



# Notice of Public Meeting

Pursuant to O.R.S. §192.640, legal notice is hereby given to the members of the Tillamook Bay Community College Board of Education (Board) and to the general public that the Board will hold a meeting open to the public on Monday, March 6, 2006, at 6:30 p.m., in Room Nine, First St. Campus, 2510 First St., Tillamook, Oregon, 97141.

A copy of the agenda for the meeting will be available beginning Thursday, March 2, 2006, after 9:00 a.m. at the Office of the College President, Tillamook Bay Community College, First St. Campus, 2510 First St., Tillamook, Oregon 97141.

Agenda items include an Invitation for Public Comment, Business Meeting, Announcements and General Information. The Board reserves the right to change the order of items on the agenda.

The Board Meetings are held in accordance with open meeting laws and accessibility requirements. If a person with a disability needs assistance in order to attend or participate in a meeting, please notify Board Secretary, Sue Owens, at (503) 842-8222, Ext. 1159, at least 48 hours in advance.

Pursuant to O.R.S. §192.660, the Board may, upon a vote of a majority of the members constituting a quorum, elect to go into Executive Session, which will not be open to the public.

DATE NOTICE PUBLISHED: Wednesday, March 1, 2006

TIME NOTICE PUBLISHED: 9:00 a.m.

ATTEST:

\_\_\_\_\_  
RALPH ORR - PRESIDENT  
TILLAMOOK BAY COMMUNITY COLLEGE

Notice  
Distribution

1. TBCC BOARD OF EDUCATION MEMBERS
2. HEADLIGHT-HERALD NEWSPAPER
3. NORTH COAST CITIZEN NEWSPAPER
4. KTIL/KMBD RADIO
5. COAST 105 RADIO and KIX 96
5. TBCC WEB SITE
6. TBCC ADMINISTRATORS AND STAFF
7. TBCC FACULTY SENATE PRESIDENT
8. PORTLAND COMMUNITY COLLEGE PRESIDENT & LIAISON
9. ESD ADMINISTRATOR
10. OCCA EXECUTIVE DIRECTOR
11. PUBLIC BUDGET COMMITTEE

**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

# Board of Education Meeting Agenda

**Date:**  
March 6, 2006

TBCC First St. Campus – Room Nine  
2510 First St., Tillamook, Oregon 97141

**Time:**  
6:30 p.m.

<b>Item</b>	<b>Description</b>	<b>Resource</b>
<b>1.</b>	<b>Call to Order • Acknowledge Guests -----</b> <ul style="list-style-type: none"><li>• Cam Preus-Braly, Commissioner , Oregon Department of Community Colleges and Workforce Development</li><li>• Andrea Henderson, Executive Director, Oregon Community College Association</li><li>• Chris Chairsell , Vice President, Academic and Student Affairs, Portland Community College</li><li>• Rick Aman, Dean, Curriculum and Support, Portland Community College</li></ul>	Chairman Weitman
<b>2.</b>	<b>Approval of the Agenda----- (Action)</b>	Chairman Weitman
<b>3.</b>	<b>Invitation of Public Comment -----</b> <p>Available at both the beginning and end of the meeting is an opportunity for the public to comment on any issue within the jurisdiction of the Tillamook Bay Community College Board of Education. The Board Chair may determine reasonable time, space and manner limitations. At the conclusion of public comment, individual members of the Board may respond to comments made by those who have addressed the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda.</p>	Chairman Weitman
<b>4.</b>	<b>February 6, 2006 Board Meeting and Executive Session Minutes and February 20, 2006 Special Board Meeting and Executive Session Minutes ----- (Action)</b>	Chairman Weitman
<b>5.</b>	<b>Reports:</b> <ul style="list-style-type: none"><li>A. Oregon Community College Association-----</li><li>B. Financial Position -----</li></ul>	Director Swain and Exec. Director Henderson Comptroller Williams
<b>6.</b>	<b>Old Business:</b> <ul style="list-style-type: none"><li>A. Discussion with Commissioner Preus-Braly-----</li></ul>	President Orr
<b>7.</b>	<b>New Business:</b> <ul style="list-style-type: none"><li>A. Contracting Relationship with Portland Community College-----</li><li>B. Fee Schedule for Public Records Requests----- (Action)</li></ul>	President Orr, Vice President Chairsell, & Dean Aman Dean Ellison
<b>8.</b>	<b>Standing Business:</b> <ul style="list-style-type: none"><li>A. Strategic Planning and Accreditation-----</li><li>B. Courses and Curricula ----- (Action)</li><li>C. Grants and Contracts-----</li><li>D. Board of Education Policy ----- (Action)</li><li>E. Facilities----- (Action)</li><li>F. Personnel ----- (Action)</li></ul> <p>Pursuant to O.R.S. § 192.660(2)(a) &amp; (f), the Board may, upon a vote of a majority of the members constituting a quorum, elect to go into Executive Session, which will not be open to the public to consider Agenda Items 8.E and F.</p>	Dean Gates Dean Gates Dean Ellison President Orr President Orr President Orr
<b>9.</b>	<b>Announcements and General Information -----</b>	President Orr



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

10. Invitation of Public Comment -----  
11. Board Member Discussion Items-----  
12. Adjournment ----- (Action)

Chairman Weitman  
Chairman Weitman  
Chairman Weitman



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

# Board of Education Meeting Minutes

February 6, 2006

2510 First Street, Tillamook, OR 97141, Room Nine

**Directors Present:** Bob Weitman, Steve Shaw, Ruth Jensen (arrived mid-meeting), Ann Swain and Craig Wakefield

**Directors Absent:** James McGinnis and Rose Wharton

**Staff Present:** President Orr, Lori Gates, Ron Ellison, Kyra Williams, Sue Owens

**Guests Present:** David Zahn, ESL Instructor, Sheryl Neu

**Call to Order:**

Chair Weitman called the meeting to order at 6:31 p.m.

President Orr introduced David Zahn who gave a brief personal background before he had to return to teaching his class. The Board gave him a warm welcome.

**Approval of Agenda:**

On approval of a motion by Director Shaw, it was resolved to approve the agenda as presented.

**Invitation of Public Comment:**

There was no public comment.

**Approval of Minutes:**

On approval of a motion by Director Swain, it was resolved that the Regular Meeting and Executive Session minutes of January 9, 2006 and the January 17, 2006 Special Meeting Minutes and Executive Session Minutes be approved. Minutes attached and made a part of the official minutes.

**Reports:**

Oregon Community College Association: (Item 5.A) Director Swain presented the material as included in the Board packet. President Orr suggested taking the next month to evaluate the material in order to discuss it at the March meeting in which both Director Andrea Henderson and Commissioner Cam Preus-Brady are scheduled to attend.

Financial Position: (Item 5.B) Report is attached and made a part of the official minutes. Chairman Weitman presented a question on behalf of Director McGinnis regarding transfer balances. Ms. Williams had answered Director McGinnis' question in a previous conversation with him and gave a brief explanation to those present.

**Old Business:**

Board Evaluation Instrument: (Item 6.A) President Orr presented the model evaluation instruments as included in the packet. Discussion ensued. On approval of a motion by Director Swain it was resolved to model a TBCC Board Evaluation Instrument after the Central Oregon Community College model. Motion passed with Director Wakefield voting in opposition. (3/1)

**New Business:**

2006-2007 Revenue Projection & Tuition and Fees: (Item 7.A) Report is attached and made a part of the official minutes. President Orr presented the material in the Board Packet emphasizing the draft nature of the documents.

Director Jensen arrived at 7:00.

**Standing Business:**

Strategic Planning and Accreditation: (Item 8.A) Report attached and made a part of the official minutes.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

Courses and Curricula: (Item 8.B) Report attached and made a part of the official minutes.

Grants and Contracts: (Item 8.C) Report attached and made a part of the official minutes.

Board of Education Policy: (Agenda Item 8.D) Report attached and made a part of the official minutes.

Facilities: (Agenda Item 8.E). Report attached and made a part of the official minutes.

Personnel: (Agenda Item 8.F) Report attached and made a part of the official minutes. President Orr added that since the preparation of the Board Packet, he had received a resignation from Colman Joyce and clarified it was due to family health concerns.

On approval of a motion by Director Swain, it was resolved to approve the President's Evaluation Form as presented.

Executive Session was moved to follow Agenda Item 11, Board Member Discussion Items.

**Announcements and General Information:**

Report attached and made a part of the official minutes.

A new bond measure informational brochure was presented with copies available for distribution.

**Invitation for Public Comment:**

There was no public comment.

**Board Member Discussion Items:**

There were no discussion items.

**Executive Session:**

On approval of a motion by Director Swain, it was resolved to move into Executive Session to consider Agenda Items 8.E and F at 8:24 p.m.

Regular Meeting resumed at 8:54 p.m.

No decisions were made or actions taken during the Executive Session.

**Adjournment:**

Upon approval of a motion by Director Wakefield, it was resolved to adjourn at 8:55 p.m.

Respectfully submitted,

Ralph Orr, Clerk of the Board



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

# Board of Education Executive Session Minutes

February 6, 2006  
2510 First Street, Tillamook, OR 97141, Conference Room

**Call to Order:** Chair Weitman called the meeting to order at 8:31 p.m.

**Directors Present:** Bob Weitman, Ruth Jensen, Steve Shaw, Ann Swain and Craig Wakefield

**Directors Absent:** James McGinnis, and Rose Wharton

**Staff Present:** President Ralph Orr

The Board received advice from legal counsel regarding facilities and personnel issues.

Director Swain moved to adjourn to regular session. Director Wakefield seconded. Passed unanimously. (5/0)

**Return to Regular Session:** 8:55 p.m.

Submitted by Ralph Orr, Board Clerk



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

# Board of Education Meeting Minutes

February 20, 2006

2510 First Street, Tillamook, OR 97141, Room Nine

**Directors Present:** Bob Weitman, Ruth Jensen, James McGinnis, Steve Shaw and Rose Wharton

**Directors Absent:** Ann Swain and Craig Wakefield

**Staff Present:** President Orr, Lori Gates, Sue Owens

**Guests Present:** None.

**Call to Order:**

Chair Weitman called the meeting to order at 6:36 p.m.

**Approval of Agenda:**

On approval of a motion by Director Shaw, it was resolved to approve the agenda as presented.

**Invitation of Public Comment:**

There was no public comment.

**New Business:**

College President's Evaluation: (Item 4) On approval of a motion by Director McGinnis, it was resolved to move into Executive Session to consider Agenda Item 4 at 6:40 p.m. Chairman Weitman excused the audience and non-essential staff at that time.

Regular Meeting resumed at 7:44 p.m.

On approval of a motion by Director Shaw it was resolved to approve the President's Evaluation.

**Announcements and General Information:**

None.

**Invitation for Public Comment:**

There was no public comment.

**Board Member Discussion Items:**

- Contingency plan for potential transition of the College presidency.

**Adjournment:**

Upon approval of a motion by Director Wharton, it was resolved to adjourn at 8:13 p.m.

Respectfully submitted,

Ralph Orr, Clerk of the Board



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

# Board of Education Executive Session Minutes

February 20, 2006  
2510 First Street, Tillamook, OR 97141, Room Nine

**Call to Order:** Chair Weitman called the meeting to order at 6:41 p.m.

**Directors Present:** Bob Weitman, Ruth Jensen, James McGinnis, Steve Shaw and Rose Wharton

**Directors Absent:** Ann Swain and Craig Wakefield

**Staff Present:** President Ralph Orr

The Board considered the College President's performance evaluation.

Director Shaw moved to adjourn to regular session. Director Wharton seconded. Passed unanimously. (5/0)

**Return to Regular Session:** 7:42 p.m.

Submitted by Ralph Orr, Board Clerk



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)



## Oregon Community College Association

### **RECOMMENDATION**

Information only – No action requested.

### **BACKGROUND INFORMATION----- Director Swain & Executive Director Henderson**

Executive Director Andrea Henderson will be in attendance and visit with the Board about the recently completed OCCA Strategic Planning Conference (see attachments), as well as early preparations for the 2007 legislative session.

### **Oregon Community College Association**

MISSION:	• To advocate, communicate, and collaborate in order to strengthen community colleges for the benefit of Oregonians.
SCHEDULE:	• The Association shall meet three times a year, generally in the fall, winter, and spring unless the Executive Committee decides otherwise.
OFFICERS:	Chair----- Chuck Clemens (Clackamas Community College)
	Vice-Chair ----- Marilyn Lane (Clatsop Community College)
	Treasurer ----- Jim Sorenson (Treasure Valley Community College)
	Secretary ----- Preston Pulliams (Portland Community College)
	At-Large Representative ----- Connie Lee (Central Oregon Community College)
	Executive Director----- Andrea Henderson



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)



Oregon Community College Association  
1201 Court St. NE, Suite 302  
Salem, OR 97301-4188  
Phone: (503) 399-9912 Fax: (503) 399-9286  
<http://www.occa17.com>

To: Community College Board Chairs and Presidents  
CC: OCCA Board Reps  
From: Andrea Henderson, OCCA Executive Director  
RE: Community College Strategic Planning

Attached you will find a preliminary summary of the work done this fall by attendees at the OCCA Strategic Planning Conference. The purpose of this planning effort is to chart a course for community colleges statewide for the next 10 to 15 years. **This work in no way replaces the planning done by individual college communities for guiding local colleges but instead is designed to identify those areas in which colleges can increase our productivity by working collectively.**

The next stage of the process takes place as local boards hold conversations in their community and empower their OCCA Board Representative to provide input to the group discussion slated for the OCCA Board meeting in March.

As your local boards discuss this in the next month, please be prepared to answer the following questions:

- 1) Are these the right seven topics on which to focus our planning?
- 2) What are the most important initiatives for the next three years?

You may provide your input by separating those initiatives that you think we must do, those you think would be nice to do, and those you think we shouldn't do.

In late March when the OCCA Board of Directors comes together, they will be deciding the overall direction for community colleges statewide and which tasks we will take on now and in the next three years.

If you have any questions about the process or the attached document, please do not hesitate to contact me. We are eager to hear your feedback.

## OCCA Strategic Planning Next Steps

Oregon community college board members, presidents, state board members, and key stakeholders met for three days in November, 2005, to begin the process of setting the course for community colleges in the decades to come. The OCCA Strategic Planning conference gave community college leaders an opportunity to talk about what they saw as the state's economic and cultural future and how the colleges could provide leadership – for their communities and across Oregon - to meet the challenges.

The conference began with a group agreement about the session objectives. Participants agreed that their task was to: 1) Create a plan, built on consensus, that will help ensure and guide a healthy, vital future for community college education in Oregon, and 2) Provide clarity on the respective roles and responsibilities of the OCCA, the college presidents, the local community college boards, and other stakeholders in guiding the future of community college education.

Participants agreed that community colleges have an opportunity to set their own future by planning. Further, collective planning efforts should focus on those items that community colleges can best accomplish through their collaboration. By the end of the conference, participants agreed on seven goal areas around which they would organize future work over the next fifteen years. The seven goals are as follows:

1. **Universal Access** – Create the opportunities for and remove the barriers to lifelong access to learning that meets the changing needs of Oregonians.
2. **Workforce** – Community colleges must be the foundation upon which the state of Oregon constructs a comprehensive workforce development strategy.
3. **Quality Educational Opportunities** – To provide quality education responsive to the community that is demonstrated by student and community satisfaction and success.
4. **Funding** – Build a predictable, sustainable, adequate funding stream for community college operations and capital and student financial assistance that meets the post-secondary education and training needs of all Oregonians.
5. **Governance** – Create a governance structure that reinforces local control to serve local needs while maximizing responsiveness and collaboration across the educational enterprise at the local and state levels.
6. **Collaboration/Leadership** – Foster and reward collaboration to ensure efficient, effective and sustainable partnerships among Oregon’s community colleges and their stakeholders.
7. **Community Focus** – OCCA will assure Oregon communities are our customers by leveraging local, state and federal support for community-based cultural and social enhancement needs.

Now it is your turn. What are your thoughts and opinions on the strategic goals listed? As the local board, you set the strategic direction for your college. The only strategic planning that will work on a statewide basis is one that you and your local board member colleagues across Oregon believe represents a shared direction. OCCA is acting as a facilitator to help move the strategic plan forward, but it must be a shared strategic plan. Please discuss the following goals and questions as a board and prepare your OCCA representative to represent your board's opinions at the upcoming OCCA board meeting. Be prepared to report the answers to following questions:

1. Do you agree with the seven strategic goals?
2. What specific strategic initiatives are the most important to address in the next few years?

### **Strategic Goal # 1: Access**

#### **Create opportunities for and remove barriers to lifelong access to learning that meets the changing needs of Oregonians.**

Access is the foundation of our service to our communities. Community colleges pride themselves on a mission of access everywhere for anybody. However, with the continuing challenges of limited funding from the State, access is not available for everyone who wants to attend community colleges.

In this climate of increasing demand and insufficient resources, Oregon's community colleges should consider the following questions in the discussion about increasing access statewide.

- ☐ How can we collectively act strategically to increase access over the next 15 years? (i.e. What can we do together better than we can do individually?)
- ☐ How do we define access? What are we providing access to?
- ☐ What is the most important way to increase access?
- ☐ What do you plan to do as a local board member to make that happen?
- ☐ What do community colleges need to be successful in their efforts to increase access?
- ☐ What else do we need to be thinking about in terms of access?

As you discuss access, please consider the following list of possible strategic actions that could be undertaken to increase access. What do you think about these items? Are some more pressing than others? What should we collectively tackle first to increase access?

1. **Eliminate financial barriers to post-secondary education.** Oregon currently has the highest community college tuition among the western states. While State funding for the Opportunity Grant has increased, the reality is that many students are not attending because of a lack of financial resources. Should this be a major goal to increase financial aid and reduce tuition increases? Should the state have a policy regarding access and affordability? From the viewpoint of a community college, what is the responsibility of the federal government, state, institution, student, and student's families for paying the cost of attending college?
2. **Broaden the access debate on a statewide level.** To truly achieve access everywhere for anybody, Oregon must define access beyond financial aid. What level of operating and capital funds do institutions need to increase access? What other factors must be included to increase access in Oregon? How do we link these together? What is the role of community colleges in promoting a broader definition? What is the role of the state?
3. **Outreach to Oregon's diverse populations.** Are there specific actions that community colleges could do collectively to assist these populations? Should we have a statewide conversation with these communities to create action-orientated ideas for community colleges? Do we collect sufficient data about these populations to ensure that we are making decisions that are appropriate to their needs? How do we address different needs in different geographic areas?
4. **Create innovative ways to deliver education.** To increase access, must the community colleges always be the deliverers of the education, or can the community college be the broker of education services provided by other entities? Are there ways to collaborate with each other and other institutions of education to broaden access for Oregonians? Can we effectively deliver education differently to increase access?

5. **Eliminate barriers for our students.** Many community college students are older, have jobs and have children. How can we help our students who have childcare needs or transportation needs? How can we make our classes more accessible for those with full-time jobs?
6. **Educate Oregonians that post-secondary education is a public benefit.** Many Oregonians believe that post-secondary education is a private benefit and should be funded by the individual who obtains the education. Yet Oregon's financial future depends on the education and skill of its workforce. Do we need to expend resources to convince Oregonians of the public benefit of post-secondary education and the importance of providing sufficient public money to adequately fund it?
7. **Serve more high school students.** What is the community college role in providing education opportunities for high school students? Is this part of our core mission? What trade-offs exist between serving high school students and adult students? Should we increase our role in serving these students? If so, how can our outreach to high school students increase? Should community colleges partner with existing programs, such as ASPIRE, to increase outreach to high school students?
8. **Increase rural access.** As we increase opportunities for Oregonians, how can we ensure that opportunities are created for all citizens of the state, not just those in urban areas? What strategies are needed to ensure that Oregonians in rural areas have equivalent opportunities to those who live in less remote regions?
9. **Create a statewide access point.** Students no longer stay at one institution, but move around to various institutions depending on class availability, work schedules, and tuition. Should we create one statewide access point for students to access information about all of the colleges? Will this enable students to make better decisions?
10. **Open doors to four-year opportunities.** How can we assist our students in accessing four-year institutions? Are there more ways to ease transfer barriers? Can we do more to provide opportunities for baccalaureate and graduate degrees on our campuses?

**Strategic Goal # 2 -- Workforce/Economic Development**  
**Community colleges will be the foundation upon which the state of Oregon constructs a comprehensive workforce development strategy.**

In a 1999 report, economist Joseph Cortright stated that, “the effectiveness with which Oregon workers prepare themselves with the skills they will need will be a major determinant of their economic well-being and the state’s prosperity.”<sup>i</sup> Cortright, at the time, also predicted Oregon’s upcoming recession and urged state policy makers to invest more money in training during the recession. Instead, drastic cuts were made in community colleges during the economic downturn, resulting in the loss of thousands of students from programs that could have increased their employability.

With today’s global economy, the average worker will have more than one career. How will we maintain and build an educated workforce to increase Oregon’s economic competitiveness? As Oregon rebounds, Oregon’s businesses and community colleges must thoughtfully plan for the workforce of tomorrow. What will business need 10-15 years from now that can only be successfully delivered if we start planning and investing today? What education and training will Oregonians need to get the jobs that they want?

As you discuss workforce/economic development, attached is a list of some possible strategic actions that could be undertaken to further connect community colleges with the business community. In addition to providing feedback in these areas, please include any other ideas you think the colleges should consider to provide leadership in the state’s economic development arena.

- 1) **Identify future education and workforce needs with the business community.** With the changing nature of the economy and the workforce, we must plan now for our future needs. How can we facilitate a statewide conversation with the business community about identifiable trends? How can we facilitate a conversation about the types of training needed for employees to meet the identified trends in the next fifteen years?
- 2) **Raise the profile of community colleges with legislators and the governor as to the state economy and workforce.** How can we ensure that state and local policy makers view community colleges as an integral solution to Oregon’s workforce needs? Are there practices we need to correct or improve to make community colleges more viable as workforce training providers?



- 3) **Partner with the business community to serve students.** What instruction and training services that are already offered by someone else can we add service to and broker to meet the needs of our students? What additional partnerships can we create with businesses/organizations through which we can use their facilities and equipment to offer courses that meet our mutual needs? What partnerships can we create with the research institutions to provide the lower level technical support training that their innovations will require?
- 4) **Collaborate on a statewide level.** Are there two or three specific business-related projects that we can work on collaboratively in the short term that will have results in the next few years? What operational practices could we provide more efficiently by partnering/outsourcing some of what we do to our partners? (e.g. UPS operates global supply chains for companies all over the world. What do they know about databases and seamless transfer of goods that, if they would work with us, could be adapted to our student information systems needs?) How can we work with each other to build partnerships to serve specific economic and business needs of the state?

### **Strategic Goal #3: Quality**

**Provide quality education that is responsive to the community and is validated by student and community satisfaction and success.**

In a 2005 speech to the OCCA convention, keynote speaker Kay McClennay stated that community colleges must cultivate a culture of data, not anecdote, in talking about their successes. Community colleges have an excellent reputation in Oregon, as evidenced by their continuing high public satisfaction rating from the annual Progress Board survey of attitudes about public institutions.

Yet resting on their laurels will not move us into the vibrant leadership role that the state needs from community colleges. We must be able to clearly articulate and demonstrate the quality, outcomes, and return on investments demonstrated by the community colleges.

As you discuss quality, attached is a list of some possible strategic actions that could be undertaken to continue to provide quality education. What do you want community colleges to do to ensure that our quality is clearly demonstrated to all of our constituencies?

1. **Create a clear system of measurement, feedback, and improvements to be used by all colleges for continuous improvement.** Does your college already have a continuous improvement system? Would a uniform statewide system be valuable to you on the local level? Who should design this?
2. **Identify strategies for success.** Do we need to convene a blue ribbon panel to define quality and assessment in community colleges?
3. **Increase instructional and student support services to deliver a quality-learning environment to your students.** Can you identify two or three services that, if you could afford them, you are confident could be shown to increase student achievement?
4. **Proactively respond to state's interest in accountability.** Should we design a plan for state funding mechanisms to be tied to performance measures or wait for the legislature to design one for us? How should we process responses to proposals from the state to increase accountability?

## **To accomplish our goals, we need:**

### **Strategic Goal # 4 -- Funding**

**We need to have predictable, sustainable, and adequate funding for community college operations, capital, and student financial assistance to meet the post-secondary education and training needs of all Oregonians.**

The success of All three goals already discussed– Access, Workforce/Economic Development, and Quality – will be much more successful if CC's can depend on adequate funding for community colleges. Is funding a separate goal or is it a mechanism to reach our other goals? What types of funding do we need to ensure that community colleges are able to meet the needs of Oregonians in the future?

1. **Develop a statewide policy on funding.** How do we create and articulate a clear state-level funding policy that resonates with policy makers while providing an adequate, sustainable, and predictable funding stream that enables community colleges to provide access to quality education and training to Oregonians?

2. **Develop a stable, adequate source of funding for community colleges.** Currently, community colleges are heavily dependent upon the State general fund. Should we create a new system of dedicated money for community colleges? Some ideas that have been considered in the past are a statewide property tax or funding from the business community. Would such measures be supported in your community? How would you define adequate?
3. **Develop a “quality education model” for community colleges.** Several years ago, a quality education model was designed for K-12 that considers what students need and then identifies the dollar amount necessary to fund that need. It has never been funded but has created many opportunities for policy makers to discuss adequacy. Should we create a similar model for community colleges? If so, who do you think should serve on that panel?
4. **Create ways to aid foundations in obtaining money.** Community colleges are increasingly relying on foundations to raise money. Are there ways to help on a state level? Should we have a statewide foundation for community colleges? Should we pursue legislation that would aid foundations in acquiring donations?
5. **Pursue private grants on a statewide basis.** Many colleges are actively pursuing grants to supplement specific projects. Should we consider pursuing more grants on a statewide basis to benefit colleges?
6. **Pursue funding at the congressional level.** There are federal dollars available through congressional appropriations. There is no statewide coordinated effort to pursue money from Congress. However, some of the colleges currently have their own lobbyists, though there is no statewide coordinated effort. Should community colleges have a statewide effort with a federal lobbyist? If so, how should this be funded?

### **Strategic Goal # 5 -- Governance**

**We need a governance structure that reinforces local control to serve local needs while maximizing responsiveness and collaboration across the education enterprise at the local and state levels.**

Over the past several sessions, there have been numerous bills that would change the current statewide governance to a separate community college board or would place community colleges under the board of Higher Education. In 2001, the OCCA Governance Committee met and reaffirmed that community colleges wished to remain under the current Board of Education as we were more similar in structure to the K-12 systems with locally elected boards and property tax revenues.

With this continued scrutiny of our governance system, it is important to ask if we are governed in a way that will enable community colleges to best serve Oregonians over the next 15 years. As we have a conversation about governance, it is important to ask:

- ❑ What type of governance system do we need to best accomplish our goals?
- ❑ What type of governance system enables us to balance statewide and local needs appropriately?
- ❑ What decisions should be made by the locally elected boards?
- ❑ What decisions should be made on the state level and who should make them?
- ❑ How will the state governance structure interact with the local boards?

Given the previous goals of Access, Workforce/Economic Development, and Quality, is governance a separate goal or, like funding, is it a mechanism to reach the other goals? As you consider governance, the most critical question is “What type of governance system do we need to best accomplish our goals?”

To further develop these questions, OCCA is convening a workshop this spring to explore the governance question. We encourage each college to send board members to the workshop. We will be bringing in Aims McGuiness, a nationally recognized expert on college governance, to facilitate the workshop and offer his expertise. The purpose of the workshop is to provide each of the participants with a deeper understanding of governance that will enable them to engage the rest of their local board in a conversation about the future governance of community colleges.

### **Strategic Goal # 6 -- Community Focus**

**Community colleges will work to ensure Oregon communities are our customers by leveraging the local, state and federal support for community based cultural and social enhancement needs.**

One of the greatest strengths of community colleges is their individual adaptations to meet the local communities' needs. As you consider the goals of the strategic planning process, is community focus a separate goal in itself, or is it a value that we will imbed in every strategic action we undertake? Do we have an economic development role in preserving and promoting local historical and cultural traditions? Does our mission include providing leadership in performing and visual arts that are accessible to our broader communities?

### **Strategic Goal # 7 – Collaboration/Leadership**

**Foster and reward collaboration to ensure efficient, effective and sustainable partnerships among Oregon’s community colleges and their stakeholders.**

Community colleges are uniquely positioned as a pivot point in the education continuum. We are the link with high schools, with four-year institutions, and with the workforce. How can we use our position to provide leadership within the state to ensure that Oregonians have access to meet all of their education needs whether or not is it at a community college?

Is this leadership role through collaboration a unique goal, or should it be imbedded in all of our actions? Are we prepared to surmount those aspects of our individual operations that make our collaborative work more difficult, e.g. transfers?

---

<sup>i</sup> Joseph Cortright “The Decade Ahead: How the Future will differ from the Past. A Workforce policy paper for All Oregon Workforce Partners. April 1999.

## Financial Position

### **RECOMMENDATION**

Information only – no action requested.

### **BACKGROUND INFORMATION**

----- **Comptroller Williams**

Comptroller Williams will be prepared to present the financial reports and address questions.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

Tillamook Bay Community College  
 Unaudited Summary Financial Information  
 General Fund  
 Fiscal Year-to-Date Ended January 2006  
 58.33% of fiscal year elapsed

	2004-2005 Annual Budget	2004-2005 Actual	2004-2005 Percentage of Budget	2005-2006 Annual Budget	2005-2006 Actual	2005-2006 Percentage of Budget
<b>Resources</b>						
State	\$ 1,031,603	\$ 1,025,199.00	99.38%	\$ 1,376,240	\$ 1,144,929.38	83.19%
Tuition	\$ 261,515	\$ 228,023.00	87.19%	\$ 315,000	\$ 285,196.00	90.54%
Fees	\$ 93,423	\$ 64,254.40	68.78%	\$ 91,000	\$ 66,261.96	72.82%
Taxes	\$ 720,000	\$ 638,274.37	88.65%	\$ 800,000	\$ 679,054.97	84.88%
Sale of Goods	\$ 20,050	\$ 1,030.00	5.14%	\$ 2,000	\$ 2,115.00	105.75%
Interest	\$ 6,000	\$ 14,562.28	242.70%	\$ 25,000	\$ 30,449.00	121.80%
Rental	\$ 50	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 1,000	\$ 25,527.19	2552.72%	\$ 10,000	\$ 4,708.67	47.09%
Working capital	\$ 1,166,540	\$ 1,098,625.15	94.18%	\$ 769,609	\$ 1,040,429.72	135.19%
Transfers	\$ 120,000	\$ 47,717.75	39.76%	\$ 238,821	\$ 164,669.83	68.95%
Repayment of Short-Term Loan	\$ -	\$ -	0.00%	\$ 49,043	\$ -	0.00%
<b>Total resources</b>	<b>\$ 3,420,181</b>	<b>\$ 3,143,213.14</b>	<b>91.90%</b>	<b>\$ 3,676,713</b>	<b>\$ 3,417,814.53</b>	<b>92.96%</b>
<b>Expenditures</b>						
Instruction	\$ 827,553	\$ 314,524.03	38.01%	\$ 796,712	\$ 364,572.65	45.76%
Instructional Support	\$ 338,531	\$ 182,900.54	54.03%	\$ 324,631	\$ 178,086.83	54.86%
Student Services	\$ 268,620	\$ 155,361.36	57.84%	\$ 291,264	\$ 194,592.02	66.81%
College Support	\$ 846,095	\$ 497,967.80	58.85%	\$ 1,012,079	\$ 632,201.29	62.47%
Plant Operation	\$ 693,470	\$ 61,505.12	8.87%	\$ 391,715	\$ 150,876.00	38.52%
Financial Aid	\$ 84,732	\$ 34,195.57	40.36%	\$ 110,850	\$ 48,365.15	43.63%
Transfers	\$ 11,180	\$ 5,000.00	44.72%	\$ 111,120	\$ 47,568.72	0.00%
Contingency	\$ 50,000	\$ -	0.00%	\$ 50,000	\$ -	0.00%
<b>Total expenditures</b>	<b>\$ 3,120,181</b>	<b>\$ 1,251,454.42</b>	<b>40.11%</b>	<b>\$ 3,088,371</b>	<b>\$ 1,616,262.66</b>	<b>52.33%</b>
<b>Ending fund balance</b>	<b>\$ 300,000</b>	<b>\$ 1,891,758.72</b>	<b>630.59%</b>	<b>\$ 588,342</b>	<b>\$ 1,801,551.87</b>	<b>306.21%</b>

Agenda Item 5.B. Attachment #2  
Tillamook Bay Community College  
Unaudited Summary Financial Information (Modified Accrual Basis)  
Fiscal Year-to-Date Ended January 2006

	Fund No.	Beginning Working Capital	2005-2006 Revenue	2005-2006 Expenditures	Ending Working Capital	2005-2006 Spendable Budget	2004-2005 Prior Year Expenditures
Adult Basic Education	2	\$ -	\$ 13,533.99	\$ 18,641.37	\$ (5,107.38)	\$ 52,700	\$ 21,386.57
Adult Ed Program Corrections - Sheriff's Office	3	\$ -	\$ 1,763.83	\$ 2,546.06	\$ (782.23)	\$ 11,349	\$ 5,783.26
SBDC Federal Grant	4	\$ -	\$ 15,125.00	\$ 17,666.25	\$ (2,541.25)	\$ 30,250	\$ 15,125.00
SBDC State Grant	5	\$ -	\$ 20,666.25	\$ 24,745.05	\$ (4,078.80)	\$ 41,332	\$ 12,603.47
Student Assistance	9	\$ 3,700.83	\$ 100.00	\$ 360.00	\$ 3,440.83	\$ 3,500	\$ 25.00
SBDC Program Income	11	\$ 21,736.65	\$ 2,020.00	\$ 13,325.52	\$ 10,431.13	\$ 27,201	\$ 8,241.62
English Literacy/Civics Grant	20	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sprint Yellow Pages Literacy Grant	25	\$ 3,455.36	\$ -	\$ 96.26	\$ 3,359.10	\$ 3,000	\$ 265.53
United Way Literacy Grant	27	\$ 2,800.57	\$ 537.50	\$ 113.94	\$ 3,224.13	\$ 1,360	\$ 362.33
Teen Parent Funds	28	\$ 31,056.52	\$ -	\$ 31,056.52	\$ -	\$ 31,067	\$ 57,100.25
Community Block Child Care Grant	36	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 898.00
Tutor Grant	40	\$ -	\$ 3,454.75	\$ 3,480.96	\$ (26.21)	\$ 11,265	\$ 5,732.78
Work Keys Mini Grant	42	\$ 2,693.84	\$ -	\$ 318.20	\$ 2,375.64	\$ 2,500	\$ 140.00
TEC Vocational Education Grant	44	\$ -	\$ -	\$ 5,621.16	\$ (5,621.16)	\$ 12,500	\$ 15,278.57
Adult Ed Program Improvement Project Grant	46	\$ -	\$ 3,750.70	\$ 4,173.39	\$ (422.69)	\$ 7,404	\$ 944.58
Adult Ed Accountability Grant	47	\$ -	\$ 17,272.41	\$ 18,815.24	\$ (1,542.83)	\$ 29,148	\$ 5,370.80
The OR Community Foundation Grant	48	\$ 1,180.40	\$ -	\$ -	\$ 1,180.40	\$ -	\$ -
IWEB Connections Contract	55	\$ 5,363.71	\$ -	\$ 121.80	\$ 5,241.91	\$ -	\$ -
Bay City Rental	62	\$ 10,754.48	\$ 3,866.93	\$ 2,013.35	\$ 12,608.06	\$ 5,800	\$ 3,140.28

Total Special Fund		\$ 82,742.36	\$ 82,091.36	\$ 143,095.07	\$ 21,738.65	\$ 270,376	\$ 152,398.04
--------------------	--	--------------	--------------	---------------	--------------	------------	---------------

Schedule of Special Fund borrowing from General Fund

	Ending Working Capital	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 1/31/2006
Total of Grants that borrow from the General Fund	\$ (20,122.55)	\$ 49,875.01	\$ 10,758.05	\$ (59,239.51)
Total of Grants that are not borrowing from the General Fund	\$ 41,861.20	\$ 250.76	\$ 5,059.22	\$ 46,669.66
Total Special Fund	\$ 21,738.65	\$ 50,125.77	\$ 15,817.27	\$ (12,569.85)

	Fund No.	Beginning Working Capital	2005-2006 Revenue	2005-2006 Expenditures	Ending Working Capital	2005-2006 Spendable Budget	2004-2005 Prior Year Expenditures
Associated Students of TBCC	32	\$ 1,208.87	\$ 461.25	\$ 429.27	\$ 1,240.85	\$ 2,100	\$ 2,976.25
Phi Theta Kappa Honorary Society Fund	33	\$ 261.16	\$ 1,382.79	\$ 1,262.77	\$ 381.18	\$ 3,200	\$ 704.62
TBCC Staff Coffee and Water	35	\$ (315.82)	\$ 13.40	\$ -	\$ (302.42)	\$ -	\$ -
Total Agency Fund		\$ 1,154.21	\$ 1,857.44	\$ 1,692.04	\$ 1,319.61	\$ 5,300	\$ 3,680.87
Building Reserve Fund	60	\$ 503,069.29	\$ 113,889.43	\$ 130,090.23	\$ 486,868.49	\$ 195,000	\$ 47,717.75
Customized Training Projects	56	\$ 7,097.00	\$ -	\$ 93.67	\$ 7,003.33	\$ -	\$ 2,301.16
Community Education	63	\$ (21,917.92)	\$ 15,590.00	\$ 13,080.29	\$ (19,408.21)	\$ 102,354	\$ 33,770.31
Bookstore	65	\$ 15,030.00	\$ 79,424.36	\$ 76,696.89	\$ 17,757.47	\$ 96,438	\$ 68,902.83
Total Enterprise Fund		\$ 209.08	\$ 95,014.36	\$ 89,870.85	\$ 5,352.59	\$ 198,792	\$ 104,974.30
PERS Pension Bond Fund	67	\$ 1,176.45	\$ 80,095.62	\$ 40,860.64	\$ 40,411.43	\$ 111,120	\$ -



Agenda Item 5.A - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended January 2006

58.33% of Budget Period Expended

	General Fund			Special Fund			Building Reserve Fund			Debt Service Fund		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance (Note 1)		<u>\$ 1,249,021</u>			<u>\$ 51,508</u>			<u>\$ 413,809</u>			<u>\$ 1,176</u>	
Beginning Fund Balance	<u>\$ 769,609</u>	<u>\$ 1,040,430</u>	135.19%	<u>\$ 120,326</u>	<u>\$ 82,742</u>	68.76%	<u>\$ 455,458</u>	<u>\$ 503,069</u>	110.45%	<u>\$ -</u>	<u>\$ 1,176</u>	0.00%
Resources												
State Aid	\$ 1,376,240	\$ 1,144,929	83.19%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ -	\$ -	0.00%	\$ 200,309	\$ 76,104	37.99%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 406,000	\$ 351,458	86.57%	\$ 7,672	\$ 2,020	26.33%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Local Taxes	\$ 800,000	\$ 679,055	84.88%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 270,000	\$ 104,869	38.84%	\$ -	\$ -	0.00%
Sale of Goods	\$ 2,000	\$ 2,115	105.75%	\$ 7,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Interest	\$ 25,000	\$ 30,449	121.80%	\$ -	\$ -	0.00%	\$ 13,000	\$ 9,020	69.38%	\$ -	\$ -	0.00%
Rental (Note 2)	\$ -	\$ -	0.00%	\$ 4,500	\$ 3,867	85.93%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 10,000	\$ 4,709	47.09%	\$ -	\$ 100	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Repayment of Short-Term Loans	\$ 49,043	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	<u>\$ 238,821</u>	<u>\$ 164,670</u>	68.95%	<u>\$ -</u>	<u>\$ -</u>	0.00%	<u>\$ -</u>	<u>\$ -</u>	0.00%	<u>\$ 111,120</u>	<u>\$ 80,096</u>	72.08%
Total Revenues	<u>\$ 2,907,104</u>	<u>\$ 2,377,385</u>	81.78%	<u>\$ 219,481</u>	<u>\$ 82,091</u>	37.40%	<u>\$ 283,000</u>	<u>\$ 113,889</u>	40.24%	<u>\$ 111,120</u>	<u>\$ 80,096</u>	0.00%
Expenditures												
Salaries and Wages	\$ 1,701,546	\$ 1,016,811	59.76%	\$ 176,869	\$ 85,721	48.47%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 839,364	\$ 314,278	37.44%	\$ 47,139	\$ 18,440	39.12%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Capital Outlay	\$ 386,341	\$ 237,605	61.50%	\$ 5,200	\$ 5,098	98.04%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 111,120	\$ 40,861	36.77%
Transfers	\$ 111,120	\$ 47,569	42.81%	\$ 41,168	\$ 33,836	82.19%	\$ 195,000	\$ 130,090	66.71%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 3)	<u>\$ 50,000</u>	<u>\$ -</u>	0.00%	<u>\$ 49,043</u>	<u>\$ -</u>	0.00%	<u>\$ 543,458</u>	<u>\$ -</u>	0.00%	<u>\$ -</u>	<u>\$ -</u>	0.00%
Total expenditures	<u>\$ 3,088,371</u>	<u>\$ 1,616,263</u>	52.33%	<u>\$ 319,419</u>	<u>\$ 143,095</u>	44.80%	<u>\$ 738,458</u>	<u>\$ 130,090</u>	17.62%	<u>\$ 111,120</u>	<u>\$ 40,861</u>	36.77%
Ending Fund Balance	<u>\$ 588,342</u>	<u>\$ 1,801,552</u>		<u>\$ 20,388</u>	<u>\$ 21,738</u>		<u>\$ -</u>	<u>\$ 486,868</u>		<u>\$ -</u>	<u>\$ 40,411</u>	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 85,885			\$ 50,126			\$ -			\$ -	
Inventories		\$ -			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		<u>\$ (85,885)</u>			<u>\$ (50,126)</u>			<u>\$ -</u>			<u>\$ -</u>	
Liabilities												
Accounts Payable (Note 4)		\$ (20,268)			\$ 150			\$ -			\$ -	
Unearned Revenue (Note 5)		\$ 44,488			\$ -			\$ -			\$ -	
Payroll		\$ 130,372			\$ 15,667			\$ -			\$ -	
NET EFFECT ON CASH		<u>\$ 154,592</u>			<u>\$ 15,817</u>			<u>\$ -</u>			<u>\$ -</u>	
NET ADJUSTMENTS		<u>\$ 68,707</u>			<u>\$ (34,309)</u>			<u>\$ -</u>			<u>\$ -</u>	
ENDING CASH BALANCE		<u>\$ 1,870,259</u>			<u>\$ (12,571)</u>			<u>\$ 486,868</u>			<u>\$ 40,411</u>	

Agenda Item 5.A - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended January 200

58.33% of Budget Period Expended

	Enterprise Fund - Community Ed			Enterprise Fund - Bookstore			Enterprise Fund - Customized Training			Agency Fund		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance (Note 1)		\$ (14,915)			\$ (5,073)			\$ 7,097			\$ 1,219	
Beginning Fund Balance	\$ 12,266	\$ (21,918)	-178.69%	\$ 11,314	\$ 15,030	132.84%	\$ -	\$ 7,097	0.00%	\$ 300	\$ 1,154	384.67%
Resources												
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 2,386	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 103,072	\$ 15,590	15.13%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Local Taxes	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ -	\$ -	0.00%	\$ 97,500	\$ 79,215	81.25%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Interest	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Rental (Note 2)	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ -	\$ -	0.00%	\$ 200	\$ 210	105.00%	\$ -	\$ -	0.00%	\$ 5,800	\$ 1,857	32.02%
Repayment of Short-Term Loans	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total Revenues	\$ 105,458	\$ 15,590	14.78%	\$ 97,700	\$ 79,425	81.29%	\$ -	\$ -	0.00%	\$ 5,800	\$ 1,857	32.02%
Expenditures												
Salaries and Wages	\$ 84,339	\$ 11,496	13.63%	\$ 18,129	\$ 12,409	68.45%	\$ -	\$ 94	0.00%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 16,636	\$ 1,584	9.52%	\$ 77,035	\$ 63,545	82.49%	\$ -	\$ -	0.00%	\$ 5,300	\$ 1,692	31.92%
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 1,379	\$ -	0.00%	\$ 1,274	\$ 743	58.32%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 3)	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 102,354	\$ 13,080	12.78%	\$ 96,438	\$ 76,697	79.53%	\$ -	\$ 94	0.00%	\$ 5,300	\$ 1,692	31.92%
Ending Fund Balance	\$ 15,370	\$ (19,408)		\$ 12,576	\$ 17,758		\$ -	\$ 7,003		\$ 800	\$ 1,319	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ -			\$ -			\$ -			\$ -	
Inventories		\$ -			\$ 13,737			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ (13,737)			\$ -			\$ -	
Liabilities												
Accounts Payable (Note 4)		\$ -			\$ (4,130)			\$ -			\$ 13	
Unearned Revenue (Note 5)		\$ -			\$ -			\$ -			\$ -	
Payroll		\$ 779			\$ 1,764			\$ -			\$ -	
NET EFFECT ON CASH		\$ 779			\$ (2,366)			\$ -			\$ 13	
NET ADJUSTMENTS		\$ 779			\$ (16,103)			\$ -			\$ 13	
ENDING CASH BALANCE		\$ (18,629)			\$ 1,655			\$ 7,003			\$ 1,332	

Total Cash per General Ledger (Note 6)

**\$2,376,328**

Cell: A10

Comment: Note 1. Negative Amount indicates borrowing from the General Fund.

Cell: A22

Comment: Note 2. Rental of Bay City Site and a portion of Wilson School.

Cell: A37

Comment: Note 3. Contingency in the General Fund, repayment of borrowing in Special Fund and reserved for future expenditures in Building Reserve Fund.

Cell: A64

Comment: Note 4:

Due to Debt Service totals -\$32,526.90 and Accounts Payable totals \$12,258.65

Cell: A65

Comment: Note 5. Assessed but unreceived property taxes.

Cell: Q74

Comment: Note 6. Amount ties with cash and cash equivalents on deposit at end of momth.

## Discussion with Commissioner Preus-Braly

### **RECOMMENDATION**

For information only – no action requested

### **BACKGROUND INFORMATION**

----- **President Orr**

- The attached Policy Review, created and distributed by the State Board of Education, was introduced at the November Board Meeting. Commissioner Cam Preus-Braly will be in attendance at the meeting to provide more information and lead a discussion on the topics and issues it addresses.
- Also attached is the strategic fund agenda item from the last State Board of Education meeting along with the appeal for funding which was the topic of our last Board Meeting visit with Commissioner Preus-Braly. The appeal for supplemental funding from the strategic reserve fund to help TBCC recover from the legislative change eliminating funding for certain types of community education courses is pending. The college has requested \$228,581 for 2005-2006 and \$470,606 for 2006-2007; a total of \$699,187 of the potentially available \$1,070,286 – approximately 65%.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)



## OREGON STATE BOARD OF EDUCATION

255 Capitol St. NE; Salem, Oregon 97310-1300

503-378-3600x4421; [www.ode.state.or.us](http://www.ode.state.or.us)

Susan Castillo  
State Superintendent  
of Public Instruction

October 7, 2005

Cam Preus-Braly,  
Commissioner,  
Community Colleges and  
Workforce Development

Dear Community College Presidents and Community College Board Members:

### *Members*

Nikki Squire, Chair

Jerry Berger

Steve Bogart

Brenda Frank

Vanessa Gaston

Emilio Hernandez, Jr.

Duncan Wyse

This fall the Commissioner and State Board Members begin their annual visits to all seventeen community college campuses. Discussion with each local board will focus on the State Board of Education's recently adopted policy paper, *Alignment and Adequacy of Oregon's Education Standards, Requirements, and Assessments Within K-12, Between K-12 and Postsecondary Level*. The policy paper reflects on the past, present, and future of Oregon's high school credentials.

In order for students to emerge from high school better prepared for college and careers, the State Board of Education is reviewing Oregon's graduation and diploma requirements, to be completed by fall 2006. The board is eager to get feedback from local college boards, business, and the community to its plan through a five-question survey.

### *Advisors*

Doug Dougherty,  
Seaside SD

Frank Toda,  
Columbia Gorge  
Community College

Roger Will,  
Century High School

Staff  
Jan McComb,  
Executive Officer

Kurt Tackman,  
Executive Support

Paul Merritt  
Executive Support

1. What knowledge and skills do all Oregon students need in order to be successful in the 21st Century?
2. What should be included in Oregon's high school graduation requirements? What can we do to improve high school credentials (diploma, honors diploma CIM, CAM, GED, other)?
3. How do we improve Oregon's standards and assessments?
4. How can you or your organization contribute to the success of this initiative? What do you see as your role?
5. After reading this paper, what other comments do you have?

We look forward to engaging you on these five questions in the near

future. Responses can also be made directly to the Oregon Department of Education web page, <http://www.ode.state.or.us/search/results/?id=144> or send an e-mail to [Jan.Mccomb@state.or.us](mailto:Jan.Mccomb@state.or.us).

Sincerely,

Nikki Squire, Chair  
State Board of Education

Cam Preus-Braly  
Community College Commissioner

OREGON STATE BOARD OF EDUCATION  
NOTICE OF POLICY REVIEW  
AND REQUEST FOR COMMENTS

Regarding:

*Alignment and Adequacy of Oregon's Education Standards,  
Requirements and Assessments  
Within K-12, Between K-12 and Postsecondary Level*

Adopted at the State Board Meeting on September 16, 2005

Nikki Squire, Chair  
Jerry Berger  
Steve Bogart  
Brenda Frank  
Vanessa Gaston  
Emilio Hernandez  
Duncan Wyse

## CONTENTS

Request For Comments	. . . . .	1
Student Knowledge and Skills	. . . . .	4
High School Credentials	. . . . .	8
Content Standards and Assessments	. . . . .	15



## REQUEST FOR COMMENTS

The State Board of Education invites your participation in a review of Oregon's current academic content standards, curriculum requirements, credentialing requirements, and statewide student assessment system. These staples of K-12 policy and practice were shaped 14 years ago when Oregon passed the Education Act for the 21<sup>st</sup> Century. In this visionary legislation, state leaders directed the Board of Education to adopt high standards for all students and an assessment system to measure attainment of those standards. The standards not only addressed core academic content, they also set ambitious goals for learning in teams, problem solving, speaking, and interdisciplinary studies.

Today, those standards and assessments are in place in schools throughout Oregon. Despite their successes, including many featured in short stories throughout this document, Oregon cannot take anything for granted or lapse into complacency. The Board wants to take stock of Oregon's accomplishments and determine what adjustments in policy would improve student learning. The Board has already deliberated on these questions, and has reached some tentative findings. However, before embarking on specific policy changes, the Board would like to hear from Oregonians and Oregon institutions with a stake in K-12 education.

This public comment process is vitally important. While the Board's role is to determine desirable student knowledge and skills, learning standards, assessments, and credentials, the Board is mindful that local school districts are responsible for delivering education services. New policies and requirements must be feasible, even more so given constrained resources available to schools.

This notice is the first step in the comment process. Over the next several months the Board will seek a wide range of perspectives. The Board intends to hold community forums throughout the state with K-12 parents and students, school administrators and teachers, business and community leaders, community college and university educators, and interested citizens to learn what works in our current policies and what needs to be modified.

To begin the dialogue we invite any interested Oregonians or Oregon institutions to offer written comments on five broad questions stated here. Background and preliminary Board perspective on the first three questions are provided in the subsequent three sections of this Notice.

*By November 2006, the Board plans to adopt changes to high school graduation requirements and the state assessment system. Your participation will help ensure these changes improve the education delivered to our students*

### **1. What knowledge and skills do all Oregon students need in order to be successful in the 21<sup>st</sup> Century?**

The Board believes Oregon needs to set learning standards with the expectation that *all* students can master high levels of knowledge and skills that enable success in postsecondary education, employment, and life. That means every high school student graduating with a diploma should be "college ready." The skills and knowledge that make high school graduates ready for postsecondary education are also the same skills

and knowledge that make them ready for employment. The Board wants to reduce the achievement gap that now plagues many low-income and minority students. The Board also wants to afford K-12 students, particularly high school students, the opportunity to accelerate their learning should they have the capability and interest in doing so.

## **2. What should be included in high school diploma requirements?**

### **What can we do to improve Oregon's high school credentials (Diploma, Oregon Honors Diploma, CIM, CAM, GED, others)?**

The Board believes that the current high school diploma requirements need to be upgraded in light of the demanding academic standards we are challenging all students to meet. The Board believes that Oregon should have a set of credentials (and curriculum standards and assessments associated with those credentials) that are meaningful to post-secondary institutions, employers, and students themselves. The credential (or combination of credentials) should confirm that a student has met rigorous academic and career-related standards.

## **3. What can we do to improve Oregon's standards and assessments?**

The Board believes it is important to have common standards and assessments statewide that measure progress of students at all grade levels in core academic subjects. These standards and assessments should reliably inform Oregonians about the preparation of Oregon students for higher education, rewarding careers, citizenship, and life. The system should also be helpful to individual students as they make plans for postsecondary education and careers.

## **4. How can you or your organization contribute to the success of this initiative? What do you see as your role?**

## **5. After reading this paper, what other comments do you have?**

### **Let Us Hear From You**

We invite your responses to each of these questions. Please send your comments to [jan.mccomb@state.or.us](mailto:jan.mccomb@state.or.us) or mail them to State Board of Education, ATTN: Jan McComb, 255 Capitol Street NE, Salem, Oregon 97310. There is also a web survey with the five questions online at <http://www.ode.state.or.us/search/results/?id=144>.

The comments will be summarized and presented to the public and to the State Board of Education. *To be sure that your comments are included in the first round summary, please submit them by December 16, 2005.*

As noted above, this document features short stories that illustrate school and student successes in meeting Oregon's higher learning standards. These stories demonstrate that higher expectations of students, more rigorous curriculum, and relevant learning experiences outside the classroom are already making a difference for hundreds of students. They illustrate what is feasible, on a larger scale, in districts across Oregon, to realize the vision of the Oregon Education Act.

Although we have made many improvements in Oregon education over the past 14 years, the economy and life are demanding more of our students, and we know Oregon can do better. Tell us what you think of our proposed positions, what works now, what doesn't, and what we can improve.

**We look forward to hearing from you!**

## STUDENT KNOWLEDGE AND SKILLS

The purpose of this section is to share the Board's vision for student learning through the teenage years and our preliminary perspectives on how well current policies on curriculum, standards assessments and graduation requirements support that vision.

### Vision for Education Oregon's K-12 Education

The current framework for Oregon's education system is a product the Oregon Educational Act for the 21st Century, which passed in 1991 and then was updated in 1995 and again in 2001.

This legislation was based on two big ideas emerging at the time and still valid today:

**What knowledge and skills do all Oregon students need in order to be successful in the 21<sup>st</sup> Century?**

*A broader role for education in the economy.* Since the 1970s, sweeping changes in economic competition, technology, and the organization of work itself have called for higher levels of knowledge and skills in the workforce. To acquire and maintain these skills, policy leaders reasoned, Oregonians need more education than they have in the past. By the late 1980s, the economy demanded more skills and education of job seekers, and the fastest growing jobs were those that require more education. On the other hand, the pool of family wage jobs for those with just a high school education or less was rapidly drying up, leaving them mostly low-paying, low-skilled jobs.

*New standards-based designs for learning.* Oregon policy leaders concurred that learning standards in traditional academic subjects should be higher, should be uniform across the state, and that student attainment of these standards should be measurable through statewide assessments. They also agreed on several other aspects of pedagogy: schools and teachers must make the learning experience more engaging to students and relevant to the adult world where acquired knowledge and skills are ultimately applied. Some study should be interdisciplinary. Each student should have a personalized learning plan, spelling out long-term goals, intermediate steps, and milestones to measure progress.

This vision for learning was encapsulated through the creation of two certificates, the Certificate of Initial Mastery and the Certificate of Advanced Mastery. The CIM represents standards of knowledge and skill proficiencies that students can demonstrate in academic subjects through uniform statewide and local assessments. CIM proficiencies are benchmarked to the tenth grade level, but students have time to achieve them through the senior year. The CAM combines achievement of CIM proficiencies along with additional academic proficiencies and career-related proficiencies achieved through a variety of hands-on, real-world learning experiences that are sometimes called contextual or applied learning.

## Board Perspective on the Vision and System Design

The trends identified in the early 1990s have only accelerated with increased automation and the migration of low-skilled manufacturing jobs to nations with lower costs of labor. With economic competition reliant on intellectual capital and innovation, employers were coming to value not only specific occupational skills, but also a range of capabilities fostered by a broad education: higher levels of literacy in language and math, abstract reasoning, communication, critical thinking, problem solving, teamwork, and initiative.

Looking back over a decade and a half, the Board can see significant statewide progress under the Oregon Education Act. Higher content standards, expectations of student learning, and uniform assessments have been defined and put into place.

Oregon's elementary, middle and high schools have largely adopted the standards-based system, and periodic assessment is used to measure student, classroom, and school progress. We have seen considerable gains on test scores especially at early grade levels. Assessment data have helped shape instruction, and many students are learning at higher levels. The Nyssa School District (see box) provides one of many inspiring examples of improvement.

As we examine implementation challenges associated with our system of standards and assessments – and the associated credentials – we find that they have been received less favorably in high school than in grade school and middle school.

There are four reasons.

First, the requirements at the elementary and middle school mesh well with traditional academic subjects. While assessment demands have increased, the content itself is familiar to teachers. In high school, by contrast, new curriculum requirements were created through the Certificate of Advanced Mastery that are complex to implement. The standards for high school encourage all students to achieve at high academic levels *and* learn in a variety of applied contexts. A number of high schools have implemented this vision brilliantly. David Douglas (see box, next page) provides one of many examples. However, many others have struggled as they have attempted

to redesign their programs to meet the new standards.

Second, standards and assessments in high school are less connected with traditional academic course categories. For example, the tenth grade math assessment covers algebra, geometry, and statistics, subjects that high school students may or may not

### *Nyssa School District, Nyssa*

#### **High Expectations and Support Are Keys To Closing the Achievement Gap**

Six years ago, academic outcomes in the Nyssa School District mirrored the state trend: students of color, those from low-income families, and second-language learners achieved at levels well below their peers. With a high percentage of students from these groups, Nyssa focused on closing its achievement gap.

The effort has paid off. In 1999, 37 percent of Nyssa's Hispanic students met state standards in math compared to 53 percent among white students. Today the story is dramatically different. Math benchmark achievement among Hispanic students has risen to 60 percent, and achievement for all students has improved.

Nyssa began its journey to close the achievement gap by closely aligning curriculum with state standards and putting in place teaching practices that ensure standards are addressed. In that process it encouraged strong collaborative involvement by parents as well as school personnel.

As it raised the bar for achievement, the district also increased student support. For example, a weekly, district-wide tutorial hour gives students a chance to focus on weak skills, summer school helps migrant children maintain their academic progress, and staff has two hours of professional development time each week to assess student progress and improve learning outcomes. The result: Nyssa's vision for students is becoming reality – every child can succeed.

have covered by spring of sophomore year. High schools complain that testing in such cases is out of sequence with instruction.

Third, the new certificates were added on top of other assessments and credentials of interest to high school students – including the diploma itself as well as various honors credentials such as International Baccalaureate (IB) and Advanced Placement (AP) credits. High school students and teachers in some cases have complained about facing too many tests and requirements.

Finally, it isn't clear how the new certificates relate to and connect with college entry and work. The Oregon University System was highly innovative in creating the PASS system for college entry, which was designed to establish learning standards and an assessment system that connects with CIM and CAM standards. However, implementation has been slow, and the connections among CIM, CAM and PASS remain unclear to a great many people. Performance assessments related to certificate standards appear to have little or no bearing on university admissions and community college program placement.

What has become clear is that postsecondary education of some type is now imperative for virtually all students. Therefore, our vision for K-12 must now explicitly include preparing more of our students to aspire to, enter, and complete postsecondary education. Specifically, we must dramatically increase the share of students who complete a postsecondary program (certificate, AA, baccalaureate or higher) in the years following high school. To do that we must: 1) get more entering ninth graders to stay in high school, adopt postsecondary goals, and develop proficiencies up to standards required for the next level, 2) help all students reach rigorous standards of skill and knowledge by the time they are 18 years old, and 3) close the achievement and postsecondary preparation gap among low-income and minority students.

What is equally clear is that currently many students are not reaching those goals. Right now, only about 70 percent of our ninth graders obtain a high school diploma, and at least 40 percent of those who graduate are not prepared to meet the demands of postsecondary programs.\* Going to the next level, they typically struggle with

#### *David Douglas High School, Portland*

#### **Skills for Life Prove Worth in College**

In the early 1990s, half of David Douglas High School's graduates bypassed postsecondary education to seek jobs. Because formal education ended at twelfth grade for so many, David Douglas raised graduation requirements to ready students for life after high school. Ironically, what began as an effort to better prepare students for work, became a model for preparing them for college.

Among its changes, David Douglas increased credit requirements from 22 to 25, expected all students to master the same rigorous content, and required students to meet state benchmarks and earn a C or better to pass core classes. The school also created career-related learning experiences for all juniors and seniors, which helped students see the application of their academic skills and explore career options. David Douglas knew its efforts were bearing fruit when the share of students bound for college jumped from around 50 percent to 84 percent.

But students weren't just going to college, they were thriving there. Research at Oregon's public universities reveals that students who meet or exceed tenth grade benchmarks are more likely to earn a higher GPA in related college courses. The students of David Douglas are proof of that. Among 44 Portland-area high schools with at least 20 graduates going on to Oregon's public universities, nearly all saw their students average C's as college freshmen. David Douglas graduates averaged B's.

---

\* This could well be more than 50 percent. Less than a third of Oregon high school graduates receive a diploma with a CIM. Fewer than half of all tenth graders failed the most recent assessments in writing and math. Based on its extensive national assessment data, ACT, the assessment organization, recently reported "Most of America's high school students are not ready for either college or work." Nothing about Oregon suggests that it is doing better

frustration and often remediation, and many either take too long to complete their studies or they stop.

To prepare more students for postsecondary success, we must be certain that the standards, the assessments, and the curriculum content related to them are appropriate to the demands of colleges, apprenticeship programs, employers, and others as students move to the next stage. In that effort, we need our next-stage partners – postsecondary institutions and employers – to be involved in setting our requirements so those requirements are meaningful.

The Board believes that the basic vision of the Oregon Education Act is sound and that we need to make continuous improvements as we learn from implementation.

We want to make sure that we have set the right standards for learning and that the certificates and assessments work effectively, especially as the K-12 system connects with next step partners. The following two sections address specific issues surrounding standards, assessments and credentials, and address these questions in greater detail.

## **What knowledge and skills do all Oregon students need in order to be successful in the 21<sup>st</sup> Century?**



# HIGH SCHOOL CREDENTIALS

Oregon has a two-tier K-12 education credentialing system. The traditional path still in effect requires a student to acquire a certain number of credit hours in a minimum set of courses to receive a high school diploma. The student has the added option to qualify for a Certificate of Initial Mastery (CIM), a Certificate of Advanced Mastery (CAM), or both by demonstrating, through an assessment process, proficiencies in a set of academic subjects.

## Current Requirements for a High School Diploma

School districts must provide students an opportunity to earn a high school diploma. Oregon has required a student to pass a minimum of 22 credits to acquire a high school diploma. The 2005 Legislature directed the addition of two more credits, one each in math and English. The state sets a minimum of 130 instructional hours in a year to earn one credit, but it does not set a minimum grade point average to earn a credit. School districts establish their own pass-fail grade requirements, so it isn't clear how high or low the bar is in various school districts because that information is not collected centrally by the state. Theoretically, a student could receive a diploma with a 1.0 or D average.

Prior to the legislative direction to add one math and one English credit, this is how the credit requirements have broken down.

- English/language arts – 3 credits
- Mathematics – 2 credits
- Science – 2 credits
- Social sciences – 3 credits
- Applied or fine arts or second languages – 1 credit
- Physical education – 1 credit
- Health education – 1 credit
- Electives – (determined locally)

Individual school districts have the option to set higher diploma requirements, and students have the opportunity to take courses well beyond the minimum requirements for a diploma. Because they are aware that Oregon's minimum high school diploma credits fall short of admission standards at many colleges, school districts in many cases have set higher credit requirements for graduation. For freshman admission, for example, the Oregon University System requires three more units – one each in English, math, and a second language – than Oregon's recent minimum for high school graduation.

## New Career-Related Learning Diploma Requirements

During 2001-02 the Board added to the content credits specified above four Career-Related Learning Standards requirements for high school graduation starting in the 2006-07 school year. These requirements, which are also a requirement for a CAM, are fundamental skills essential for success in employment, college, family, and

**What should be included in the high school diploma requirements? What can we do to improve Oregon's high school credentials (diploma, Honors diploma, CIM, CAM, GED, others)?**



community life. Students demonstrate achievement of these requirements through integrated, interdisciplinary approaches and hands-on activities such as accomplishing a task or discovering a solution to a problem, in the classroom or another setting involving career-related learning experiences. To meet these requirements, each student must:

- *Develop an education plan and build an education profile.* This is a way for students to methodically identify personal, academic, and career interests and goals, to plan learning experiences that prepare students for steps after high school, and to track and document progress.
- *Demonstrate applied learning through a collection of evidence.* Students build a body of evidence in a variety of media or project products to demonstrate the application and acquisition of skills and knowledge related to their interests and post-high school goals.
- *Demonstrate career-related skills and knowledge.* These include capabilities in personal management, problem solving, communication, and teamwork, along with knowledge about the workplace and career planning and advancement.
- *Participate in career-related learning experiences.* This enables students to connect classroom learning with experiences in the workplace, in the community, or in school relevant to their interests and post-high school goals.

Because these diploma requirements apply to students graduating in the 2006-07 school year, school districts must have implementation under way beginning with tenth grade students in the 2004-05 school year.

These four requirements also apply to the Certificate of Advanced Mastery, which is described below. These new requirements reflect the Board's view that a student plan and profile, applied learning, and career-related learning are integral in helping students master academic subjects and explore options beyond high school. In the case of the high school diploma, school districts judge student work associated with the new requirements as they do with other diploma requirements. In the case of the CAM, proof of proficiency is required, and the state sets the standards for those proficiencies just as it does with the CIM.

### **CIM Requirements**

School districts must provide all students the opportunity to meet the performance standards required to earn a CIM. School districts award the CIM to students who qualify. Students have been earning the CIM since 1999. The CIM is not required by the state to graduate.

To earn a CIM, a student must meet performance standards in reading, writing, speaking, mathematics, and science through state tests and classroom work samples. Students may earn Subject Area Endorsements in addition to the CIM by meeting state standards in social sciences, the arts, second languages, physical education and/or health. School districts are not required to offer Subject Area Endorsements but are required to provide instruction in these content areas to meet diploma requirements.

### **CAM Requirements**

School districts must provide all students the opportunity to meet the standards required to earn a Certificate of Advanced Mastery. School districts award the CAM

and must be ready to award the certificate to students who qualify in 2008-2009. The CAM is not required by the state to graduate.

To earn a CAM, a student must meet the four requirements described on the previous page and must meet CIM performance standards through tests or work samples.

## **Guidance and Counseling**

To help students meet the diploma and CAM requirements described above, schools must provide comprehensive guidance and counseling support and access to information about careers. Guidance and counseling, and career information should be made integral to the educational process, including each student's effort to develop an education plan and profile. Each student should receive counseling and guidance support from an adult advocate in the school or community. Family members, other school personnel, and, where appropriate, other community members should have a hand in advising and guiding students about career options.

The guidance and counseling programs that districts offer must help students to:

- Develop decision-making skills
- Obtain information about self
- Understand the educational opportunities and alternatives available to them
- Establish tentative career and educational goals
- Accept increasing responsibility for their own actions
- Develop skills in interpersonal relations
- Utilize school and community resources.

Another way to look at Oregon's guidance and counseling framework is through the four student development domains it seeks to advance: 1) learning to learn (academic), 2) learning to work (career), 3) learning to live (personal and social), and 4) learning to contribute (community involvement).

## **Career Learning Frameworks**

Schools must also provide students access to career information and technical skills in Oregon's Career Learning Frameworks. These are planning tools that integrate learning in a career context. They are used to guide the development of the student's education plan and learning experiences. Career learning frameworks help students gain a deeper and broader view of their career interests and the expectations required for post high school employment and postsecondary training and education. They provide teachers a context that connects instruction and curriculum to real world applications. The frameworks also provide a common focus for employer and education partnerships, postsecondary connections, and community involvement.

Career learning frameworks are currently available in the following career categories:

- Agriculture, Food & Natural Resource Systems
- Arts, Information & Communications
- Business & Management
- Human Resources
- Health Services
- Industrial & Engineering Systems

Schools are not required to provide programs in any of the career areas to meet the CAM or diploma requirements. However, many schools choose to develop programs using career areas as a unifying theme and context for learning.

#### *Gresham-Barlow School District, Gresham*

##### **Standards Relevant to Students In Credit-for-Proficiency Program**

During the summer of 2004, 11 students from Gresham High School earned credit by demonstrating proficiency using a variety of state learning standards. The participating students chose three or four standards related to CIM, CAM, PASS or Career Related Learning and used their summer work, travel, or hobbies as the framework for designing individual, interdisciplinary projects. At the end of the summer the students were required to discuss the standards related to their activities and to present work samples as evidence of newly acquired proficiency.

"You mean I get credit for doing stuff I want to do anyway?" That was Maria's response when asked if she would like to take part in the pilot. She chose standards in Language Arts, Career Related Learning, and Health to go with her projects producing a community service radio program, and writing and performing health-related skits. Maria presented and discussed the scripts she wrote as well as tapes of her shows, lists of her presentations, a journal, and photographs.

Gresham-Barlow has expanded the program, which now includes 80 students and seven teachers working outside of the school day. The district's goal is to make credit for proficiency a part of the regular school day.

### **Credit for Proficiency**

The Board adopted a policy in 2002 that allows school districts the option to award students credits toward graduation based on demonstrated proficiency. As an alternative to Carnegie Unit contact time, this gives students a means of receiving credit for learning that takes place in and out of school. Policies for proficiency credit are created and implemented by the local school district.

The purpose of this policy is to offer districts and schools flexibility to meet the various needs, interests, and learning pace of each student, to create additional options for students while maintaining high system standards and accountability, and to empower local decision-making and creativity. For example, it would be characteristic of an interdisciplinary course to cover more than one academic subject while exploring a particular topic in depth. Students who demonstrate proficiency in academic content as an outgrowth of interdisciplinary work might meet Carnegie Unit credit requirements for the disciplines involved.

Credit for proficiency represents the first Board policy that applies the benefits of the proficiency-based standards model to the traditional Carnegie

Unit credit system. As such, it may provide a path to bring the two separate high school credentialing systems now in place closer together.

### **Board Perspective on Credentials**

The Board needs to confront the question of whether Oregon's current high school credentialing system serves students well enough, particularly its two-tier diploma/CIM arrangement and its current traditional course credit requirements. There is also some concern whether high schools are on track to meet new diploma and CAM career-related proficiency requirements on time.

In the two-tier high school credentialing system, the state does not require students to attain a CIM in order to receive a high school diploma (although school districts have the option to require this locally). Students who demonstrate the proficiencies associated with the CIM are prepared for postsecondary education and employment far better than those who meet only the minimum high school credit requirements. Students, however, do not necessarily know that, and because the CIM is not required, many do not become proficient at these levels.

The Board believes it is important to have common standards and assessments statewide that measure progress of students at all grade levels in core academic subjects. These standards and assessments should reliably inform Oregonians about the preparation of Oregon students for higher education, rewarding careers, citizenship, and life. The Board believes it is time to consider requiring demonstrations of minimum proficiencies in core academic subjects and career related skills as a requirement for a high school diploma, as the North Clackamas District has already done. This would signal to students how important it is to master critical academic and work-related skills. If we were to take this step, we might include many of the proficiency standards currently required for the CIM and the CAM, although not necessarily all of them.

What makes the CIM and CAM so important are the higher standards of proficiency they represent (compared with the current minimum diploma requirements) and the use of a common form of assessment. Yet, the traditional diploma has certain advantages over these two new credentials. First, the high school diploma remains something of a cultural milestone for students and their families and is widely recognized in the larger community. In addition, the course requirements for a diploma include subjects that are beyond the scope of the CIM and the CAM, and teacher grading on individual courses provides useful feedback for students and helpful indicators of competency for next-step partners, especially in higher education. By requiring demonstrations of proficiency as part of the diploma, we would blend the best features of these different credentials into one.

If we add proficiency requirements into the high school diploma, we will need to consider what knowledge and skills are critical for success in postsecondary education and employment. The Oregon University System has articulated proficiency requirements through the PASS system. The community colleges use placement exams to define readiness for college level work. Employers also often test candidates on knowledge and skills as a condition for employment. We need to understand how these knowledge and skill levels compare to the CIM and CAM level proficiencies as we explore new high school diploma requirements. We also need to consider whether K-12, postsecondary, and employer assessment tools can be better linked, a subject that we address in the next section.

#### *North Clackamas School District, Milwaukie*

### **CIM-Level Requirements Boost Performance**

North Clackamas is one of a few districts in the state that requires students to earn a Certificate of Initial Mastery (CIM) or its equivalent to graduate. Students must meet state performance standards in reading, writing, speaking, math and science by passing state tests to earn a CIM or by demonstrating CIM-level skills through additional work samples. The district began phasing in the CIM in 1998. It aligned curriculum with state standards, trained teachers in CIM requirements, and educated students and families about the new academic demands. Students in the class of 2004 were the first to demonstrate CIM-level skills as a prerequisite to earning their diplomas.

In 2002, 25 percent of North Clackamas students earned a CIM. In 2004, that number jumped to 60 percent, one of the highest success rates in the state. The district insisted on CIM-level skills because it believes these higher standards will raise student achievement and contribute to student success after high school.

Performance results for the Class of 2004 suggest the district is on the right track. The district's average SAT and ACT scores increased, and so did the number of tenth graders meeting state benchmarks in reading and math rose. The district is encouraged by this initial success.

The Board also sees the need to re-examine the Carnegie unit requirements. Apart from the question of proficiencies, Oregon's current minimum high school credit requirements fall short of OUS entrance requirements. Although school districts can require more subject credits and a higher GPA, the Board is considering raising the minimum credit requirements statewide to include at least the minimum for admission in the Oregon University System. That means one more unit each of English, math, and a second language -- and a higher GPA.

The Board sees great merit in granting credit to students who demonstrate proficiency associated with specific high school courses. Currently, the proficiencies associated with the CIM and CAM do not tie directly to specific courses. In the future, we envision common examinations (such as AP exams) for all courses that can be taken to earn course credit for those students who master material, whether inside the

traditional classroom or outside, drawing on web-based learning, applied learning, or other means. In the meantime, we will continue to rely on district level initiative to award credit for proficiency, relying on assessment tools of district choice.

Current diploma requirements must be in place by 2006-07 and career related proficiencies must be in effect by 2008-09. The Board believes that career oriented requirements are important and will serve students well. Many schools and districts have said they share that view. The Board would welcome comments on how we should work with schools struggling to meet the timeline.

We want all the credentials designed to celebrate solid achievement and to be recognized by postsecondary institutions, employers and the community at large. In particular we want the minimum requirements for a high school diploma to represent high levels of academic accomplishment. Our aim is to design an education deliver system that brings all students up to rigorous standards of skill and knowledge. Skills include ability to read and comprehend complex material, write well for a variety of purposes, listen and

communicate orally, solve problems, work effectively in teams, and take initiative. We also want a system that provides all students the opportunity to apply their learning in at least one field of interest, in order to gain deeper understanding of academic subjects and to explore potential career interests. The diploma should represent this level of learning

#### *Powers School District, Powers*

##### **Students Shine in Service Learning Program**

In an isolated valley in southwestern Oregon, on the South Fork of the Coquille River, the Powers School District – student population 145 – is demonstrating that service learning projects keep students motivated, focused, and on track for success.

Service learning integrates student involvement in community service projects with math, history, natural sciences, and other curriculum. Working with local government agencies such as the U.S. Forest Service and the Oregon Department of Fish and Wildlife, Powers students at all grade levels participate in projects such as migratory fish stock enhancement and restoration of native plants beneficial to forest ecosystems.

In his four-and-a-half-year tenure, Superintendent Bill Gehling counts more than 140 service learning activities and "tremendous turnarounds" among students, a significant outcome in a district where the majority of the students are from low income backgrounds.

In the native plant species program alone, he says, among 18 high-risk students, all but one have improved their academic performance and have either graduated or are on course to graduate. One student, who was an eighth grade dropout, is now an honors student who hopes to obtain a college degree in agronomy.

**What should be included in the high school diploma requirements?**

**What can we do to improve Oregon's high school credentials  
(diploma, Oregon Honors Diploma, CIM, CAM, GED, other?)**

# CONTENT STANDARDS AND ASSESSMENTS

Oregon's Statewide Assessment System measures student attainment of academic standards leading to and including those required for the Certificate of Initial Mastery. Like the standards that it measures, the assessment system is uniform and statewide in scope, so it gives students, parents, educators, elected officials, and the public a basis to compare student performance and progress within a school, within a district, across the state, and over time.

**What can we do to improve Oregon's standards and assessments?**

In addition, the assessment system:

- Informs students, teachers, parents, employers, and postsecondary programs about student skill proficiencies.
- Provides information on student and school performance useful for policy decisions on budgets, staffing, and other matters by state elected officials, the State Board of Education, and local school districts.
- Supports instructional program improvement.
- Informs the public about statewide student and school achievement in Oregon.

## **What Statewide Assessments Measure**

The assessment system measures student performance against Oregon's Content Standards, i.e., what the Board of Education considers important for our students to know and be able to do.

Oregon's content standards form the foundation for curriculum and assessment at all grade levels. They represent the knowledge and skills that the Board believes all students should achieve, while leaving local districts discretion on additional subjects and studies. The content standards are available for review at <http://www.ode.state.or.us/go/standards>.

Oregon's assessment system differs from those found in many states in that Oregon relies not just on multiple choice tests, but also samples of student written and oral work which is assessed by Oregon teachers in the classroom (in the case of work samples) or centrally by trained scorers (in the case of statewide performance assessments).

Specifically, Oregon's assessment system consists of:

- State multiple-choice tests of knowledge and skills in math, reading, science, and social sciences
- State performance assessments (centrally scored student work) in math and writing
- Classroom work samples in math, science, speaking, and writing.

The state assessments begin in third grade and are conducted every year thereafter in grade school in English and mathematics, and at fifth and eighth grade in science. In high school the state assessments are targeted at the tenth grade, with local work samples accumulated both in freshman and sophomore

Tests Scheduled in 2004-05

Grade	English	Writing	Math	Science	Social Sciences
3	√		√		
4	√	√	√		
5	√		√	√	√
6	√		√		
7	√	√	√		
8	√		√	√	√
CIM	√	√	√	√	√

years.\* At each grade, benchmark scores are established which reflect achievement of the academic standards set for that level. The CIM is awarded when students demonstrate proficiency on these tests at the tenth grade level.

In addition to the state content standards and statewide assessments, the Oregon University System has created the Proficiency-Based Admissions Standards System (PASS), which represent standards and assessments OUS believes will prepare students for university level work.

The multiple-choice assessment of student proficiencies for the CIM satisfies many of the assessment requirements for college-level proficiencies contained in PASS. In this sense, CIM assessments *align* with PASS assessments, but they do not constitute the complete assessment requirements of PASS, just as CIM content standards do not meet all of the requirements of PASS. Additional qualitative assessments, i.e., teacher review of student work at a more demanding content level, is required for PASS assessment.

The PASS staff has been training high school teachers how to administer the classroom PASS assessment, and also how to merge the traditional grading process into the PASS assessment process to conserve teacher time and effort in assessment. So far, about 1,500 Oregon high school teachers have received this training, including concentrations of staff in the Beaverton School District and the math, English, and science departments of several other district high schools. Students who meet the PASS classroom assessment for particular content areas are awarded credit for CIM proficiencies in those content areas if they have not already passed CIM standards for those subjects.

There is a misconception in some parts of the K-12 system that students who qualify for a CIM meet PASS standards. They don't, and it probably isn't realistic that they should since CIM standards are aimed at the tenth grade level. CIM proficiencies *align* with Oregon University System PASS standards in the sense that they are the right building blocks on the way to PASS standards, but they are not *all* the building blocks needed. They fall short, for example, in math, where CIM requirements stop at geometry. OUS minimums include algebra II and more competitive institutions often require pre-calculus.

---

\* Although CIM assessments were originally anticipated for the tenth grade, they occur throughout the four-year high school period, depending on student readiness. Testing through computers located at schools under the Technology Enhanced Student Assessment (TESA) program makes it easier for students to access assessment anytime they are ready, and about half of all assessments occur through the TESA system. Work samples also accumulate throughout the four-year period.



## Board Perspective on Statewide Assessments

As we reflect on Oregon's assessment system, the Board has developed a set of criteria to consider as we evaluate the current system and its alternatives.

1. We want an assessment system that fairly measures whether each student has mastered established content knowledge and skills.
2. We want the assessment system to support teachers. We want to be clear about the content that needs to be covered and we want assessments to be helpful for supporting improvements in classroom practice and for identifying the specific needs of individual learners.

### *Nixáawii Community School, Umatilla Indian Reservation*

#### **Standards Plus Heritage Boost Student Success**

At the Nixáawii Community School, Joe has a 2.83 GPA, is school president, and embraces learning about his native culture. He is beginning to consider directions to take his education and career.

But a year ago, those options were limited. Before applying to Nixáawii, Joe had a GPA below 1 (it was .17) and was at-risk for dropping out. At his old school he preferred to "hide out" in the classroom, disengaged at the back of the room. At Nixyáawii he is "tuned in," asking questions and voicing his opinions.

The focus of Nixáawii Community School is to provide college preparation for all students and preserve native culture. Central to the school's success is a rigorous curriculum that is relevant to students' lives. Using native art, history, skills and culture as the context for core academics, Nixáawii students take pride in who they are and in what they can achieve. Students in need of academic support are provided personal tutors. Tribal members help teach, mentor, and motivate students.

At his old school Joe felt "invisible." But at Nixyáawii, he is respected and challenged by the adults in the school and in the community as a good student looking ahead to a bright future.

3. We want the assessment system to measure the success of individual schools at advancing the knowledge and skills of the students enrolled as well as the broader performance of Oregon's system of public education. The system should spotlight the number of students meeting state standards as well as the learning gains of students. It should provide clear data by race and ethnicity to spotlight progress within individual schools. This data should inform communities and parents about the quality of their schools, and help schools themselves identify opportunities for improvement.

4. We want an assessment system that is flexible, one that enables students to advance as fast as they choose and provides additional instruction for those who need more time to master a particular subject. This includes providing credit to students who can demonstrate proficiency in a subject, and providing access to postsecondary credits while students are still in high school.

5. We want our system of standards and assessments to be clear and connected so that when mastery is demonstrated at one level, a student is able to move seamlessly to the next level of study in the K-16 continuum. For

example, a student meeting mastery requirements in mathematics should know that she is ready for the next level, whether the course is taken in high school, community college, or at a university. Assessments in high school should be directly useful for community colleges and four-year institutions for admission and placement.

The last two criteria are becoming ever more important, because the lines between high school and postsecondary education are becoming blurred. Teenage students increasingly are seeking courses outside the walls of high school – at community colleges, universities, and over the Internet. We want a system that encourages students to take advantage of all the options available, and that rewards accelerated learning with appropriate credentials

The statewide assessments do not directly connect with assessments commonly used by those seeking to attend college, the Scholastic Assessment Test (SAT) and the Aptitude for College Test (ACT). Neither of those tests directly ties to statewide standards, nor are they applicable to early grade levels. Yet those tests have greater currency for many high school students because they are more widely recognized by colleges and universities.

While the statewide assessments do connect with PASS, that system is not yet widely used for university admission and placement purposes, and many high schools do not have adequate training to administer PASS. The PASS staff has trained 1,500 high school teachers to integrate PASS-level standards and proficiencies in their classrooms. But the PASS connection is being implemented only in districts such as Beaverton where there is strong local commitment and initiative. It isn't likely that PASS standards will be implemented across Oregon high schools without a policy that requires it and without resources to train teachers on a large scale in its use.

The statewide assessments do not tie to the assessments used by colleges and universities once students enter college. Most notably, the community colleges all use assessments for placement once students enter these open-enrollment institutions. Yet, those assessments have in no way been calibrated or connected to the state assessments used in high school. The Board would like to explore how to improve these connections.

While Oregon can take considerable pride in the assessment system it has developed, it is important to acknowledge the system's limitations. The system was designed to determine whether individual schools are meeting state content standards. It serves other purposes unevenly. In particular, as a tool for reviewing school performance, it deserves a careful review, especially because the stakes were raised substantially when the Federal Government passed the No Child Left Behind Act (NLCB), and tied federal funding policy to individual school performance.

#### *Columbia Gorge Community College, The Dalles*

##### **Dual Credit Preps Students for College**

For over 15 years, Columbia Gorge Community College has coordinated Project Advance, a program that awards dual credit (high school and postsecondary) for specific, advanced courses offered at 5 area high schools in Oregon.

In each dual credit course, curriculum is articulated with college course content and outcomes, and high school instructors meet college faculty qualifications. About 450 students participate annually in Project Advance, taking college-level courses in math, science, technology, and English.

Shilah did not have a specific goal in mind when she took calculus for college credit at South Wasco County High School. But like the many other students involved, she enjoyed the challenge and the chance to get a jump on college. The experience prompted her to enroll full time at Columbia Gorge Community College after she graduated.

With a core requirement already complete, she entered college with greater flexibility in designing her program of study and the added confidence of knowing she could succeed. Shilah is proof that Columbia Gorge Community College is realizing the multiple goals it has set for Project Advance. Dual credit improves student achievement, prepares students for the demands of college, expands college enrollment, and strengthens the community by supporting a seamless transition to postsecondary education.

In short, we are putting increasing demands upon our assessment system – and we think it is timely to review it. We would appreciate comments on what are important criteria for evaluating any assessment system, and how well the Oregon system performs against those criteria. We would be interested in learning about alternatives, and their benefits.

**What can we do to improve Oregon's standards and assessments?**

---

**How can you or your organization contribute to the success of this initiative? What do you see as your role?**

**After reading this paper, what other comments do you have?**

### **Let Us Hear From You**

We invite your responses to each of these questions. Please send your comments to [jan.mccomb@state.or.us](mailto:jan.mccomb@state.or.us) or mail them to State Board of Education, ATTN: Jan McComb, 255 Capitol Street NE, Salem, Oregon 97310. There is also a web survey with the five questions online at <http://www.ode.state.or.us/search/results/?id=144>.

The comments will be summarized and presented to the public and to the State Board of Education. *To be sure that your comments are included in the first round summary, please submit them by December 16, 2005.*

## STATE BOARD OF EDUCATION – TOPIC SUMMARY

**Topic:** Strategic Fund

**Date:** February 17, 2006

**Staff/Office:** Cam Preus-Braly, CCWD

**Action Requested:**

☒ Information only ☐ Policy Discussion ☐ First Reading ☐ Policy Adoption ☐ Adoption/Consent Calendar  
☐ Policy Discussion ☐ Signal Field ☐ Stakeholder Input ☐ Bd. Leanings Identified ☐ Stakeholder Input ☐ Policy Decision

**Priority:**

☒ Access ☒ Accountability ☐ Governance ☒ Success for All Students ☐ System Integration

**ISSUE BEFORE THE BOARD:** Identifying investment priorities for the Board's Strategic Fund.

**BACKGROUND:** According to the resolution passed by the Board on May 20, 2005, "*The State Board of Education establishes a Strategic Fund to be used at the Board's discretion, with the recommendation of the Commissioner. For 2005-07, the Strategic Fund will be no greater than one-quarter of one percent of the total legislatively approved Community College Support Fund allocation.*"

The maximum amount available for the Strategic Fund is \$1,070,286 (one-quarter of one percent of the total CCSF appropriation). Those funds have been withheld from formula calculations and are available to be used at the Board's discretion. Any unused portion of the Strategic Fund will be allocated through the CCSF Distribution Formula at the end of the biennium.

This report outlines potential options for the Board to consider when allocating monies from the Strategic Fund. CCWD has participated in discussions on potential usage of the Strategic Fund with a range of partners, and based on those discussions, we present here several options for the Board's consideration. CCWD requests the Board identify and prioritize the types of investments it will consider for the Strategic Fund.

- 1) To invest in statewide initiatives, for example:
  - a. ATLAS
  - b. Chart of accounts
  - c. Workplace readiness certification
  - d. Pathways to Advancement
- 2) Assist colleges as they work to meet new expectations stemming from legislative changes.
- 3) Assist colleges experiencing funding changes due to:
  - a. The move to equity
  - b. Changes in FTE
- 4) Assist colleges that experience catastrophic events such as floods, fires, earthquakes, etc.



# Tillamook Bay

COMMUNITY COLLEGE

May 2, 2005

Dear State Board of Education and Commissioner Preus-Braly,

## **TBCC's Situation**

In response to local desires, Tillamook Bay Community College for many years focused on community education, categorized for reimbursement purposes as Self Improvement. In 1995-96, the first year for which records are provided on the CCWD Web Site, TBCC had 47.8% of its enrollment in the Self Improvement category. The college with the next highest percentage enrollment in this category had 17%. This situation remained largely unchanged over the following eight years and in 2002-2003 Self Improvement courses accounted for 45% of TBCC enrollment while the college with the next highest percentage was at 9%. Local constituents sought these community education courses and enrolled in growing numbers.

In the Spring of 2003, the legislature directed what type of courses would be eligible to receive state reimbursement and, as you know, any Self Improvement courses that did not address health, safety, or workforce content were disallowed. Faced with this new environment, and often in direct opposition to the desires of its local constituents, TBCC began to explore ways to make the newly unreimbursable courses become self sufficient. Inevitably, this process resulted in significantly higher prices and, as a result, enrollments plunged.

The next year, enrollment continued to decrease as the Self Improvement offerings withered. Additionally, enrollment fell as tuition and fees increased and TBCC eliminated an Electronics Engineering Technology Program due to loss of grant funding and low enrollment. Total enrollment in 2003-2004 decreased to 285 reimbursable FTE, down from the "frozen" number of 474 FTE set in 2001.

Across the state, Self Improvement FTE fell 16.6% in 2002-2003 and another 41% in 2003-2004 (CCWD Web Site). However rather than a decrease from a range of 2% to 9% of enrollment as our sister colleges experienced, TBCC had to restructure almost half of the College's offerings. The cumulative effect was a devastating blow to enrollment.

In recognition of the new environment the College was operating in, offerings were revamped. Staff in many areas of the College were laid off, both to respond to cuts in state funding and also to redeploy resources into hiring more full-time and adjunct faculty who taught courses that remained reimbursable. The Board of Education declared that degree and certificate programs were the highest priority for budgeted funds and other credit coursework was a strong second priority. Additionally, because the College had

gained a reputation in the local community as an unreliable provider of degree coursework due a consistent pattern not offering or canceling many courses because of low enrollment, a Degree Guarantee Program was instituted. This Program assured potential students that the College would spend resources in such a way that the courses necessary to obtain the AAOT, the AS, the AGS, and ASOT-Business degrees in two years would be offered regardless of enrollment. An aggressive marketing program was instituted to convince both local and regional prospective students that TBCC was a good choice to obtain these degrees.

The effect of these actions was not immediately apparent. The first year they were implemented enrollment continued to fall. The College persisted and in 2004-2005 the results began to come. The College celebrated in the Fall of 2004 when the Institutional Research Office reported that reimbursable enrollment was up 8.1%, the second highest growth rate in the State. Although the numbers are small, the growth in full-time students continues to make impressive gains. On the first day of classes for the current Spring Term, there were 59 students in that category compared to 27 the year before, a 118% increase. The restructuring of offerings and the Degree Guarantee Program have resulted in larger class sizes and courses currently are of sufficient size to rarely require invoking the Guarantee Program. Clearly, the repositioning of the College is having the intended effect. With most of the academic year completed, the Office of Institutional Research forecasts a 13% increase in reimbursable FTE to 323.32 including the College's largest ever percentage of enrollment in Lower Division Credit at 30.21%. There are gains in the Professional Technical and Developmental Education categories as well.

TBCC, along with all community colleges in the state, has suffered from the overall reduction in state funding and from loss of enrollment due to sharply higher tuition rates. TBCC also experienced significantly higher percentage tuition and fee revenue declines than most of the Colleges due to substantially greater enrollment losses.

There are, however, two financial factors that have helped Tillamook Bay Community College restructure: (1) the frozen FTE number that insulated the College for several years from a reduction in the percentage of state support received due to declining enrollment; and (2) TBCC enjoyed a relatively high property tax amount per student.

The rule change now pending gradually removes those two beneficial factors. Enrollment losses in past years are factored into the distribution formula over the next three years and equalization of property taxes per student is phased in over six years. These changes, coming two years after the legislatively directed reimbursement rule change, deals two more devastating blows to the College. As currently proposed, the rule under consideration will cut TBCC average annual State support by 26.7% for the 2005-2007 biennium and by 48% in the following biennium.

### **TBCC's Proposal**

As a College, TBCC will adapt to whatever environment is created by action of the Legislature and the State Board of Education and respond in a manner that provides our

local communities with the best community college services resources will allow. However, a 26.7% decrease in annual state support in the upcoming biennium and the prospect of a 48% reduction in annual state support in three years will cripple the College's efforts to restructure just when those efforts are beginning to bear fruit. To ameliorate the unintended effects of the rule that changed what was reimbursable, and the proposed rule unfreezing FTE and implementing equalization, TBCC endorses the concept of a set-aside or reserve fund to be established by the rule now under consideration. This fund would allow the Commissioner or the State Board of Education the flexibility to respond to anomalies caused by the rules without having to make a change to them.

Furthermore, TBCC proposes that funding from a set-aside or reserve fund be used to assist the College to compensate for the change in reimbursable categories without compromising the phasing in of equalization. Over the 2003-2005 biennium, average community college enrollment across the state declined by approximately eight percent while TBCC enrollment declined by 66%. If TBCC had started the biennium with a mix of courses that approximated the averages for the State, it is likely that the decline in enrollment at TBCC would have approximated the average for the state. Thus, if that average enrollment decline is applied to TBCC rather than the actual decline, to compensate for the unintended consequence of the 2003 rule change, TBCC's state support declines \$87,640 in 2005-2006 from 2004-2005 rather than the \$316,221 currently proposed. Likewise in 2006-2007, funding declines \$91,430 from 2004-2005 levels rather than the \$562,036 proposed. This method of determining assistance for TBCC does not constitute a "hold harmless" from current state support, does not significantly compromise the phasing in of equalization, costs the other colleges what practically amounts to a "rounding error", and moves TBCC toward use of actual FTE by using the state-wide actual decline in FTE as a variable.

TBCC will continue to work diligently to transition to a sustainable condition not requiring assistance from the proposed set-aside or reserve fund and will make annual reports to the Commissioner or State Board on progress toward that goal. A 9% increase in tuition along with significant cost-cutting measures including continued layoff of staff are proposed in the TBCC 2005-2006 Budget and are evidence of the College's commitment to continue to make the necessary sacrifices that restructuring requires.

Tillamook Bay Community College urges creation of a set-aside or reserve fund and the provision of assistance from that fund to TBCC to allow adjustment to the current and proposed rules and to continue the restructuring process.

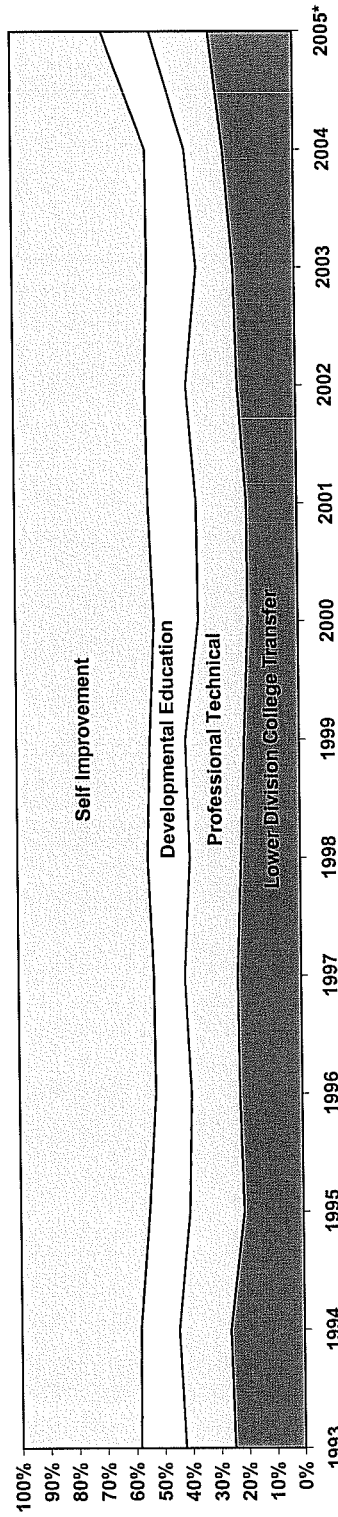
Sincerely,

Ralph Orr, President

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005*
Lower Division College Transfer	99.12	101.44	82.08	78.34	92.21	92.14	80.43	65.40	76.72	89.25	75.26	72.27	97.69
Professional Technical	68.77	70.39	75.59	60.74	76.53	79.50	85.18	63.81	75.68	77.96	45.02	39.12	67.55
Developmental Education	62.81	51.46	55.40	44.74	44.29	64.67	51.27	57.06	72.19	61.53	59.64	39.62	54.35
Self Improvement	164.96	161.32	176.39	168.93	193.58	199.80	191.83	176.80	199.07	197.59	162.23	134.95	103.73
	395.66	384.61	389.46	352.75	406.61	436.11	408.71	363.07	423.66	426.33	342.15	285.96	323.32

	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005*
Lower Division College Transfer	25.05%	26.37%	21.08%	22.21%	22.68%	21.13%	19.68%	18.01%	18.11%	20.93%	22.00%	25.27%	30.21%
Professional Technical	17.38%	18.30%	19.41%	17.22%	18.82%	18.23%	20.84%	17.58%	17.86%	18.29%	13.16%	13.68%	20.89%
Developmental Education	15.87%	13.38%	14.22%	12.68%	10.89%	14.83%	12.54%	15.72%	17.04%	14.43%	17.43%	13.86%	16.81%
Self Improvement	41.69%	41.94%	45.29%	47.89%	47.61%	45.81%	46.94%	48.70%	46.99%	46.35%	47.41%	47.19%	32.08%

**The "Evolution" of TBCC 1993-2005**  
**Percent of Reimbursable FTE**



\* Estimated



# CALCULATIONS USED TO DERIVE BUFFERED TBCC FTE

1) Calculate percent change between years

	FTE		Percent Change
	FY2001-2002	FY2003-2004	
State-wide Average	96,026.70	88,837.00	-0.0809 (b)
TBCC	474.38 (a)	285.72	-0.6603

Source: FTE figures used here are presented in the CCWD "Proposed Distribution Model", Enrollment tab

2) Calculate buffered TBCC FTE (d) using state-wide average change

Buffered FTE Loss	474.38 (a)	x	-0.0809 (b)	=	-38.39 (c)
Buffered FTE	474.38 (a)	+	-38.39 (c)	=	435.99 (d) *

\* Result (d) is used in place of the "un-buffered" FTE amount used in the CCWD "Proposed Distribution Model", Enrollment tab for FY2003-2004 Actual FTE

# SUMMARY OF STATE RESOURCE ALLOCATION PER YEAR

Includes state resources only -- property taxes are not included

Percent Movement to Equity

	B	C	D	M	N	I	L	Q
	2003-04	2004-2005	Average of 2003-05	Average of 2005-2007 Before Buffering	Percent Change (D vs. M)	Average of 2005-2007 After Buffering	Percent Change (M vs. L)	Before to After affect
College								
Blue Mountain	\$5,266,413	\$5,266,413	\$5,266,413	4,768,579	(0.0945)	4,760,760	(0.0960)	(0.0016)
Central Oregon	\$6,385,330	\$7,236,755	\$6,811,042	5,745,641	(0.1564)	5,731,200	(0.1585)	(0.0025)
Chemeketa	\$23,203,197	\$23,203,197	\$23,203,197	23,724,500	0.0225	23,682,599	0.0207	(0.0018)
Clackamas	\$14,316,657	\$14,316,657	\$14,316,657	16,347,706	0.1419	16,315,854	0.1396	(0.0019)
Clatsop	\$3,288,853	\$3,488,023	\$3,388,438	3,091,999	(0.0875)	3,086,509	(0.0891)	(0.0018)
Columbia Gorge	\$3,165,574	\$3,414,575	\$3,290,075	3,788,287	0.1514	3,784,047	0.1501	(0.0011)
Klamath	\$3,317,124	\$3,450,898	\$3,384,011	3,787,440	0.1192	3,781,885	0.1176	(0.0015)
Lane	\$26,328,395	\$26,328,395	\$26,328,395	25,044,859	(0.0488)	25,003,076	(0.0503)	(0.0017)
Linn Benton	\$14,561,671	\$14,834,758	\$14,698,214	15,884,559	0.0807	15,859,647	0.0790	(0.0016)
Mt. Hood	\$20,259,794	\$20,542,362	\$20,401,078	20,039,506	(0.0177)	20,007,710	(0.0193)	(0.0016)
Oregon Coast	\$1,240,205	\$1,423,062	\$1,334,633	1,304,737	(0.0202)	1,303,012	(0.0215)	(0.0013)
Portland	\$49,178,245	\$50,002,455	\$49,590,350	53,308,541	0.0750	53,219,270	0.0732	(0.0017)
Rogue	\$9,089,409	\$9,579,278	\$9,234,344	8,146,856	(0.1178)	8,130,089	(0.1196)	(0.0021)
Southwestern Oregon	\$6,142,955	\$6,142,955	\$6,142,955	6,652,862	0.0830	6,641,264	0.0811	(0.0017)
Tillamook Bay	\$1,152,652	\$1,358,730	\$1,255,691	919,602	(0.2677)	1,269,195	0.0108	0.3802
Treasure Valley	\$4,483,087	\$4,483,087	\$4,483,087	5,310,423	0.1845	5,302,701	0.1828	(0.0015)
Umpqua	\$8,187,872	\$8,438,257	\$8,313,064	8,804,545	0.0591	8,791,824	0.0576	(0.0014)
Totals	\$199,567,433	203,309,859	201,438,646	206,670,642	0.0260	206,670,642	0.0211	0.0000

## Contracting Relationship with Portland Community College

### **RECOMMENDATION**

For information only – no action requested

### **BACKGROUND INFORMATION**-----President Orr, Vice President Chairsell, and Dean Aman

TBCC has enjoyed a long and beneficial relationship with Portland Community College. Visiting tonight are PCC Vice President, Chris Chairsell and Dean, Rick Aman. These individuals are the new liaisons between TBCC and PCC.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

**SERVICE AGREEMENT  
BETWEEN  
TILLAMOOK BAY COMMUNITY COLLEGE  
AND  
PORTLAND COMMUNITY COLLEGE**

THIS AGREEMENT is entered into the 1st day of July 2002, between Tillamook Bay Community College, hereinafter referred to as "TBCC", and Portland Community College, hereinafter referred to as "PCC".

WHEREAS, TBCC and PCC desire to cooperate in enabling TBCC to provide instructional and administrative services to patrons of the TBCC service area, and to do so without requiring PCC patrons to subsidize the operation of the TBCC district.

THEREFORE, the parties agree as follows:

I. TBCC agrees to:

Adhere to and to comply with all applicable federal and state laws, PCC Board policies, Northwest Association accreditation standards, and PCC's academic policies and procedures. PCC will periodically monitor compliance with all applicable laws, standards, policies, and procedures.

Comply with all applicable Oregon and United States statutes governing the employment relationship including, but not limited to, the Americans with Disabilities Act, the Family Medical Leave Acts, and the Fair Labor Standards Act.

Be solely responsible for hiring, employing, supervising, evaluating, and compensating faculty and staff to provide instruction, student support, and administrative services. The recruitment and selection of faculty and staff at TBCC must be in compliance with the "Uniform Guidelines on Employee Selection Procedures" jointly adopted by the U.S. EEOC and the Office of Federal Contract Compliance. PCC will not provide and will not bill TBCC for any workers compensation coverage. PCC will monitor all hiring processes and supervision practices periodically. All faculty hired by TBCC must meet the qualifications established by PCC which will review the qualifications of all faculty on a periodic basis.

Be solely responsible for processing grievances filed by their students, administrators, faculty, and staff, for handling discrimination and affirmative action complaints, and for addressing violations of any of the above referenced employment laws. TBCC agrees to

hold PCC harmless for any violations or resulting complaints or claims relative to this section. PCC assumes no liability for these actions and any services provided by PCC at TBCC request relative to these actions are not covered in the agreement.

Consult with PCC regarding all contracts that have been or are being developed to provide instruction or other services related to instruction or instructional support services at TBCC for example, but not limited to, credit instruction and advanced placement. Contracts to provide training services to business and industry are exempted from this provision.

Reimburse PCC for any other services not described in this agreement and agreed to by both parties in writing before the service is performed. Billing for additional services will be done on a quarterly basis by the PCC Financial Services Office with appropriate documentation to justify billings for all additional services.

II. PCC agrees to:

Provide the following comprehensive community college services to TBCC in compliance with PCC Board policies and Northwest Association accreditation standards.

A. ACADEMIC SERVICES:

process and approve all TBCC's curricular changes and new programs following PCC procedures;

periodically review instructor files to assure they are qualified in the subject areas they teach and to review implementation of the credit instructor approval policy;

periodically review hiring and evaluative procedures to assure compliance with established PCC procedures;

provide course content guides, the approved textbook and materials lists and other up-to-date curriculum information;

review TBCC's instructional approval and evaluation procedures according to Northwest Accreditation Association standards;

provide opportunities for TBCC, upon mutual agreement, to confer with PCC faculty and administrators for the purpose of providing technical assistance;

provide opportunities for TBCC staff to participate in Subject Area Committees (SAC's), attend Educational Advisory Committee (EAC) meetings, and participate in other committees relevant to the agreement such as assessment and accreditation.

B. ENROLLMENT SERVICES:

provide class schedule entry support;

maintain academic records for all TBCC students attempting credit/CEU classes;

provide transcript, transfer articulation, and related services;

issue I-20 forms for international students;

provide financial aid services to TBCC as described in the Financial Aid addendum to this agreement.

C. INSTITUTIONAL RESEARCH:

provide the programming for TBCC to generate OCCURS and IPEDS data to prepare the reports TBCC will submit to the Office of Community College Services.

D. LEARNING RESOURCE CENTER:

provide library support services as specified in the Library Services addendum.

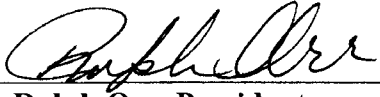
E. FINANCIAL SERVICES:

be responsible for billing TBCC for services identified in paragraph VI and for all additional services in a timely manner;

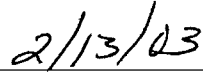
provide appropriate documentation to justify billings for all additional services.

III. In return for services rendered under paragraph II of this agreement, TBCC will pay PCC an overhead charge of ten (10) percent based on TBCC's actual, annual costs for its full-time and part-time faculty (salary and fringe benefit payments), plus an eighteen (18) percent indirect charge on the value of this agreement.

- IV. Payments as identified in Paragraphs I and III will be made quarterly. Total payments to be made under this agreement as identified in the budget addendum will be estimated in advance each year, with adjustments to the estimate made on an annual basis. Final fiscal year billings for all costs will be provided no later than August 30.
- V. The budget agreement shall be adjusted annually by negotiations between TBCC and PCC. Any changes in the financial arrangement will be agreed upon by both parties by December 15 prior to the July 1 effective date. The financial arrangement identified in this agreement will be validated annually by submitting a budget for approval. Appropriate signatures on the budget document will be required for validation.
- VI. The Dean of Academic Services at PCC will have overall responsibility for administering this agreement and designating other staff, as needed, to carry out this agreement.
- VII. The parties each agree to indemnify and hold harmless the other for any damages, disbursements, and attorney fees, which may result from the party's actions or failures to act.
- VIII. This agreement is intended to be continuous from year to year unless terminated in one of the following ways:
  - A. Either party may terminate this agreement effective at the start of the next fiscal year by at least six (6) months notice in writing.
  - B. The parties must agree annually in advance on all services and costs for each fiscal year. If they fail to agree, either party may give notice to terminate. During the one hundred and eighty (180) day notice period, the agreement in effect for the ending fiscal year will be continued.
  - C. If either party breaches this agreement, the other may terminate the agreement upon ninety (90) days written notice to the breaching party. This right is in addition to any other rights hereunder or by law.
  - D. By mutual agreement with mutually agreeable timelines.



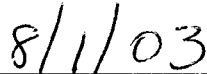
**Dr. Ralph Orr, President**  
**Tillamook Bay Community College**



**Date**



**~~Dr. James G. Gervase~~, President**  
**Portland Community College**



**Date**



**LIBRARY SERVICES ADDENDUM  
TILLAMOOK BAY COMMUNITY COLLEGE AND  
PORTLAND COMMUNITY COLLEGE**

In further compliance with the standards of the Northwest Accreditation Association, Portland Community College and Tillamook Bay Community College agree to provide the following:

Portland Community College will:

1. Provide access to the PCC library system via the Internet;
2. Loan PCC's print and media collection in a timely manner and for loan periods specified by LRC systems plus shipping periods;
3. Provide full library service to students and staff of TBCC who come to any PCC library.

Tillamook Bay Community College will:

1. Designate a space and a contact person to receive and distribute loaned library materials;
2. Provide all necessary hardware and software applications needed to access the Internet including any special applications needed to access PCC library services such as telnet;
3. Pay for costs associated with interlibrary loans for all materials, rental costs for films from outside vendors, etc., by establishing an account with PCC's delivery service at the Sylvania Bookstore and pay for replacement costs for lost materials;
4. Initiate a planning process to provide library services for all students enrolled at Tillamook Bay Community College by acquiring a collection at TBCC, which in ten years would generate normal community college library use (10 circulations per FTE per year). On an interim basis, until a permanent facility is available, develop contracts or participate in consortium agreements to provide quality library services to meet Northwest Accreditation Association standards.

**FINANCIAL AID ADDENDUM  
TILLAMOOK BAY COMMUNITY COLLEGE  
AND  
PORTLAND COMMUNITY COLLEGE**

Portland Community College:

1. Establish and maintain all official financial aid records for TBCC students.
2. Develop, print, and supply all financial aid related forms and documents.
3. Process all financial aid applications and related forms.
4. Perform file evaluation and analysis (needs analysis, data verification, student eligibility determination, professional judgment decisions) for all aid applicants.
5. Determine award eligibility and award amounts for all aid applicants.
6. Perform credit checks for all loan applicants and process and certify all loan applications.
7. Disburse financial aid and mail refund checks to TBCC during the third week of the term (except Perkins Loans and first-time Stafford Loan borrowers who must wait 30 days per federal regulations).
8. Perform all federal refund/repayment calculations for students who withdraw or stop attending classes.
9. Bill TBCC for federal refunds.
10. Approve all Federal Work-Study contracts (PCC is the designated institution).
11. Approve all consortium agreements with other institutions (PCC is the home institution) for purposes of awarding financial aid for concurrent enrollment.
12. Monitor satisfactory academic progress for all financial aid students.
13. Adjudicate all satisfactory academic progress, time frame, and financial aid appeals.
14. Provide financial aid advising/counseling by phone or e-mail.

Note: TBCC students are not eligible for PCC Institutional Grants, nor are they eligible to charge books (using financial aid) at the PCC Bookstore.

15. Provide TBCC with copies of all appropriate financial aid policies, procedures, and related documentation.
16. Provide financial aid training to TBCC staff.
17. Provide query access to appropriate Banner financial aid screens.

Tillamook Bay Community College:

1. Disseminate financial aid information and forms to students and distribute financial aid checks to students.
2. Act as liaison between students and financial aid advisors at PCC.
3. Assist students in completing financial aid forms.
4. Maintain logging system to track all forms and documents submitted to PCC.
5. Conduct loan counseling (entrance and exit interviews) for all loan applicants according to PCC policies and federal regulations.
6. Conduct Federal Work-Study orientation sessions and make job referrals according to PCC policies and procedures.
7. Provide attendance verification and tuition account information to PCC for financial aid students who withdraw or stop attending classes by submitting the last date of attendance.
8. Access Banner financial aid screens through data link to assist students in determining financial aid status.
9. Return all financial aid checks (aid canceled, student withdrawal, aid revision, etc.) according to PCC policies and federal cash management regulations.
10. Conduct financial aid workshops for students and parents according to PCC policies and procedures.
11. Attend OASFAA/OSSC financial aid training workshops.
12. Attend PCC financial aid training sessions.

## Fee Schedule for Public Records Requests

### **RECOMMENDATION**

Approval of fee schedule as presented.

### **BACKGROUND INFORMATION**----- Dean Ellison

TBCC has no fee schedule for public records requests and upon advice of legal counsel should not release records without collecting a fee when the cost to obtain and organize the records is significant. The college has one such request pending and is thus seeking the Board's approval of a fee schedule. A policy is in the formulation stages and will be presented to the Board at a later date.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Disallowed Charges

No fee will be charged for the inspection of a public record.

## Allowed Charges – Generally assessed when “normal and reasonable” staff time exceeds 10 minutes or more per request.

A fee will be charged for the actual costs of locating, compiling, sorting and reviewing records to prepare them for inspection or to release public records in response to a request or for preparing an ‘original’ summary of the information requested.

A fee will be charged for the actual costs when making the records available for inspection or copying including segregating records or redacting portions of a record which are exempt from disclosure, or preparing an index of exempt documents.

A reasonable fee shall be charged to reimburse the College for the cost of preparing for delivery copies of public records to a requester, including the cost of packaging the copies for delivery and the cost of postage or delivery service.

The College may require that all related fees be paid in advance of the release of the information requested. When possible, the College shall notify the requestor of the estimated costs of making records available for release.

The following fee schedule is applicable:

8.5"by14" page, or less	\$0.15 per page
Greater than 8.5"x14" page	\$1.00 per page
Greenbar computer printouts	\$1.00 per page
Color Maps	\$5.00 per square foot
Audio Tapes	\$20.00 per cassette tape
Fax (8.5" by 11" only)	\$1.00 per page
Postage	Actual expense
Boxes	Actual expense
Envelopes	\$0.50 each
Copying Service	Actual expense
Electronic records	CD's & Diskettes \$1.00
Public Budget Document	Actual expense
All others	Actual expense

This schedule will be reviewed, updated and approved by the Board of Education on an annual basis.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Strategic Planning and Accreditation

### **RECOMMENDATION**

For information only – no action requested

### **BACKGROUND INFORMATION**----- **President Orr and Dean Gates**

Since 2003, Tillamook Bay Community College has been purposefully engaged in activities to strengthen the College's educational program, particularly credit instruction, and improve institutional effectiveness. Self-study and strategic planning activities have focused on strengthening the College's position as a contracting college of Portland Community College as well as analysis of TBCC's position as a potential applicant for accreditation by NWCCU.

Two complementary documents summarize these activities as well as indicate future plans. The first, Attachment 1 - Tillamook Bay Community College Planning Timeline for Candidacy, presents a long-term perspective, ca. 2004-2009, of accomplishments and plans. The second, Attachment 2 - Tillamook Bay Community College Process for Recognition as a Candidate for Accreditation, focuses on the process of preparing TBCC's Application for Consideration [for Candidacy] that will be submitted this coming spring.

The institutional Planning and Steering Committee as well as the Executive Committee believe that Tillamook Bay Community College's position is strong regarding satisfaction of the Eligibility Requirements for Candidates for Accreditation. The College continues to make progress on strengthening strategic planning, infrastructure, institutional effectiveness, and its educational program.

Dean Gates will be prepared to entertain questions on these activities.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Attachment 1. TBCC Planning Timeline for Candidacy

Academic Year	2004-2005		2005-2006		2006-2007		2007-2008			2008-2009
	Planning Year		Jenzabar Implementation		Data Year		Self-Study Year			Candidacy
Activities	Internal Self-Study to Assess Preparedness for Accreditation	Site Visit for PCC A-6	Work on Recommendations from Internal Self-Study	Application for Consideration (Spring 2006)	Continuing work on Strategic Planning and Institutional Effectiveness	Self-Study Launch (Winter 2007)	Full Year of Data Available Summer 2007	Self-Study for Candidacy	Site Visit for Candidacy (Spring 2008)	Preparation for next Self-Study and Site Visit <i>ca.</i> Fall 2009
								Must demonstrate potential for accreditation within 5 years.		
	Work on Strengthening TBCC Infrastructure and Educational Program			One to three year window for Scheduling Site Visit after Application for Consideration Accepted.						



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Attachment 2. TBCC Process for Recognition as a Candidate for Accreditation

Deadlines	April 15, 2006	April 15, 2006	May 1, 2006		May 1, 2006		May 5, 2006	July 12-13, 2006
Activities	Written Reports		Required Documents		Application		Deadline for Application for Consideration to NWCCU	NWCCU Summer Meeting
	Thorough written response to each Eligibility Requirements	Plans for Institutional Development	1. 2005-2006 Catalog	Articles of incorporation and bylaws and proof of state authority to operate within the state and grant degrees	Letter of Application signed by President	Application Fee of \$2,500		
			2. 2005-2006 Budget					
			3. FY 2005 Audited Financial Statement					
Status	Revision of 2004 Report on Requirements for Self-Study in progress.	Revision of Strategic Plan in progress.	Complete	Complete		In 2005-2006 Budget		



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)



## Courses and Curricula

### **RECOMMENDATION**

Approve AAS Degree in Hospitality, Tourism, Recreation Management and Certificates of Completion in Hospitality, Tourism, Recreation Management, Computer Applications and Office Systems: Basic Computer Literacy, Word Processing, Office Assistant, Spreadsheet, Web Assistant I, and Web Assistant II.

### **BACKGROUND INFORMATION**-----**Dean Gates**

In accordance with Policy, the Board of Education is being asked to approve the following program which has been endorsed for approval by the TBCC Faculty Curriculum Committee: Hospitality, Tourism, Recreation Management Certificates of Completion and AAS degree. As the Board is aware, this is a program we've been working on for some time in response to requests from within our district. The proposal incorporates a pathways approach, including articulation of courses by the local high schools' HTR students. Persons completing this program are prepared to enter the hospitality industry at entry-level positions in food and beverage, lodging, tourism, and related areas. The emphasis on this program is to provide a basic understanding of the hospitality and recreation industry and a career in the field. This program includes basic business courses as well as more-specialized industry courses. Practical experience is provided through outside cooperative education jobs. The program will also prepare students to choose a specific career path in the hospitality and recreation fields.

In accordance with Policy, the Board of Education is being asked to approve the following certificates in Computer Applications and Office Systems which have been endorsed for approval by the TBCC Faculty Curriculum Committee: Basic Computer Literacy, Word Processing, Office Assistant, Spreadsheet, Web Assistant I, and Web Assistant II.

This proposal is currently moving through the PCC system. All of the courses within these new certificates are already part of existing one-year certificates or two-year AAS degrees and TBCC now offers most of the courses included on-campus and online. Unlike Marketable Skills Awards, these Certificates of Completion can be recorded on student transcripts. The rationale identified by the CAS Subject Area Committee at PCC is true for TBCC students as well:

They will address the need for a logical pathway of success for our students. If these certificates are approved students will be able to earn the smaller certificates and then continue on to our existing one-year and two-year programs in a seamless path. Students will be able to establish short-term goals that will lead toward entry-level jobs as well.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Proposed Computer Applications Systems Certificates on Completion (15-42 credits):

Basic Computer Literacy	
<b>Targeted Jobs:</b> Office Support, Information Clerk	
CAS 121 Beginning Keyboarding or CAS 122 Keyboarding for Speed and Accuracy	3
*CAS 133 Basic Computer Skills	4
CAS 216 Beginning Word	3
CAS 170 Beginning Excel	3
WR 115 Intro to Expository Writing or higher	4
*If student already has knowledge of basic computer skills then take a CAS Restricted Elective Class from One-year Certificate List	
<b>Total Credits:</b>	<b>15 minimum</b>

Word Processing	
<b>Targeted Jobs:</b> Word Processor, Clerical Support, Project Assistant	
CAS 122 Keyboarding for Speed/Accuracy	3
CAS 216 Beginning Word	3
OS 120 Business Editing Skills	4
CAS 123 Production Keyboarding	3
CAS 217 Intermediate Word	3
CAS 170 Beginning Excel	3
CAS 231 Publisher	3
WR 121 English Composition or higher	4
<b>Total Credits:</b>	<b>25 minimum</b>

Office Assistant	
<b>Targeted Jobs:</b> Office Assistant	
CAS 216 Beginning Word	3
CAS 217 Intermediate Word	3
CAS 170 Beg. Excel or CAS 171 Int. Excel	3
CAS 123 Production Keyboarding	3
OS 120 Business Editing Skills	4
OS 240 Filing & Records Management	4
CAS 109 Beginning PowerPoint	1
OS 245 Office Systems and Procedures	4
CAS 246 Integrated Computer Projects	4
CAS 140 Beginning Access	3
WR 121 English Composition or higher	4
BA 205 Solving Com. Problems w/Tech.	4
OS 280F Co-Op Ed: Adm. Assistant	2
OS 280G: Co-OP Ed: Adm. Asst. Seminar	1
<b>Total Credits:</b>	<b>42 minimum</b>

Spreadsheet	
<b>Targeted Jobs:</b> Bookkeeping Assistant, Data Entry, Office Assistant, Bank Teller	
CAS 121 Beginning Keyboarding or CAS 122 Keyboarding for Speed and Accuracy	3
OS 131 10-Key on Calculators	1
CAS 170 Beginning Excel	3
CAS 171 Intermediate Excel	3
CAS 140 Beginning Access	3
CAS 216 Beg. Word or CAS 217 Int. Word	3
BA 95 Intro to Acct. or BA 211 Prin. Acct.	3
MTH 30 Business Mathematics	4
WR 115 Intro to Expository Writing or higher	4
<b>Total Credits:</b>	<b>26 minimum</b>

Web Assistant I	
<b>Targeted Jobs:</b> Entry Level Web Support	
CAS 111D Beg. WebSite: Dreamweaver	3
CAS 112D Intermediate Dreamweaver	3
CAS 206 Principles of HTML/XHTML	4
CAS 208 Beginning Photoshop for the Web	3
CAS 280W Co-op Ed: Web Site Dev.	1
<b>Total Credits:</b>	<b>14</b>

Web Assistant II	
<b>Targeted Jobs:</b> Entry Level Web Developer	
CAS 111D Beg. WebSite: Dreamweaver	3
CAS 112D Intermediate Dreamweaver	3
CAS 213 Enhance Web Pages w/JavaScript	4
CAS 206 Principles of HTML/XHTML	4
CAS 175 Introduction to Flash	3
CAS 208 Beginning Photoshop for the Web	3
CAS 214 Beginning Cold Fusion	4
CAS 280W Co-op Ed: Web Site Dev.	2
<b>Total Credits:</b>	<b>26</b>

\* The "minimum" designation on some certificates is due to the 3-4 credit change for the writing courses. Some students will have already completed the writing requirement before the change to 4 credits.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Proposed Hospitality, Tourism, Recreation Management Certificates of Completion and AAS Degree:

HTR (Less-than-45-credit) Certificate		
Cr.	Number	Course Title
4	BA 101	Intro to Business
3	BA 111	Intro to Accounting
3	BA 206	Management Fundamentals
3	BA 285	Human Relations-Organizations
4	CAS 133	Basic Computer Skills/MS Office
3	HTRM 100*	Intro to Hospitality Industry
3	HTRM 105*	Food Service Management
3	HTRM 107*	Sanitation & Safety for Mgrs.
3	HTRM 280A*	CE: Hospitality/Tourism Experience [3-9 credits]
1	HTRM 280B*	CE: Hospitality/Tourism Experience - Seminar
(4)	MTH 30	Business Math (Option to substitute MTH 111B)
30	Total Credits	
* Articulates with Tillamook County Schools' HTR Program.		

HTRM (1-year) Certificate		
Cr.	Number	Course Title
4	BA 101	Intro to Business
3	BA 111	Intro to Accounting
3	BA 206	Management Fundamentals
3	BA 285	Human Relations-Organizations
4	CAS 133	Basic Computer Skills/MS Office
3	HTRM 100	Intro to Hospitality Industry
3	HTRM 104	Travel & Tourism Marketing
3	HTRM 105	Food Service Management
3	HTRM 107	Sanitation & Safety for Mgrs.
3	HTRM 280A	CE: Hospitality/Tourism Experience [3-9 credits]
1	HTRM 280B	CE: Hospitality/Tourism Experience - Seminar
(4)	MTH 30	Business Math (Option to substitute MTH 111B)
3	CAS 121	Beginning Keyboarding (or Approved Sub.)
4	WR 121	English Composition
4	SP 111	Fundamentals of Speech
4	PSY 101	Psychology and Human Relations
48	Total Credits	

AAS Degree in HTRM		
Cr.	Number	Course Title
4	BA 101	Intro to Business <i>[also TBCC online]</i>
3	BA 111	Intro to Accounting
3	BA 206	Management Fundamentals
3	BA 285	Human Relations-Organizations
4	CAS 133	Basic Computer Skills/MS Office
3	HTRM 100	Intro to Hospitality Industry
3	HTRM 104	Travel & Tourism Marketing
3	HTRM xxx	Approved HTRM Elective
3	HTRM xxx	Approved HTRM Elective
6	HTRM 280A	CE: Hospitality/Tourism Experience [3-9 credits]
2	HTRM 280B	CE: Hospitality/Tourism Experience - Seminar
(4)	MTH 30	Business Math (option to sub. MTH 111B)
3	CAS 121	Beginning Keyboarding (or Approved Sub.)
4	WR 121	English Composition
4	PSY 101	Psychology and Human Relations
4	BA 131	Computers in Business
3	BA 226	Business Law I
3	BA 239	Advertising
3	BA 238	Sales
3	HTRM/BA xxx	Approved HTRM or BA Elective
3	HTRM/BA xxx	Approved HTRM or BA Elective
<b>67</b>		
4	WR 214	(Option to substitute WR 227)
4	EC 201	Principles of Economics: Microeconomics
4	SP 111	Fundamentals of Speech
4	XX xxx	General Education (Math/Science/Computers)
4	XX xxx	Gen. Ed. (Arts/Hum., Soc.Sci., or MTH/Sci./Comp.)
3	XX xxx	Elective (if needed) to bring total cr. to 90
23		
<b>90</b>	<b>Total Credits</b>	

We are in the initial stages of getting these approved through PCC, so it is possible they may be revised or refined in some way in future.

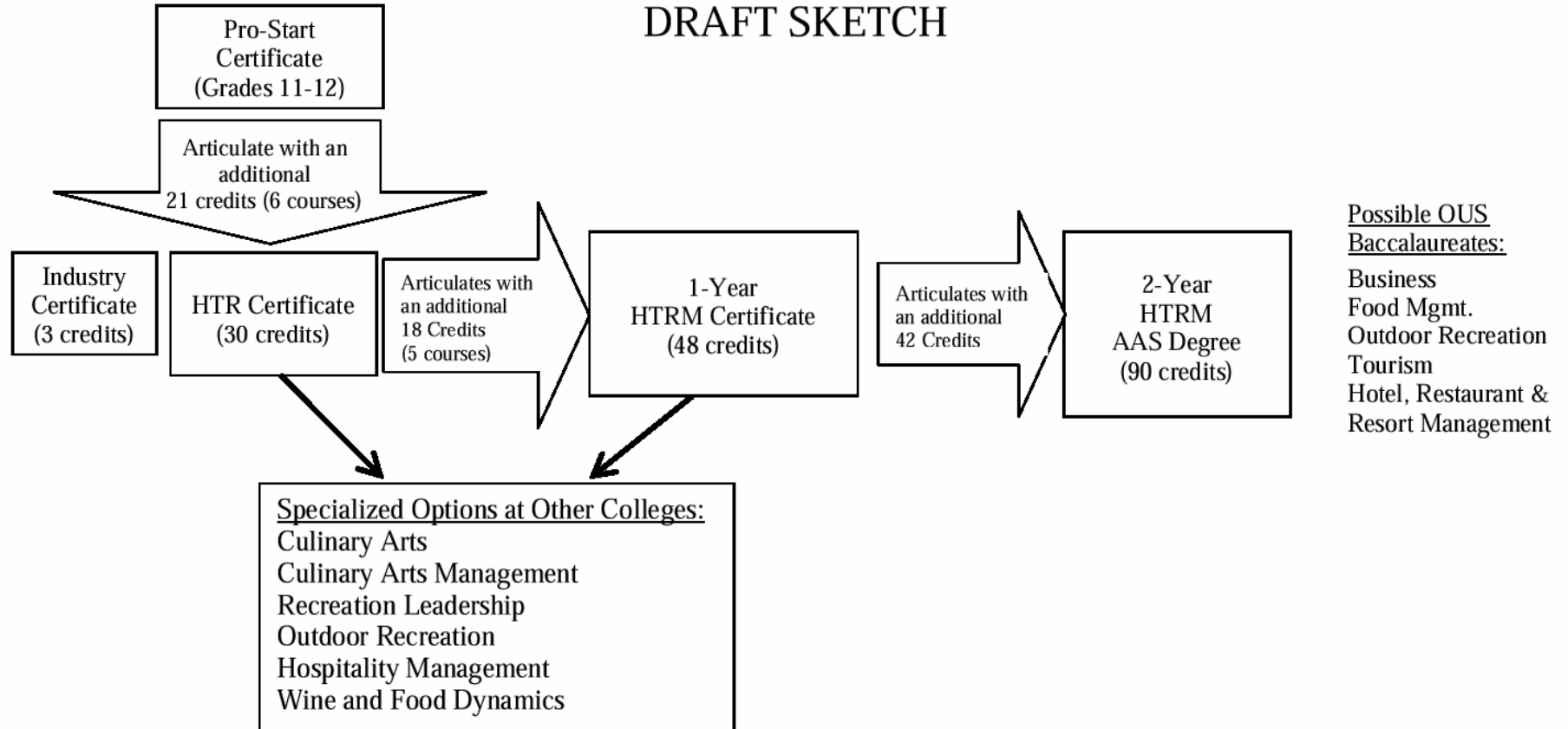


**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## TBCC Hospitality, Tourism, Recreation Pathway

### DRAFT SKETCH



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Grants and Contracts<sup>i</sup>

### **RECOMMENDATION**

For information only – no action requested

**BACKGROUND INFORMATION**----- Dean Ellison

There are no grants or contracts to be considered this month.

---

<sup>i</sup> **TBCC Policy - ARTICLE 106: CONTRACT REVIEW BOARD**

By ORS 279.055, the TBCC Board of Education is designated as the local contract review board for the TBCC District.

Oregon Department of Justice Rules – Chapter 137 Division 30, 35, 40, and 45; Chapter 125 Divisions 20, 22, 25, and 65.

### **Approved by Board of Education – August 2005 - Establish Public Contract Review Board**

Move that the Board of Directors act as the Contract Review Board for the District for the 2005-2006 Fiscal Year, approve the Local Contract Review Board Rules, and delegate this authority to the President/Clerk for contracts not exceeding \$25,000. (O.R.S. 279.055)



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Board of Education Policy<sup>i</sup>

### **RECOMMENDATION**

Approval of Policy Article 211 as presented.

### **BACKGROUND INFORMATION**----- **President Orr**

In the attached Article, text proposed for deletion is struck through and new text is boldfaced. There have been changes made since the first reading of these policies and those are in blue type.

<b>Policy</b>	<b>Status</b>
Policy Article 211 – Acceptable Use of Computing Resources	New policy article presented for third reading and approval – proposed to set policy which reflects current practice.

---

### <sup>i</sup>TBCC POLICY MANUAL - ARTICLE 102: POLICIES AND PROCEDURES

A. The policies and procedures adopted by the Board for the District have been written to be consistent with the provisions of law, but do not encompass all laws relating to the District's activities. All District employees will be expected to know and will be held responsible for observing all provisions of law pertinent to their activities as District employees.

B. Any policy or procedure needing immediate action may be enacted by a unanimous vote of the entire Board. The vote will be entered in the minutes of the meeting.

C. Additions, changes and/or deletions of policies and procedures governing the District shall be considered by the Board at a minimum of two separate meetings before final action is taken. Amendment will be made by the repeal of the existing policy and, if required, the enactment of a new policy.

D. The President will furnish a copy of the policies and procedures and a copy of any amendment thereof to each employee and to any interested person. In lieu of the distribution of the complete manual, the President may prepare a special edition for any specific group of employees; provided, however, that a copy of the complete policies and procedures is made readily accessible to all employees and to members of the public. Copies of the policies and procedures will be on file in the office of the President of the District.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

Article No.: 211

Approved: *Pending*

Reference: Articles 208, 209, 316 and 322

## 211 INTRODUCTION

The College's computer and information network is a continually growing and changing resource that supports students, faculty, staff and the outside community. These resources are vital for the fulfillment of the academic and business needs of the College community. Their use is provided as a privilege. In order to ensure a reasonable and dependable level of service, it is essential that each individual **student**, faculty, **and** staff member, must exercise responsible, ethical behavior when using these resources. Misuse by even a few individuals has the potential to disrupt College business, and, even worse, the legitimate academic and research work of faculty and students.

This policy outlines the application of the principles that govern our academic community in the appropriate use of College computer and information network resources. Because it is impossible to anticipate all the ways in which individuals may misuse these resources, this policy focuses on a few general rules and the principles behind them.

This policy applies to the entire user community of the College and to the use of any and all College owned or managed computer-related equipment, computer systems, and interconnecting networks, as well as all information contained therein.

### 211.1 USE OF RESOURCES

All users are expected to utilize College computing resources in a responsible manner consistent with policies outlined in the TBCC Policy manual and approved by the Board of Education.

The unauthorized use of resources is prohibited and, in many cases, may be violations of the law. Unauthorized use includes, but is not limited, to the following types of activities.

#### A. Harassment or threats to specific individuals, or a class of individuals:

1. Transmitting unsolicited information that contains obscene, indecent, lewd, or lascivious material or other material which explicitly or implicitly refers to sexual conduct.
2. Using e-mail or newsgroups to threaten or stalk someone.
3. Transmitting unsolicited information that contains profane language or panders to bigotry, sexism, or other forms of prohibited discrimination.

#### B. Interference or impairment to the activities of others:



Article No.: 211

Approved: *Pending*

Reference: Articles 208, 209, 316 and 322

1. **Creating, modifying, executing, or retransmitting any computer program or instructions intended to: (a) obscure the true identity of the sender of electronic mail or electronic messages, such as the forgery of electronic mail or the alteration of system or user data used to identify the sender of electronic e-mail; (b) bypass, subvert, or otherwise render ineffective the security or access control measures on any network or computer system without the permission of the owner; or (c) examine or collect data from the network (e.g., a "network sniffer" program).**
2. **Allowing unauthorized persons or organizations to use user computer accounts or TBCC network resources. Users are responsible for the appropriate use of all College computer access and accounts assigned them and must take all reasonable precautions, including password maintenance and file protection measures, to prevent unauthorized use. Users must not share passwords with anyone else or provide access to network resources to unauthorized persons.**
3. **Communicating or using any password, personal identification number, credit card number, or other personal or financial information without the permission of its owner.**

**C. Unauthorized access and use of the resources of others:**

1. **Use of College computer resources to gain unauthorized access to resources of this or other institutions, organizations, or individuals.**
2. **Use of false or misleading information for the purpose of obtaining access to unauthorized resources.**
3. **Accessing, altering, copying, moving, or removing information, proprietary software or other files (including programs, libraries, data, and electronic mail) from any network system or files of other users without prior authorization (e.g., use of a "network sniffer" program).**
4. **Making unauthorized copies of copyrighted materials. Users should assume all software, graphic images, music, and the like are copyrighted. Copying or downloading copyrighted materials without the authorization of the copyright owner is against the law, and may result in civil and criminal penalties, including fines and imprisonment.**

**D. Damage or impairment of College resources:**

1. **Use of any resource irresponsibly or in a manner that adversely affects the work of others. This includes intentionally, recklessly, or negligently (a) damaging any system (e.g., by the introduction of any so-called "virus," "worm," or "trojan-horse" program), (b) damaging or violating the privacy of information belonging to others, or (c) misusing or allowing misuse of system resources.**





Article No.: 211

Approved: *Pending*Reference: Articles 208, 209, 316 and 322

---

2. Use of College resources for non-College related activities that unduly increase network load (e.g., non-business or -education related email, chain mail, network games, and spamming).

**E. Unauthorized commercial activities:**

1. Using College resources for one's own commercial gain, or for other commercial purposes not officially approved by the College, including web ads.
2. Using College resources to operate or support a non-College related business.
3. Use of College resources in a manner inconsistent with the College's contractual obligations to suppliers of those resources or with any published College policy.

**F. Violation of city, state, or federal laws:**

1. Pirating software, music, and images.
2. Effecting or receiving unauthorized electronic transfer of funds.
3. Disseminating child pornography or other obscene material.
4. Violating any laws or participating in the commission or furtherance of any crime or other unlawful or improper purpose.

**211.2 WHEN INAPPROPRIATE USE OF COMPUTER RESOURCES OCCURS**

The use of College resources is a privilege. The resources have always been, and will remain, the property of the College.

It is each user's responsibility to promptly report any violation of this policy to the Dean of Administrative Services.

Reports of unauthorized use or misuse of computer resources will be investigated pursuant to standard College procedures. All illegal activities will be reported to local, state, or federal authorities, as appropriate, for investigation and prosecution.

While the College desires to maintain user privacy and avoid the unnecessary interruption of user activities, the College, **at the direction of the College President**, reserves the right to investigate **any suspected** unauthorized or improper use of College resources **(as described above)**. As directed by the College President, investigations may be initiated which **could** include the inspection of data stored or transmitted on the network. In the event that use is determined to be contrary to College policy or applicable law, appropriate measures will be



Article No.: 211

Approved: *Pending*Reference: Articles 208, 209, 316 and 322

---

taken. These measures may include, but are not limited to, permanent or temporary suspension of user privileges, deletion of files, disconnection from the TBCC network, referral to student or employee disciplinary processes, and cooperating with the appropriate law enforcement officials and government agencies.

### **211.3 INFORMATION ON APPLICABLE LAWS AND STATUTES**

All users of the College computer and information resources are expected to be familiar with and to abide by College policies, as well as local, state, and federal laws relating to electronic media, copyrights, privacy, and security. As a condition of being granted internet and network access, employees of the College complete and sign a user agreement affirming an understanding and intention to abide by these acceptable use guidelines. [A summary of these guidelines are also posted at various locations across campus where they are freely accessible by students and other non-employee users.](#)

### **211.4 QUESTIONS RELATING TO THIS POLICY**

The examples of unauthorized use set forth above are not meant to be exhaustive. Whenever in doubt regarding an issue of questionable use, it is in the user's best interest to resolve the issue before pursuing any questionable use of College computing resources. Questions of appropriate use should be addressed to the Dean of Administrative Services.



## Facilities

### **RECOMMENDATION**

Approval of Bond Measure Ballot wording for submittal to the County Clerk.

### **BACKGROUND INFORMATION**----- President Orr

#### **First St. Campus Remodeling Project**

Work is continuing and the projected completion date is now March 15. A tour of the area is available at the end of the meeting.

#### **New North, Central, and South County Facilities**

Visits with the Bay City Boosters, the Democratic Central Committee, and the Tillamook Kiwanis Club went well. An additional 19 presentations are scheduled and 24 are pending. A schedule is attached.

Members of the Board who have attended bond measure steering committee meetings may wish to share further information.

An executive session is scheduled to discuss advice from legal counsel regarding the Ballot Measure wording (attached).



**Tillamook Bay Community College**

2510 First Street. • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

Community Organization Contact List

	Date	Speaker	Organization	Mtg. day	Notes
<b>40</b>	Feb. 24	Ralph Orr	Bay City Boosters	5 FR	Next meeting 2/24. have 20 minutes. Expect 20-30 attendees.
<b>49</b>	Feb. 27	Ralph Orr	Tillamook County Democratic Committee	1 MO	4th Mon. @6pm@PUD. Expect 10-20 people
<b>20</b>	Wednesday, March 8 at Noon.	Ralph Orr	Kiwanis Club of Manza-Wheel-Lem	3 WE	Scheduled: Wed. March 8, Noon, Pine Grove Community House
<b>38</b>	Thursday, March 9 at 11:30 am.	Ralph Orr	AAUW	4 TH	2ND Thursday. 11:30. Location varies. 3/9 meeting is at the Elk's Lodge.
<b>31</b>	Thursday, March 9 at 7:00 pm.	Ralph Orr	North County Recreation District	4 TH	2nd Thursday@NCRD.7:00 pm.
<b>45</b>	Monday, March 13 at 5:30 pm.	Ron Ellison	Nehalem Bay Area Chamber of Commerce	1 MO	2 Mo. 5:30pm@Sea Shack. <b>Email summary/speaker info by 2/24. Nehalem@nehalemtel.net (DONE)</b>
<b>3</b>	Monday, March 13 at 7:00 pm.	Lori Gates	Nestucca Valley School District	1 MO	Board Meeting: 2nd Monday at 7:00 in the school library. 2/17 will be considered a "report" please keep it brief.
<b>2</b>	Monday, March 13 at 6:30 pm.	Ralph Orr	Neah-Kah-Nie School District	1 MO	Board Meeting: 2nd Monday at 6:30 at the District Office

Community Organization Contact List

<b>6</b>	Tuesday, March 14 at 6:00 pm.	Ralph Orr	Bay City Council	2 TU	2nd Tuesday, 6 p.m., City Hall. <b>Send letter requesting to be on agenda w/brief summary.</b> Time limited to 10 or less minutes.
<b>1</b>	Monday, March 20 at 7:00 pm.	Ralph Orr	Garabaldi City Council	1 MO	Meetings: 3rd Monday, 7 p.m., City Hall 2/17: <b>need 1 page letter to Council for packet with summary of presentation. Would like stats of how many G. residents were/are served.</b> Expect dozen + people.
<b>7</b>	Tuesday, March 21at 2:00 pm.	Ralph Orr	Fairview Grange	2 TU	1 & 3 Tues @ 2:00. Only about 7 attendees--older folks. Gladys took TBCC computer class. Is very supportive.
<b>17</b>	Tuesday, March 21 at 7:00 pm.	Ralph Orr	Wheeler City Council	2 TU	3rd Tuesday, 7p.m., North County Health District Conf. Room, 278 Rowe St. <b>NEEDS SPEAKER/SUBJECT INFO BY 3/16</b>
<b>10</b>	Tuesday, March 28 at 7:00 pm.	Lori Gates	Lions Club, Nestucca Valley	2 TU	<b>DATE SET:</b> Tuesday, March 28 @7pm in Cloverdale. Will have 20 minutes and an ave audience of 20. <b>Note:</b> Lori can speak if necessary, but would like to be relieved of it.
<b>14</b>	Tuesday, April 4 at 7:00 pm.	Ralph Orr	Sandlake Grange	2 TU	1st Tuesday at 7:00 pm. Cindy says this is an older age group. 20 minutes, 10+/- people
<b>28</b>	Wednesday, April 5 at 7:30 pm.	?	White Clover Grange (Hwy 53)	3 WE	Meeting on 1st WE. 7:30 pm.
<b>23</b>	Wednesday, April 5 at 7:00 pm.	Ralph Orr	Manzanita City Council	3 WE	Meetings: 1st. Wednesday after 1st Monday, 7 p.m., City Hall.
<b>33</b>	Thursday, April 6 at 8:30 am.	Ralph Orr	Wheeler Business Association	4 TH	Meet 1st Thursday, 8:30 am @ Wheeler City Hall. Short meetings.

Community Organization Contact List

<b>5</b>	Monday, April 10 at 6:30 pm.	?	Tillamook School District	1 MO	Board Meeting: 2nd Monday at 6:30 location varies. 2/17: confirmed. Needs to be less than 10 minutes. April mtg will be at Liberty school.
<b>19</b>	Wednesday, May 3 at 1:00 pm.	Ralph Orr	Kiawanda Community Center	3 WE	1st Wednesday 1:00 at the Community Center in Pacific City. Limit speech to 15 minutes.
<b>39</b>			American Legion Post #47		
<b>29</b>			Beta Sigma Phi	4 TH	Meet 2nd Thursdays in members homes.
<b>41</b>			Daughters American Revolution (DAR)		
<b>30</b>			Elks Lodge, Tillamook	4 TH	Regular meetings every Thursday at 7:00 pm. 2/17: He needs board approval. He'll call back, or I can check w/him.
<b>42</b>			Gideons		
<b>8</b>			ITC (formerly Toastmistress)	2 TU	Meet 2nd & 4th Tuesday @ the Fern at 6:00 p.m
<b>21</b>	Wednesday, March 1 at noon	Ralph Orr	Kiwanis Club of Tillamook	3 WE	every Wednesday at noon at the Elk's club

Community Organization Contact List

<b>22</b>			Ladies of the Elks	3 WE	1st Wed. @5:30 pm. Call President Carol Wigg at 398-5856. 2/16: Carol will think about it and call back.
<b>9</b>			Lion's Club of Tillamook	2 TU	Meet every Tuesday noon at Shilo Inn.
<b>43</b>			Lioness Club of Rockaway		
<b>43</b>			Lions Club of Rockaway		
<b>24</b>			Moose Lodge (Men)	3 WE	Lee Henry President: 812-3285.
<b>24 B</b>			Moose Lodge (Women)	3 WE	Cher Mangen 842-4275
<b>44</b>			Neah-Kah-Nie School Board		Kathie Sellers at NKN said Mike opened his home for Jay Kosik to speak and that he might be open to doing the same for TBCC.
<b>25</b>			Nehalem Business Association	3 WE	2nd Wednesday@5:30 @ Nehalem Waste Water Plant.
<b>36</b>			Nehalem Methodist Men's Group	6 SA	Meet the third Saturday of each month for a breakfast at the church at 8:30 am. They are always looking for speakers and are looking forward to hearing from you

Community Organization Contact List

<b>11</b>			Pacific City/Nestucca Valley Chamber of Commerce	2 TU	third Tuesday at 7:00 a.m. at the Hudson House Bed & Breakfast in Cloverdale.
<b>11B</b>			Pacific City/Nestucca Valley Chamber of Commerce	2 TU	1st Tuesday at Noon at the Pelican Pub
<b>34</b>			Pleasant Valley Grange	5 FR	2nd Friday @ 7:00 pm
<b>26</b>			Rebekah Lodge	3 WE	Meet 1st & 3rd Wednesdy at 2:00 pm at 209 Stillwell.
<b>37</b>			Rockaway Beach Chamber of Commerce	7 SU	Board meetings every 1st & 3rd Sunday at the Dragonfly Sisters Espresso
<b>12</b>			Rockaway Beach Lions Club	2 TU	Lions Hall, 1st & 3rd Tuesdays, 11:30 a.m.
<b>27</b>			Rockaway City Council	3 WE	2nd and 4th Wednesday, at 7 p.m., Neah-Kah-Nie School District Offices.
<b>13</b>			Rotary	2 TU	Meet every Tuesday Noon at the Fern
<b>46</b>			Tillamook County Art Association		



Community Organization Contact List

<b>47</b>			Tillamook County Beekeepers Association		
<b>48</b>			Tillamook County Dairy Women		no regular meetings. Might meet in March/April. She'll call back.
<b>50</b>			Tillamook County Historical Society		Meet Qrt & Monthly. Ione not sure if we can. Will check w/President & call back 2/13. (Jim Reher (sp) President)
<b>4</b>			Tillamook County Republican Committee	1 MO	2nd Monday @Carl Rawe -PUD. Next opportunity 4/10. Joe will phone back if it's okay.
<b>51</b>			Tillamook County Senior Services		No meeting ideas/opportunities. Will check to see if something at Sr. Meal Site will work. Will call back 2/13
<b>15</b>			Veteran's of Foreign Wars	2 TU	Meet 1st Tuesday at Senior Citizen's Hall at 7 pm.
<b>16</b>			VFW Auxilliary	2 TU	Meet 3rd Tuesday at Rockaway Senior Center
<b>53</b>			Women's Political Caucus		Sue Cameron reported they are not very active at moment. Barbara is contact person

## **DRAFT - NOTICE OF DISTRICT MEASURE ELECTION**

### **TILLAMOOK BAY COMMUNITY COLLEGE**

Notice is hereby given that on May 16, 2006 a measure election will be held in Tillamook County, Oregon

#### **CAPTION (10 WORDS)**

TBCC Bond Measure Authorization for New College Facilities, Instructional Programs

#### **QUESTION (20 WORDS)**

Shall TBCC issue general obligation bonds not exceeding \$11,400,000 to build college facilities, enroll more students and expand college programs?

(required language) If the bonds are approved, they will be payable from taxes on property or property ownership that are not subject to the limits of Sections 11 and 11b, Article XI of the Oregon Constitution.

#### **SUMMARY (175 WORDS)**

(required language not included in the word count: This measure may be passed only at an election with at least a 50 percent voter turnout).

If approved, the bond proceeds would be used to pay for the cost of issuing the bonds and to finance the costs of capital construction, including, but not limited to the following:

- A new college facility in Central Tillamook County large enough to accommodate a 22 percent enrollment growth over the next ten years,
- Up-to-date science labs to enroll more students in classes required for health-care professions, such as nursing and EMT,
- Additional computer technology labs,
- Technologically-equipped classroom and lab facilities in north and south Tillamook County to provide more college credit programs through distance education,
- Specialized space for new college workforce training programs, such as tourism management, agribusiness and natural resources
- Expanded college opportunities for local high school students,
- Improved services for small business development.

If approved, the bond would qualify TBCC to receive \$4.9 million set aside by the State Legislature for seven local community college construction projects. The measure would cost property owners \$0.25 per \$1000 of assessed value.

The bonds will mature in 20 years.

## Personnel

### **RECOMMENDATION**

Direction regarding Presidential Transition

### **BACKGROUND INFORMATION**----- President Orr

1. The following information reflects the current status of open full-time and regular positions.

Position Title	Application Review Begins	Start Date	Comment	Screening Committee	Appointment
Library Director	November 2, 2005	Negotiable	Review of application materials continues and the first round of interviews are being scheduled.	Lori Gates, Chair Fred Bennett Kari Manning Sara Charlton	None
Director of Admissions, Student Life and Community Education	Pending	Pending	Considering amendment of position description and referral to previously submitted applications.	Ralph Orr, Chair Tom Atchison Sheila Fitch Kari Manning	None

2. An executive session is requested to receive advice from Legal Counsel and consider Presidential Transition.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)

## Announcements and General Information

### **RECOMMENDATION**

Information only—no action requested.

### **BACKGROUND INFORMATION**

----- President Orr

There are no announcements this month.



**Tillamook Bay Community College**

2510 First Street • Tillamook, Oregon 97107 • (503) 842-8222 • Fax: (503) 842-2214 • [www.TillamookBay.cc](http://www.TillamookBay.cc)