberg made the following announcements:

- \* Facilities Committee meeting, March 20, 2001, 12:00 pm, BizCenter
- \* Next Board Meeting: April 9, 2001, 7:30 pm, site to be determined

#### **PUBLIC COMMENT**

Mr. Richard B. Powers of Oceanside, and a former adjunct faculty member, read a letter which he had written to the Tillamook Bay Community College Board of Education, expressing his concerns regarding the future of the College. Mr. Powers said he believes the Board should re-visit their role and responsibilities and implement any reforms that are needed to make TBCC a college the whole community can be proud of.

Mr. Bill Berg, a former adjunct faculty member, commented on what he perceived as a lack of dollars being designated for the community education classes in North County. He also feels that the Strategic Plan Update lacks a vision and has no timeline or people assigned to tasks. Mr. Berg commented that seniors are a forgotten group; no long-term vision for the college; no new people on the Board.

Nancy Slavin, a former adjunct faculty member, spoke on her concerns regarding the policies under which adjunct faculty members teach at the College. She felt that there have been variations on the way adjunct faculty are treated. When one of her classes was over booked, she asked for compensation for the overload of students and it was refused. In the succeeding term, another adjunct was hired and mileage from Portland was added to the cost.

Bob Pietruszka, Director, Computer Services, said he had been at TBCC for 13 years. He felt that windows of opportunity have eroded, some due to the heavy turnover of key personnel. When there is a turnover we lose FTE. Everytime we lose adjunct



faculty they are more difficult to replace. The new microelectronics program is one of those windows of opportunity. Steve Hoffman is a major part of this program. A new person coming in will have a learning curve. The 1993-95 Strategic Plan never made it to operational phase. If we are ever going to grow, we have to convince the community that we can fulfill our mission.

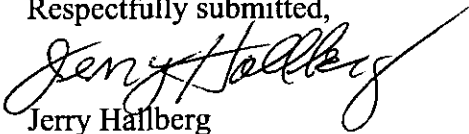
Kathy Norris asked "What are the Board Members going to do about what they have heard here tonight?"

In response, the Board assured participants that they would be looking into the concerns brought before it this evening.

#### **ADJOURNMENT**

There being no further business, it was moved by Steve Shaw, seconded by Craig Wakefield, and the Board unanimously (6/0) agreed to adjourn the meeting at 9:45 pm.

Respectfully submitted,



Jerry Hallberg  
Clerk

ACCOUNT DESCRIPTION	ADOPTED	REVISED	RECEIVED JANUARY	TOTAL RECEIVED	BUDGET BALANCE	% OF BUDGET
01 GENERAL FUND RESOURCES	01-03-XXXXXX-XX					
200000-00 STATE SOURCES						
210000-00 COMM COLLEGE SUPPORT FUND	\$960,000.00	\$960,000.00	\$246,045.00	\$728,453.00	\$231,547.00	24.12%
300000-00 LOCAL SOURCES						
310000-00 CURRENT TAXES	\$550,000.00	\$550,000.00	\$9,309.42	\$500,696.36	\$49,303.64	8.96%
320000-00 PRIOR YEARS TAXES	\$41,000.00	\$41,000.00	\$2,413.10	\$20,242.48	\$20,757.52	50.63%
330000-00 COUNTY TIMBER REVENUE	\$100,000.00	\$100,000.00		\$18,386.52	\$81,613.48	81.61%
400000-00 TUITION AND FEES						
410000-00 TUITION	\$218,000.00	\$218,000.00	\$37,186.00	\$168,021.00	\$49,979.00	22.93%
410001-00 TUITION - SENIOR	\$11,000.00	\$11,000.00	\$2,046.25	\$9,474.25	\$1,525.75	13.87%
420000-00 FEES	\$17,000.00	\$17,000.00	\$1,809.00	\$13,162.51	\$3,837.49	22.57%
420001-00 FEES-OTHER COURSE FEES	\$3,000.00	\$3,000.00	\$681.00	\$2,460.50	\$539.50	17.98%
420001-99 FEES - NCEP OTHER	\$700.00	\$700.00	\$110.00	\$681.15	\$18.85	2.69%
420002-00 FEES - INTERNET/E-MAIL	\$750.00	\$750.00	\$60.00	\$165.00	\$585.00	78.00%
420003-00 FEES - ED EXCURSION COURSES	\$20,000.00	\$20,000.00		\$0.00	\$20,000.00	100.00%
420004-00 FEES - OFF SITE TESTING FEES	\$3,500.00	\$3,500.00	\$300.00	\$1,650.00	\$1,850.00	52.86%
500000-00 OTHER REVENUE						
510000-00 SALE OF GOODS/SERVICE						
510001-00 SALE OF GOODS/SER - GED TEST	\$6,000.00	\$6,000.00	\$450.00	\$3,800.00	\$2,200.00	36.67%
510002-00 SALE OF GOODS/SER - GED PREP	\$4,000.00	\$4,000.00		\$0.00	\$4,000.00	100.00%
510004-00 SALE OF GOODS/SER - GED OTHER	\$0.00	\$0.00	\$35.00	\$135.00	(\$135.00)	
510005-00 SALE OF GOODS/SER - OTHER	\$1,000.00	\$1,000.00	\$282.30	\$1,499.30	(\$499.30)	-49.93%
510000-99 SALE OF GOODS/SER - NCEP	\$100.00	\$100.00		\$25.00	\$75.00	75.00%
520000-00 INTEREST INCOME	\$37,000.00	\$37,000.00	\$4,206.81	\$22,463.14	\$14,536.86	39.29%
530000-00 RENTAL INCOME	\$3,200.00	\$3,200.00	\$100.00	\$700.00	\$2,500.00	78.13%
530000-49 RENTAL INCOME - TCWRC	\$6,000.00	\$6,000.00	\$500.00	\$3,500.00	\$2,500.00	41.67%
550000-00 MISCELLANEOUS INCOME	\$28,065.00	\$28,065.00	\$4.00	\$3,383.72	\$24,681.28	87.94%
540000-00 AVAILABLE WORKING CAPITAL	\$500,000.00	\$500,000.00		\$492,758.41	\$7,241.59	1.45%
RESOURCES TOTAL	\$2,510,315.00	\$2,510,315.00	\$305,537.88	\$1,991,657.34	\$518,657.66	20.66%

BUDGET SUMMARY - JANUARY

2000-2001

TILLAMOOK BAY COMMUNITY COLLEGE S.D.

	ADOPTED BUDGET	REVISED BUDGET	EXPENSES OR RECEIVED	TOTAL EXPENDED/ RECEIVED	BUDGET BALANCE	% OF BUDGET
<b>RESOURCES:</b>						
<hr/>						
REVENUE	\$2,510,315.00	\$2,510,315.00	\$305,537.88	\$1,991,657.34	\$518,657.66	20.66%
<b>REQUIREMENTS:</b>						
<hr/>						
INSTRUCTIONAL	\$645,226.00	\$645,226.00	\$45,926.33	\$258,456.84	\$386,769.16	59.94%
INSTRUCTIONAL SUPPORT SERVICES	\$537,065.00	\$537,065.00	\$42,802.61	\$286,117.63	\$250,947.37	46.73%
STUDENT SERVICES	\$361,283.00	\$361,283.00	\$30,491.51	\$211,829.96	\$149,453.04	41.37%
COLLEGE SUPPORT SERVICES	\$570,147.00	\$570,147.00	\$43,399.28	\$332,000.70	\$238,146.30	41.77%
PLANT OPERATION & MAINTENANCE	\$138,094.00	\$138,094.00	\$12,286.31	\$72,813.90	\$65,280.10	47.27%
COMMUNITY SERVICES	\$500.00	\$500.00	\$31.25	\$31.25	\$468.75	93.75%
FINANCIAL AID	\$18,000.00	\$18,000.00	\$1,986.15	\$5,718.15	\$12,281.85	68.23%
BOARD RESERVES	\$140,000.00	\$140,000.00	\$0.00	\$0.00	\$140,000.00	100.00%
TRANSFERS	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00	100.00%
<hr/>						
REQUIREMENTS TOTAL	\$2,510,315.00	\$2,510,315.00	\$176,923.44	\$1,166,968.43	\$1,343,346.57	53.51%

**2000-2001**  
**BUDGET TRANSFERS**  
 March 5, 2001

SPECIAL FUND

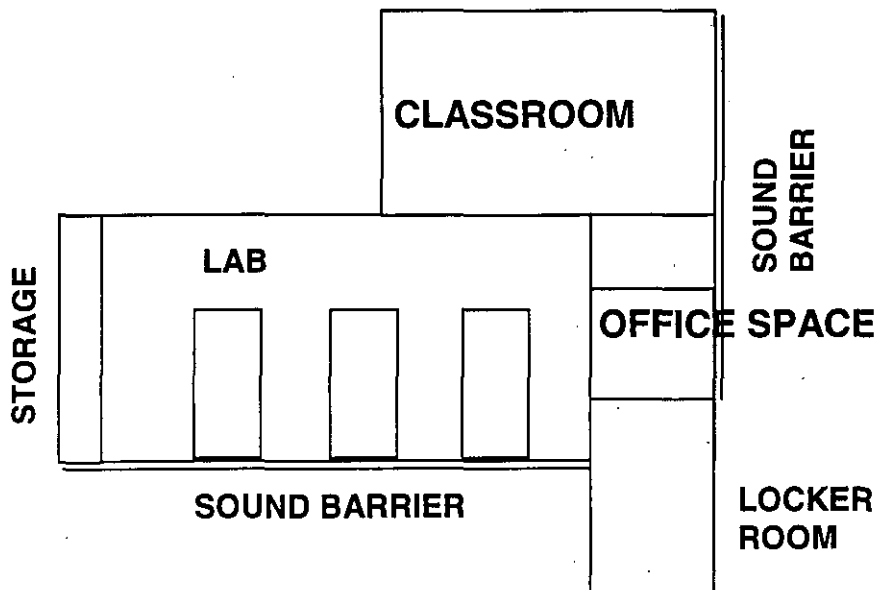
	<b>FROM</b>	<b>TO</b>	<b>AMOUNT</b>	<b>REASON</b>
1	Adult Education Accountability Grant INSTRUCTIONAL SUPPORT - Other payroll expenses	Adult Education Accountability Grant INSTRUCTIONAL SUPPORT - Supplies	\$ 510.00	To change budget for grant modifications
2	Adult Education Accountability Grant INSTRUCTIONAL SUPPORT - Support Staff	Adult Education Accountability Grant INSTRUCTIONAL SUPPORT - Supplies	\$ 150.00	To change budget for grant modifications
3	BizCenter - Enhancement Grant Instruction Hourly	BizCenter - Enhancement Grant Instruction Non-Capital Equipment and Furniture	\$ 1,595.00	To change budget for grant modifications
4	BizCenter - Enhancement Grant Instruction Other payroll expenses	BizCenter - Enhancement Grant Instruction Non-Capital Equipment and Furniture	\$ 405.00	To change budget for grant modifications

# ELECTRONICS TECHNOLOGIES ***STATUS***

## PARTNERS:

- SD9 (LAB FACILITIES)
- AREA HIGH SCHOOLS (STUDENTS/ADVISORY TEAM)
- TILLAMOOK WORK SOLUTIONS (STUDENTS/ADVISORY TEAM)
- INTEL
- AREA INDUSTRY (ADVISORY TEAM)

## LAB ARRANGEMENT:



- LAB WILL BE SITUATED AT TILLAMOOK HIGH SCHOOL
- SOME PHYSICAL CHANGES WILL BE REQUIRED

# **ELECTRONICS TECHNOLOGIES**

## ***STATUS***

### **STAFFING:**

- **INSTRUCTOR POSITION DESCRIPTION DEVELOPED, SALARY REVIEW IN PROGRESS BASED UPON INPUTS FROM OTHER OREGON CC'S; ADVERTISING PLANNED TO BEGIN ASAP**
- **PROGRAM ASSISTANT (APRIL HUTCHINS) HIRED, WILL REPORT APRIL 2**

### **PROGRAM BASIS:**

- **EET (ELECTRONICS ENGINEERING TECHNOLOGY) PROGRAM SELECTED AS MOST APPROPRIATE TO TILLAMOOK COUNTY**
- **PROGRAM NOTIFICATION ABSTRACT SUBMITTED TO PCC FOR RESUBMISSION TO STATE**

### **CURRICULUM:**

- **TWO-YEAR CURRICULUM BASED UPON PCC EET PROGRAM WITH SOME ADDITIONS**
- **EXPLORATORY (PREPARATORY) YEAR PLANNED TO RUN SIMULTANEOUSLY FOR STUDENTS NOT READY TO ENTER REGULAR PROGRAM**
- **PROGRAM MARKETED TO HIGH SCHOOL, TRADITIONAL AGE, AND TRANSITIONAL STUDENTS**

# **ELECTRONICS TECHNOLOGIES**

## ***STATUS***

### **PROGRAM APPROVAL:**

- **ALL NEW PROGRAMS OR PROGRAM LOCATIONS REQUIRE STATE APPROVAL (SUBMITTED)**
- **BOARD APPROVAL ALSO REQUIRED TO ADD A NEW PROGRAM OR LOCATION (PCC AND TBCC)**
- **RESOLUTION**

Resolution 20

Tillamook Bay Community College Service District  
Board of Education  
March 5, 2001

NEW PROGRAM RESOLUTION: ELECTRONIC ENGINEERING TECHNOLOGY

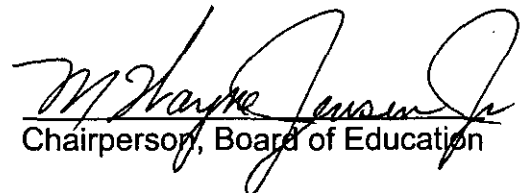
The President RECOMMENDS adoption of the following resolution:

WHEREAS, the College is a partner in an H1B Visa Department of Labor grant received by Worksystems Inc., Portland Community College, Clackamas Community College, and TBCC to implement a microelectronics training program; and

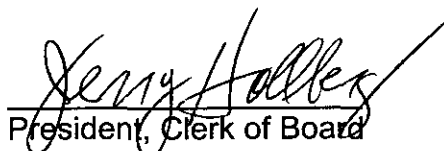
The College has evaluated candidate programs from Portland Community College and has ascertained that the Electronic Engineering Technology training program is the most appropriate in balancing meeting the needs of the community and the spirit of the grant:

NOW, THEREFORE LET IT BE RESOLVED, that the Board of Education of TBCC hereby adopts this resolution to include the Electronic Engineering Technology program as a TBCC Professional Technical Education program offering.

RESOLVED this 5<sup>th</sup> day of March, 2001, by the Board of Education, Tillamook Bay Community College Service District.

  
Chairperson, Board of Education

Attest:

  
President, Clerk of Board



# Easing the transition to a four-year university

## Start planning for the big jump now

BY DAN MCGRAW

**T**homas Franklin started his college career at Independence Community College in Kansas in part because his parents thought he would do better if he lived at home. Last year, Franklin, 21, transferred to the University of Kansas as a journalism major and is a member of the school's honor society.

Andrea Cagle of Fort Worth had little money for college and didn't know what she wanted to study anyway. This fall, after taking courses at Tarrant County College in Fort Worth, she will start working toward a journalism degree at the University of Texas-Arlington.

More students than ever before are choosing to complete their first two years of school at a community college. In 1995, 46 percent of all first-year college students were enrolled in two-year schools, up from 17 percent in 1955. Some collegebound students opt for a two-year school to keep costs down; others don't have the scores or the grades to get into a four-year school. But whatever their motivation, students need to plan ahead for the leap to a four-year institution because many restrict the credits they will accept from two-year schools.

The reasons partly have to do with the mixed mission of community colleges, says Patrick Callan, president of the National Center for Public Policy and Higher Education in San Jose, Calif. Originally, most two-year schools served primarily as feeder schools to large state universities. But in the 1970s and 1980s, community colleges launched programs that were ends in themselves, such as employee-training courses. Many university officials grew skeptical of the quality of education at two-year schools and



**STRATEGIC DELAY.** Andrea Cagle waited to take advanced classes.

began rejecting credits that once would have transferred easily.

But universities also restrict credit transfers for specific academic reasons. Although many accept without quibbling credits for core courses—basic liberal arts classes in, say, English—they often reject credits for advanced classes. That's because the curricula for core courses are fairly standardized at many postsecondary institutions, while coursework for advanced classes varies widely from school to school.

The transfer problem is easing, thanks to two factors. First, four-year schools are re-examining their transfer policies in light of recent studies by the U.S. Department of Education showing that students who do well at community colleges are likely to succeed in the more demanding environment of four-year schools. Also, with the number of college-age students shrinking, many four-year schools are scrambling to fill their lecture halls. As a result, they are taking a fresh look at how they

might better accommodate this pool of potential recruits.

In the past decade, most public—and some private—universities have adopted “articulation agreements” with the public community colleges in their state. These contracts define which credits automatically transfer to the four-year school. Although the agreements vary, most encompass core courses.

Other institutions are experimenting with “dual admissions.” Under these programs, students are admitted simultaneously to the two-year and four-year schools, and those who complete an associate degree are automatically eligible to transfer all of their credits to the four-year school. Temple University in Philadelphia is among the first top-tier major research universities to offer dual admission with a half-dozen community colleges in Pennsylvania and New Jersey. Under the program, two-year grads with higher than a 2.0 grade point average are automatically admitted.

**Tread carefully.** Although the transfer process has become more streamlined, students still face potential pitfalls. The best advice on how to avoid them comes from those who have successfully made the transition. Thomas Franklin suggests

targeting a four-year school early and finding out which courses transfer. Make sure there will be no surprises, he says.

Students also should think twice about trying to sew up a major at a community college, says Andrea Cagle. Four-year schools often won't accept an overload of classes in any one subject, particularly a technical field. Some savvy two-year college students do not declare a major until late in their second year, if at all.

Students also should realize they can protest decisions made by admissions staffs at four-year schools. Tiffany Zemlock-Corle transferred from Independence Community College to the University of Kansas to complete a degree in occupational therapy. At Independence she completed a course in woodworking that she thought would satisfy the fine arts requirement at both schools. When the registrars at KU rejected the woodworking class as vocational training she appealed to KU's occupational therapy department, which overturned the ruling. Her department had a “vested interest” in her, Corle says. “I found that [program officials] can work behind the scenes for you.”

**The best advice comes from those who've succeeded in transferring.**



[www.usnews.com](http://www.usnews.com)



DAVID BUTOW—SABA FOR US&WR

Sylvia Long, a divorced mother of four, got her teaching degree from a community college.

# Is a four-year degree from a two-year school right for you?

BY BETH BROPHY

A four-year bachelor's degree from a community college sounds like a contradiction in terms. Since the first public community college opened in Joliet, Ill., nearly a century ago, the mission has been to offer any student who wishes to enroll a two-year associate's degree, job training in fields needed by local employers, or remedial instruction in math, reading, or writing.

But many community colleges now say they need to do more. As the demand rises for graduates with advanced skills, a two-year program often is not adequate to lay the educational foundation for eventual managerial jobs. Why not simply redirect these students to four-year schools? Some of them are not strong enough academically to get into universities; others can't afford the higher costs of four-year institutions. The commu-

nity college baccalaureate degree is the "logical solution" to the problem of how to educate this segment of the work force, argues Kenneth Walker, president of the newly formed Community College Baccalaureate Association and president of Edison Community College in Fort Myers, Fla.

**Lower cost.** At present, only a small fraction of the nation's 1,250 community colleges—about 75 schools—have begun offering four-year degrees. There are two main models for the programs—on-site programs, in which classes are taught exclusively by the community college's faculty, and

Many community college students work full time and have families.

partnership programs, in which community college students take some classes at a four-year school. Baccalaureate degrees from partnership programs are granted either by the community college or jointly with the university.

A major selling point of four-year programs at community colleges is the lower cost. The average annual tuition during the 1999-2000 school year for public two-year colleges was \$1,627 versus \$3,356 at public universities. Further, there are still many communities nationwide that don't have four-year colleges within commuting distance. Almost half—44 percent—of undergraduates enrolled in community colleges are 25 or older. Typically, they work full time and many have families, and so don't have the luxury of leaving town to attend school.

"Westark College is the only school I considered," says Stacey Bernard, 32, who

works full time as a manager for a personnel company while she completes a self-paced, four-year degree in manufacturing technology. Neither leaving the Arkansas town of Fort Smith nor commuting a couple hours a day was a good option for this mother of three children.

**Check it out.** Some critics of four-year degrees argue that community colleges don't have the financial resources to offer programs that are as academically rigorous as those at traditional four-year institutions. "To compete, community colleges will have to expand their libraries, their labs, and their faculties," says Stanley Ikenberry, president of the American Council on Education in Washington, D.C. He advises students considering a four-year degree from a community college to take a close look at the school's facilities. If you're interested in an academic field, such as anthropology, you might fare better at a university with, say, an extensive library. But if your goal is a degree in a field in which community colleges historically have been strong, such as law enforcement, a two-year school might be the better bet.

Some students fear that even if their education is just as good as that of their friend who went to the state university, their community college degree will be viewed as second-rate and they'll suffer professionally. Experts advise that you research the reputation of a community college program—just as you would a four-year program—before investing your time and money. For instance, talk to recruiters at companies at which you'd like to work.

Sylvia Long, 38, has no regrets about choosing the community college route. A divorced mother of four children, Long graduated last April from Utah Valley State College in Orem with a degree in elementary education. "My goal was met," she says with satisfaction. "I got a job right off." In September, she will teach fifth grade. ●

# Taking the two-year option

*Community colleges make sense for a growing number of students*

BY LINDA KULMAN

**W**hen Karim Milbis decided to go to college two years ago, he headed to the community college near his Southern California home. He knew he lacked the academic preparation to succeed in a four-year program. "I didn't put any effort into high school; they would advance you regardless of whether you knew the material," Milbis, now 23, says. "I don't know what would have happened if I had gone to a university."

But there's no doubt how Milbis has fared at Mount San Antonio College in Walnut. Recently named to the All USA Academic Team, a \$2,500 award recognizing scholastic achievement, campus leadership, and community service, he's now pre-med and hopes to transfer next year either to Stanford University or the

University of California-Berkeley to complete a baccalaureate degree in physics. For his success, Milbis credits the enthusiasm of his professors for their subjects and their students. "The community college gave me a sense that, 'Yeah, you belong in college,'" he says.

**Mission creep.** Since the 1960s, when the number of two-year schools expanded at a rate of nearly one per week to provide baby boomers with greater access to higher education—today, they total 1,123—the schools have been best known as training grounds for nurses, police officers, and computer programmers, among other workers. But now, many students are turning to community colleges for a broader education as well. They are the first stop for about 4 in 10 of collegebound

high school graduates: The schools can be a cost-effective way to complete the first two years of college. They also attract students who have a bachelor's degree and want to explore another field.

A community college is still one of the best places to become certified for certain occupations, however. Take nursing, for instance. Either a two-year associate degree or a four-year baccalaureate are qualifications for a job as a registered nurse. Community college students don't take the courses in management and public health their four-year counterparts take,

but two-year programs usually give students more clinical experience. Georgia Perimeter College outside Atlanta gave Jan Grizzle, 22, what she was looking for when she decid-

"The community college gave me a sense that, 'Yeah, you belong in college.'"

—Karim Milbis, 23

DAVID BUTOW—SABA FOR USNEWS



Karim Milbis, an honors student at Mount San Antonio College in Walnut, Calif., credits the school's nurturing environment for his success.

ed to become a labor and delivery nurse. The school was close, affordable, and offered her the prerequisite science classes she needed to qualify for the nursing program. Grizzle, who graduated this past summer, can expect to earn a starting salary of about \$29,000 after she passes her board exams—about the same as an RN with a four-year degree. To pursue management or teaching later on, though, she would have to complete at least a baccalaureate degree.

A community college is also a practical choice for students who need class schedules flexible enough to accommodate full-time jobs. The schools typically offer classes from 8 a.m. to 10 p.m. weekdays and on Saturday mornings, a schedule that allowed Ryan Hernandez, 23, to earn an associate degree in machine and tool technology at Cowley County Community College in Arkansas City, Kan., while working full time. Today, he makes about \$50,000 a year programming computers that control the production of Boeing aircraft parts, even as he earns credits toward another two-year degree, this one in engineering.

For Hernandez, attending the local community college has been an efficient way to achieve his career goals. But community colleges can also make sense for students who don't have an inkling of what career they'd like to pursue. Many schools offer intensive guidance counseling. And because tuition costs generally are lower at two-year than at four-year schools, community colleges provide a less expensive way to explore different fields. Most also offer a wider array of courses, from automotive technology to zoology. If halfway through your freshman year you decide you were born to be the next Wolfgang Puck, for instance, not many four-year schools can let you try your hand in the kitchen much less grant you a degree in culinary arts.

**Close encounters.** Community college can also be a good choice for individuals who need a lot of attention from instructors. At large universities, lower-level survey courses may have more than 100 students, each of whom has access to only one of a flock of teaching assistants. By contrast, the same courses at community colleges usually are limited to around 30 students and are often taught by seasoned instructors, features which Benterah Morton, 20, appreciated when he attended Georgia Perimeter College. "I do much

better if I can talk to my teacher in class and get a direct answer," he says. Most two-year teachers shoulder more courses per semester than their four-year colleagues, and, as a result, may spend more time preparing for classes. But community college instructors aren't required to do research—like most of their four-year colleagues—so many have more time outside the classroom for meetings with students.



Jan Grizzle got her nursing degree at a two-year school.

Those who want to go to college but are intimidated by the prospect may also want to consider a two-year school. Cynthia Inda, 23, was the first member of her family to attend college when, in the fall of 1993, she signed up for physical education, typing, and pre-algebra at Santa Barbara City College in California. "I started off really light, I was really scared. I thought college would be really hard." Instead, she excelled in the honors program. After three years at the school, Inda won several scholarships and transferred to Harvard where she is now a senior.

Santa Barbara City College's modest tuition allowed Inda to take the plunge. Community colleges can provide a relatively inexpensive start to a higher education. In 1997-98, tuition cost an average of \$1,254 per year, compared with the aver-

age in-state cost of \$3,027 for a public four-year university and \$11,721 for four-year private institution. Because many community college students live at home, they often save on room and board expenses as well. The new federal HOPE income tax credit, which provides a credit of up to \$1,500 for the first two years of college, is expected to defray the cost of tuition and fees for students at two-year colleges in seven out of 50 states this year.

Two-year schools aren't right for everyone. Some educators contend that if students know they need a bachelor's degree to pursue their chosen career and they're not constrained financially, the two-plus-two approach (two years at a community college followed by two years at a university) is not the best option. "It's an extra barrier that you have to go through," notes Thomas Bailey, director of the Community College Research Center at Teachers College-Columbia University. "You're in one institution, you get to know it, and then you have to go somewhere else."

Although some states such as California, Florida, and Illinois have worked to make the process of transferring from two-year to four-year schools seamless, educators caution that transferring credits is not always easy, whether across the country or even within a state. They urge students who know they want to continue at a four-year university to check on the transfer agreements their community college has with other schools before they enroll. Students who succeed in transferring graduate at about the same rate as do students who start at four-year institutions.

Community college is not for those students who yearn for the experience of living in a dorm or spending Saturday afternoons cheering for the home football team. While most community colleges offer a wide array of extracurricular activities, the students commute and many work full time, so they have less time for social activities.

Whether a community college is the right fit ultimately depends on the individual and the school nearby. Educators urge prospective students to thoroughly check out their local school. "Look at the labs; look at the equipment," suggests Clifford Adelman, a research analyst for the U.S. Department of Education. "Ask yourself, 'What does the school have for me?'"

# A DIFFERENT PATH

*The economic and academic benefits of starting at a two-year school*

**S**uppose you are graduating at the top of your high school class, with a 3.8 grade point average, and have ambitions to become a lawyer someday. And suppose every public university in your state and several good private colleges are trying to recruit you. Would you then be considered a little strange if you chose to attend your local community college instead?

Not according to an ongoing federally funded study of what the academic world calls "outcomes," or how college affects students. The study tested the cognitive ability of 800 students in areas such as mathematics, reading comprehension and critical-reasoning skills both at the start and at the end of their first year at five two-year schools and six four-year colleges. After comparing the initial results, a team of researchers at the University of Illinois at Chicago and at Pennsylvania State University concluded that "at least during the first year of attendance, the cognitive impacts of two-year colleges may be indistinguishable from those of four-year institutions that enroll similar students."

As a result, they added, in an era of soaring tuitions "two-year colleges may be a cost-effective means to obtain the first two years of college without sacrificing job market competitiveness." The average annual tuition for a year of community college runs \$1,392, lower than the tuition at virtually all four-year schools.

**Flat curve.** Prof. Ernest Pascarella of the University of Illinois at Chicago, who heads the project, says that "a student who chooses to attend a community college does not necessarily sacrifice intellectual gains. The myth that more selective schools must offer a superior education just doesn't hold up under

scrutiny. My bet is that there's a relatively flat curve in the quality of education schools offer until you get to the 15 or 20 most selective liberal arts colleges."

Other, smaller studies tend to confirm the results of Pascarella's National Study of Student Learning. For example, a continuing survey of students who transfer from Macomb Community College in Warren, Mich., to four-year universities



**COST-EFFECTIVE.** By starting out at Ohio's Lorain County Community College before transferring to Kent State, Carrie Poplar saved a lot of money.

in the area has found that these students consistently achieve higher grades than those who start at the four-year schools as freshmen. And a study of community college transfers to Arizona's state universities has found that the more courses students take at the community college level, the better they do once they reach a four-year school.

None of this was lost on Carrie Poplar, 22, of Amherst, Ohio. Poplar was a top student at Marion L. Steele High School and could have gained admission to a number of high-quality four-year schools. Instead, she enrolled at nearby Lorain County Community College, which offered her a full-tuition scholarship. "A lot of people were shocked that I would choose Lorain," says Poplar, who finished her undergraduate degree at Ohio's Kent

State University last spring and this fall is beginning law school at the University of Akron. "But now I can tell them from experience that the courses you take during the first two years of a liberal arts degree are essentially the same whether you go to a community college or a university, so why not save your money for something like graduate school? If anything, I learned more in the basic-requirement classes at Lorain than at Kent State."

Poplar's explanation for the difference: "At Lorain, most students have a close relationship with all the professors, who keep good track of their pupils and come down hard if anyone slacks off. But at Kent State, more often than not, no one knows you in the big courses and lots of students fall through the cracks, skipping class all the time."

To be sure, no community college is likely to offer the equivalent of an Ivy League education. And not only do two-year colleges have higher dropout rates

than four-year schools, but the road to a degree can be slower. Students who start out at a community college intending to get a bachelor's degree are 15 percent less likely to do so in the same amount of time as those who start their college career at traditional four-year institutions. Nevertheless, Pascarella believes his study proves that this is more a reflection of how motivated a student is than evidence of the kind of education a two-year school can offer. "Highly motivated students can get a great education at community colleges, thanks largely to the schools' emphasis on hands-on teaching," he insists. "Four-year colleges would do well to learn a lesson or two about teaching from the two-year schools." ■

BY JOANNIE M. SCHROF



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# Two plus two equals lower tuition costs

Spending less to earn a four-year degree



**COST-EFFECTIVE.** Spencer Bankhead went from a community college to the University of Maryland.

BY JOSHUA WOLF SHENK

For Spencer Bankhead, the calculation was simple. At a nearby community college, he could take calculus, physics, and chemistry for \$52 a credit hour. Or he could pay three times as much to take classes at the University of Maryland-College Park with 10 times the number of students.

It was an easy call. In 1991, after two years at Montgomery College in Rockville, Md., he received an associate degree and transferred to the College Park campus. "There was never any doubt I'd get a bachelor's degree," says the 23-year-old Bankhead, who will graduate this fall with a degree in engineering. "Community college was just another step along the way."

As tuition at four-year colleges continues to rise, cases like Bankhead's show that there are ways to cut the cost of earning a four-year degree without sacrificing educational quality. When it comes to a re-

turn on their investment in education, students who begin at a community college and transfer to get a bachelor's degree seem to do as well as those who start at a four-year school. Prof. Patrick Terenzini of Pennsylvania State University, who has studied the income of college graduates, says that "there is no disadvantage to beginning at a two-year school, provided you attain the baccalaureate degree."

**Student friendly.** Besides their low cost, community colleges boast that they provide caring, small-scale environments. "I'm not trying to throw stones at universities," says Albert Lorenzo, president of Macomb Community College in Michigan. "But it seems like the university mentality is, 'We're going to weed students out.' The community college sense is, 'We're going to see them through.'"

As community colleges raise their profile—bolstered by President Clinton's proposal to tie a tax credit to the average annual cost of two-year schools—state

policy makers are working to ease the way for students who choose the two-plus-two approach (two years at a community college followed by two years at a university). In Florida, a law now requires both two- and four-year schools to have the same requirements for courses and even common course numbers. "We don't want faculty saying that a particular course at a community college isn't equivalent," says David Armstrong, assistant

executive director of the Florida community college system. Like Florida, Illinois and Minnesota are working aggressively to integrate all levels of public higher education.

On their own, a number of community colleges are developing similar agreements with four-year institutions. Thomas Nelson Community College in Hampton, Va., for example, has agreements with several Virginia four-year colleges to accept its credits.

Some community colleges are collaborating with nearby four-year institutions to create "university centers." As a result, a Macomb student can get a Wayne State University bachelor's degree without setting foot on Wayne State's Detroit campus. Some community colleges even guarantee that students whose credits aren't accepted by a four-year school can return to take transferable courses at no charge.

With all this effort—and with tuition at four-year schools continuing to increase—it would be logical to expect a rise in the number of transfers from community colleges. But that's not the case. Arthur Cohen, professor of education at the University of California-Los Angeles, says about 22 percent of first-time freshmen at community colleges transfer to a state university—and that number hasn't changed for about two decades. Analysts say the major reason there has been no increase is that those who are keen for a bachelor's degree generally want to start at a four-year school, despite the costs.

Macomb's Lorenzo says that if students know which school they want to attend, what they want to major in, and can afford the cost, a four-year institution might well make sense for them. But if any of those things aren't true, he urges that students look hard at community colleges. There they can lay the foundation for their educational futures without breaking the bank.

CHRIS USHER FOR US&W





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**BUDGET MESSAGE FOR THE FISCAL YEAR 2001-2002**  
**Presented February 5, 2001**

As Tillamook Bay Community College enters the 2001-2002 budget year, the college continues to struggle with the constraints of financial uncertainty and the challenge of maintaining the integrity of all instructional offerings. State Community College Support Fund dollars are unstable and timber revenues remain unpredictable due to the political and environmental climate of forest policies.

Tillamook Bay Community College has invested considerable time and effort in developing programs and services that will meet the educational needs of the community and provide for program flexibility in light of financial uncertainty. Our future as a community college will depend on our ability to meet this need. On the provision that appropriate funding will be available, the following goals are reflected in the 2001-2002 budget:

1. Maintain our current staffing levels; and
2. Continue to place money into the building fund for future facility needs.

In order to achieve our true potential and successfully meet our long-term objectives, we have carefully analyzed our revenues and expenditures. Due to careful planning, the 2001-2002 budget benefits from a healthy beginning fund balance, which represents excellent budget management during prior years. This has enabled the College to postpone significant reductions in course offerings, services, and staff by providing a financial cushion that reduces the effects of possible revenue shortfalls.

The 2001-2002 budget reflects the College's priorities and is as accurate a representation of income and expenses as possible. Tillamook Bay Community College faces a very real challenge in ensuring that our course offerings and services meet the current and future needs of our students. We have an excellent staff who will continue to maintain a student-based focus.

A great deal of time and effort goes into the preparation of this document. At all levels, steps are taken to make it easy to understand and to provide insight into the educational philosophy and operation of the College. A special thanks is extended to the Budget Committee for their input into the development of the 2001-2002 budget.

Jerry Hallberg, President  
Budget Officer

## HIRING FACULTY

Our most recent Accreditation Report (1995) states:

**“there appears to be an inadequate core of full-time faculty in the transfer programs”(page 13)**

and recommends:

**“continuing efforts to hire additional full-time faculty.”  
(Page 14)**

**The 1998-2003 TBCC Strategic Plan Update**, under the goal entitled “Provide Quality Courses and Programs to Enable Students to Achieve their Educational and Career Goals”states as an objective:

**“identify and develop a core of full-time faculty to provide continuity of instructional offerings that meet the long term needs of the community.” (Page 9)**

**The 1999-2002 Office of Instruction Operational Plan** has as its goal #3:

**Develop a core(consistent)set of faculty—full-time, part time and adjunct.**

## FACULTY HIRING STATUS

Here is the status of the faculty hiring discussions (as I understand it):

In principle, we have a preliminary plan for two full-time positions, English (Writing) and a generic social/behavioral sciences position, focus undetermined. The latter has existed or been discussed in two forms: psychology and history.

Discussions over two meetings have yielded a somewhat surprising result. The needs for hiring, now and for the future (as identified by the team), have taken on the following prioritization:

1. English (Writing)
2. Biological Sciences
3. Psychology and History
4. Spanish/English Literature

### English/Writing

The English position, of course, is a given as a full-time position, and easily supported by current demand.

### Biological Sciences

The next position, as Biosciences, is considered becoming more critical to the institution for the following reasons:

1. General Biology (100-level) is a staple;
2. Anatomy and Physiology as well as Microbiology are regularly ran;
3. Human Genetics may be offered once every two years;
4. The Nursing program is creating additional interest in these courses;
5. The local interest in Environmental Sciences is also a contributing factor.

Filling this position would be especially desirable if the candidate also had capability to teach General Chemistry. Without chemistry (and even perhaps with), it would be difficult to justify as a full-time position, but should be relatively easy to justify as a part-time regular position. If chosen, it should probably be advertised as Biological Sciences, with Chemistry and Environmental Sciences as possible secondary qualifications. Such a position could very likely be grown to full-time within a few years.

### History

A History instructor was hired a few years ago (as a full-time position) and that instructor proactively grew the teaching load to easily fill a full-time role. Although a relatively solid demand exists to the level of a part-time regular position, it would be speculative to imagine that it would be prudent to hire another full-time History instructor. Again, it may be possible to grow this position to full-time later in the program.

### Psychology

A Psychology instructor was in-plan for the current academic year, but the search was not successful. Much of the projected load was based upon Pathways, but that also changed. Supporting a Psychology position is more problematical than a History position because a minimum of Psychology classes being offered, where History has a better base with very little risk. On the other hand, Psychology is very likely an excellent

**FACULTY TRENDS**

	97-99	99-00	00-01	Trend	01-02
Full-Time Transfer	2-Deb Steve	1-Steve	2-Amy Steve	Breakeven	2-Amy Steve
Other Full-Time	1-Wayne	1-Wayne	0	Decrease	?
Part-Time Transfer	0	0	0.6-John	Increase	.6-John
Full-Time Inst/CM Grant funded Not in gen fund	2-Linda Bonnie	1-Linda	1-Linda	Decrease	1-Linda
Part-Time ABE/GED Partially grant funded	0.76-Geo.	0.76-Geo.	0.76-Geo.	Breakeven	0.76-Geo.
<b>TOTALS</b>	<b>5.76</b>	<b>3.76</b>	<b>4.36</b>	<b>Decrease</b>	<b>4.36</b>

	<u>FULL -TIME</u>	<u>PART-TIME</u>
<u>Salary</u>	\$30235-35001	.5(8cr) \$15118 -- 17501 .6(9cr) \$18141 -- 21001 .8(12cr)\$24188 -- 28001
<u>Salary</u> + <u>Benefits</u>	\$43417-50261  (43.6%)	.5 --- \$20787 -- 24064 .6 — \$24944 -- 28876 — .8 — \$33259 -- 38502 (37.5%)

## BUILDING FUND TRANSFERS

Year:	96-97	97-98	98-99	99-00	00-01	01-02
Transfer \$	75000	100000	140000	150000	100000	100000
Total \$	87500	141442	288534	455284	560000	695000

Average transfer/year \$110,833

3/5/01

To the Members of the board of Education, TBCC

Last week I learned that Steve Hoffman, Dean of Instruction at TBCC, had been dismissed. My reaction to Dean Hoffman's dismissal after only a year and a half in office was shock, which turned to dismay upon further reflection. Two other deans, Helen Armstrong and Dan Larios, preceded Dean Hoffman and one, Fred Bennett, served about 6 months as acting dean. So three full time deans have held this position in 7 and 1/2 years at TBCC.

I am concerned about the rapid turnover at this position, a key one at any institution of higher learning, and believe such high turnover indicates systemic problems at the college, problems which are not being addressed.

Some of you might ask why I concern myself with this issue. You should know that I have taught classes at the college, co-taught with most of the core faculty, and have exchanged ideas with them about courses and teaching over an extended period. I think of them as friends and as colleagues. We care about this college.

As an academic, I've known and worked under a few deans and believe I have some understanding of what makes for good leadership in a dean of instruction. I taught a class at TBCC while Helen Armstrong was dean and have first hand knowledge of her commitment to teachers and teaching. She cared about me as a teacher, she cared about students, and she was dedicated to making TBCC an outstanding community college. I was stunned when she resigned her position, discouraged and frustrated, after her relatively brief tenure.

Although I've met with Steve Hoffman only once for an hour and a half, I came away from our meeting impressed by his concern for the institution and his desire and



enthusiasm for bringing about what he saw as needed changes. What Steve told me echoed Helen's complaint: Two way communication, i.e., honest communication, is lacking in this institution. Specifically, both Helen and Steve felt that communication was poor or non-existent between the faculty and the college leadership and between the dean of instruction and the college leadership. And both deans included the board of education under the heading "college leadership."

Problems exist in the ranks of the faculty as well. Deb Lamb, an excellent teacher in my opinion, resigned from TBCC, thoroughly demoralized by what she perceived as a lack of support from the college leadership.

In summary, highly qualified and dedicated personnel are leaving the college in frustration. This is a terrible waste and must stop.

So sometime very soon, I suggest the board take time out from business as usual. Examine the way you operate, perhaps re-visit your role and responsibilities, and then implement the reforms needed.

Faculty and staff who have worked at the college and who currently work there want an institution they can get behind, one they can be proud of. TBCC could and should be one of the jewels in Tillamook county. Let's work together and make this happen. Thank you.

Sincerely,



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