



# TILLAMOOK BAY COMMUNITY COLLEGE

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

June 28, 2001

Headlight Herald  
PO Box 444  
Tillamook OR 97141

## LEGAL NOTICE SECTION:

Please publish the following in the July 4, 2001, edition of the Headlight Herald:

NOTICE IS HEREBY GIVEN, that Tillamook Bay Community College Board of Education will hold a work session on Monday, July 9, 2001, at 6:00 pm, at the Tillamook Campus, Room 8, 2510 First Street, Tillamook. The following items are on the agenda: Interim President contract; Priorities and concerns of the College, Dr. Gail Pincus, Interim President concerns; Search firms; Public comment. The public is invited to attend the Board meeting. TBCC will provide reasonable accommodations to individuals with disabilities, call 377-2765. TDD 842-2178.

Emmy Lou Orahood  
Secretary, Board of Education



**BOARD OF EDUCATION SPECIAL MEETING**

**July 9, 2001**

**6:00 pm**

**Tillamook Campus - Room 8**

**2510 First Street, Tillamook**

**A G E N D A**

- I. OATHS OF OFFICE FOR NEWLY ELECTED BOARD MEMBERS**
- II. ADOPTION OF AGENDA**
- III. APPROVE INTERIM PRESIDENT CONTRACT**
- IV. DISCUSS ELECTION OF BOARD OFFICERS CHAIR AND VICE-CHAIR  
(FOR 2001-2002 ACADEMIC YEAR, BEGINNING AUGUST 1, 2001)**
  - A. Nominations for Chair
  - B. Election of Chair
  - C. Nominations for Vice-Chair
  - D. Election of Vice-Chair
- V. DISCUSS PRESIDENTIAL SEARCH CONSULTANT OPTIONS**
- VI. BOARD DISCUSSION**
  - A. College concerns and priorities
  - B. Board priorities for Interim President
- VII. INTERIM PRESIDENT REPORT/PLAN FOR:**
  - A. TBCC partnership with PCC
  - B. College-wide preparation for Fall Accreditation focused visit
  - C. College employee concerns outlined in document presented at the June 18, 2001 Board Meeting
  - D. Community strategic conversations
- VIII. INVITATION FOR EMPLOYEE/PUBLIC COMMENT**
- IX. ANNOUNCEMENTS**
  - A. Next Board Meeting, August 6, 2001, 7:30 pm, First Christian Church, 2204 Fourth Street, Tillamook
- X. ADJOURNMENT**

**TILLAMOOK BAY COMMUNITY COLLEGE  
BOARD OF EDUCATION SPECIAL MEETING**

**July 9, 2001, 6:20 p.m.**

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

**MEMBERS PRESENT**

Wayne Jensen, Craig Wakefield, Eva Noble, Ann Swain and Bob Weitman

**MEMBERS ABSENT**

Jim McGinnis and Steve Shaw

**STAFF PRESENT**

Gail Pincus, Jim Fullan, Mark Sybouts, Emmy Lou Orahoad, Terrie Minner, Donna Acord, Amy Getty, Steve Kerr, Sammie Olson, Lou Minisce, Kathy Schaefer, Sheryl Neu, Kay Scully, George Miller and Betty Lester

**OATHS OF OFFICE FOR  
NEWLY ELECTED  
BOARD MEMBERS**

Board Member, Eva Noble, administered the Oath of Office to Wayne Jensen and Craig Wakefield.

**CALL TO ORDER**

Chairperson, Wayne Jensen, called the meeting to order at 6:20 pm.

**ADOPTION OF AGENDA**

It was moved by Bob Weitman, seconded by Ann Swain and the Board unanimously (5/0) adopted the July 9, 2001 Special Meeting Agenda.

**APPROVE INTERIM  
PRESIDENT  
CONTRACT**

It was moved by Craig Wakefield, seconded by Bob Weitman and the Board unanimously (5/0) approved the contract for Gail Pincus, Interim President.

**DISCUSS ELECTION OF  
BOARD OFFICERS CHAIR  
AND VICE-CHAIR (FOR 2001-  
2002 ACADEMIC YEAR,  
BEGINNING AUGUST 1, 2001)**

Ann Swain nominated Wayne Jensen for the position of Chair of the Board of Education. Eva Noble seconded the nomination and the Board unanimously reelected Mr. Jensen as Chair.

Ann Swain nominated Craig Wakefield for the position of Vice Chair of the Board of Education. Eva Noble seconded the nomination and Board unanimously reelected Mr. Wakefield as Vice Chair.

**DISCUSS  
PRESIDENTIAL  
SEARCH CONSULTANT  
OPTIONS**

It was noted that Vicki Chamberlain, as an attorney, would bring a lot to this college but has done only one search. The organization Dr. Moriarty represents is a national organizational and one that PCC has used for some of their searches.

It was moved by Craig Wakefield, seconded by Ann Swain and the Board (5/0) unanimously agreed that TBCC should contact ACCT and ask them for a formal proposal for the Presidential search.

**BOARD DISCUSSION**

Chairperson Jensen opened the discussion on College concerns and priorities, and Board priorities for Interim President.

Ann Swain said that we need to explore where we are and what do we need to accomplish before the TBCC accreditation visit in

October, 2001. Also, an exploratory budget workshop needs to be set up with the Board, the Faculty or Department Heads, and Student Services.

Craig said there are several areas where we need to do some assessments. A main concern is employee retention and wondered if a salary survey is in order.

Ann noted that a salary survey was done and the salary scale readjusted about four years ago.

Ann Swain reported that the Board hadn't been aware of the importance of TBCC's relationship with PCC.

Gail commented that she has worked with several colleges who have a relationship with PCC and they are thriving. These colleges say that PCC makes it easy for them to work together.

Bob Weitman believes that the college needs to build some stronger ties with the community, i.e., the Creamery and the hospital.

Eva questioned what were doing to improve our communications with other organizations.

## **INTERIM PRESIDENT REPORT/PLANS**

Gail Pincus has outlined the major goals she has as Interim President to prepare the college to move into a new era. *(Enclosed)*

## **INVITATION FOR EMPLOYEE/PUBLIC COMMENT**

Steve Kerr questioned the creation of a "College Leadership Council."

George Miller suggested a Task Force on Policy Analysis.

Kathy Schaefer mentioned that she had not seen Jerry Hallberg's severance package or Gail Pincus' contract.

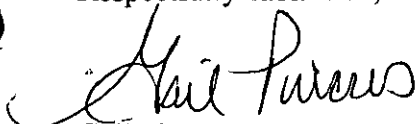
Craig responded by saying that after consulting with PCC and an attorney, a committee consisting of three Board Members was formed to talk with Jerry Hallberg. The Board agreed to fulfill his contract. You may go to Human Resources if you wish to see the details.

Ann said that a public meeting law workshop was needed for the Board.

## **ANNOUNCEMENT**

Chairperson Jensen announced that the next Board Meeting would be held August 6, 7:30 pm, Tillamook Campus.

Respectfully submitted,



Gail Pincus  
Clerk

There being no further business, it was moved by Bob Weitman, seconded by Craig Wakefield and the Board unanimously (5/0) agreed to adjourn the meeting at 8:00 pm.

## **Summary of Points from College-Wide Meeting 6/8/2001**

1. Flatten out the hierarchy – Create an organizational structure with autonomy and responsibility distributed throughout the College as opposed to a hierarchical model where decisions are made at the top and funneled down.
  - ◆ Empower people to let them do their jobs
  - ◆ Involve the people who are most affected by decisions in the decision-making process
  - ◆ Demand open and honest communication throughout the organization and with the Board
  - ◆ Renounce micro-management
  
2. Reform the budget process – While there will always be some limitations in TBCC's resources, these resources must be allocated through inclusion and consultation with all members of the community college.
  - ◆ Create a transparent budget process
  - ◆ Restructure budgeting deadlines, priorities, and control
  - ◆ Tie budget to strategic plan
  - ◆ Tie strategic plan to operations
  
3. Create a working communication flow – Communication needs to go up and down, permeating the organization.
  - ◆ Get rid of secrets and rumors
  - ◆ Build a transparent information system
  - ◆ Give everyone the same information to create unity and vision
  - ◆ Distribute information more efficiently through e-mail, etc.
  
4. Student/customer centered direction – We need to listen and respond to the needs of the community at all times.
  - ◆ Employ community assessments to define the needs of stakeholders
  - ◆ Capitalize on our size by responding quickly to opportunities
  - ◆ Utilize one-stop concept
  - ◆ Serve all of customer base without distinctions
  
5. Embrace growth and change – By being proactive rather than reactive in the community, we will establish ourselves as both a cultural resource and leader in Tillamook County.
  - ◆ Build and create community partnerships
  - ◆ Develop new and alternative funding resources
  - ◆ Explore possibilities with distance learning
  - ◆ Expand specific training programs based on local community needs

July 9, 2001

## **Discussion Outline for Special Board Meeting**

### **1. Expand TBCC Partnership With PCC:**

- Meet regularly with Guy Sievert, Dean for Academic Services
- Meet with PCC President, Jess Carrion
- Meet jointly with TBCC and PCC Board
- Identify and utilize resources available to TBCC, including distance and distributed learning resources, faculty and staff professional development, budget/financial procedures, and specific program resources.
- Other:

### **2. Prepare for October Focused Visit by Northwest Association of Schools and Colleges:**

- Meet with Guy Sievert (PCC) to lay out plan for visit.
- Work with TBCC staff during July and August to assign roles for visit.
- Plan Board orientation and retreat for late August. Invite CC Commissioner and OCCA Executive Director.
- Create a task force that will oversee logistics, including overall awareness and participation of all college employees, and enhancing the "presentation" of all college facilities.
- Other:

### **3. Address College Employee Concerns:**

- Complete search and hiring process for *Dean of Instruction*. Concurrently pursue alternative solutions for immediate needs; hire interim dean if necessary to provide for full academic support to prepare for and support fall term.
- Complete personal interviews of all regular full- and part-time employees and Board members during July. Report findings, themes, ideas back to employees and Board.

- Host regular discussion sessions about specific issues.
- Host informal “Gab With Gail” sessions.
- Create a new college newsletter, “online water cooler,” and other modes to increase internal communication.
- Create a new “College Leadership Council” to begin meeting weekly this summer, to include directors, coordinators, faculty president, student leader, adjunct faculty representative, administrators, and college president.
- Develop a new program planning and budget development process to be introduced at
- Fall Inservice. Train department Budget Coordinators during Inservice.
- Meet weekly with president’s administrative direct-reports (Current College Cabinet).
- Plan with College Leadership Council for Fall Inservice program.
- Form a Facilities Task Force to work with Marketing Committee to plan and execute a district-wide facilities and signage enhancement initiative to begin this summer.
- Explore options for moving the Bay City administrative staff to the Tillamook campus to enhance service and communication this summer.
- Other:

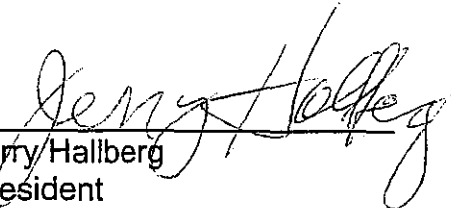
#### **4. Community “Strategic Conversations”**

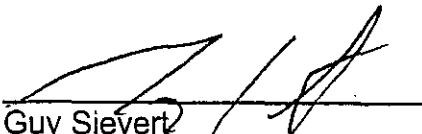
- Beginning in the fall, plan and implement a series of targeted community conversations to get current input from all of our Tillamook County constituents about the educational services they need now and will be needing during the next three-five years.
- Pursue several key business and community connections, which have indicated a desire to work with the college to create workforce development programming, such as the Tillamook Creamery.
- Other:



May 31, 2001

The following action plan has been developed as part of a continuing effort to maintain a close relationship between Portland Community College (PCC) and Tillamook Bay Community College (TBCC), to ensure that this partnership grows continually stronger, to strengthen TBCC through its relationship with PCC, and to provide the regional accreditor with a high level of confidence that the agreement between PCC and TBCC is an appropriate and productive one. This plan will be reviewed and updated on an ongoing basis.

  
\_\_\_\_\_  
Jerry Hallberg  
President  
Tillamook Bay Community Coll.

  
\_\_\_\_\_  
Guy Sievert  
Dean, Academic Services  
Portland Community College

**Tillamook Bay Community College/Portland Community College  
Contracting College Action Plan**

**1. General Organizational Communication**

- 1.1. PCC Dean of Academic Services will attend TBCC Board meetings on periodic basis (1-3 times per year)
- 1.2. TBCC President will attend PCC Board meeting once per year
- 1.3. PCC Dean of Academic Services will visit TBCC on a regular basis
- 1.4. All appropriate PCC communication will be routed to appropriate TBCC personnel
- 1.5. Joint PCC/TBCC Boards communication will occur at annual OCCA meeting

**2. Academic Affairs/Instruction**

- 2.1. PCC will copy TBCC Dean of Instruction on relevant communication
- 2.2. PCC will continue to provide annual credential review, and credential clearance on case-by-case basis (as appropriate for new credit instructors)
- 2.3. PCC academic services web site will include all relevant minutes, major changes to certificates and two-year degrees, and NASC-driven changes. TBCC will be notified via this or other method when academic changes have been approved
- 2.4. TBCC Dean of Instruction will meet with PCC counterparts at least three times per year
- 2.5. TBCC Dean of Instruction will regularly attend PCC assessment meetings
- 2.6. TBCC faculty will attend SACC meetings when possible, get on SACC listservs, and receive/obtain SACC minutes
- 2.7. At least once per term, a PCC representative will present a faculty workshop or other event at TBCC for faculty development

### **3. Student Services**

- 3.1. PCC will copy TBCC Dean of Students on any relevant communication
- 3.2. PCC academic services web site will include all relevant minutes, major changes to certificates and two-year degrees, and NASC-driven changes. TBCC will be notified via this or other method when relevant changes have been approved
- 3.3. TBCC Dean of Students will meet with PCC counterparts at least three times per year
- 3.4. PCC Curriculum Office will facilitate communications on student services and curriculum requirements changes (to include EAC minutes)
- 3.5. PCC and TBCC will continue to coordinate the appropriate sharing of student data, as well as research, confidentiality, and disclosure practices

### **4. Computer Services**

- 4.1. PCC will provide continuing access to the BANNER administrative information system
- 4.2. PCC will provide continuing coordination and relevant training on the BANNER administrative information system to student services and other affected personnel as changes and upgrades are made
- 4.3. PCC and TBCC will work together to address developing/improving PCC/Banner access from TBCC information system
- 4.4. TBCC as it develops its own internal Academic Information System (AIS), will work closely with PCC to establish a secure methodology to allow relevant student registration information to be transferred directly into PCC's Banner system

### **5. Library**

- 5.1. PCC library service delivery to TBCC students and staff (traditional and electronic media) will be enhanced and TBCC use of these services will be increased
- 5.2. Regular interaction between PCC/TBCC library staff members will be established and maintained
- 5.3. Aspects of Klamath/PCC as a possible library model will be reviewed
- 5.4. TBCC will host PCC library representative for review/recommendations and strengthening links
- 5.5. Utilization of new PCC library page will be instituted including placing URL on TBCC web page

### **6. Financial/General**

- 6.1. TBCC will provide Annual TBCC audit report to be reviewed by PCC

6.2. Copy of TBCC preliminary annual budget will be provided to and reviewed by PCC

6.3. TBCC will provide plan to actuals of previous budget years/cycles for PCC review

6.4. TBCC will provide PCC with monthly budget to actual report

## **7. Grants/Special Funding**

7.1. PCC Grants Office will meet with TBCC personnel concerning grant opportunities and methodology

7.2. PCC Grants Office will copy TBCC on relevant grant opportunities

7.3. TBCC Director of Development will meet at least three times yearly with PCC counterpart

## **8. Facilities/Planning**

8.1. TBCC will consult with appropriate PCC personnel on facilities planning aspects including needs assessments and design methodology

8.2. PCC will advise TBCC on effective ways to involve public in bond measure pursuit

## **9. Staff Development**

9.1. PCC will open and communicate faculty/staff development activities to TBCC faculty/staff members. TBCC will take advantage of as many of such opportunities as possible

9.2. TBCC regular faculty will develop/maintain ongoing relationships with PCC counterparts/chairs

## **10. Other**

10.1. PCC will make available upon request faculty or staff members to consult on hiring committees

10.2. PCC will review academic and student support policies and programs

10.3. TBCC will submit and PCC will review TBCC key documents (such as catalog, student handbook, and strategic and assessment plans) prior to publication

## **Glossary of Terms**

- BANNER - PCC Administrative Information System (SCT/BANNER)
- EAC - Educational Advisory Council
- NASC - Northwest Association of Schools and Colleges
- OCCA - Oregon Community Colleges Association
- PCC - Portland Community College
- SACC - Subject Area Curriculum Committee
- TBCC - Tillamook Bay Community College

May 31, 2001

Commission of Colleges  
Northwest Association of Schools and Colleges

**A REGULAR INTERIM REPORT**

Portland Community College  
Portland, Oregon

April 24 - 25, 2000

Prepared by

Clyde C. McCully

*A Confidential Report Prepared for the Commission on Colleges that Represents  
the Views of the Evaluator*

Post-It™ Fax Note	7671	Date	6/13	# of pages	11
To	JERRY HALLBERG	From	GRIN SIEVERT		
Co./Dept.		Co.			
Phone #		Phone #	503 / 977-4005		
Fax #	503 842-2214	Fax #			

## INTRODUCTION

Portland Community College is the largest institution of higher education in Oregon. It serves a population of almost one million residents in a five county 1500 square mile area and currently enrolls approximately 90,000 students, including students enrolled part-time. In addition, under the terms of agreements that have been in place for a number of years the college extends its services to Tillamook Bay Community College and Columbia Gorge Community College, both independent colleges with separate boards. Through this arrangement the accreditation of Portland Community College includes programs, services, and operations of these institutions.

Portland Community College has long been in accredited status with the Northwest Association and on the basis of a focused interim report and visit was in June 1997 notified that its accreditation had been reaffirmed. The 1997 report and visit addressed two general recommendations of the 1995 evaluation committee, one on assessment and planning and one on PCC's mentoring relationships with the contracting colleges.

In accordance with Commission procedures, PCC submitted in spring 2000 its fifth-year interim report supplemented by the latest available information on its distance learning program, and was on April 24 and 25 visited by evaluator Clyde McCully. During the visit opportunity was provided for the evaluator to review relevant documents and consult with students, faculty, other staff, leaders of campus organizations, program/project managers, and board members as appropriate to the purposes of the visit. Groups interviewed are identified on the attached schedule; individuals were interviewed for additional information and clarification as needed. The evaluator deeply appreciated the special efforts made by the college to facilitate his work. The scale and complexity of the institution made these special efforts critical to achieving the purposes of the visit.

JUN 15 00 10:22 AM 000 P.02

## TABLE OF CONTENTS

Introduction .....	1
The Interim Report .....	2
Assessment and Planning .....	4
Mentoring the Contracting Colleges .....	6
Conclusion .....	8
Appendix .....	9



JUN 13 00 10:22 AM:006 P.05

## THE INTERIM REPORT

The College's interim report which was accompanied by separate reports from the Tillamook Bay and Columbia Gorge colleges described actions taken in response to general recommendations of the 1995 evaluation committee, as well as institutional changes since the last full-scale evaluation. As noted above, during the visit opportunity was provided for the evaluator to review relevant documents and interview groups and individuals as appropriate to the purposes of the visit. In addition to the institution's interim report and accompanying materials, documents reviewed included the following:

1. 1995 Evaluation Committee Report
2. 1997 Focused Interim Evaluation Report
3. Reports of institutional studies and planning activities
4. Documents related to distance learning programs/services
5. Documents related to assessment and planning
6. Curriculum development guides
7. Documents related to faculty development and support
8. Faculty evaluation policies and procedures
9. Negotiated agreements with professional and classified staff
10. Student Handbook

On the basis of consultations and records reviewed, the evaluator believes that the interim report fairly describes measures taken by the colleges to address general recommendations of the 1995 evaluation committee and subsequent communications from the Commission, and that these measures represent good faith efforts to assure compliance with Commission standards and policies, except as noted otherwise in this report. It was evident that the colleges had considered general recommendations included in the 1995 evaluation committee report and had responded as deemed appropriate to institutional circumstances and Commission standards. It must be recognized, however, that opportunity for evaluation of Tillamook Bay and Columbia Gorge operations was

limited by time and distance. The general recommendations of the committee read as follows:

- 1) Adopt an assessment scheme responsive to its mission and needs that centrally gathers, analyzes, and reports the effects of the educational program upon students as outlined in policy Standard V, policy statement 25. It is further recommended that the college initiate a planning process that will provide an umbrella framework for departmental and program planning and the evaluation of institutional effectiveness. (Standard V, Policy Statement #25, and Standard I)
- 2) These requirements to be in compliance with Standard V, Policy 25, and Standard I similarly apply to Columbia Gorge, Orange Coast, and Tillamook Bay Community Colleges.
- 3) While there is no specific standard requiring long-range planning, it may be helpful to establish a process for a District-wide, coordinated plan for future development, including program location, expansion, and reduction (if necessary), which is responsive to anticipated demographic and economic changes and demands.
- 4) Ensure that the relationship between the college and its 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, Portland Community College should work cooperatively with service district colleges to ensure the adequacy of their financial resources. (Policy #17, Contractual Relationships)
- 5) While it is not related to a specific accreditation standard, the college is nevertheless urged to ensure that any administrative change to the Open Campus does not weaken its founding philosophy, vision and current effectiveness.

Because the recommendations are closely related, for purposes of this report they will be considered under two headings: 1) assessment and planning, and 2) mentoring the contracting colleges.

### ASSESSMENT AND PLANNING

The 1995 evaluation committee report noted that PCC was in the process of developing an institutional strategy for educational assessment and cited specific program review activities underway at that time, as well as provisions in organizational structure designed to facilitate and give focus to assessment and application of findings to program improvement and institutional planning. These efforts were, however, seen by the committee as uneven in their application, unsupported by reliable data on student success, and not consistently linked to institutional planning.

The 1997 focused interim evaluation report recognized progress made in development of a comprehensive institutional assessment program through work on institutional effectiveness indicators, program reviews, and identification of learner outcomes; and, in addition, offered a number of suggestions to facilitate further progress in developing a comprehensive, fully functional system of assessment consistently and effectively influencing institutional planning:

1. Make the process manageable and sustainable
2. Infuse outcomes assessment into existing structures
3. Provide reasonable incentives/rewards
4. Focus professional development on the assessment effort
5. Engage students in the process
6. Address need for information through institutional research
7. Develop and sustain assessment feedback loops

It is evident that the college has continued to give needed attention to these and other issues of assessment and planning with the clear goal of creating a comprehensive, effective system, one that reflects the intent of Commission standards and policies. The 1997 focused interim evaluation noted

that PCC, as well as TBCC and CGCC, had well-conceived assessment plans and that partial implementation of these plans was underway.

The evaluator's consultations and examination of records and reports indicate continued, well-focused attention to assessment and planning. Since the 1997 visit, assessment activities have been further expanded and modified to make the process more systematic, more comprehensive, more widely understood, and more readily accepted and supported as essential to institutional effectiveness in fulfilling its mission. Emphasis has been placed on collecting, analyzing, and appropriately utilizing relevant data from both internal and external sources to improve programs and services. Actions reflecting this emphasis are clearly described in the application for reaffirmation of accreditation. Particular attention has been given to planning and assessment of distance learning programs and services. In September 1999, PCC was notified that its substantive change proposal to expand the scope and geographic area of the college via distance learning delivery options had been approved. In this connection, the college has proceeded with development and evaluation of these programs and services as outlined in the proposal. Through this effort, the college is further improving access for underserved communities and diverse populations. Faculty endorsement of the growing use of distance learning methods appears to be mixed. Program approval procedures do, however, clearly provide for faculty oversight of distance learning activity, and a major effort is being made to inform staff about the program, train personnel as needed to support program activities, and control costs.

The college is to be complimented for the remarkable progress made in design and implementation of assessment and planning activities since the last full-scale evaluation. There is, however, important work that still needs to be done for the college to have in place a fully-developed, adequately-tested system of assessment. This is recognized in the college's fifth-year report and present efforts and plans for continued improvement are consistent with Commission policy stressing outcome assessment as essential to institutional effectiveness. The college is encouraged to proceed with its development and implementation of planned assessment activities. Also, in view of the number of committees and councils involved in these activities, it is suggested that the responsibilities and

reporting relationships of each be identified and charted to promote clearer understanding of how the system works.

Reports from TBCC and CGCC describe the status of assessment and planning at those locations. TBCC has updated its strategic plan and this spring published a preliminary report on institutional effectiveness. CGCC records indicate that institutional effectiveness indicators are now being reviewed and plans made for a report to its board in the fall. The college has also developed and distributed a long range plan dated January 2000 citing goals, assignment of responsibility, and time frames for achievement. Much additional work needs to be done to fully implement the plans presented and evaluate their effectiveness in improving programs and services.

### MENTORING THE CONTRACTING COLLEGES

The extent to which partnerships and other collaborative arrangements have been authorized and supported by local and state authorities to facilitate improvement of educational services for students and communities is indeed noteworthy. The service agreements that PCC has with TBCC and CGCC are examples of such cooperation and, as mentioned earlier, it is on the basis of these agreements that PCC's accreditation includes TBCC and CGCC operations. The fifth-year reports and representatives of the contracting colleges attest to the great value of these arrangements.

Past evaluation reports recognized, however, a need to strengthen the mentorship role of PCC and suggested steps that might be considered to accomplish this, including evaluation of inter-college working relationships. Mentoring is taking place, but the need to address the issue further is clear, particularly in view of the extension of PCC's accreditation to the contracting colleges. In this connection, PCC is responsible for verifying that the operations of the contracting colleges are in ongoing compliance with accreditation requirements, which means that PCC has responsibility for initiating adequate oversight measures to assure adherence to the principles stated in Commission Policy A-6 Contractual Relationships with Organizations Not Regionally Accredited. (Accreditation Handbook: 1996 Edition)

It is recommended that PCC in collaboration with the contracting colleges develop and implement an action plan designed to provide oversight of the contracting colleges as necessary to verify ongoing compliance with accreditation eligibility requirements, standards, and policies, and that annually the effectiveness of this plan be formally evaluated.

The evaluation committee's general recommendations to the contracting colleges were presented in separate reports. In addition to the issues treated above these recommendations included the following:

#### Tillamook Bay

- additional sources of revenue should be sought
- additional instructional facilities are needed
- continue partnerships with Tillamook County Library; identify funds to build collection
- reimplement relevant Federal regulations
- strengthen staff development, vocational advisory committees and relations with area high schools

#### Columbia Gorge

- reassess priorities and develop a plan to eliminate operating deficit
- evaluate all full-time faculty using a specified process and criteria
- increase the number of full-time faculty
- publish in the catalog procedures related to financial aid appeal
- provide opportunity for faculty to aid in development of academic policies

As noted earlier, the evaluator's opportunity to evaluate the operation of these colleges was limited by time and distance. However, on the basis of the reports and exhibits reviewed as well as consultations with college staff members, it was evident that each college had responded in good faith to recommendations of the 1995 evaluation committee and that actions described in their reports represent significant progress with each issue identified. Some issues are, of course, more readily addressed than others. Adequate funding to support needed programs and services is almost always a challenge, and it is a challenge in these institutions. They are to be commended for the progress they are able to report in addressing these issues and encouraged to sustain their efforts to achieve the levels of efficiency and effectiveness needed to fulfill their stated missions and satisfy accreditation requirements.

### CONCLUSION

The interim reports and supporting documents reflect specific, positive, and substantial actions in response to the recommendations included in the 1995 and 1997 evaluation reports. Except as indicated above, noteworthy progress has been made in all areas of concern cited. In particular, the institutions are to be commended for their attention to assessment and planning, positive working relationships with the communities served, improvement of facilities, provision of professional development opportunities, and use of instructional technology and outreach measures to reach underserved communities and under represented populations. Also of note is the effort being made to identify and pursue all feasible options for coping with present and future financial constraints. The evaluator commends PCC and the contracting college on the work that has been done and on their plans for future improvement of programs and services.