TILLAMOOK BAY
COMMUNITY COLLEGE

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 board meeting open to the public on Monday, May 2, 2011, at 6:30 p.m. in the Central Campus Board Room, 4301 Third Street, Tillamook, Oregon, 97141.

A copy of the agenda for the meeting will be available beginning the Thursday prior to the meeting, after 9:00 a.m., at the Office of the College President, Tillamook Bay Community College, 4301 Third St., Tillamook, Oregon 97141.

Agenda items include, but are not limited to, Invitation for Public Comment, 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. 1000, at least 48 hours in advance.

DATE NOTICE PUBLISHED: Wednesday, June 1, 2011

TIME NOTICE PUBLISHED: 9:00 a.m.

ATTEST:

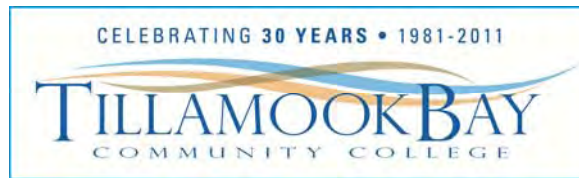Constance C. Green – President

Notice Distribution

1.   TBCC BOARD OF EDUCATION MEMBERS
2.   TBCC PUBLIC BUDGET COMMITTEE MEMBERS
3.   TBCC WEB SITE
4.   TBCC ADMINISTRATORS AND STAFF
5.   PORTLAND COMMUNITY COLLEGE PRESIDENT & LIAISON
6.   ESD ADMINISTRATOR
7.   OCCA EXECUTIVE DIRECTOR

Board of Education Meeting Agenda

Date: Board Room #215   **Time**:
Monday, June 6, 2011   4301 Third Street, Oregon 97141   6:30 p.m.

Item **Description**   **Resource**

1. **Call to Order • Acknowledge Guests** --- Chair McGinnis

2. **Approval of the Agenda**---(Action) Chair McGinnis

3. **Invitation of Public Comment** --- Chair McGinnis

    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.

4. **Approval of the May 2, 2011 Regular and Executive Session Minutes**
                                                                        (Action) Chair McGinnis

5. **Reports:**
    A. Program/Partner Report: WorkSource Oregon Services and Partnership---------------- Dean Gates
    B. Oregon Community College Association Board Report -----------President Green & Director Swain
    C. Financial Report-- Comptroller Williams

6. **Old Business:**
    A. 2011-2012 Board Meeting Schedule --- (Action) President Green
    B. Increasing Board Effectiveness --- (Action) President Green

7. **New Business:**
    A. Certification of Election--- (Action) President Green
    B. Election of Board Officers -- (Action) President Green
    C. Section 125 Flexible Benefits Plan --- (Action) Dean Ellison
    D. 2011-2012 Tuition and Fee Schedule Revision -- Dean Ellison

8. **Standing Business:**
    A. Strategic Planning and Accreditation-- Dean Gates
    B. Courses and Curricula --- Dean Gates
    C. Grants and Contracts-- Dean Ellison
    D. Board of Education Policy-- President Green
    E. Facilities -- Dean Ellison
    F. Capital Construction Projects--- President Emeritus Carnahan
    G. Personnel -- President Green

9. **Announcements and General Information**--- President Green

10. **Invitation of Public Comment** --- Chair McGinnis

11. **Board Member Discussion Items**-- Chair McGinnis

12. **Adjournment**---(Action) Chair McGinnis

Board of Education
Meeting Minutes

May 2, 2011
Central Campus, Board Room
4301 Third St., Tillamook, OR 97141

Directors Present: James McGinnis, Steve Shaw, Deborah Lincoln, Ann Swain, and Craig Wakefield

Directors Absent: Bob Weitman and Rose Wharton

Staff Present: Connie Green, Lori Gates, Ron Ellison, Kyra Williams, and Sue Owens

Guests Present: Shirley Kalkhoven and David Yamamoto, Tillamook County Futures Council; Mark Elston, Hampton Lumber; Chris Stirk, Stimson Lumber; Ed Armstrong, TSD #9; Michele Burton, and Sheryl Neu, TBCC Staff

Call to Order:
Chair McGinnis called the meeting to order at 6:30 p.m. and welcomed guests.

Approval of Agenda:
On approval of a motion by Director Swain and seconded by Director Shaw, it was resolved to approve the agenda as presented.

Invitation of Public Comment:
There was no public comment at this time.

Approval of Minutes
Chair McGinnis asked for approval of the April 4, 2011 Regular Meeting Minutes. On approval of a motion by Director Shaw and seconded by Director Swain, it was resolved to approve the minutes as presented.

Reports:
Tillamook Futures Council (Agenda Item 5.A)
President Green introduced Ms. Shirley Kalkhoven and Mr. David Yamamoto, representatives of the Tillamook County Futures Council she thanked them for their leadership on this project. Mr. Yamamoto gave an informative presentation on the "Vital Tillamook Indicator Project Report." (A copy of the report is available on line at http://www.tillamookfutures.org/docs/tc_vtip_report.pdf.) In summary, he shared that in 2009, the baseline assessment of community vitality indicator data revealed that the county is doing well in three areas and has room for improvement in three other areas. The areas in which Tillamook County appears to be doing well are in particular: Growth & Development, Natural Environment, and Society & Culture. There are still some shortcomings in each area

but despite these shortcomings, overall Tillamook County is meeting its goals. The report also revealed areas in which Tillamook County appears to be less vital, in particular: Economy, Youth & Education, and Health & Human Services. Given the extent to which community residents have been involved with this project, the Council feels the community will be motivated to work together and move the county toward better outcomes.

Questions asked of the Futures Council included:
1) What is the average wage for the County?
2) Do we know the number of grandparents raising their grandchildren because of the economy?
3) Does our large tourism industry create the large percentage of minimum wage jobs?

Program/Partner Report: IMT (Agenda Item 5.B)
Dean Gates shared an article from the May 2011 edition of the *Coast River Business Journal* (p. 20) applauding the Tillamook Bay Community College Industrial Maintenance Technology (IMT) Consortium. She then introduced Mr. Ed Armstrong, the Director of TBCC's IMT Program. Mr. Armstrong gave a brief overview of the program and introduced two of the business consortium partners who have helped make it happen: Mr. Mark Elston from Tillamook Lumber and Mr. Chris Stirk from Stimson Lumber. The Tillamook County Creamery Association is the third business partner investing in the IMT Consortium. The business leaders shared some of the things that drove them to embrace the IMT program were:
- It creates a skilled workforce that is prepared to work family wage jobs.
- It helps provide more skill training opportunities to local youth.
- It provides opportunities for local training for current employees.
- It provides opportunities for current employees to grow professionally and help TBCC by instructing classes.

All three presenters were impressed with the cooperative spirit in Tillamook County and noted that this cooperation is a large contributor to the success of the program. Questions asked of the presenters were;
1) Are all three high schools involved?
2) How many youth are involved as compared to adults?; and
3) How has this changed/assisted y our current workforce?

Oregon Community College Association (Agenda Item 5.C)
President Green shared that she and Barb Casteel had attended the All Oregon Academic Team Event on April 21 and was proud to introduce the TBCC student scholars, Molly Lattin and James Wakefield, at the event. She shared that Molly has plans of attending George Fox University for Nursing and James is planning on going to Chemeketa for their EMT Paramedic program.

President Green and Director Swain also gave a brief report on the April OCCA Board meeting noting in particular recent attention being given to the Public Meetings Law Decision in Lane County and the use of computers for Board communications. President Green also stated that the Governor's Education Investment Board will most likely pass and that there should be a report from the design team by the end of May.

<u>Financial Report</u> (Agenda Item 5.D)
Comptroller Williams presented the financial reports as included in the Board packet. She stated that the wrong files had been included in the Board packets and corrected versions were at each place at the table. She also addressed Chair McGinnis' questions last month regarding the timber tax, noting that we had received two payments to-date and we are expecting two more so it is anticipated that we will meet the budgeted amount of $302,579. She and Dean Ellison explained that the timber tax revenues are based on estimates from the State Forester making them harder to budget. There was a brief discussion regarding current the economy creating an increased need to use these funds and the desire to use them for lean(er) times and more of a contingency fund. Chair McGinnis complemented the staff for doing a good job managing TBCC funds.

Old Business:
<u>2011-2012 Tuition and Fee Schedule</u>: (Agenda Item 6.A)
Dean Ellison presented the 2011-2012 Tuition and Fee schedule for second reading and approval stating there had been no changes since the first reading last month. On an approval of a motion by Director Wakefield and seconded by Director Lincoln, it was resolved to approve the 2011-2012 Tuition and Fee Schedule as presented.

<u>2011-2012 Academic Calendar</u>: (Agenda Item 6.B)
Dean Gates presented the 2011-2012 Academic Calendar for second reading and approval. On an approval of a motion by Director Wakefield and seconded by Director Swain, it was resolved to approve the 2011-2012 Academic Calendar as presented.

New Business:
<u>2011-2012 Board Meeting Schedule</u>: (Agenda Item 7.A)
President Green presented the 2011-2012 Board Meeting Schedule for first reading and review noting that it followed the current practice of the first Monday of the month at 6:30 with the exception of July and August when there are no regularly scheduled meetings and September and January when holidays interfere with the first Monday schedule. President Green also asked the Board to please consider the dates of any other important meetings or events that might conflict in order to better plan the schedule. It was asked if there were any date concerns to please advise Board Secretary, Sue Owens before the next meeting. It was also discussed having at least one meeting in each North and South County and it was asked that daylight savings time be considered when planning those meetings.

<u>Increasing Board Effectiveness</u>: (Agenda Item 7.B)
President Green shared a proposal to move to electronic Board Packets and explained the cost savings in both time and finances by doing so. In light of the recent related issues in Lane County, TBCC could provide Ipads for each person involved and easy access to the electronic files. Director Swain expressed some concerns over not being computer savvy and President Green stated we would train and support the Board as they learned how to use the new system. There was a discussion of how it could potentially work and the benefits. It was agreed to revisit the idea in June and make a decision at that time. If there are any questions or concerns contact President Green. President Green added that if the Board agrees to move forward on this plan it could be implemented by September 2011. Director Shaw expressed

concerns about purchasing new computers when the staff is being furloughed. His concerns were duly noted and President Green stated the costs would be approximately $500 per Ipad.

Preliminary 2011-2012 Budget Information: (Agenda Item 7.C)
Dean Ellison presented the preliminary budget information as noted in the Board packet, sharing that the proposed budget would be sent out soon in preparation of the Public Budget Committee Meeting on May 16. He elaborated that the budget is based on the Governor's budget of $410 million, which of course, is subject to change, perhaps to our benefit. He noted that the staff would be getting a step increase this year, which combined with a COLA increase would amount to a 4% increase. The staff would also continue with the furlough days which amount to a 4.23% decrease. There are a few increases in staffing included in the budget as we continue to prepare for accreditation.   Chair McGinnis asked if the financial aid funds were being sufficiently used and Dean Ellison replied they were.

Standing Business:
Strategic Planning and Accreditation (Agenda Item 8.A)
Dean Gates shared the Planning and Steering Committee continues to work at tying the Core Themes with strategic planning. She also noted that Dr. Sandra Fowler-Hill will be the Chairperson of the visitation team coming October 19-21, 2011. Dr. Fowler-Hill has been on at least one of our previous visits. Dean Gates was asked if we are able to do much pre-accreditation work/practice to which Dean Gates replied that we continue to work on it and that there are on-going negotiations with PCC as we continue through the process.

Courses and Curricula (Agenda Item 8.B)
Dean Gates stated there were no courses or curricula to report this month; however, the Oregon Green Tech Certificate is due to go before the PCC Board in May for approval.

Grants and Contracts (Agenda Item 8.C)
Dean Ellison stated that there were no grants or contracts to report on this month however, he expects there to be something in June.

Board of Education Policy (Agenda Item 8.D)
President Green presented Policies 202 and 302. Policy 202 addresses Lost and Found Items at the College. She asked Dean Gates to elaborate on Policy 302.

Dean Gates explained that Policy 302 reflects updated references to federal rules and the addition of current protected federal classes. The revised policy will be the basis of an administrative rule which will establish continuous nondiscrimination notices for TBCC publications and an annual public notification of nondiscrimination as required by law. Chair McGinnis asked if in word "sex" could be changed to "gender". Dean Gates stated she would check and advise the Board in June. Both policies are scheduled to be brought back for second reading and approval in June.

Facilities (Agenda Item 8.E)

Dean Ellison reported that the lease agreement with Neah-Kah-Nie School District for the Bay City property had been terminated. It was being circulated for signature today. It was asked if the building was still being used for storage to which Dean Ellison noted that everything of concern to us had been removed.

He then gave an update on the settlement for the HVAC concerns, noting that the insurance company was balking at some of the language used in the agreement, but he anticipates that it should be quickly resolved.

Capital Construction Projects (Agenda Item 8.F)
In the absence of President Emeritus Carnahan, President Green shared that things were moving forward on the North and South County centers and that we are hopeful to have the agreements settled this week. She then shared that there might be some Capital Construction funds available after all and that she had spent some time in Salem sharing the College's needs. These funds could match the $2 million we have for the next biennium that will include the OSU Open Campus building.

Personnel: (Agenda Item 8.G)
President Green shared that Barbara Casteel, TBCC's Phi Theta Kappa Advisor, was recently the recipient of the Rocky Mountain Cascade Region of Phi Theta Kappa's "Above and Beyond" award. Chair McGinnis and the Board congratulated Ms. Casteel for this honor and applauded her hard work.

It was agreed to move Agenda Item 10, Announcements and General Information and Invitation of Public Comment (Item 11) to follow 8.G in order to allow the audience to depart prior to Executive Session.

Announcements and General Information (Agenda Item 10)
President Green shared the announcements and general information as included in the Board packet, adding her appreciation to the staff for their hard work and to the Board for attending the 30th anniversary celebration. President Emeritus Carnahan was truly surprised by his reception at the event. There will continue to be on-going 30 year highlights in the Headlight Herald through December. She also shared that the Annual Report had been included in the Summer Schedule of Classes this year. This was an experiment in effort to save money by taking advantage of a current publication.

Invitation of Public Comment (Agenda Item 11)
There was no public comment.

Executive Session (Agenda Item 9)
Chair McGinnis stated that Board would now meet in executive session Pursuant to O.R.S. § 192.660 (2)(i), for the purpose of reviewing or evaluating the President and excused the audience.

Adjourned to Executive Session at: 8:45 pm

Resumed Regular Session at: 8:56 pm

No decisions were made in Executive Session.

Board Member Discussion Items (Agenda Item 12)
On an approval of a motion by Director Lincoln and seconded by Director Swain, it was resolved to approve President Green's 2011-2012 Goals, Leadership and Performance evaluation form.

Adjournment (Agenda Item 13)
Chair McGinnis adjourned the meeting at 9:00 p.m.

Board of Education
Executive Session Minutes

May 2, 2011
Central Campus, Board Room
4301 Third St., Tillamook, OR 97141

Directors Present: James McGinnis, Steve Shaw, Deborah Lincoln, Ann Swain, and Craig Wakefield

Directors Absent: Bob Weitman and Rose Wharton

Staff Present: Connie Green and Sue Owens

Call to Order:
Chair McGinnis called the Executive Session to order at 8:46 pm pursuant to O.R.S. § 192.660 (2)(i), for the purpose of reviewing or evaluating the President.

There was a review and discussion of President Green's proposed 2011-2012 Goals, Leadership and Performance evaluation form. No decisions were made.

On an approval of a motion by Director Shaw and seconded by Director Lincoln, it was resolved to adjourn Executive Session and return to Regular Meeting at: 8:55 pm

Program Report

RECOMMENDATION

Information only. No action requested.

BACKGROUND INFORMATION -- Dean Gates

This month our featured program is WorkSource Oregon services and partnership.
Worksource Oregon, anchored by Oregon Employment Department and Management
Training Corporation (MTC Works), is a long-time partner of TBCC. They have been
important community partners in the Career Pathways initiative. WorkSource is also a
partner in providing job readiness skills, career information, and job search support to TBCC
students. Joining us for the Board Meeting will be Stephanie Hurliman, Employment
Department Manager, and Amy Reiersgaard, MTC Works County Manager.

TILLAMOOKBAY
COMMUNITY COLLEGE

Oregon Community College Association
Board Report

RECOMMENDATION

Information only – no action requested.

BACKGROUND INFORMATION --------------------------------- President Green and Director Swain

At the May OCCA meeting attention was given to the Oregon Education Investment Board (EIB) - SB 909. The information follows. This bill is assumed to be passing and the discussion focuses on the 13 member board, its goals and investments and how that will connect to the local community college boards.

In the design of the EIB, two concepts/research papers were shared with OCCA. Director Swain thought they were insightful and they are also included in the packet.

TILLAMOOKBAY
COMMUNITY COLLEGE

Oregon Education Investment Board – SB 909

Oregon's current education funding and governance process requires a new approach to deliver better results for students, more resources for teachers, and better value for the future of the state. The Oregon Education Investment Board (OEIB) is a critical first step toward creating an efficient and accountable public education system that integrates early childhood development with K-12 and post-secondary education and training.

Senate Bill 909 establishes the Oregon Education Investment Board and immediately charges the Board with developing plans for consideration in the 2012 legislative session around issues of management, oversight, and funding.

The Challenge

Oregon cannot achieve its education objectives unless it changes governance and funding structures to overcome:

- Silos that act as barriers to learning and teaching.
- Funding models based on enrollment rather than on performance-based investments.
- Funding uncertainty and volatility.
- Inefficient and duplicative early childhood services across nearly two-dozen programs in six state agencies.
- Underachievement by at-risk children that results in preventable remedial costs.
- High secondary education dropout rates and a low percentage of Oregonians with a post-secondary degree.

The Solution

Oregon first must address the process of education budget development in order to then address long-term structural, executive management, and funding issues. SB 909 is the first step.

SB 909, Current Version

Section 1   -   Creates a 13-member OEIB, with the Governor as Board chair.
                -   Outlines the Board's goals, which include making strategic investments, creating outcomes-based budgets, developing a statewide data system, and streamlining our education system.

Section 2   -   Creates the Chief Education Officer position, to be hired by the OEIB.

Section 3   -   Creates the Oregon Education Investment Fund.

Section 4   -   Establishes a nine-member Early Learning Council, which will report to OEIB.
                -   Creates the Early Childhood System Director position.

Section 5   -   Requires the Early Learning Council to report on the consolidation of early childhood programs.

Section 6   -   Requires OEIB to report to the legislature on or before 12/15/11 regarding:
                    o   The merger, redesign, or improvement of the coordination of early childhood services and the integration of child-centered outcomes.
                    o   The merger of the State Board of Education and the State Board of Higher Education.
                    o   The requirement that the Commissioner for Community College Services, the Chancellor of the Oregon University System, and the executive director of the Oregon Student Assistance Commission function under the direction and control of the Chief Education Officer.

        o   The evaluation of the consolidation, alignment, and coordination of the Oregon Youth Investment Foundation, juvenile crime prevention programs and services, the Oregon Youth Conservation Corps, and the Youth Standing Committee of the Oregon Workforce Investment Board.

Section 7   -   Directs the OEIB to begin development of a statewide data system leveraging existing systems.

Section 8   -   Links SB 909 to SB 242, which creates the Higher Education Coordinating Commission.

Section 9   -   Outlines effective dates.

What SB 909 Does

- Shifts the Governor's budget request to the Legislative Assembly from its current form and emphasis on enrollment only, to an approach that connects state funding to student progress along the 0-20 pathway.

- Places the development of this investment budget approach and the Governor's recommended education budget to the Legislature in the hands of a single Education Investment Board.

- Places new emphasis on local delivery of education services by inviting expression of the state interest in student outcomes relatively more through the state budget and relatively less through regulation.

- Brings the importance of innovative and continuous improvement practices into the discussion of how to achieve results in good budget times and bad; invites public interest and investment in those practices and activities that produce success all along the pathway.

- Invites the Education Investment Board to offer suggestions for streamlining state responsibilities for education to the legislature in 2012.

- Places an urgent priority on creating a data system that will connect those student results (proposed by the Governor and selected by the legislature) that assure success along the 0-20 pathway

What SB 909 DOES NOT Do

- No change in the Legislature's responsibility to consider, modify and adopt the biennial budget for education in Oregon.

- No change in the state governance structure beyond the new education investment budget authority and board except to accommodate and reconcile to the provisions of SB 242 upon passage of that bill. No super-board; no takeover.
  Proposal for an appointed Superintendent of Public Instruction is before the Legislative Assembly, but is not in this bill.

- No change in Oregon's commitment to local governance through school district and community college boards of education.

Freedom to Fail? The Board's Role in Reducing College Dropout Rates

BY STAN JONES

TAKEAWAYS

1 More than 20 percent of the working adult population has started college but has not completed a degree. This increased dropout rate reflects a student body that juggles work with academic responsibilities. To govern effectively, boards must recognize this new majority student.

2 Boards can help reduce the dropout rate by enacting policies that equip students to make informed decisions with clear expectations concerning their education.

3 To retain students, boards should consider an approach to governance that reduces the time it takes for a student to graduate, lessens the number of choices, and provides more predictability and structure.

TODAY MORE THAN 70 PERCENT OF YOUNG Americans enroll in some type of advanced education and training within two years of graduating from high school. But only about half of those who pursue a four-year degree full-time finish it within six years. Worse yet, little more than two in 10 students pursuing an associate degree full-time make it to graduation day in three years. Part-time students fare even worse.

While it is true that a number of students are thriving and succeeding—especially at our flagship institutions, elite research universities, and top private liberal arts colleges—it is taking too long for most people to graduate. In fact, for far too many students, graduation day will never come.

Already over 37 million Americans—or more than 20 percent of the working adult population—have gone to college but not completed it and obtained a degree, according to a report from Lumina Foundation for Education. Unless the nation's dropout problem changes dramatically and quickly, this generation of Americans will be the first in our history to be less educated than the previous one—with significant negative repercussions on their lives. Moreover, for our nation to compete in a global economy, it will need five million more college graduates—or six out of every 10 adults between 25 and 35—by 2020.

20110606 p.14

What can institutions and their boards of trustees do to encourage more students to graduate and obtain their degrees?

A Question of Good Intentions

For decades, I have worked in higher education and examined the problem of college dropouts. I support a number of emerging policy recommendations to improve student success in college, including better remediation, improved transfer policies, and stronger financial-aid programs. But my colleagues and I at Complete College America have found that, for real progress to occur, what is most important is that we in higher education embrace approaches that run counter to our impulses. We must flip our collective thinking and accept that sometimes—even in America—*less* is actually *more*.

Our shared values encourage us to want more time, more choice, and more flexibility. Americans want what they want when they want it: It has become the organizing principle of our commerce, our culture, and our lives. At colleges, that organizing principle has paved a road to extended periods of "self-discovery," course catalogs the size of phone books, and chaotic schedules poorly matched to the needs of today's students. Yet the results—low graduation numbers for more than 20 years—make it clear that doing more of the same will just get us more of the same.

Could it be that our greatest obstacles to significantly improving college completions in America are not specific policies and laws but our long-held beliefs and traditions? By letting the clock run, providing endless choices, and allowing flexibility to rule, have we simply provided students the freedom to fail?

Our campuses are overflowing with eager students with high aspirations from all walks of life. We have succeeded in convincing our young people that, for good jobs and a better life, high school isn't enough. That provides a historic opportunity: The future generation we are counting on is there by the millions on the first day of classes. We can't afford to miss this chance for a better, stronger, more prosperous America.

It is long past time for some bold, new thinking. Boards of directors, those entrusted with governing our institutions of higher learning, should lead the way with the urgency that the moment demands.

The Pressure Is On

The current fiscal crisis has exposed our unsustainable situation in stark relief. Beyond record enrollments, the crushing state budget cuts, escalating health-care cost and other expenses, and growing workforce demands leave trustees with little choice: More must be done with less.

Legislators are scrutinizing spending as never before, with little inclination to raise taxes to fill budget shortfalls. And administrators and trustees must be prepared to respond to compelling new data about poor graduation rates that could fuel justification for further appropriations cuts. Accord-

ing to *Finishing the First Lap: The Cost of First-Year Student Attrition in America's Four-Year Colleges and Universities*, published just this past October by the American Institutes for Research, more than $9 billion was spent from 2003 to 2008 on students who dropped out after one year. After the study's release, headlines appeared in newspapers across the country like one in the *Chattanooga Times Free Press*: "Early College Dropouts Cost Taxpayers Millions."

Meanwhile, many private colleges and universities are also struggling with student dropouts, while having to cope with smaller endowments and fewer or less-generous financial donations. Those institutions, too, can't afford to have students who enroll but don't graduate.

Clearly, the pressure is on and growing more intense. It is not an overstatement to claim that managing institutions of higher education has never been more challenging. Colleges can't simply "ride out" the increased scrutiny and accountability, dwindling state funding, shrunken endowments, and often anemic donor support; most observers predict that the economic recovery will sputter along for years. Instead, boards should seize the moment and help leverage this crisis to fix things long broken, remove archaic obstacles to student success, and reinvent American higher education.

A New Majority Student

Leading the world again in college completion requires that we open our eyes to see the changing nature of today's college students—and how we educate them. The traditional 18- to 24-year-old students who attend a residential institution for four years full time are increasingly giving way to a new majority. In fact, only 25 percent of American college students today go to residential colleges.

That's not to say that traditional students can't be found at campuses around the nation. And, certainly, a number of students are full of intellectual curiosity. It's also true that the most financially fortunate have the luxuries of time and resources to experiment with the broad and extensive array of programs that higher-education institutions offer. But rapidly growing numbers of other students need to spend less time on campuses, confront fewer confusing choices, and be given less flexibility in their schedules.

Why? Because today most students balance the jobs they must have with the higher education they desire. According to a recent study by Public Agenda, nearly half of students at four-year colleges work more than 20 hours a week. At community colleges, 60 percent are at jobs more than 20 hours a week, and a quarter are working more than 35 hours. That's a far cry from the American ideal of the ordinary college kid who attends full-time, lives on campus, goes to parties and football games, doesn't work, and gets most of his bills paid by Mom and Dad.

So, if we summon the will to see the true nature of the emerging American majority on our campuses, we can understand that most are struggling, as they must delicately balance work and college. Nearly 40 percent of all of college

Five Steps Board Members Can Take

1. ***Make College Completion Job #1.*** The premiere mission of higher education is to produce graduates—now more than ever before. Require completion plans, not just strategic plans, for every campus and student.
2. ***Understand the New Majority of Student****s.* Take a long, hard look at student data, especially for part-time students, to fully understand this new majority. Help administrators identify obstacles to such students' success as they balance work and college, and then don't let tradition stand in the way of making necessary changes to better serve them.
3. ***Ask Institutional Leaders to Set Significant Goals to Boost Retention, Shorten Time to Degree, and Increase Graduations.*** Ensure that the goals require stretching, not just marginal improvement.
4. ***Hold Leadership Accountable.*** Choose top administrators who are committed to the completion mission, measure progress toward improvement, reward success, and do not tolerate poor performance. Above all, move with a sense of urgency.
5. ***Publicly Report Progress.*** Make sure that your institution demonstrates to policy makers, taxpayers, donors, students, and their families that it shares their interest in success and responsible stewardship.

students can only attend part-time. Almost a quarter have kids of their own to support. More and more are from backgrounds and groups that for too long have been most likely to fail.

Today's students need to finish their studies as soon as possible and get on with life. They need clear pathways to quality degrees and career certificates to land the good jobs they desperately want. And they must have predictable schedules they can count on in order to juggle their jobs and studies.

The Counter-Intuitive Solution: Less Time…

When it comes to college graduation, time is the enemy. According to federally collected data in 2008, only 29 percent of full-time students at public four-year institutions graduated in four years. After the fifth year, 19 percent more graduated. Only 6 percent more students in the sixth year made it to graduation day and then only 3 percent more students in the eighth year. Giving students more time to graduate clearly does not yield many more graduates. Why? Because, simply put, life gets in the way.

Each passing month and year in adult life often adds more complexity. More hours are needed at jobs to make ends meet. Children arrive, requiring even more juggling between parenting, working, and college. A promotion to assistant manager at the retail store seems like a good opportunity for now, so classes take a back seat. All of the above and more thwart students'

progress to their degrees.

When, out of good intentions, those of us who lead colleges and universities or help shape institutional policies add more credit requirements; semester-long, multiple-level remediation courses; limitless periods of exploration before declaring a major; and transfer policies that don't readily recognize credits earned at multiple campuses, we must stop to ask: Will it take longer to graduate as a result? Are we adding time?

If the answer is yes, good intentions are leading to one of the worst unintended consequences: Fewer graduates.

Less Choice…

James E. Rosenbaum, professor of sociology, education, and social policy at Northwestern University, and his colleagues have found that students at two-year colleges, which now make up nearly half of all college students today, often lack the know-how to direct their own progress. Further, their work revealed that although students "are assumed to be capable of making informed choices, of knowing their abilities and preferences, of understanding the full range of college and career alternatives, and of weighing the costs and benefits associated with different college programs…many students have great difficulty with such choices."

Meanwhile, according to Rosenbaum and his fellow researchers, many private two-year colleges—with identical student bodies containing large numbers of low-income and minority students who did poorly in high school—shift academic planning responsibilities to themselves, "devising procedures to help students succeed even if they lack the traditional social prerequisites of college." And it works: The private two-year schools in the study graduated 15 percent more students than their public peers.

How do they do it? The private two-year colleges in the study offered students "package deal" plans for accomplishing specific academic and career goals in a set length of time. Instead of charting their own paths by navigating daunting catalogs overflowing with choices, students make the "big choice" of a desired career or academic discipline and then the colleges make all of the "little choices" for them—using structured programs that move students to degrees in the shortest time possible. In those cases where students are unsure of their majors, they can be guided to begin their studies by taking a general-education core, but for the vast majority, such a system of informed choice is most productive.

Before assuming that only private colleges can accomplish that, consider the past 20 years at the public Tennessee Technology Centers. Part of the Tennessee Board of Regents system, the statewide centers have been regularly accomplishing graduation rates of 75 percent or higher and job placement rates above 85 percent. Meanwhile, their community-college counterparts experience graduation rates of just 14 percent, on average.

Students sign up for whole programs, not individual courses. They are clearly told how long the program will take

20110606 p.16

to complete and the total "all in" costs. There are plenty of "big choices," but "little choices" are directed, streamlined, and packaged to cut down on confusion and the chance of mistake.

So, this isn't about public versus private two-year colleges. Nor is it just about college students. It's also about the human capacity to process an abundance of choices. In one study, subjects became nearly paralyzed when presented with 24 choices of fruit jams. While 60 percent helped themselves to samples, only 3 percent could ever decide which jam to buy. By reducing the choices to six, nearly a third of the 40 percent who sampled the jams made a purchase.

Whether choosing jams or college courses, people succeed most when their choices are streamlined and directed. By thinking differently about choice, colleges can meet the needs of more of today's students and share in the success that comes with more graduates.

...More Structure

Combining directed choice with new structures for academic delivery unleashes the full potential of reforms to boost college completions. At almost all colleges, courses are scheduled all over the weekly calendar. Yet in a student-centered culture, would programs be designed that required an 8 a.m. class on Monday, a 2 p.m. class on Tuesday, 11 a.m. on Wednesday, etc.? Of course not.

Instead, what if programs were designed with more structured scheduling? Students could attend classes every day, five days a week, from 8 a.m. to 2 p.m. Full-time attendance would now be possible for many more people, significantly shortening the time it takes to graduate. And finding time for jobs in such a predictable daily routine would no longer be a challenge.

When presented with this concept, students are incredulous. "That would be a dream come true," they have told us. Here again, the dream is actually a tried-and-true reality.

The Tennessee Technology Centers structure academic delivery in just this way. Three-quarters or more of their students earn career certificates in 12 to 18 months going full time, five days a week, from 8 a.m. until 2 p.m. Every year, more than 12,000 students move through the multiple Technology Center campuses and nearly all of them head straight into jobs.

Structure also produces some added bonuses that should not be overlooked. Compressed class schedules create stronger connections among faculty members, as well as among students. Professors not only interact more often, they also tend to create team approaches to teaching the students they share. And students often move through programs as a group, strengthening their ties to and support of one another.

But, structured scheduling only works for vocational education and career certificate programs, right? Wrong. The City University of New York's ASAP program for accelerated

completion of associate degrees is so successful that the system will soon open an entire campus designed to use block scheduling, student groupings, directed choice, regular academic advising sessions, and comprehensive career counseling. Why make that kind of investment in the midst of a budget crisis? Because it works so well: As many as 50 percent of ASAP students graduated in three years, compared to 25 percent of their peers at other institutions.

The Message for Boards

Time, choice, and structure are the optics through which higher education must be viewed in order to clearly see the needs of today's American college students—and to evaluate the worthiness of new approaches and reforms intended to boost their success. When considering whether to put in place new policies or support certain legislation, boards should apply these vital questions: Will this approach reduce the *time* it takes to graduate? Will it help direct students in making an informed, transparent *choice*, clearly consistent with their aspirations? Will it provide more predictability and *structure* so as to help them balance school and jobs?

If the answers are yes, please proceed in all haste. We cannot allow this generation of Americans to achieve less than their predecessors. Clear evidence suggests that we don't have to do so. Relying on their significant knowledge and experience, and empowered with proven new approaches and practices, trustees can help fully seize the opportunities for our country that overflowing campuses provide, significantly boost college completions, turn the broken dreams of dropouts into the bright futures of graduates, and make America once more the world leader in college attainment. ∎

20110606 p.17

Completion by Design

Concept Paper

BILL & MELINDA
GATES *foundation*

COMPLETION BY DESIGN CONCEPT PAPER

Hilary Pennington, Director of Education, Postsecondary Success, and Special Initiatives

Mark David Milliron, Deputy Director for Postsecondary Improvement

Bill & Melinda Gates Foundation

What Is Completion by Design?

Completion by Design is a next major step in community college reform. It is a five-year investment that will enable groups of community college campuses within states to collaborate on the design and implementation of a model pathway to completion. The model pathway will draw from the body of research and experience generated by previous initiatives and the specific circumstances of grantees to systematically implement a whole range of proven and promising practices from intake to completion. We believe that if community colleges restructure the student experience, if they build linkages and interdependencies among the systems that touch the lives of the students, and if they establish clear accountability for student success, they can dramatically and efficiently increase rates of high-quality credential completion for the target population of low-income young adults.

COMMUNITY COLLEGES AND THE FOUNDATION'S POSTSECONDARY SUCCESS STRATEGY

By one recent count, there are 1,173 community colleges in the United States enrolling an estimated 8 million credit-earning students, or 43 percent of all U.S. undergraduates (AACC, 2010). While they have much in common with one another, their governance and financing can be as decentralized as the word "community" implies, which can pose challenges to implementation of large-scale reform efforts.[1]

With few admission requirements, low tuition, and physical campuses located within 25 miles of 90 percent of the country's population, these open-door institutions are designed to reduce academic, financial, and geographic barriers to postsecondary education.

For some, community colleges are a destination, with short-term career certificates and licenses that facilitate employment. For others, they are a gateway, with general education courses and two-year associate in arts degrees designed for ready transfer into four-year institutions.

Community colleges offer first, second, and third chances to millions of Americans. Yet as easy as it is to enroll in one, it is also easy to drop out. Increasing attention is focusing on the community college completion gap, the wide and hard-to-bridge gulf between the number of students who start a community college program and the number who finish or successfully transfer to a four-year college. The gap is most extreme and damaging for low-income young adults—many of whom arrive on campus with poor academic preparation and skills.

The Bill & Melinda Gates Foundation is urgently concerned about this population of students. Completion by Design is a key part of the foundation's ambitious postsecondary success strategy, which will invest $475 million over four years with the goal of doubling the number of low-income young adults who earn a postsecondary credential with labor market value by age 26. Completion by Design, like the larger postsecondary success strategy that it supports, works across three critical fronts:

1. improving postsecondary institutions using a student-centered, performance-oriented approach that emphasizes best practices and focuses on completion
2. supporting young adult students by providing information, tools, guidance, and support to facilitate academic momentum and address the barriers to persistence, progress, and completion
3. building support with the public by shining light on the public value of an educated workforce and nurturing commitment to the financial and policy changes needed to keep institutions and students focused on completion

---

[1] The definition of "community college" is changing. For the purposes of this initiative, the term is used broadly for public two-year institutions, as well as those that award some four-year degrees but have historically been and are still primarily two-year community or junior colleges, even if their name or accreditation status has changed.

WHY WE NEED COMPLETION BY DESIGN

College can be intimidating, especially for low-income and first-generation students who lack peer and family support to help them navigate. Many community college programs—developmental education, for example—take a one-size-fits-all approach and are designed to process large numbers of students efficiently, sometimes with little coordination among themselves.

Students entering this world, especially those with weak preparation or without the benefit of significant family experience and support, face a series of high-risk moments, junctures at which they are most likely to drop out or give up. These moments are concentrated early in the college experience—some even before they reach their first class—and occur less frequently as students build academic momentum and the confidence required to persist.

These moments could be considered potential loss points—where thoughtful intervention can make the difference between success and failure. Some of the most important include:

- College entry. Orientation, placement, and advising are key to getting students into the right course of study and giving them confidence to succeed.

- Academic catch-up. This includes developmental education and successful completion of gatekeeper courses such as college algebra and freshman composition. Fewer than 30 percent of academically underprepared students get beyond this stage.

- Program of study. Students who do not maintain a solid rate of progress once they get into their core academic programs are still at high risk of not completing their degrees.

Along with these potential loss points, there are also momentum points, such as the transition from education to work or four-year transfer. Students are more likely to succeed academically and in the job market if colleges make early connections between academic programs and career goals or four-year transfer options.

Completion by Design aims to mitigate the loss points and fortify the momentum points for low-income young adults. The precise nature and timing of these points can vary by institution and program, and it is important for colleges to clearly identify theirs and plan interventions accordingly. Completion by Design provides support for a campus- or college-based analysis to learn where along the pathway to completion students are being lost and to bring the right people together to design a model pathway to completion that employs proven and promising practices at every critical moment from enrollment to credential completion.

DISTINGUISHING COMPLETION BY DESIGN

Previous projects and initiatives, notably Achieving the Dream, have shown the power of data-driven reform in higher education. They have also helped build an inventory of proven and promising practices upon which Completion by Design grantees will be able to draw (ATD, 2010).

Completion by Design takes the college completion movement to the next level in two ways. First, it addresses the full continuum of the student experience from start to finish—asking grantees to systematically use the lessons of prior reforms and demonstration projects simultaneously rather than investing in an isolated best practice. Second, it directly addresses the full spectrum of organizational and administrative factors—from resources to program leadership to state policy—that can make or break a serious effort at reform. These include the need for:

- time, leadership, courage, and resources to make difficult changes

- infrastructure to transfer and disseminate new approaches, practices, and systems

- teamwork that crosses barriers among departments, organizational units, faculty and administrators—all committed to the success of the same student body

- collaboration among community colleges and campuses that can otherwise be isolated, in part because of their community-based identities and in part because of a culture of self-reliance

- institutional and state policies, funding formulas, and tuition and aid structures that provide incentives and accountability for student success

The biggest challenge to success is inertia, the tendency to do things the same way they've always been done. Based on organizational theory and the experience of related initiatives, Completion by Design recognizes the importance of overcoming inertia and therefore seeks to:

- engage and provide support to leadership within community colleges to promote and institutionalize success

- cultivate and strengthen systems and leadership to support innovation, communication, and adoption

- empower an interdisciplinary, cross-campus delegation of faculty and administrators to work together to analyze their own systems, model and learn from other systems, and build a new and better system, a model pathway to completion that employs proven and promising practices and uses next-generation technology in ways that reduce costs and improve results

- generate connections within community colleges and among multiple community colleges and campuses to mitigate isolation and create a whole that exceeds the sum of its parts
- lead by example over a two-year implementation/demonstration period during which the model pathway to completion is carefully monitored to take advantage of opportunities and overcome financial, regulatory, or policy barriers as they arise

WHAT COMPLETION BY DESIGN WILL DO

Completion by Design is a five-year initiative to help low-income young adults progress through community college more quickly and with a higher chance of completion. Research has demonstrated that interrupted or extended college pathways are especially high-risk for students from lower-income backgrounds (Goldrick-Rab, 2006), who tend to be concentrated at community colleges. The initiative therefore asks community colleges to analyze their systems in order to understand where they are failing and succeeding, create a model pathway for the student experience from intake to completion based on what they learn, introduce proven and promising practices at key loss and momentum points, build linkages among the systems that touch the lives of the students, and establish clear accountability for student success and completion. Completion by Design is founded on the belief that this type of comprehensive reform will significantly increase the odds of success for the target population of students.

The loss and momentum framework

Although the picture varies slightly from college to college, an extensive body of research and experience has given us a good understanding of the high-risk and high-opportunity moments for community college students. (The short list of selected references at the end of this concept paper will point interested readers in the right direction to learn more.) The loss and momentum point framework provides the four key moments—connection, entry, progress, and completion—through which each grantee will be asked to chart a model student pathway, using our best current understanding of effective practices.

Proven and promising practices

Given a clear picture of where loss can happen or momentum can be gained for low-income students, Completion by Design sets out a specific process by which reform is to occur. It asks grantees to examine their own systems, to model and learn from other systems, and to collectively build and implement a better system, to reach consensus on the design of a model pathway to completion that all cadre campuses will adopt and implement. This model must incorporate proven and promising practices across all dimensions of the student experience.

While the notion of best practices has been diluted by over-use, we can probably agree that some practices generate demonstrably better results than others and should be considered proven or at least promising. When something is proven, and there is indisputable evidence that it works better than other methods currently in place, the foundation will expect it to be applied as widely as possible. In promising cases, where there is good but not conclusive evidence of effectiveness, ongoing, careful evaluation across the Completion by Design initiative will help refine and expand our knowledge at each phase in planning and implementation. A guide to proven and promising practices is currently under development.

Defining success

Until recently, many initiatives focused on getting more lower-income students into college. It is not enough, however, just to get in. It's finishing that changes lives.[2] The focus of Completion by Design is on helping lower-income students achieve credentials that will improve their economic future and—since parents' education level tends to predict that of their offspring—the future of their children and grandchildren.

For the purposes of this initiative, successful completion counts as:

- finishing an occupational certificate with labor market value
- completing a two-year associate in science (A.S.), associate in arts (A.A.), or other similar credential
- successfully transferring to a bachelor degree-granting institution with a credential

---

[2] In one example, as part of Achieving the Dream, the Washington State Board of Community and Technical College Systems (SBCTC) conducted a study examining educational experiences, attainment rates, employment rates, and earnings of adults five years after they enrolled at an SBCTC institution. Short-term training, participation in adult basic education, or enrollment in a limited number of college-level courses did not lead to an increase in employment rates or earning power. Only students who enrolled for at least one year at a community or technical school and/or completed either a degree or a certificate saw a measurable increase in wages (Prince and Jenkins, 2005).

How Completion by Design Will Work

COMPLETION BY DESIGN GRANTEE SELECTION

Completion by Design will provide significant resources for comprehensive change to a small number of grantees that serve large populations of students. The grants will be awarded through a competitive application process to applicants in one of the nine high-priority/high-opportunity states who demonstrate the understanding and capacity needed to implement a model pathway to completion for a significant number of students. In order to be eligible, applicants will need to designate:

- a managing partner that will be the primary grantee and will orchestrate the overall initiative within the state. No more than one grant will be made in any state, although multiple colleges can collaborate on an application coordinated by a strong managing partner. A managing partner can be any multi-campus college or district that awards degrees and credentials primarily at the level of associate and below.

- at least four cadre colleges or campuses that serve a significant population of low-income young adult students. Cadre campuses can be peers of the managing partner, subsidiary campuses of the managing partner, or a combination of both. Cadre campuses must be willing and able to design and implement policy changes as a group. Cadre campuses will designate key individuals representing core administrative and academic functions as the delegation in charge of implementing the initiative.

- a state policy lead agency or organization that is in a credible position to ensure that the grantee has the support needed to make the best use of state resources and to waive or change policies identified as obstacles to the model path to completion

The managing partner, cadre colleges, and state-level policy lead will be responsible for collaborative implementation of Completion by Design.

QUALITIES OF STRONG APPLICANTS

Experience in previous initiatives demonstrates the importance of strong institutional-level leadership and commitment in effective reform efforts.

Examples of qualities and characteristics that the foundation would like to see both in the managing partner and in the community colleges or campuses that the managing partners propose as cadre campuses include:

- commitment to increasing the credential completion rate for low-income young adults

- experience implementing a successful strategy to improve credit accumulation or credential completion rates

- willingness to reallocate human and financial resources to achieve better outcomes

- ability to monitor attendance and academic progress of the Completion by Design student cohort in real time

- commitment to using data to inform policy, programs, and practices

- ability to use technology effectively to improve academic and student services

- ability to lead the initiative as it expands to significant scale

ELIGIBLE STATES

Completion by Design will launch in a subset of the foundation's nine high-priority/high-opportunity states: Arizona, California, Florida, Georgia, New York, North Carolina, Ohio, Texas, and Washington. These states are of particular interest to the foundation because they have:

- significant proportions of the nation's community colleges

- significant proportions of the nation's community college population

- substantial numbers and proportion of low-income young adults (ages 16-26)

- favorable political environments where postsecondary education reform is a legislative, financial, or leadership priority

Because the leadership, commitment, and capacity of the managing partner are essential to the success of Completion by Design, the states in which Completion by Design is launched will be based on the selection of managing partners.

IMPLEMENTING PROVEN AND PROMISING PRACTICES AT THE LOSS AND MOMENTUM POINTS

Each campus delegation will be responsible for recruiting a significant number of young adults to enroll in the model pathway to completion for each of at least four semesters. Completion by Design is not a pilot program, but is intended to transform entire campuses. A significant pilot cohort (at least 100-200) should be enrolled initially at each campus, with each subsequent cohort size increasing over the course of the initiative until it encompasses all students for whom the model pathway is appropriate.

These young people constitute the Completion by Design student cohort. Whether campuses use an academy approach that creates a separate environment within the college for cohort students, or whether they choose to integrate the new pathway into their primary academic programming, campuses must ensure that:

- The students are touched by every element of the pathway.
- They can monitor the students on an individual basis in terms of experience, persistence, and progression.
- They are implementing the model in such a way that it is readily expandable to accommodate larger and larger numbers of students.

For each loss and momentum point, there are key points of intervention and proven and promising practices that can positively influence outcomes. Each cadre will be expected to reach consensus on a model pathway to completion that draws on these practices, the cadre campuses' knowledge and experience in the field, and the knowledge and experience of outside experts and advisers. The outline that follows highlights the likely components of the model pathway initially, although adaptation may occur as continuing evaluation of the experiences of the Completion by Design student cohorts provides important information about what works for whom and why.

Loss point #1: college entry

This is the student's first engagement with the institution—initial contact. Colleges may lose between 10 and 15 percent of their potential student body at this juncture.

Point of intervention: intake

Examples of promising practices:

- mandatory orientation, including financial aid counseling and awareness and assistance in navigating systems and services
- user-friendly online materials that make it possible for students to refer back to documents in an easy-to-access format on an as-needed basis
- no-late-registration policies to ensure that students do not miss any class time at the beginning of the term and have time to complete the orientation

Point of intervention: assessment

Examples of promising practices:

- contextualized testing so that students understand how the assessments are used and their significance in determining class enrollment and course of study[3]
- pre-placement test preparation for students that eliminates cold testing and provides time and tutoring for subject material review
- test preparation programs ranging from one-week review courses to summer bridge programs to help students test into college-level work or higher levels of developmental education
- better and broader diagnostics that assess aptitude for occupational opportunities as well as what students need in order to be successful in college-level work
- early testing for high school juniors so they can focus on improving academic skills during their senior year and meeting college-ready standards
- assessments linked to advising so that students have the benefit of informed advisers who can interpret testing results and help students make better occupational and educational choices
- use of next-generation technology to diagnose specific needs and implement highly individualized learning plans

Point of intervention: placement

One example of a promising practice is differentiated placement with no opt-out.

For efficiency's sake, placement systems are sometimes fairly crude, with just a few options and cut scores. More differentiated analysis of results and individualized placement can be one way to improve individual student results and time to completion.

---

[3] Studies indicate that community college students lack an understanding of placement testing and its consequences. For a summary and for further references to this research, see Goldrick-Rab's overview in "Promoting Academic Momentum at Community Colleges" (2007).

Loss point #2: academic catch-up and gatekeeper courses

Students are most likely to drop out during the process of academic catch-up that includes developmental education and transition into the gatekeeper college algebra and freshman composition courses. Sixty percent of all community college students enroll in at least one developmental education course in their community college career. Unfortunately, fewer than 25 percent of students who start in developmental education complete a credential or degree within eight years of enrollment (Bailey, 2009). Completion by Design cadres will have the opportunity to improve both the structure and the content of developmental education. While there is much work yet to be done in this area, research is pointing to a number of promising practices worthy of consideration.

Points of intervention: developmental education and gatekeeper courses

Examples of promising practices:

- mandatory student success courses that teach study skills as well as help students develop career goals and formulate a personal academic plan
- alternative remediation using next-generation technology to accelerate or compress developmental course content and allow students to cover more ground more quickly; or modularization that breaks the course into modules that enable students to progress at their own pace; or contextualization that integrates remediation into content and career courses; or project-based learning that allows a student to acquire academic skills through real-life activities
- peer and cohort communities that place students together as a cohort so that they can build relationships and connections that are mutually beneficial, supporting one another both emotionally and academically through collaborative learning
- early-warning/early-intervention systems so that student attendance and progress are monitored in real time and counselors and faculty are alerted and accountable for following up to re-engage the student and support his/her re-entry
- tutoring and supplemental instruction to facilitate successful completion of college algebra and freshman composition gatekeeper courses
- use of technology to enable self-paced learning, reinforce classroom instruction, and provide an alternative to seat time
- academic plans for each student that prescribe an individual course enrollment sequence with both near-term (one-year certificate) and longer-term credential milestones

Loss point #3: program of study

After students successfully make the transition from pre-college to college-level work by completing the freshman composition and college algebra gatekeeper courses, they must complete a set of requirements to accumulate credits and earn a credential. By this point, colleges should have helped students build academic momentum so that they are engaged in the learning process and approach their assignments with confidence and commitment. Not only does momentum allow students to complete sooner, but studies have shown that students with academic momentum are more likely to persist (Adelman, 2006). Cadres should monitor attendance, performance, and engagement in this stage to determine whether students are building or losing academic momentum.

Points of intervention: academic plan and credit accumulation

Examples of promising practices:

- student enrollment tracking each semester to confirm that students are enrolled in the courses outlined in their academic plans and to provide students with early and appropriate counseling and support
- minimum or default courseload expectations to prioritize progress by ensuring that full-time students earn at least 15 college-level credits and part-time students earn at least nine college-level credits during their first year
- cohort learning opportunities to build student connections and relationships both with one another and with the institution
- joint academic and financial aid counseling to ensure that working students are fully aware of the resources and opportunities available that could enable them to attend full time

Momentum point: transition to work or transfer to four-year college

As students approach completion of their educational programs, research demonstrates the value of providing both recognition and dedicated support to facilitate their transition from the world of study to the world of work, including intensive career counseling and specific labor market attachment practices. For those students transferring to four-year institutions, the goal is to finish strong and launch with momentum into a bachelor-degree program well-prepared and with confidence.

Points of intervention: during programs of study, final term, and post-completion

Examples of promising practices:

- progress check-ins, once students select career goals, to help monitor completion and assess changes in students' goals that may require changes in their academic plans

- world-of-work connections to build opportunities for students to apply what they are learning in the classroom to the workplace through service-learning, job shadowing, mentoring, internships, and apprenticeship programs

- purposeful partnerships to link students with businesses and service providers that specialize in resume preparation, interview skills, and job placement activities

- ready transfer relationships to give students a direct connection to four-year institutions so that students who desire to continue their education have the benefit of an articulation policy or agreement that enables easy and ready launching toward a bachelor's degree

- coherent programs that treat students as complete human beings, that are more than just checklists of courses, and that prepare students to be thoughtful and responsible citizens whatever career or educational direction they take next

Timeline and Learning Objectives

Completion by Design will be implemented over five years in three phases. At each phase, ongoing evaluation will reflect on what has been learned both about the opportunities and challenges associated with implementation of the initiative as it was originally planned (initiative learning) and about the relative success or failure of the strategies employed to improve completion rates for low-income young adults (field learning). Both types of learning may yield lessons that result in course corrections for the initiative over the five years of its implementation.

LAUNCH—SPRING 2011

To help build a sense of common purpose and ambition, the foundation will convene a launch session early in 2011 for the selected sites. The chancellor or chief executive (as applicable) representing each managing partner will be expected to attend this session along with representatives from each cadre college or campus. The launch will provide an opportunity to exchange information and expectations, learn about and contribute to the formulation of the cross-site evaluation, meet with the foundation's postsecondary success team, and hear from the core staff of the Completion by Design Assistance Team (CDAT)--a strategic support group of experts and leaders funded by the foundation for the purpose of advancing this initiative-- about the resources and assistance that will be made available throughout the effort.

PHASE I: PLANNING—12 MONTHS

During this period, each managing partner will convene its cadre campuses and provide financial support to enable release time as appropriate and required. With funding provided by the initiative, each managing partner will hire or designate a high-level staff member to serve as the Completion by Design project director. This individual will serve as the point person on behalf of the managing partner and will be involved in cross-site and cross-state coordination and conversations. The managing partner will convene its cadre campuses at least three times during the planning period, preferably in a retreat-like setting with the time and space necessary for thoughtful planning, reflection, and relationship development. The state policy lead will participate in these sessions, providing guidance and support on matters of state policy and finance.

During this period, CDAT, working with regional and national experts, will coordinate the performance of a pathway/systems analysis and a practice review of each cadre college or campus. The pathway/systems analysis will be based on the loss and momentum point framework. With support provided by CDAT

and access to national experts on issues of postsecondary education and administration, each cadre will use the information and knowledge gained through its campus-based assessments to select a set of proven and promising practices that will constitute its shared model pathway to completion. The model pathway will be subject to review and approval by the foundation before funding is awarded for Phase II implementation/demonstration.

PHASE II: IMPLEMENTATION/ DEMONSTRATION—24 TO 30 MONTHS

Once the Phase II budget and plan are approved, the managing partner campus will receive funds to continue to convene its cadre campuses and the state policy lead as a learning community and to provide campus/college allocations for purposes of implementing the model pathway to completion.

Depending on the unique nature and needs of campuses, the allocations may vary among cadre campuses/colleges. The intent is to implement the entire pathway for a substantial cohort of students on each of the participating campuses and increase the number of participating students steadily until all students are included whom it is practical to include. The precise configuration may vary depending on the demographics and circumstances of each cadre.

Each campus will carefully monitor how and to what extent the pathway is improving rates of retention, academic progress, and credential completion. On a site-by-site basis, CDAT, in consultation with the managing partner and the foundation's evaluation team, will determine baseline and/or comparison groups against which progress will be measured.

The managing partner and its cadre campuses will be expected to participate in cross-state gatherings organized by CDAT on behalf of the foundation as well. The state policy lead, with the support of the managing partner, will be responsible for convening an advisory board of state and field stakeholders

PHASE III: SCALING AND ADOPTION—24 MONTHS

Assuming the results of Phase II are positive (evidence of increased rates of success, pace of progress, and credential completion among Completion by Design students), each managing partner will be eligible for an additional two years of foundation funding to implement a scaling strategy that includes an expansion of the model to a larger proportion of students within each participating college/campus, as well as a cross-site adoption that extends the Completion by Design approach to other sites across the region and/or state.

The cadres will use their experience during Phase II to develop proposals (policy, practice, and funding) to help promote the success and mitigate the failures of the effort. The managing partner, working with the state policy lead, will implement a scaling strategy that includes policy reforms as required. During this period, managing partners will convene participating campuses and colleges as necessary. CDAT will convene national gatherings that provide opportunities for states to share lessons learned and promote cross-site adoption of the processes, practices, and policies tested and adopted through Completion by Design.

EVALUATION AND LEARNING OBJECTIVES

Careful evaluation through each phase of the initiative will provide feedback to fine-tune the following phase as well as to increase our overall base of knowledge about what works and what does not in community college reform. A detailed evaluation plan will be negotiated between the foundation and the firm or firms selected to evaluate Completion by Design, but it will likely address most of the learning objectives listed below for each phase.

Learning objectives in Phase I

Evaluation in this phase will concentrate on the extent to which:

- campuses within cadres and among different states are losing students at the same junctures and at the same rates (field learning)
- participating campuses/colleges are already employing proven and promising practices and with what result (initiative and field learning)
- the managing partner is adding value to the community colleges and facilitating connections and communications (initiative learning)

- the inter-disciplinary planning process is producing valued insights and improvements in operational practices in real time (initiative learning)
- each cadre is able to design a coherent model pathway to completion that addresses all dimensions of the student experience (initiative learning)
- issues of policy and funding are emerging as barriers or opportunities in the design process (initiative and field learning)
- the presence/involvement of the state policy lead is helping to identify and mitigate policy and funding challenges (initiative and field learning)
- plans developed are consistent with the intention of the initiative and have realistic timelines associated with them
- CDAT is providing helpful support to colleges

Learning objectives in Phase II

Evaluation in this phase will concentrate on the extent to which:

- the original plan was implemented or modified (initiative learning)
- there is greater communication, coordination, and accountability between the operational functions within each participating campus as a result of the Completion by Design planning process (initiative learning)
- there are institutional, financial, or state policy barriers that challenge implementation (field learning)
- the advisory board is producing consensus on issues of reform (initiative learning)
- there is consensus on issues associated with adoption and implementation of reform (field learning)
- the managing partner is building credibility with its campuses and as a resource beyond the Completion by Design initiative (initiative learning)
- the state policy lead is generating broad-based political and stakeholder interest in Completion by Design (initiative learning)
- the campuses that constitute each cadre are sharing information beyond Completion by Design and applying the information that they share to practice (initiative learning)
- the model pathway to completion is improving outcomes for the students enrolled as compared with similar students who are not enrolled (initiative learning and field learning)
- the implementation/demonstration period has affirmed or challenged the underlying assumptions of Completion by Design
- the initiative needs to be revised as a result of implementation experiences (initiative and field learning)

Learning objectives in Phase III

Evaluation in this phase will focus on the extent to which:

- cadre campuses are able to increase student enrollment in the model pathway to completion (initiative learning)

- institutions are able to achieve efficiencies of scale as they include more students in the pathway and extend the Completion by Design approach to more campuses within the system (initiative learning)

- there is demand among other community colleges within each state to learn more about Completion by Design and adopt its approach (initiative learning)

- the state policy lead is helping to build institutional and statewide support for changes in policies, regulation, and funding that are deemed necessary for success based on the Completion by Design experience (initiative learning)

- the managing partners are successfully replacing foundation funding with other sources of support for their work on postsecondary education and Completion by Design (initiative learning)

Roles of the Participants

MANAGING PARTNER

Each managing partner will have both management and leadership responsibilities. The managing partner will be awarded a grant to support its management and coordination function, funds to cover its own campus costs associated with planning and implementation (e.g., adoption of new practices, programs, and professional development), and resources that can be used to enlist cadre institutions in the fulfillment of designated roles and responsibilities. Exact allocations will depend on, among other factors, the total number of states selected, the total number of participating campuses in the cadre within a given state, and the total number of students reached.

In addition to the grant funds and access to CDAT's team of expert technical assistance providers and consultants, each managing partner will have the benefit of a part-time CDAT consultant as well. The managing partner will have an opportunity to nominate individuals for this position and will be involved in the hiring process.

Key responsibilities of the managing partners include:

- managing cadre planning and implementation
- managing the funds for planning and implementation
- organizing quarterly conversations that include the cadre college delegations and relevant stakeholders to examine lessons learned in the process of planning and implementation (in partnership with CDAT)
- coordinating the data collection required to monitor Completion by Design student progress for cadre campuses/colleges
- enlisting a state policy lead to advise on issues of policy and finance reform and to co-convene an advisory board of statewide leaders representing public, private, and civic institutions critical to the policy and financial future of postsecondary education
- serving as the liaison with the foundation's measurement and learning staff
- developing and implementing a communications plan to share progress and lessons learned in real time with the cadre members and beyond
- developing and implementing a plan to encourage colleague institutions to adopt similar and successful approaches to serving low-income young adults

- providing regular updates to the foundation on progress, challenges, and accomplishments
- identifying challenges and barriers to success and bringing them to the attention of appropriate participants in order to address those challenges
- making best use of technology and of the resources and experiences of other initiatives and investments to advance the Completion by Design goals
- making the changes necessary to embed and sustain the successful practices, policies, and systems that emerge during the Completion by Design process
- serving as the spokesperson for the cadre and participating, as required, in cross-state conversations
- identifying and advocating for funding streams and policy reforms that encourage the successful practices that emerge from Completion by Design
- securing access to the data needed for ongoing evaluation from (or in cooperation with) the state policy lead

STATE POLICY LEAD

In order to create a receptive policy environment for Completion by Design, the managing partner will enlist an appropriate state agency or organization to serve throughout the initiative as the Completion by Design state policy lead. The state policy lead's responsibilities will include:

- participating in all aspects of planning and implementation with the cadre
- advocating (to the extent of its legal authority) changes to state policy to remove barriers or provide support to implementation of the initiative
- working in conjunction with the managing partner to convene a statewide advisory board inclusive of public, private, and civic institutions
- providing or facilitating access to student data on a statewide basis that will be required as part of the overall Completion by Design evaluation

The state policy lead, with support from the Completion by Design Assistance Team, will also convene and chair a statewide learning community comprised of one representative from each college in the state. The learning community will meet in person twice a year and will be connected online as well. It will be charged with

Completion by Design: Organization for Impact and Scale

Campuses and colleges	→	Comprehensive reform
		↓
Cadres	→	Powerful networks
		↓
Managing partners, state policy leads, and statewide advisory boards	→	Statewide impact
		↓
Completion by Design Assistance Team and Bill & Melinda Gates Foundation	→	National platform
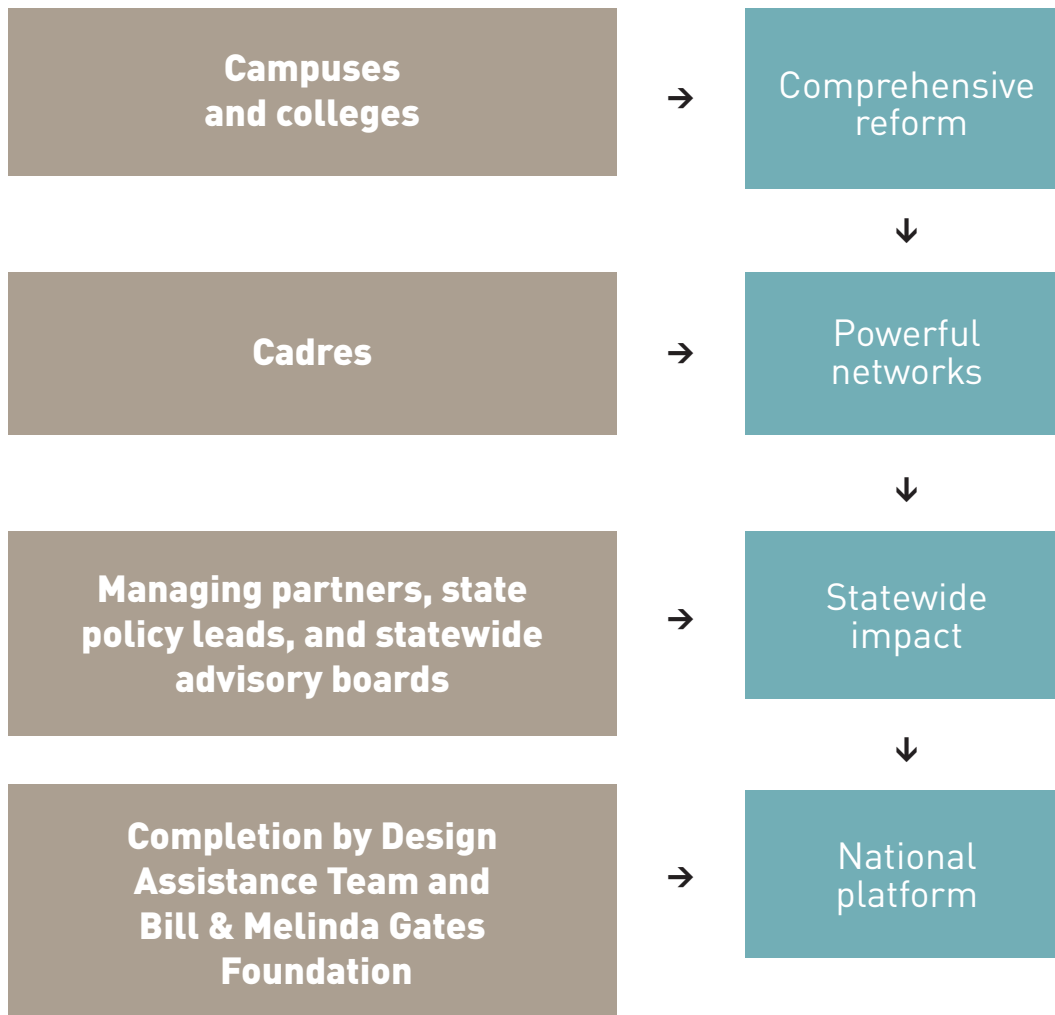
- keeping the state's colleges current on Completion by Design activities
- encouraging cross-institutional learning about related activities from represented colleges and from national initiatives
- exploring strategies to get to statewide adoption in Phase III of the project

STATEWIDE ADVISORY BOARD

Identified and recruited by the managing partner and the state policy lead, the statewide advisory board may be an existing public/private organization that formally agrees to accept the additional responsibility, or it may be a new entity created specifically for the purpose of the Completion by Design initiative. The statewide advisory board's key responsibilities will include:

- providing input from the perspective of civic, business, labor, and K-16 education leaders
- serving as a resource for the initiative to build public support for its goals

CADRE CAMPUSES

Each Completion by Design cadre campus will empower an interdisciplinary delegation of at least six faculty and administrators representative of key administrative and programmatic functions to represent the campus within the cadre and to be responsible for implementing the model pathway to completion at the campus level. For example, people with responsibility in the following areas should be well represented and be given the release time and resources to fully engage with the initiative:

- orientation
- enrollment and registration
- assessment
- advising
- developmental education
- curriculum and key programs of study
- transfer agreements
- technology
- institutional research

This approach reflects the Completion by Design value of building relationships that are both personal and functional. People who know one another well will find it more natural to collaborate across organizational boundaries. Personal relationships that develop as a result of participating on the campus delegation will help align the systems and functions for which each delegation member is responsible. The major

responsibilities of each cadre campus and its interdisciplinary delegation will include:

- generating and sharing information and data widely throughout the initiative
- cooperating in the documentation and evaluation process associated with the initiative
- implementing the model pathway to completion as adopted by the cadre
- using data to inform the planning process
- making the adjustments necessary in practice and approach to respond to findings from the analyses
- adopting and tracking the achievement of momentum points for the population reached by the model pathway to completion
- committing to sustain successful practices beyond the term of grant support
- committing to share its experience with other colleges/ campuses within the state and beyond

THE CADRE

Collectively, the campus delegations working together, coordinated by the managing partner, are the cadre responsible for engaging in an information-gathering and planning process to design a model pathway to completion at their campuses. Once the model is adopted, the cadre will continue to meet as a learning community during the two-year implementation/ demonstration period. To inform the design of the model, each participating campus will work with CDAT to conduct a systems/pathway analysis using the loss and momentum points framework to identify where along the dimensions of a student experience each campus is at greatest risk of losing students and a practice review to document the condition of current practices with respect to current needs and knowledge. These analyses will inform the planning process and help set priorities for the design of the model pathway to completion.

COMPLETION BY DESIGN ASSISTANCE TEAM (CDAT)

One important participant in the implementation of the initiative is being created and financed by the foundation as a resource to successful grantees.

The Completion by Design Assistance Team is a new organization that will include nationally respected experts in educational practice, data analysis and use, leadership, finance, systems change, and policy. It will provide on-site technical assistance and support throughout the initiative's planning, implementation, and scaling process. CDAT is intended to be highly flexible, so that as new issues or needs emerge, it can adapt to meet them. CDAT is responsible for recruiting

and engaging, as required, the individuals and organizations with the skills and experience necessary for the successful implementation of Completion by Design. It will also work to bring experts together to share ideas and experiences and to improve the quality, consistency, and effectiveness of assistance provided to grantees.

Each managing partner will have a dedicated CDAT consultant who will be available to support the planning and implementation process, and will assume leadership in coordinating the consulting needs of participating campuses. These CDAT consultants will devote 40 percent of their time to each grantee to which they are assigned, and the managing partner will have an opportunity to participate in the screening and hiring of candidates. Major responsibilities of CDAT will include:

- developing methods and tools for conducting a systems/ pathway analysis that identifies where and to what extent students are being lost

- developing and updating a guide to proven and promising practices covering all dimensions of the community college experience

- performing the pathway analysis for each participating community college/campus to identify loss and momentum points and working with the cadre to synthesize findings in a way that helps set priorities for the design of the model pathway to completion

- developing an appropriate tool for, and then performing a practice review to assess the state of practice within, participating institutions/campuses

- facilitating national gatherings for purposes of cross-state learning and to ensure initiative-wide coherence across all states in terms of approach, intentions, and outcomes

- supporting the cadre in the development and implementation of its model, ensuring that the model addresses the key loss points and that it is respectful of the unique nature and conditions of the member institutions

- supporting managing partners in the fulfillment of their roles and responsibilities

BILL & MELINDA GATES FOUNDATION

The foundation will provide funding and support for the initiative, including consultation on issues of content, communications, documentation, and dissemination. The foundation will be responsible for sharing lessons learned with other philanthropic institutions and for disseminating, as appropriate, the lessons that have implications at a broader, national level. The foundation shares responsibility for the overall successful implementation of the initiative and will be accountable for the following:

- bringing to the attention of CDAT and the managing partners the other elements of the postsecondary success strategy and ensuring that there is strong internal coordination among foundation-funded efforts

- having clear and documented expectations for cadre campuses and grantees

- providing financial support consistent with the scope of the activities expected of grantees

- consulting with grantees to develop process and outcome indicators for a cross-site evaluation and involving grantees in the process of interpreting and attributing results

- taking appropriate corrective action as data and experience require

- sharing lessons learned with colleagues in philanthropy and beyond

- using its voice and influence to achieve initiative intentions

Design and Support Team Members

BILL & MELINDA GATES FOUNDATION

Hilary Pennington

Mark David Milliron

Debbie Greiff

Linda Baer

Kendall Guthrie

Jamie Morris

Sidney Hacker

Carrie Beckner

Anne Person

Brock Grubb

Jill Allison

Stephanie Molta

Dee Johnson

FACILITATED AND PREPARED BY

Jill Blair

COMPLETION BY DESIGN ASSISTANCE TEAM

Nan Poppe

Leslie Haynes

John Hoops

Cynthia Williams

Short List of References and Suggested Reading

AACC-American Association of Community Colleges. (2010). Fact Sheet. Retrieved from http://www.aacc.nche.edu/AboutCC/Pages/fastfacts.aspx in August 2010.

Adelman, Cliff. (2006). The Toolbox Revisited: Paths to Degree Completion From High School Through College. Washington, D.C.: U.S. Department of Education, 2006.

ATD-Achieving the Dream. (2010). See sections on evaluation case studies and promising practices on the Achieving the Dream website. http://www.achievingthedream.org.

Bailey, Tom. (2009). Rethinking Developmental Education in Community Colleges. Community College Research Center Brief #40. Teachers College, Columbia University. Retrieved August 2010 from http://ccrc.tc.columbia.edu.

Completion by Design Assistance Team. (2010). Guide to Proven and Promising Practices. Under development.

Goldrick-Rab, Sara. (2007). Promoting Academic Momentum at Community Colleges: Challenges and Opportunities. Community College Research Center Working Paper #5. Teachers College, Columbia University. Retrieved August 2010 from http://ccrc.tc.columbia.edu.

Goldrick-Rab, Sara. (2006). Following Their Every Move: An Investigation of Social-Class Differences in College Pathways. Sociology of Education, 79 (1), 61-79.

Prince, David and Davis Jenkins. (2005). Building Pathways to Success for Low-Skill Adult Students: Lessons for Community College Policy and Practice from a Longitudinal Student Tracking Study. Washington State Board of Community and Technical Colleges. April 2005.

Supporting Student Success:
Preventing Loss, Creating Momentum

A system designed for student completion

CONNECTION
From interest to application

ENTRY
From enrollment to completion of gatekeeper courses

↑

PROGRESS
From entry into course of study to 75% of requirements completed

↑

COMPLETION
From complete course of study to credential with labor market value

↑

Loss points

CONNECTION
- failure to apply to postsecondary education
- delayed entry to postsecondary education
- poor college counseling, leading to underenrollment, poor matching, and failure to obtain financial aid for which students qualify

ENTRY
- poor academic preparation
- sixty-percent referral rates to developmental education, with only 30 percent ever taking subsequent college-level courses
- failure to enroll/pass entry-level math and English gatekeeper courses

PROGRESS
- frequent need to work (75 percent of low-income students), working more than 20 hours/week, and schedule changes
- slow progress, loss of momentum due to part-time enrollment
- complex student lives and unexpected events that lead to high dropout rates

COMPLETION
- limited advising leading to credit (and debt) accumulation not matched to degree attainment
- leaving with credits needed for degree except for college-level math
- transfer without credential
- credentials that don't garner family-supporting wage job or aren't stackable to career that does

Student progression / **Momentum strategies**

CONNECTION
- consistent college- and career-ready standards
- college-going norms supported by peers and trusted adults
- increased understanding of college requirements, application, and financial aid processes
- improved information, matching, and financial aid products
- dual enrollment, early college high schools (on-ground, online options), and AP credit
- college placement exam in high school
- promote enrollment directly from high school

ENTRY
- diagnostic assessment and placement tools
- mandatory "intrusive" advising, attendance, life skills courses, and declared courses of study linked to career pathways
- improved academic catch-up (prevention, acceleration, supplemental instruction, concurrent enrollment, contextualization, and competency-based digital prep)
- aggressively supported financial aid application
- redesigned courses to go further, faster, cheaper

PROGRESS
- innovative programs to encourage high-intensity, continuous attendance
- technology to make real-time feedback, intensive advising, accelerated, flexible, and student-centered learning more available
- intentional, accelerated, competency-based programs of study leading to credentials in high-demand fields like STEM and health care
- emergency aid to deal with unexpected life events

COMPLETION
- required intrusive advising
- incentives to transfer with credentials
- elimination of barriers to graduation (e.g., fees, forms)
- learn-and-earn programs that combine credential attainment and work experience in field of study toward career pathway

Student data systems
[From Day One to completion]

Student engagement

Leadership focused on completion
[faculty, administration, trustees]

Guided by the belief that every life has equal value, the Bill & Melinda Gates Foundation works to help all people lead healthy, productive lives. In developing countries, it focuses on improving people's health and giving them the chance to lift themselves out of hunger and extreme poverty. In the United States, it seeks to ensure that all people—especially those with the fewest resources—have access to the opportunities they need to succeed in school and life. Based in Seattle, Washington, the foundation is led by CEO Jeff Raikes and Co-chair William H. Gates Sr., under the direction of Bill and Melinda Gates and Warren Buffett.

For additional information on the Bill & Melinda Gates Foundation, please visit our web site: www.gatesfoundation.org.

Financial Report

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
Unaudited Summary Financial Information
General Fund
Fiscal Year-to-Date Ended April 2011
83.33% of fiscal year elapsed

	FY 2009-2010			FY 2010-2011		
	Annual Budget	04/30/10 Actual	Percentage of Budget	Annual Budget	04/30/11 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	$ 831,123	$ 1,128,693.82	135.80%	$ 1,130,471	$ 1,082,233.18	95.73%
State	$ 840,072	$ 936,745.72	111.51%	$ 807,629	$ 587,400.88	72.73%
Property Taxes	$ 919,106	$ 887,474.89	96.56%	$ 971,401	$ 922,924.24	95.01%
Timber Taxes	$ 247,820	$ 176,897.31	71.38%	$ 302,579	$ 115,542.74	38.19%
Local Contract	$ -	$ 22,900.00	0.00%	$ 22,900	$ 22,900.00	100.00%
Tuition	$ 576,710	$ 677,558.24	117.49%	$ 635,539	$ 847,167.44	133.30%
Fees	$ 130,278	$ 135,114.73	103.71%	$ 146,174	$ 158,281.00	108.28%
Sale of Goods	$ 4,500	$ 2,550.00	56.67%	$ 3,500	$ 3,960.00	113.14%
Interest	$ 30,000	$ 6,953.28	23.18%	$ 5,000	$ 4,554.91	91.10%
Rental	$ -	$ -	0.00%	$ 500	$ 6,407.50	1281.50%
Miscellaneous	$ 8,000	$ 1,157.13	14.46%	$ 8,000	$ 4,273.24	53.42%
Transfers	$ 77,095	$ 65,385.11	84.81%	$ 76,500	$ 58,610.36	76.61%
Repayment of Short-Term Loan	$ 108,125	$ -	0.00%	$ 69,625	$ -	0.00%
Total resources	$ 3,772,829	$ 4,041,430.23	107.12%	$ 4,179,818	$ 3,814,255.49	91.25%
Expenditures						
Instruction	$ 909,405	$ 815,879.21	89.72%	$ 1,015,308	$ 877,297.24	86.41%
Instructional Support	$ 291,911	$ 231,256.98	79.22%	$ 378,626	$ 285,790.30	75.48%
Student Services	$ 337,210	$ 237,049.78	70.30%	$ 290,657	$ 223,028.88	76.73%
College Support	$ 1,088,205	$ 734,089.79	67.46%	$ 1,160,226	$ 985,495.22	84.94%
Plant Operation	$ 276,972	$ 212,680.09	76.79%	$ 413,112	$ 253,346.12	61.33%
Transfers	$ 345,081	$ 330,385.64	95.74%	$ 346,600	$ 335,540.06	96.81%
Contingency	$ 50,000	$ -	0.00%	$ 50,000	$ -	0.00%
Total expenditures	$ 3,298,784	$ 2,561,341.49	77.65%	$ 3,654,529	$ 2,960,497.82	81.01%
Ending fund balance	$ 474,045	$ 1,480,088.74	312.23%	$ 525,289	$ 853,757.67	162.53%

	Fund No.	Beginning Working Capital	2010-2011 Revenue	2010-2011 Expenditures	Ending Working Capital	2010-2011 Spendable Budget	2009-2010 Prior Year Expenditures
Adult Basic Education	210	$ -	$ 37,235.62	$ 41,806.05	$ (4,570.43)	$ 56,333	$ 53,103.08
Tutor Grant	211	$ -	$ 9,516.68	$ 10,627.80	$ (1,111.12)	$ 13,080	$ 9,929.10
Sprint Yellow Pages Literacy Grant	215	$ 2,501.89	$ -	$ 3.27	$ 2,498.62	$ 1,500	$ 9.04
United Way Literacy Grant	216	$ 5,220.26	$ 1,375.00	$ 500.00	$ 6,095.26	$ 4,000	$ -
Learning Standards Grant	219	$ -	$ -	$ 186.66	$ (186.66)	$ -	$ -
Green LMI Implementation Grant	224	$ -	$ -	$ 5,000.00	$ (5,000.00)	$ -	$ -
Pathways Grant	225	$ -	$ 12,899.96	$ 13,653.80	$ (753.84)	$ 38,160	$ 16,217.10
Industrial Maintenance Tech	226	$ 25,470.89	$ -	$ 14,883.09	$ 10,587.80	$ 30,000	$ 9,513.76
OYA Instruction Contract	227	$ -	$ 20,019.92	$ 28,800.66	$ (8,780.74)	$ 53,594	$ 27,136.26
SESP Oregon Green Tech Certificate	228	$ -	$ 2,363.44	$ 2,363.44	$ -	$ -	$ -
OYA Instruction Supplemental Contract	229	$ -	$ -	$ 2,591.81	$ (2,591.81)	$ -	$ -
SBDC Federal Grant	230	$ -	$ 15,125.00	$ 28,247.03	$ (13,122.03)	$ 30,250	$ 27,530.86
SBDC State Grant	231	$ -	$ 15,522.65	$ 25,669.01	$ (10,146.36)	$ 24,804	$ 10,178.00
SBDC Program Income	232	$ 8,562.20	$ 6,145.00	$ 1,440.00	$ 13,267.20	$ 14,664	$ 2,454.05
SBDC - EDC Fund	235	$ -	$ 77,900.05	$ 86,552.18	$ (8,652.13)	$ 100,620	$ 64,280.33
TEC Vocational Education Grant	240	$ -	$ 18,374.00	$ 480.70	$ 17,893.30	$ -	$ 20,501.84
TEC Perkins Reserve Fund	243	$ -	$ -	$ -	$ -	$ 20,050	$ -
TEC Perkins Basic Grant	244	$ -	$ -	$ -	$ -	$ 27,987	$ -
Student Assistance	250	$ 1,617.89	$ 855.00	$ 500.00	$ 1,972.89	$ 2,675	$ 1,874.57
Work Keys Mini Grant	251	$ 1,754.22	$ -	$ 21.50	$ 1,732.72	$ 1,000	$ 65.00
Bay City Rental	260	$ 5,542.04	$ -	$ 2,033.35	$ 3,508.69	$ 2,750	$ 1,781.45
Career Readiness Certificate	270	$ -	$ -	$ -	$ -	$ 15,000	$ -
First Term to First Year Persistance	271	$ -	$ 15,000.00	$ 11,012.71	$ 3,987.29	$ -	$ -
Capital Depreciation & Maintenance Fund	290	$ 1,006,510.14	$ -	$ 4,188.08	$ 1,010,698.22	$ -	$ -
Strategic Initiative Fund	295	$ 233,235.09	$ 1,287,726.46	$ 46,200.00	$ 1,474,761.55	$ 46,200	$ -
Capital Construction Due Diligence Grant	296	$ 14,400.00	$ -	$ 14,400.00	$ -	$ -	$ -
Total Special Fund		$ 1,304,814.62	$ 1,524,246.86	$ 336,973.06	$ 2,492,088.42	$ 482,667	$ 244,574.44

Schedule of Special Fund borrowing from General Fund		Ending Working Capital	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 4/30/2011
Total of Grants that borrow from the General Fund		$ (37,021.82)	$ 20,871.57	$ -	$ (57,893.39)
Total of Grants that are not borrowing from the General Fund		$ 2,529,110.24	$ 561.25	$ -	$ 2,528,548.99
Total Special Fund		$ 2,492,088.42	$ 21,432.82	$ -	$ 2,470,655.60

	Fund No.	Beginning Working Capital	2010-2011 Revenue	2010-2011 Expenditures	Ending Working Capital	2010-2011 Spendable Budget	2009-2010 Prior Year Expenditures
Community Education	310	$ (3,574.16)	$ 8,170.00	$ 2,717.80	$ 1,878.04	$ 11,695	$ 3,063.02
Bookstore	320	$ 45,079.82	$ 189,645.74	$ 198,506.38	$ 36,219.18	$ 161,086	$ 173,878.97
Customized Training Projects	330	$ 7,003.33	$ 4,800.00	$ 42.50	$ 11,760.83	$ 6,340	$ -
Culinary & Hospitality Program	340	$ 205.00	$ 10,431.77	$ 9,677.36	$ 959.41	$ 17,500	$ 3,129.88
Total Enterprise Fund		$ 48,713.99	$ 213,047.51	$ 210,944.04	$ 50,817.46	$ 196,621	$ 180,071.87
PERS Pension Bond Fund	410	$ 17,740.45	$ 77,871.99	$ 41,083.03	$ 54,529.41	$ 100,566	$ 41,315.18
General Obligation Bond Fund	420	$ 33,063.40	$ 558,079.31	$ 191,018.75	$ 400,123.96	$ 637,037	$ 195,318.75
Total Debt Service Fund		$ 50,803.85	$ 635,951.30	$ 232,101.78	$ 454,653.37	$ 737,603	$ 236,633.93
Building Reserve Fund	510	$ -	$ -	$ -	$ -	$ -	$ 1,185,174.52
Campus Construction Fund - GO Bonds	520	$ 2,130,456.66	$ 8,882.55	$ 237,205.00	$ 1,902,134.21	$ 964,428	$ 3,369,530.63
Campus Construction Fund - State Match	530	$ -	$ -	$ -	$ -	$ -	$ 2,987,474.63
THS Vocational Bldg Remodel - Stimulus	540	$ -	$ -	$ -	$ -	$ -	$ 139,131.35
Total Capital Projects Fund		$ 2,130,456.66	$ 8,882.55	$ 237,205.00	$ 1,902,134.21	$ 964,428	$ 7,681,311.13
Associated Students of TBCC	710	$ 1,551.23	$ 8,060.76	$ 5,429.28	$ 4,182.71	$ 8,750	$ 7,860.66
Phi Theta Kappa Honorary Society Fund	720	$ 927.67	$ 4,432.55	$ 4,174.91	$ 1,185.31	$ 4,350	$ 1,574.38
Total Agency Fund		$ 2,478.90	$ 12,493.31	$ 9,604.19	$ 5,368.02	$ 13,100	$ 9,435.04
Tuition Waivers	831	$ 7,301.50	$ 20,000.00	$ 13,702.50	$ 13,599.00	$ 25,000	$ 11,850.50
Board Scholarships	832	$ 98,666.00	$ 90,000.00	$ 61,291.13	$ 127,374.87	$ 181,475	$ 9,409.00
Institutional Work Study	833	$ (1,390.25)	$ 40,000.00	$ 29,247.24	$ 9,362.51	$ 28,000	$ 16,756.75
Foundation Scholarships	834	$ -	$ 76,263.62	$ 76,263.62	$ -	$ 5,447	$ 84,420.25
Non-Institutional Scholarships	840	$ 1,518.25	$ 31,823.45	$ 30,157.45	$ 3,184.25	$ 18,000	$ 13,283.50
Total Financial Aid Fund		$ 106,095.50	$ 258,087.07	$ 210,661.94	$ 153,520.63	$ 257,922	$ 135,720.00

Agenda Item 5.C - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended April 2011
83.33% of Budget Period Expended

	General Fund			Special Fund			Enterprise Fund - Community Ed			Enterprise Fund - Bookstore		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance (Note 1)		$ 1,173,363			$ 1,222,599			$ (2,616)			$ 25,521	
Beginning Fund Balance	$ 1,130,471	$ 1,082,233	95.73%	$ 1,321,005	$ 1,304,815	98.77%	$ 4,000	$ (3,574)	-89.35%	$ 40,000	$ 45,080	112.70%
Resources												
State Aid	$ 807,629	$ 587,401	72.73%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Grants and Contracts	$ 22,900	$ 22,900	100.00%	$ 379,878	$ 223,957	58.95%	$ -	$ -	0.00%	$ -	$ -	0.00%
Tuition and Fees	$ 781,713	$ 1,005,448	128.62%	$ 5,000	$ 6,145	122.90%	$ 10,000	$ 8,170	81.70%	$ -	$ -	0.00%
Local Taxes	$ 971,401	$ 922,924	95.01%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Timber	$ 302,579	$ 115,543	38.19%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Sale of Goods	$ 3,500	$ 3,960	113.14%	$ 1,000	$ -	0.00%	$ -	$ -	0.00%	$ 150,000	$ 188,889	125.93%
Interest	$ 5,000	$ 4,555	91.10%	$ 11,000	$ 8,092	73.56%	$ -	$ -	0.00%	$ -	$ -	0.00%
Rental	$ 500	$ 6,408	1281.60%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Miscellaneous	$ 8,000	$ 4,273	53.41%	$ 1,095,100	$ 1,186,053	108.31%	$ -	$ -	0.00%	$ 750	$ 757	100.93%
Repayment of Short-Term Loans	$ 69,625	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Transfers	$ 76,500	$ 58,610	76.61%	$ 100,000	$ 100,000	100.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Total Revenues	$ 3,049,347	$ 2,732,022	89.59%	$ 1,591,978	$ 1,524,247	95.75%	$ 10,000	$ 8,170	81.70%	$ 150,750	$ 189,646	125.80%
Expenditures												
Salaries and Wages	$ 2,290,871	$ 1,866,153	81.46%	$ 348,586	$ 230,556	66.14%	$ 4,725	$ 2,170	45.93%	$ 40,722	$ 33,722	82.81%
Operating Expenditures	$ 902,058	$ 650,095	72.07%	$ 65,933	$ 49,011	74.33%	$ 2,450	$ 644	26.29%	$ 117,400	$ 163,484	139.25%
Capital Outlay	$ 65,000	$ 108,710	167.25%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Debt Service	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Transfers	$ 346,600	$ 335,540	96.81%	$ 68,148	$ 57,406	84.24%	$ 520	$ (96)	-18.46%	$ 1,964	$ 1,300	66.19%
Repayment of Short-Term Loans	$ -	$ -	0.00%	$ 65,625	$ -	0.00%	$ 4,000	$ -	0.00%	$ -	$ -	0.00%
Other budgetary accounts (Note 2)	$ 50,000	$ -	0.00%	$ 2,357,900	$ -	0.00%	$ -	$ -	0.00%	$ 1,000	$ -	0.00%
Total expenditures	$ 3,654,529	$ 2,960,498	81.01%	$ 2,906,192	$ 336,973	11.60%	$ 11,695	$ 2,718	23.24%	$ 161,086	$ 198,506	123.23%
Ending Fund Balance	$ 525,289	$ 853,757		$ 6,791	$ 2,492,089		$ 2,305	$ 1,878		$ 29,664	$ 36,220	

Adjusments to bring Ending Fund
 Balance to Ending Cash Balance

Assets												
Receivables		$ 138,826			$ 21,433			$ -			$ -	
Inventories		$ 1,764			$ -			$ -			$ 20,655	
NET EFFECT ON CASH		$ (140,590)			$ (21,433)			$ -			$ (20,655)	
Liabilities												
Accounts Payable		$ 25,874			$ -			$ -			$ -	
Unearned Revenue (Note 3)		$ 76,660			$ -			$ -			$ -	
Payroll		$ 121,254			$ -			$ -			$ 3,796	
NET EFFECT ON CASH		$ 223,788			$ -			$ -			$ 3,796	
NET ADJUSTMENTS		$ 83,198			$ (21,433)			$ -			$ (16,859)	
ENDING CASH BALANCE		$ 936,955			$ 2,470,656			$ 1,878			$ 19,361	

Agenda Item 5.C - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended April 2011
83.33% of Budget Period Expended

	Enterprise Fund - Customized Training			Enterprise Fund - Culinary & Hospitality			Debt Service Funds			Capital Projects Funds		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance (Note 1)		$ 7,003			$ 158			$ 41,132			$ 2,131,097	
Beginning Fund Balance	$ 7,003	$ 7,003	100.00%	$ 17,500	$ 205	0.00%	$ 40,326	$ 50,804	125.98%	$ 2,225,000	$ 2,130,457	95.75%
Resources												
State Aid	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Grants and Contracts	$ 3,000	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Tuition and Fees	$ -	$ 4,800	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Local Taxes	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 611,037	$ 557,094	91.17%	$ -	$ -	0.00%
Timber	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Sale of Goods	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Interest	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 1,050	$ 1,015	96.67%	$ 20,000	$ 8,883	44.42%
Rental	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Miscellaneous	$ -	$ -	0.00%	$ -	$ 10,432	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Repayment of Short-Term Loans	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Transfers	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 90,000	$ 77,841	86.49%	$ -	$ -	0.00%
Total Revenues	$ 3,000	$ 4,800	0.00%	$ -	$ 10,432	0.00%	$ 702,087	$ 635,950	0.00%	$ 20,000	$ 8,883	44.42%
Expenditures												
Salaries and Wages	$ 4,000	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 96,000	$ -	0.00%
Operating Expenditures	$ 1,900	$ 43	2.26%	$ 12,000	$ 9,677	0.00%	$ 1,600	$ 1,600	100.00%	$ 768,000	$ 237,205	30.89%
Capital Outlay	$ -	$ -	0.00%	$ 2,000	$ -	0.00%	$ -	$ -	0.00%	$ 96,000	$ -	0.00%
Debt Service	$ -	$ -	0.00%	$ -	$ -	0.00%	$ 736,003	$ 230,502	31.32%	$ -	$ -	0.00%
Transfers	$ 440	$ -	0.00%	$ 1,000	$ -	0.00%	$ -	$ -	0.00%	$ 4,428	$ -	0.00%
Repayment of Short-Term Loans	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Other budgetary accounts (Note 2)	$ -	$ -	0.00%	$ 2,500	$ -	0.00%	$ -	$ -	0.00%	$ -	$ -	0.00%
Total expenditures	$ 6,340	$ 43	0.68%	$ 17,500	$ 9,677	0.00%	$ 737,603	$ 232,102	31.47%	$ 964,428	$ 237,205	24.60%
Ending Fund Balance	$ 3,663	$ 11,760		$ -	$ 960		$ 4,810	$ 454,652		$ 1,280,572	$ 1,902,135	
Adjusments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		$ -			$ -			$ 47,374			$ -	
Inventories		$ -			$ -			$ -			$ -	
NET EFFECT ON CASH		$ -			$ -			$ (47,374)			$ -	
Liabilities												
Accounts Payable		$ -			$ -			$ -			$ -	
Unearned Revenue (Note 3)		$ -			$ -			$ 47,374			$ -	
Payroll		$ -			$ -			$ -			$ -	
NET EFFECT ON CASH		$ -			$ -			$ 47,374			$ -	
NET ADJUSTMENTS		$ -			$ -			$ -			$ -	
ENDING CASH BALANCE		$ 11,760			$ 960			$ 454,652			$ 1,902,135	

Agenda Item 5.C - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended April 2011
83.33% of Budget Period Expended

	Agency Fund			Financial Aid Fund		
	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance (Note 1)		$ 2,479			$ 106,096	
Beginning Fund Balance	$ 2,000	$ 2,479	123.95%	$ 108,000	$ 106,096	0.00%
Resources						
State Aid	$ -	$ -	0.00%	$ -	$ -	0.00%
Grants and Contracts	$ -	$ -	0.00%	$ -	$ -	0.00%
Tuition and Fees	$ -	$ -	0.00%	$ -	$ -	0.00%
Local Taxes	$ -	$ -	0.00%	$ -	$ -	0.00%
Timber	$ -	$ -	0.00%	$ -	$ -	0.00%
Sale of Goods	$ -	$ -	0.00%	$ -	$ -	0.00%
Interest	$ -	$ -	0.00%	$ -	$ -	0.00%
Rental	$ -	$ -	0.00%	$ -	$ -	0.00%
Miscellaneous	$ 5,350	$ 4,795	89.63%	$ 106,475	$ 108,087	101.51%
Repayment of Short-Term Loans	$ -	$ -	0.00%	$ -	$ -	0.00%
Transfers	$ 6,600	$ 7,699	116.65%	$ 150,000	$ 150,000	100.00%
Total Revenues	$ 11,950	$ 12,494	104.55%	$ 256,475	$ 258,087	100.63%
Expenditures						
Salaries and Wages	$ -	$ -	0.00%	$ -	$ -	0.00%
Operating Expenditures	$ 13,100	$ 9,604	73.31%	$ 257,922	$ 210,662	81.68%
Capital Outlay	$ -	$ -	0.00%	$ -	$ -	0.00%
Debt Service	$ -	$ -	0.00%	$ -	$ -	0.00%
Transfers	$ -	$ -	0.00%	$ -	$ -	0.00%
Repayment of Short-Term Loans	$ -	$ -	0.00%	$ -	$ -	0.00%
Other budgetary accounts (Note 2)	$ -	$ -	0.00%	$ -	$ -	0.00%
Total expenditures	$ 13,100	$ 9,604	73.31%	$ 257,922	$ 210,662	81.68%
Ending Fund Balance	$ 850	$ 5,369		$ 106,553	$ 153,521	

Adjusments to bring Ending Fund
  Balance to Ending Cash Balance

	Agency Fund	Financial Aid Fund
Assets		
Receivables	$ -	$ -
Inventories	$ -	$ -
NET EFFECT ON CASH	$ -	$ -
Liabilities		
Accounts Payable	$ -	$ -
Unearned Revenue (Note 3)	$ -	$ -
Payroll	$ -	$ -
NET EFFECT ON CASH	$ -	$ -
NET ADJUSTMENTS	$ -	$ -
ENDING CASH BALANCE	$ 5,369	$ 153,521

$ 5,957,247

Cell: A10
Comment: Note 1. Negative Amount indicates borrowing from the General Fund.

Cell: A35
Comment: Note 2. Contingency in the General Fund and Enterprise Fund and Reserves in Special Fund.

Cell: A49
Comment: Note 3. Assessed but unreceived property taxes and deferred tuition and fees when applicable.

TBCC PORTION OF COUNTY TIMBER REVENUE
6-YEAR SUMMARY OF BUDGETED vs. ACTUAL / PROJECTED AMOUNTS

(update 16 May 2011)

	FY 2005-2006		FY 2006-2007		FY 2007-2008		FY 2008-2009		FY 2009-2010		FY 2010-2011		6-Year Totals	
	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Actual	Budget	Projected*	Budget	Actual
County Timber Revenue	$390,000	$355,172	$275,000	$284,456	$246,000	$370,921	$464,825	$342,780	$247,820	$332,900	$302,579	$267,960	$1,926,224	$1,954,189
Difference		($34,828)		$9,456		$124,921		($122,045)		$85,080		($34,619)		$27,965
% Difference		91.1%		103.4%		150.8%		73.7%		134.3%		88.6%		101.5%
Timber Reserve (If Implemented)		$ -		$ 9,456		$ 134,377		$ 12,332		$ 97,412		$ 62,793		
Difference with Timber Reserve		($34,828)		$0		$0		$0		$0		$0		
Other Comparisons														
Contingency		$588,342		$173,256		$569,113		$419,121		$524,045		$575,289		
Diff as % of Cont		-5.9%		5.5%		22.0%		-29.1%		16.2%		-6.0%		
Reserves										$1,774,025		$2,357,900		
Diff as % of Cont + Res										3.7%		-1.2%		

* The FY2010-2011 Projected amount includes the 3rd of four annual payments and a projection of the YE amount expected.

Notional Example of How Timber Reserve
Will be Implemented

Effective 1 July 2011

	Current Practice	FY11/12 & On Practice	FY11/12 & On Practice	FY11/12 & On Practice
		(Year 1)	(Year 2)	(Year 3)
Timber Reserve				
Beginning Fund Balance	N/A	$0.00	$25,000.00	$10,000.00
(Residual amount from prior years)				
Projected County Timber Revenue	N/A	$250,000.00	$300,000.00	$300,000.00
(Amount from State Forester)				
Budgeted County Timber Revenue	N/A	$250,000.00	$300,000.00	$300,000.00
(Amount adopted by TBCC)				
Actual County Timber Revenue	N/A	$275,000.00	$285,000.00	$275,000.00
(Amount received by TBCC)				
Timber Revenue Held In Reserve	N/A	$25,000.00	$10,000.00	$0.00
(Amount reserved by TBCC)				
General Fund Resources				
Projected County Timber Revenue	$250,000.00	$250,000.00	$300,000.00	$300,000.00
(Amount from State Forester)				
Budgeted County Timber Revenue	$250,000.00	$250,000.00	$300,000.00	$300,000.00
(Amount used by TBCC)				
Actual County Timber Revenue	$150,000.00	N/A	$285,000.00	$275,000.00
(Amount received by TBCC)				
Transfer In from Timber Reserve	$0.00	$250,000.00	$300,000.00	$285,000.00
(Amount transferred from Reserve)				
Total General Fund Resources w/Reserve	Adopted - $100,000	Adopted	Adopted	Adopted - $15,000
Total General Fund Resources w/o Reserve	Adopted - $100,000	Adopted + $25,000	Adopted	Adopted - $25,000

2011-2012 Board Meeting Schedule

RECOMMENDATION

Second reading and approval of the 2011-2012 Board Meeting Schedule.

BACKGROUND INFORMATION --- **President Green**

There have been no comments on the proposed calendar shared at the May Board Meeting so the schedule is being brought before the Board for second reading and approval.

The proposed meeting dates noted below are based on the established practice of the first Monday of each month, with the exceptions of September 2011 and January 2012 due to holiday conflicts. In July and August there are no scheduled meetings. All meetings are scheduled for 6:30 p.m. at the Central Campus Board Room #215 (Board Policy 101.2).

It has been requested that the Board hold one meeting each year in both North and South County. Dates and locations are suggested below.

2011
September 12
October 3 – **at Neah-Kah-Nie Technology Learning Center**
November 7
December 5

2012
January 9
February 7
March 5
April 2
April 16 - (Public Budget Committee) – 6:00 pm
May 7 - **at Nestucca Technology Learning Center**
~~May 21 (Public Budget Committee)~~ **– 6:00 pm**
June 4
June 18 (Budget ~~Adoption~~ **meeting – if necessary**)

TILLAMOOKBAY
COMMUNITY COLLEGE

Increasing Board Effectiveness

<u>RECOMMENDATION</u>

Recommend authorizing the Board to have only an electronic docket and packet as of September 2011.

<u>BACKGROUND INFORMATION</u> -- **President Green**

Board packets and use of technology.

Many boards have chosen to stop using printed board packets and have gone to an electronic version. To accomplish this transition board members have been given college email addresses, a location on a website where the board docket is posted for the board and college laptops, Net books/iPads for use by the board.

Other boards have found that the combination of online materials have made it easier to access information, especially historical information. It reduces the amount of paper at homes or offices. The board packet from previous months can be accessed. A member can manipulate and move things around and have the data at hand. There is no need for shredding, filing and "cleaning out the files".

Training for the use of iPads can be accomplished by: either an August 15 or August 29 training.

TILLAMOOK BAY
COMMUNITY COLLEGE

Certification of Election

RECOMMENDATION

Resolve that the results of the May 17, 2011 Election, as shown in the abstract of votes anticipated to be received from the office of the Tillamook County Clerk by June 6, be made a matter of record in the meeting minutes of the College Board of Education and that Directors Lincoln (at large) and McGinnis (zone 3), be duly elected for two year terms to expire June 30, 2013 and Directors Swain (zone 5), Weitman (at large) and Wharton (zone 1) be duly elected for four year terms to expire June 30, 2015.

President Green will administer the Oath of Office to elected Directors.

BACKGROUND INFORMATION --President Green

Tillamook County Clerk, Tassi O'Neal, will be requesting a certification of the results as noted in the Abstract.

Congratulations to our continuing Board members!

Election of Board Officers

RECOMMENDATION
Recommend to elect Board Chairperson and Vice-Chairperson according to policy for the 2011-2012 academic year.

BACKGROUND INFORMATION -- President Green
According to policy 100.4 The Board "shall elect a chairperson and vice-chairperson from its members." According to this same policy it shall be done after July 1 of each year, however, since we have no meeting scheduled in July or August, it is recommended that these positions be elected now to expedite meeting progress for the new academic year.

2010-2011 Officers are:

James McGinnis, Chair
Steve Shaw, Vice-Chair

Section 125 Flexible Benefits Plan

RECOMMENDATION

Recommend authorizing Chair McGinnis to sign the Amendment to the Tillamook Bay Community College Flexible Benefits Plan.

BACKGROUND INFORMATION --- Dean Ellison

In order to ensure that our plan document complies with the Health Care Reform law restrictions on reimbursing over-the-counter drugs and medicines, we are required to make the attached revisions to our Section 125 Plan Document.

This amendment limits reimbursement of over-the-counter drugs and medicines to those that are prescribed, and prohibits the use of Plan 125 debit cards to purchase drugs and medicines over-the-counter (TBCC does not offer a Plan 125 debit card). (In accordance with IRS guidance, drugs and medicines filled by a pharmacist "behind-the-counter" may still be purchased with a debit card, even if the same drug may be purchased over-the-counter.) As required by the Health Care Reform law, your plan has been administered in compliance with these new rules since January 1, 2011. IRS Notice 2010-59 requires plan documents to be amended (as necessary) by June 30, 2011.

TILLAMOOK BAY
COMMUNITY COLLEGE

AMENDMENT TO THE

Tillamook Bay Community College - 501

(Name of Plan)

FLEXIBLE BENEFITS PLAN

Notwithstanding the rule against retroactive amendments, this amendment to the

<u>Tillamook Bay Community College</u> Section 125 Flexible Benefits Plan ("Plan")

to conform to the requirements set forth in Notice 2010-59 that is adopted no later than June 30, 2011, may be made effective retroactively for expenses incurred after December 31, 2010.

Section 8.04 of the Plan is amended to read as follows:

8.04 <u>ELIGIBLE MEDICAL EXPENSES</u>:

     (a)   <u>Eligible Medical Expenses in General</u>. The phrase 'Eligible Medical Expense' means any expense incurred by a Participant or any of his Dependents (subject to the restrictions in this Section) during a Plan Year that (i) qualifies as an expense incurred by the Participant or Dependents for medical care as defined in Code Section 213(d) and meets the requirements outlined in Code Section 125, (ii) is excluded from gross income of the Participant under Code Section 105(b), and (iii) has not been and will not be paid or reimbursed by any other insurance or other benefit plan, through damages, from any other source. Notwithstanding the above, capital expenditures are not Eligible Medical Expenses under this Plan. Further, notwithstanding the above, effective January 1, 2011, only the following drugs or medicines will constitute Eligible Medical Expenses:

    (i)   Drugs or medicines that require a prescription;

    (ii)   Drugs or medicines that are available without a prescription ("over-the-counter drugs or medicines") and the Participant or Dependent obtains a prescription; and

    (iii)   Insulin.

Section 8.05 of the Plan is amended to read as follows:

8.05 <u>USE OF DEBIT CARD</u>:

    In the event that the Employer elects to allow the use of debit cards ("Debit Cards") for reimbursement of Eligible Medical Expenses (other than over-the-counter drugs or medicines) under the Medical Expense Reimbursement Plan, the provisions described in this Section shall apply. However, beginning January 1, 2011, a Debit Card may not be used to purchase drugs and medicines over-the-counter.

In all other respects the Plan shall remain in effect as last adopted.

<u>Tillamook Bay Community College</u> hereby adopts this amendment to the Section 125 Flexible Benefits Plan on behalf of the employer, effective as this _____ day of _____, 2011.

By: _____   Witness: _____

_____(Title)   _____(Title)
OTC/Debit Card Amend 0511

2011-2012 Tuition and Fee Schedule Revision

RECOMMENDATION

First reading of revision of the 2011-2012 Tuition and Fee Schedule.

BACKGROUND INFORMATION --Dean Ellison

Presented here for first reading is the revision to the 2011-2012 Tuition and Fee Schedule adopted at the May 2, 2011 meeting. We have just found out that state fees for GED testing will increase $10 starting July 1, 2011 (this is a pass-along of increased scoring fees). There has also been an increase in the fees associated with being a testing center($3.00). TBCC's GED Testing Fee is currently $100. It is proposed that this fee be increased to $113 for fall term.

Tuition or Fee Item	Current 2010-2011	Proposed 2011-2012
Tuition		
In-State Tuition per Credit Hour	$75	$80
Out-of-State Tuition per Credit Hour	$95	$100
Fees		
Placement Test	$20	$20
Placement Test Retest	$20	$20
GED Testing Fee	$100	~~$100~~ **$113**
GED Offsite Testing Fee	$132	$132
GED Retest Fee	$20	$20
GED No-Show Fee	$15	$15
Deferred Payment Plan – Application Fee		$15
Deferred Payment Plan – Late Payment Fee		$25
Proctored Testing per test for non-TBCC credit students or staff	$25	$25
Technology Fee (per credit)	$5	$5
Non-Student Computer Lab Use Fee (per term)	$75	$75
Calculator Rental (per term)	$15	$15
Printed Catalog (first copy from academic advisor free)	$5	$5
Late Registration Fee (per course)	$10	$25
High School Articulation Fee	$0	$0
High School Credit Recovery (H.S. half credit class)	$90	$90
Adult Basic Skills Instructional Course Fee	$15	$15
Return Check Fee	$25	$25
Student Services Fee (per credit)	$2	$2
Credit Course Fee (per credit)	$12	$4
Self Improvement Course Fees	market or self support level	market or self support level
EMT Practical Exams Fee for non-TBCC student, former student or staff	$10/station	$10/station

TILLAMOOK BAY
COMMUNITY COLLEGE

4301 Third Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-8334 • www.TillamookBay.cc

Strategic Planning and Accreditation

RECOMMENDATION
Information only – no action requested.

BACKGROUND INFORMATION -- Dean Gates

Focus this spring has been on completing a number of items in TBCC's strategic plan that were scheduled in 2010-2011 in TBCC's Plans to Meet Benchmarks. These include items that are part of constructing a comprehensive infrastructure necessary for TBCC's independence. Efforts are also focusing on the alignment of institutional/strategic planning and core theme planning based on the Core Theme Indicators Report.

TILLAMOOK BAY
COMMUNITY COLLEGE

Courses and Curricula

<u>**RECOMMENDATION**</u>

There are no new additions or deletions of courses or curricula to report this month.

<u>**BACKGROUND INFORMATION**</u>-- Dean Gates

TILLAMOOKBAY
COMMUNITY COLLEGE

Grants and Contracts[i]

<u>**RECOMMENDATION**</u>

Information only – no action requested. Review of the Professional Services Contract with Delta Initiative, LLC.

<u>**BACKGROUND INFORMATION**</u>--- Dean Ellison

On behalf of CCWD, TBCC is acting as the Contract Administrator for a Professional Services Contract with Delta Initiative, LLC, for assessment and strategic planning services needed to develop a potential statewide distance learning system. Contract No. 2011-01 has been executed and has a NTE value of $49,250. Contract completion is set for October 15, 2011. TBCC will collect a nominal commission for the contract administration services rendered.

---

[i] **TBCC Policy** - ARTICLE 106: CONTRACT REVIEW BOARD

Board of Education Policy[i]

<u>**RECOMMENDATION**</u>

Policies 202 and 302 are being presented for second reading and approval.

First reading and review of Appendices A-1, A-2, B-1, C-1 and C-3.

<u>**BACKGROUND INFORMATION**</u>--- President Green

Proposed Policy 202 addresses Lost and Found Items at the College.

Policy 302 is a proposed policy revision that reflects updated references to federal rules and the addition of current protected federal classes. The revised policy will be the basis of an administrative rule which will establish continuous nondiscrimination notices for TBCC publications and an annual public notification of nondiscrimination as required by law. The word "sex" is required to be used rather than "gender" in identifying protected classes.

First reading and review of Appendices A-1, A-2, B-1, C-1 and C-3 which set pay grades, salaries and benefits according to the 2011-2012 approved budget. Second reading and approval is scheduled for the June 20th budget adoption meeting.

---

[i] **TBCC Policy** -102.1 - BOARD POLICIES AND ADMINISTRATIVE RULES

TILLAMOOKBAY
COMMUNITY COLLEGE

4301 Third Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-8334 • www.TillamookBay.cc

Article No.:   202
Approved: *Pending – second reading June 6, 2011*
Reference:

Tillamook Bay Community College is not responsible for items left behind by faculty, staff, students or other patrons, but the College would like to provide a convenient mechanism for assisting in the return of items to the owner. The TBCC Lost and Found Administrative Rule establishes a procedure regarding the handling and return of items found on College property, the mechanism to track items reported lost, and the disposition of unclaimed items.

Article No.:   302

Approved: ~~June 2, 2008~~ *pending second reading and approval June 6, 2011*

Reference: Title VI of the Civil Rights Act of 1964, **as amended, 42 U.S.C. 2000d et seq.,** Title IX of the Education Amendments of 1972, **as amended, 20 U.S.C. 1681 et seq.,** and ~~Federal Executive Orders #11375 and #11246~~ **Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C 794**.

Tillamook Bay Community College Service District subscribes to the terms of Title VI of the Civil Rights Act of 1964, **as amended, 42 U.S.C. 2000d et seq.,** Title IX of the Education Amendments of 1972, **as amended, 20 U.S.C. 1681 et seq.,** and ~~Federal Executive Orders #11375 and #11246~~**Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C 794**, as well as laws of the State of Oregon pertaining to affirmative action. Equal employment opportunity and treatment shall be provided in hiring, retention, transfer, promotion, and training of all employees, regardless of age, disability, national origin, race, **color,** religion, **marital status, sexual orientation,** or sex. Equal opportunity in hiring and advancement considerations will be based on positive organization needs, and the individual's qualifications for and/or performance of specific duties.

Continuous effort will be devoted to the improvement of human relationships and to elimination of conditions from which discrimination results.

302.1 - PROVISIONS

The Board agrees that the provisions of this Policy statement shall be applied equally to all employees without discrimination as to race, ~~creed,~~ religion, color, national origin, disability, sex, sexual ~~preference~~**orientation**, age, height-weight ratio, marital status, organizational affiliation, or political affiliation.

302.2 – ALLEGATIONS

Allegations of discrimination in violation of federal or state statutes shall be excluded from the grievance procedure in Article 317 of this Policy statement. Such complaints shall be processed through College affirmative action channels or the appropriate federal or state agencies, in accordance with procedures in Article 318.

NON-FACULTY SALARY GRADES

Article No.: Appendix A - 1
Approved: *Pending*
Reference:

~~2010 – 2011~~ 2011-2012 Executive and Management Staff Salary Grades (Exempt)

GRADE	POSITION TITLE
30	Dean of Instructional Services
29	Dean of Administrative Services
22	Comptroller
22	Director, Career, Technical and Workforce Education
22	Director, Student Services
22	Director, Library
22	Director, Professional Technical Education
22	Director, Skills Development Center
22	Director, Community Economic Development and Small Business Development Center
20	Coordinator, Institutional Research
17	Academic Advisor
17	Coordinator, Literacy Program
17	Information Technology Coordinator

~~2010 – 2011~~ 2011-2012 Professional Support Staff Salary Grades (Non-Exempt)

GRADE	POSITION TITLE
13	Admissions Advisor/Enrollment Specialist
13	Community Education Coordinator
13	Course Information Specialist
13	Custodial/Evening Coordinator
13	Executive Secretary
13	Facilities Maintenance Specialist
13	Financial Aid Advisor/Enrollment Specialist
13	Information Technology Assistant
13	Instructional Support Specialist
13	Literacy Program Specialist
10	Business Office Specialist
10	Pathways Specialist
10	Secretary
10	TOPS Accountability Specialist
9	Small Business Development Center Assistant
6	Library Assistant
6	Learning Center Assistant
3	Custodian/Security Specialist

TILLAMOOK BAY
COMMUNITY COLLEGE

4301 Third Street, Tillamook, OR 97141 * (503) 842-8222 * www.TillamookBay.CC

2010-2011 STAFF SALARY SCHEDULE
Article No.: Appendix A-2
Approved: Pending
Reference:

TILLAMOOK BAY COMMUNITY COLLEGE
2010-2011 Regular Full-Time & Regular Part-Time Faculty Salary Schedule*

Step Grade	1	2	3	4	5	6	7	8	9	10	11	12	13	Calculated Midpoint
1	$17,811	$18,361	$18,929	$19,497	$20,082	$20,685	$21,305	$21,944	$22,603	$23,281	$23,979	$24,698	$25,439	$21,625
2	$18,701	$19,279	$19,876	$20,472	$21,086	$21,719	$22,370	$23,041	$23,733	$24,445	$25,178	$25,933	$26,711	$22,706
3	$19,636	$20,243	$20,870	$21,496	$22,141	$22,805	$23,489	$24,194	$24,919	$25,667	$26,437	$27,230	$28,047	$23,842
4	$20,618	$21,256	$21,913	$22,570	$23,248	$23,945	$24,663	$25,403	$26,165	$26,950	$27,759	$28,592	$29,449	$25,034
5	$21,649	$22,318	$23,009	$23,699	$24,410	$25,142	$25,896	$26,673	$27,474	$28,298	$29,147	$30,021	$30,922	$26,285
6	$22,731	$23,434	$24,159	$24,884	$25,630	$26,399	$27,191	$28,007	$28,847	$29,713	$30,604	$31,522	$32,468	$27,600
7	$23,868	$24,606	$25,367	$26,128	$26,912	$27,719	$28,551	$29,407	$30,290	$31,198	$32,134	$33,098	$34,091	$28,980
8	$25,061	$25,836	$26,635	$27,434	$28,258	$29,105	$29,978	$30,878	$31,804	$32,758	$33,741	$34,753	$35,796	$30,429
9	$26,314	$27,128	$27,967	$28,806	$29,670	$30,561	$31,477	$32,422	$33,394	$34,396	$35,428	$36,491	$37,586	$31,950
10	$27,630	$28,485	$29,366	$30,247	$31,154	$32,089	$33,051	$34,043	$35,064	$36,116	$37,199	$38,315	$39,465	$33,547
11	$29,012	$29,909	$30,834	$31,759	$32,712	$33,693	$34,704	$35,745	$36,817	$37,922	$39,059	$40,231	$41,438	$35,225
12	$30,462	$31,404	$32,376	$33,347	$34,347	$35,378	$36,439	$37,532	$38,658	$39,818	$41,012	$42,243	$43,510	$36,986
13	$31,985	$32,974	$33,994	$35,014	$36,065	$37,146	$38,261	$39,409	$40,591	$41,809	$43,063	$44,355	$45,685	$38,835
14	$33,584	$34,623	$35,694	$36,765	$37,868	$39,004	$40,174	$41,379	$42,621	$43,899	$45,216	$46,573	$47,970	$40,777
15	$35,264	$36,354	$37,479	$38,603	$39,761	$40,954	$42,183	$43,448	$44,752	$46,094	$47,477	$48,901	$50,368	$42,816
16	$37,027	$38,172	$39,353	$40,533	$41,749	$43,002	$44,292	$45,620	$46,989	$48,399	$49,851	$51,346	$52,887	$44,957
17	$38,878	$40,081	$41,320	$42,560	$43,837	$45,152	$46,506	$47,902	$49,339	$50,819	$52,343	$53,914	$55,531	$47,205
18	$40,822	$42,085	$43,386	$44,688	$46,029	$47,409	$48,832	$50,297	$51,805	$53,360	$54,960	$56,609	$58,308	$49,565
19	$42,863	$44,189	$45,556	$46,922	$48,330	$49,780	$51,273	$52,811	$54,396	$56,028	$57,708	$59,440	$61,223	$52,043
20	$45,006	$46,398	$47,833	$49,268	$50,746	$52,269	$53,837	$55,452	$57,116	$58,829	$60,594	$62,412	$64,284	$54,645
21	$47,257	$48,718	$50,225	$51,732	$53,284	$54,882	$56,529	$58,225	$59,971	$61,770	$63,624	$65,532	$67,498	$57,378
22	$49,620	$51,154	$52,736	$54,318	$55,948	$57,626	$59,355	$61,136	$62,970	$64,859	$66,805	$68,809	$70,873	$60,246
23	$52,101	$53,712	$55,373	$57,034	$58,745	$60,508	$62,323	$64,193	$66,118	$68,102	$70,145	$72,249	$74,417	$63,259
24	$54,706	$56,398	$58,142	$59,886	$61,683	$63,533	$65,439	$67,402	$69,424	$71,507	$73,652	$75,862	$78,138	$66,422
25	$57,441	$59,217	$61,049	$62,880	$64,767	$66,710	$68,711	$70,772	$72,896	$75,082	$77,335	$79,655	$82,045	$69,743
26	$60,313	$62,178	$64,101	$66,024	$68,005	$70,045	$72,147	$74,311	$76,540	$78,837	$81,202	$83,638	$86,147	$73,230
27	$63,329	$65,287	$67,306	$69,326	$71,405	$73,547	$75,754	$78,027	$80,367	$82,778	$85,262	$87,820	$90,454	$76,891
28	$66,495	$68,552	$70,672	$72,792	$74,976	$77,225	$79,542	$81,928	$84,386	$86,917	$89,525	$92,211	$94,977	$80,736
29	$69,820	$71,979	$74,205	$76,431	$78,724	$81,086	$83,519	$86,024	$88,605	$91,263	$94,001	$96,821	$99,726	$84,773
30	$73,311	$75,578	$77,916	$80,253	$82,661	$85,140	$87,695	$90,325	$93,035	$95,826	$98,701	$101,662	$104,712	$89,011
31	$76,976	$79,357	$81,811	$84,266	$86,794	$89,397	$92,079	$94,842	$97,687	$100,618	$103,636	$106,745	$109,948	$93,462
32	$80,825	$83,325	$85,902	$88,479	$91,133	$93,867	$96,683	$99,584	$102,571	$105,648	$108,818	$112,082	$115,445	$98,135
33	$84,866	$87,491	$90,197	$92,903	$95,690	$98,561	$101,517	$104,563	$107,700	$110,931	$114,259	$117,687	$121,217	$103,042
34	$89,110	$91,866	$94,707	$97,548	$100,474	$103,489	$106,593	$109,791	$113,085	$116,477	$119,972	$123,571	$127,278	$108,194
35	$93,565	$96,459	$99,442	$102,425	$105,498	$108,663	$111,923	$115,281	$118,739	$122,301	$125,970	$129,749	$133,642	$113,604

*Market Level Schedule per PSPC Study. Employees over market held constant.

INSURANCE BENEFIT AMOUNT

Full-time		$1,107.00	per month	
Part-time		$1,107.00	per month	(prorated based on actual FTE)

INSURANCE OPT-OUT BASE AMOUNT
(Stipend is calculated as the base amount less the monthly premium amount for the least-cost single-party health insurance plan offered by the College)

Full-Time		$1,107.00	per month	
Part-Time		$1,107.00	per month	(stipend for part-time employment is prorated based on actual FTE)

Tillamook Bay Community College
4301 Third Street · Tillamook, Oregon 97141 · (503) 842-8222 · Fax (503) 842-8334 · www.TillamookBay.cc

2011-2012 STAFF SALARY SCHEDULE
Article No.: Appendix A-2
Approved: Pending
Reference:

	TILLAMOOK BAY COMMUNITY COLLEGE														
	2011-2012 Regular Full-Time & Regular Part-Time Faculty Salary Schedule*														
Step	**(To be implemented effective 01 January 2012)**														
Grade															
														Calculated
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	$18,256	$18,820	$19,403	$19,985	$20,584	$21,202	$21,838	$22,493	$23,168	$23,863	$24,579	$25,316	$26,075	$26,467
2	$19,169	$19,761	$20,373	$20,984	$21,613	$22,262	$22,930	$23,617	$24,326	$25,056	$25,807	$26,582	$27,379	$27,790
3	$20,127	$20,750	$21,391	$22,033	$22,694	$23,375	$24,076	$24,798	$25,542	$26,309	$27,098	$27,911	$28,748	$29,179
4	$21,133	$21,787	$22,461	$23,135	$23,829	$24,544	$25,280	$26,038	$26,819	$27,624	$28,453	$29,306	$30,186	$30,638
5	$22,190	$22,876	$23,584	$24,291	$25,020	$25,771	$26,544	$27,340	$28,160	$29,005	$29,875	$30,772	$31,695	$32,170
6	$23,300	$24,020	$24,763	$25,506	$26,271	$27,059	$27,871	$28,707	$29,568	$30,455	$31,369	$32,310	$33,280	$33,779
7	$24,465	$25,221	$26,001	$26,781	$27,585	$28,412	$29,265	$30,143	$31,047	$31,978	$32,938	$33,926	$34,943	$35,468
8	$25,688	$26,482	$27,301	$28,120	$28,964	$29,833	$30,728	$31,650	$32,599	$33,577	$34,584	$35,622	$36,691	$37,241
9	$26,972	$27,806	$28,666	$29,526	$30,412	$31,325	$32,264	$33,232	$34,229	$35,256	$36,314	$37,403	$38,525	$39,103
10	$28,321	$29,197	$30,100	$31,003	$31,933	$32,891	$33,877	$34,894	$35,941	$37,019	$38,129	$39,273	$40,451	$41,058
11	$29,737	$30,657	$31,605	$32,553	$33,529	$34,535	$35,571	$36,638	$37,738	$38,870	$40,036	$41,237	$42,474	$43,111
12	$31,224	$32,189	$33,185	$34,180	$35,206	$36,262	$37,350	$38,470	$39,625	$40,813	$42,038	$43,299	$44,598	$45,267
13	$32,785	$33,799	$34,844	$35,889	$36,966	$38,075	$39,217	$40,394	$41,606	$42,854	$44,140	$45,464	$46,828	$47,530
14	$34,424	$35,489	$36,586	$37,684	$38,814	$39,979	$41,178	$42,414	$43,686	$44,997	$46,346	$47,737	$49,169	$49,907
15	$36,145	$37,263	$38,416	$39,568	$40,755	$41,978	$43,237	$44,534	$45,870	$47,246	$48,664	$50,124	$51,627	$52,352
16	$37,953	$39,126	$40,336	$41,547	$42,793	$44,077	$45,399	$46,761	$48,164	$49,609	$51,097	$52,630	$54,209	$55,022
17	$39,850	$41,083	$42,353	$43,624	$44,933	$46,281	$47,669	$49,099	$50,572	$52,089	$53,652	$55,261	$56,919	$57,773
18	$41,843	$43,137	$44,471	$45,805	$47,179	$48,595	$50,052	$51,554	$53,101	$54,694	$56,334	$58,024	$59,765	$60,662
19	$43,935	$45,294	$46,694	$48,095	$49,538	$51,024	$52,555	$54,132	$55,756	$57,428	$59,151	$60,926	$62,753	$63,695
20	$46,132	$47,558	$49,029	$50,500	$52,015	$53,576	$55,183	$56,838	$58,543	$60,300	$62,109	$63,972	$65,891	$66,880
21	$48,438	$49,936	$51,481	$53,025	$54,616	$56,254	$57,942	$59,680	$61,471	$63,315	$65,214	$67,171	$69,186	$70,224
22	$50,860	$52,433	$54,055	$55,676	$57,347	$59,067	$60,839	$62,664	$64,544	$66,480	$68,475	$70,529	$72,645	$73,735
23	$53,403	$55,055	$56,757	$58,460	$60,214	$62,020	$63,881	$65,797	$67,771	$69,804	$71,899	$74,056	$76,277	$77,421
24	$56,073	$57,807	$59,595	$61,383	$63,225	$65,121	$67,075	$69,087	$71,160	$73,295	$75,494	$77,758	$80,091	$81,292
25	$58,877	$60,698	$62,575	$64,452	$66,386	$68,377	$70,429	$72,542	$74,718	$76,959	$79,268	$81,646	$84,096	$85,357
26	$61,821	$63,733	$65,704	$67,675	$69,705	$71,796	$73,950	$76,169	$78,454	$80,807	$83,232	$85,729	$88,300	$89,625
27	$64,912	$66,919	$68,989	$71,059	$73,190	$75,386	$77,648	$79,977	$82,377	$84,848	$87,393	$90,015	$92,715	$94,106
28	$68,157	$70,265	$72,438	$74,612	$76,850	$79,155	$81,530	$83,976	$86,495	$89,090	$91,763	$94,516	$97,351	$98,812
29	$71,565	$73,779	$76,060	$78,342	$80,692	$83,113	$85,607	$88,175	$90,820	$93,545	$96,351	$99,242	$102,219	$103,752
30	$75,143	$77,468	$79,863	$82,259	$84,727	$87,269	$89,887	$92,584	$95,361	$98,222	$101,169	$104,204	$107,330	$108,940
31	$78,901	$81,341	$83,857	$86,372	$88,963	$91,632	$94,381	$97,213	$100,129	$103,133	$106,227	$109,414	$112,696	$114,387
32	$82,846	$85,408	$88,049	$90,691	$93,412	$96,214	$99,100	$102,073	$105,136	$108,290	$111,538	$114,885	$118,331	$120,106
33	$86,988	$89,678	$92,452	$95,225	$98,082	$101,025	$104,055	$107,177	$110,392	$113,704	$117,115	$120,629	$124,248	$126,111
34	$91,337	$94,162	$97,074	$99,987	$102,986	$106,076	$109,258	$112,536	$115,912	$119,389	$122,971	$126,660	$130,460	$132,417
35	$95,904	$98,870	$101,928	$104,986	$108,136	$111,380	$114,721	$118,163	$121,708	$125,359	$129,120	$132,993	$136,983	$139,038

*Market Level Schedule per PSPC Study. Employees over market held constant.

INSURANCE BENEFIT AMOUNT

(To be implemented effective 01 October 2011)

Full-time	$1,135.00	per month
Part-time	$1,135.00	per month (prorated based on actual FTE)

INSURANCE OPT-OUT BASE AMOUNT

(Stipend is calculated as the base amount less the monthly premium amount for the least-cost single-party health insurance plan offered by the College)

(To be implemented effective 01 October 2011)

Full-Time	$1,135.00	per month
Part-Time	$1,135.00	per month (stipend for part-time employment is prorated based on actual FTE)

Tillamook Bay Community College
4301 Third Street · Tillamook, Oregon 97141 · (503) 842-8222 · Fax (503) 842-8334 · www.TillamookBay.cc

20110606 p.63

SUMMARY OF EMPLOYEE BENEFITS
Article No.:   Appendix B – 1
Approved: *Pending*
Reference:

SUMMARY OF EMPLOYEE BENEFITS

Type of Employee	Insurance (including all coverages in College approved plans) EMP only DEP: Self Pay		Sick days/year	Vacation days/year	Paid Holiday days/year	Bereavement Leave Per occurrence days/year	Personal Leave* days/year	TBCC Tuition Waiver — Credit and Continuing Education Courses only within one academic year of employment. Excluding partner agency courses.	PERS Qual. Pos.
FT Administrative Staff 40 hours/week	X		12	20	11	5	3	unlimited emp + dep	X
FT Support Staff 40 hours/week	X		12	10 to 20****	11	5	3	unlimited emp + dep	X
PT Admin. & Support Staff 20 hours or more per week	X**		X**	X**	X***	5***	X**	8 credits emp + dep & unlimited Degree Guarnatee course credits emp + dep	X
PT Admin. & Support Staff Less than 20 hours per week								8 credits emp + dep & unlimited Degree Guarnatee course credits emp + dep	Qual. Pos.
Temporary & On-Call Employees								8 credits emp + dep & unlimited Degree Guarnatee course credits emp + dep	Qual. Pos
180/ day Regular Faculty 1. FTE	X		10		5	5	3	unlimited emp + dep	X
180/ day Regular Faculty .5-.99 FTE	X**		X**					8 credits emp + dep & unlimited Degree Guarnatee course credits emp + dep	X
Adjunct Faculty Term-by-term								8 credits emp + dep & unlimited Degree Guarnatee course credits emp + dep	Qual. Pos

"X"   Indicates benefit is provided   **   Prorated on actual hours or FTE (full-time equivalent)   **** based on longevity (see Article 312)
*   From sick leave accrual   ***   Paid based on scheduled hours

Tillamook Bay Community College
4301 Third Street · Tillamook, Oregon 97141 · (503) 842-8222 · Fax (503) 842-8334 · www.TillamookBay.cc

TILLAMOOK BAY COMMUNITY COLLEGE
2010-2011 Regular Full-Time & Regular Part-Time Faculty Salary Schedule*
180 DAY CONTRACT

	BA	BA+15	BA+30	BA+45	MA	MA+5	MA+10	MA+15	MA+20	MA+25	MA+30	MA+35	MA+40	MA+45 or 2nd Masters	MA+50	MA+55	MA+60	PhD
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	$37,483	$38,607	$39,765	$40,958	$42,187	$43,453	$44,756	$46,099	$47,482	$48,906	$50,373	$51,885	$53,441	$55,044	$56,696	$58,397	$60,148	$61,953
2	$38,232	$39,379	$40,560	$41,777	$43,030	$44,321	$45,651	$47,020	$48,431	$49,884	$51,380	$52,922	$54,509	$56,145	$57,829	$59,564	$61,351	$63,191
3	$38,997	$40,167	$41,372	$42,613	$43,891	$45,208	$46,564	$47,961	$49,400	$50,882	$52,409	$53,981	$55,600	$57,268	$58,986	$60,756	$62,578	$64,456
4	$39,777	$40,970	$42,199	$43,465	$44,769	$46,112	$47,496	$48,920	$50,388	$51,900	$53,457	$55,060	$56,712	$58,414	$60,166	$61,971	$63,830	$65,745
5	$40,572	$41,789	$43,043	$44,334	$45,665	$47,034	$48,445	$49,899	$51,396	$52,938	$54,526	$56,162	$57,846	$59,582	$61,369	$63,210	$65,107	$67,060
6	$41,384	$42,625	$43,904	$45,221	$46,578	$47,975	$49,414	$50,897	$52,424	$53,996	$55,616	$57,285	$59,003	$60,773	$62,597	$64,475	$66,409	$68,401
7					$47,509	$48,935	$50,403	$51,915	$53,472	$55,076	$56,729	$58,431	$60,183	$61,989	$63,849	$65,764	$67,737	$69,769
8								$52,953	$54,542	$56,178	$57,863	$59,599	$61,387	$63,229	$65,126	$67,079	$69,092	$71,164
9											$59,020	$60,791	$62,615	$64,493	$66,428	$68,421	$70,474	$72,588
10														$65,783	$67,757	$69,789	$71,883	$74,040
11																$71,185	$73,321	$75,520
12																		$77,031

*Market level schedule per PSPC Study. Employees over market held constant.

INSURANCE BENEFIT AMOUNT

Full-time   **$1,107.00** per month
Part-time   **$1,107.00** per month   (prorated based on actual FTE)

INSURANCE OPT-OUT BASE AMOUNT
(Stipend is calculated as the base amount less the monthly premium amount for the least-cost single-party health insurance plan offered by the College)

Full-Time   **$1,107.00** per month
Part-Time   **$1,107.00** per month   (stipend for part-time employment is prorated based on actual FTE)

Tillamook Bay Community College
4301 Third Street · Tillamook, Oregon 97141 · (503) 842-8222 · Fax (503) 842-8334 · www.TillamookBay.cc

TILLAMOOK BAY COMMUNITY COLLEGE
2011-2012 Regular Full-Time & Regular Part-Time Faculty Salary Schedule*
180 DAY CONTRACT
(To be implemented effective 01 January 2012)

	BA	BA+15	BA+30	BA+45	MA	MA+5	MA+10	MA+15	MA+20	MA+25	MA+30	MA+35	MA+40	MA+45 or 2nd Masters	MA+50	MA+55	MA+60	PhD
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	$38,420	$39,572	$40,759	$41,982	$43,242	$44,539	$45,875	$47,251	$48,669	$50,129	$51,633	$53,182	$54,777	$56,420	$58,113	$59,857	$61,652	$63,502
2	$39,188	$40,363	$41,574	$42,821	$44,106	$45,429	$46,792	$48,196	$49,642	$51,131	$52,665	$54,245	$55,872	$57,548	$59,275	$61,053	$62,885	$64,771
3	$39,972	$41,171	$42,406	$43,678	$44,989	$46,338	$47,728	$49,160	$50,635	$52,154	$53,719	$55,330	$56,990	$58,700	$60,461	$62,275	$64,143	$66,067
4	$40,771	$41,994	$43,254	$44,552	$45,888	$47,265	$48,683	$50,143	$51,648	$53,197	$54,793	$56,437	$58,130	$59,874	$61,670	$63,520	$65,426	$67,389
5	$41,587	$42,834	$44,119	$45,443	$46,806	$48,210	$49,657	$51,146	$52,681	$54,261	$55,889	$57,566	$59,293	$61,071	$62,904	$64,791	$66,734	$68,736
6	$42,418	$43,691	$45,002	$46,352	$47,742	$49,175	$50,650	$52,169	$53,734	$55,346	$57,007	$58,717	$60,478	$62,293	$64,162	$66,086	$68,069	$70,111
7					$48,697	$50,158	$51,663	$53,213	$54,809	$56,453	$58,147	$59,891	$61,688	$63,539	$65,445	$67,408	$69,430	$71,513
8								$54,277	$55,905	$57,582	$59,310	$61,089	$62,922	$64,809	$66,754	$68,756	$70,819	$72,944
9											$60,496	$62,311	$64,180	$66,106	$68,089	$70,131	$72,235	$74,402
10													$67,428	$69,451	$71,534	$73,680	$75,890
11																$72,965	$75,154	$77,408
12																		$78,956
13																		$80,141

*Market level schedule per PSPC Study. Employees over market held constant.

INSURANCE BENEFIT AMOUNT
(To be implemented effective 01 January 2012)

Full-time $1,135.00 per month
Part-time $1,135.00 per month   (prorated based on actual FTE)

INSURANCE OPT-OUT BASE AMOUNT
(Stipend is calculated as the base amount less the monthly premium amount for the least-cost single-party health insurance plan offered by the College)
(To be implemented effective 01 January 2012)

Full-Time $1,135.00 per month
Part-Time $1,135.00 per month   (stipend for part-time employment is prorated based on actual FTE)

Tillamook Bay Community College
4301 Third Street · Tillamook, Oregon 97141 · (503) 842-8222 · Fax (503) 842-8334· www.TillamookBay.cc

Article No.:   Appendix C-3
Approved: *Pending*
Reference:

Non-Regular Faculty Salary Schedule ~~2010-2011~~ 2011-2012						
	Tier 1	**Tier 2**	**Tier 3**	**Tier 4**	**Tier 5**	**Tier 6**
Transfer College Credit Courses (1 contact hour = 1 lecture pay credit)	~~$401.19~~ $411.22 per lecture credit	~~$421.38~~ $431.91	~~$442.30~~ $453.35	~~$464.43~~ $476.04	~~$487.64~~ $499.83	~~$494.60~~ $506.97
Transfer College Credit Courses Substitute Rate	~~$ 33.34~~ $34.28 per lecture credit					
Transfer College Credit Courses Writing Bonus for Credit WR Courses	~~$ 298.50~~ $305.96 per term					
Transfer College Credit Courses Lab **-** Students work independently with the instructor available and in the instructional area for assistance and supervision. (3 contact hours = 1 lab pay credit)	~~$ 827.45~~ $848.14 per lab credit	~~$868.79~~ $890.51	~~$890.76~~ $913.03	~~$957.87~~ $981.82	~~$1,006.32~~ $1,031.47	~~$1,056.05~~ $1,082.45
Transfer College Credit Courses Lecture/Lab - Instructor gives short lectures and supervises student application of lectures. Instruction methods are integrated; therefore, lecture & lab are dependent on each other. (2 contact hours = 1 lecture/lab pay credit) (examples: ART 284, CAS100, CAS216, MUS 131)	~~$604.54~~ $619.65 per lecture/lab credit	~~$634.37~~ $650.23	~~$666.10~~ $682.75	~~$699.40~~ $716.89	~~$734.37~~ $752.73	~~$771.09~~ $790.37
ABE/GED/ESL/ High School Credit Recovery Classes	~~$27.46~~ $28.15 per hour	~~$28.83~~ $29.55	~~$30.27~~ $31.03	~~$31.80~~ $32.60	~~$33.39~~ $34.22	~~$35.04~~ $35.92
Continuing Education	50% of Tuition Revenue at End of Course (Excluding Fees) – Dean of Instructional Services may guarantee a minimum enrollment level of compensation in order to support a degree or certificate program or meet a community occupational training need.					
Contract Training (Includes: class hours & hours interfacing with contracting business) (Subject to adjustment to meet market conditions.)	~~$ 23.88~~ $24.48 per hour	~~$25.07~~ $25.70	~~$26.35~~ $27.00	~~$27.64~~ $28.33	~~$29.03~~ $29.75	~~$30.48~~ $31.25

TILLAMOOKBAY
COMMUNITY COLLEGE

NON-REGULAR FACULTY SALARY SCHEDULE
Article No.:   Appendix C-3
Approved: *Pending*
Reference:

Community Education	50% of Tuition Revenue at End of Course (Excluding Fees)					
Guest Lecturers/Artists	Market Driven					
Instructional Assistants	~~$8.72~~ $8.94 per hour	~~$9.16~~ $9.39	~~$9.62~~ $9.86	~~$10.09~~ $10.34	~~$10.60~~ $10.87	~~$11.13~~ $11.41
Instructional Assistants II (Extensive training required, Example: EMT)	~~$11.63~~ $11.92 per hour	~~$12.20~~ $12.51	~~$12.82~~ $13.14	~~$13.46~~ $13.79	~~$14.14~~ $14.50	~~$14.83~~ $15.20
General Tutoring	~~$8.72~~ $8.94 per hour	~~$9.16~~ $9.39	~~$9.62~~ $9.86	~~$10.09~~ $10.34	~~$10.60~~ $10.87	~~$11.13~~ $11.41
ADA Tutor	~~$11.63~~ $11.92 per hour	~~$12.20~~ $12.51	~~$12.82~~ $13.14	~~$13.46~~ $13.79	~~$14.14~~ $14.50	~~$14.83~~ $15.20
Math Tutor	~~$11.63-13.94~~ $11.92-14.29 per hour					
Meetings: Curriculum Development, Departmental, etc.	~~$17.48~~ $17.92 per hour					

TILLAMOOKBAY COMMUNITY COLLEGE

4301 Third Street, Tillamook, OR 97141 * (503) 842-8222 * www.TillamookBay.CC

Facilities

RECOMMENDATION

Information only – no action requested.

BACKGROUND INFORMATION --- Dean Ellison

Capital Construction Projects

RECOMMENDATION

Information only – no action requested.

BACKGROUND INFORMATION--- President Emeritus Carnahan

- TBCC/OSU Open Campus Project update
- North County Distant Learning Center update
- South County Distant Learning Center update

TILLAMOOKBAY
COMMUNITY COLLEGE

Personnel

RECOMMENDATION

Information only – no action requested.

BACKGROUND INFORMATION --- President Green

Position Title	Application Review Begins	Start Date	Comment	Screening Committee	Appointment
EDC/SBDC Director	June 13, 2011	July 2011	Position open	Jon Carnahan	

Christine ("Chris") McClure, TBCC Adjunct Faculty, Early Education and Family Studies, completed her M.A. in Human Development from Pacific Oaks College in December 2010. Chris also has an A.A. from TBCC and B.S. from Warner Pacific College.

At their regional convention in Boise, May 13-15, one Phi Theta Kappa member and their advisor, Barb Casteel, were present to accept the awards Tillamook Bay's chapter received:

1. "Distinguished Issue in Honors in Action". In this project they researched how the dissemination of information affects the individual and the community by studying how volunteer groups communicate with their members;

2. The College Project Award of Merit. This was for work in making our campus tobacco free; and,

3. The Five Start Chapter Award, recognizing chapter development activities such as holding meetings, inducting members, scholastic research and participating in regional and international events.

TILLAMOOK BAY
COMMUNITY COLLEGE

4301 Third Street • Tillamook, Oregon 97141 • (503) 842-8222 • Fax: (503) 842-8334 • www.TillamookBay.cc

Announcements and General Information

<u>**RECOMMENDATION**</u>

Information only – no action requested.

<u>**BACKGROUND INFORMATION**</u>---President Green

Justin Roth the recently elected 2011-12 Phi Theta Kappa President was elected Western District Executive. He is the first regional officer from our chapter in several years. Roth will be the liaison between the region and the 10 chapters in our district. Not only will he be serving, but he will also gain valuable training in leadership that will add to his resume and benefit him as he develops his career.

Upcoming events please mark your calendar!

- Friday, June 10 – Commencement – 7 pm at the Tillamook Church of the Nazarene, photos at 6:30.

- July 18 from 8:30 a.m. to 5:00 p.m. - OCCA New Board Member Training at the OCCA offices in Salem.

- August 10 thru 13 – Tillamook County Fair. The College is on furlough that week and employees are being asked to cover 2 hour shifts on a volunteer basis. The Board and Foundation Board are being asked to cover a shift as well. If you are able to assist in this area, please contact Sue Owens. The College will provide entry and parking passes for the day(s) worked.

- October 27-29 - 2011 OCCA "Defining A New Perspective" Conference at Salishan Resort & Spa in Gleneden, Oregon.

TILLAMOOKBAY
COMMUNITY COLLEGE

The purpose of Phi Theta Kappa shall be to recognize and encourage scholarship among two-year college students. To achieve this purpose, Phi Theta Kappa shall provide opportunity for the development of leadership and service, for an intellectual climate for exchange of ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence.

Why I'm Running: I am running because I believe that I can help our Region continue to build on the foundations of our scholarship, leadership, and service. I am committed to helping us earn the most distinguished region award. I think we have a great region and when we communicate and work together great things can and will happen. I have no doubt in the ability that we have to accomplish this goal.

I am a very dedicated and driven individual. When I set my mind to something I get it done. I have great initiative and a drive to succeed. I am goal oriented and 110% percent team player. The positions I have held at PTK are <u>Secretary, Vice President, and President elect.</u>

My Experience: Phi Theta Kappa has been a great experience for me. I have grown as a person and as a leader. I know Phi Theta Kappa will help me continue to grow and develop better leadership skills, social skills, and other qualities. I am very proud and honored to be a member of Phi Theta Kappa. I feel I am doing something great for our future.

International convention 2011

High School career

I played football and wrestled for three years and I also did track for two years. I lettered in each sport every year that I participated. My senior year I was picked first team all league defensive lineman. I made honor roll every trimester throughout high school and I graduated with a 3.7 GPA and in the top 10% of my class. My senior year in high school I was team captain for both football and wrestling. I helped lead the team in practice. I was a leader on and off the field. I tried to lead by example. I helped inspire our younger students and tried to instill a necessity to have a great work ethic and set reachable goals.

I would like to thank everyone who has supported me and my campaign. Without the help I have received I would not of been able to do this on my own.

On some down time from International convention we went down to the Pike's Place Market!

Western District Executive

Justin Roth

Beta Delta Epsilon
Rocky Mountain Cascade

PRELIMINARY CONFERENCE SCHEDULE

THURSDAY, October 27

Noon   Registration and official opening of Exhibit Hall
Light lunch munchies and refreshments provided

1:00 - 2:00 p.m.
Legislative Panel

2:00 - 2:15 p.m.
Refreshment Break in Exhibit Hall

2:15 - 3:15 p.m.
Opening General Session with Donna Zajonc

3:15 - 4:15 p.m.
Refreshment Break in the exhibit hall meet and mingle

4:15 - 5:15 p.m.
General Session speaker

6:30 - 9:00 p.m.
Opening Party at Lawrence Gallery
(small plates, no host bar, music)

FRIDAY, October 28

7:30 a.m.
Breakfast in Exhibit Hall

8:30 - 9:30 a.m.
Three breakout sessions

9:30 - 9:50 a.m.
Refreshment Break in Exhibit Hall

9:50 - 10:45 a.m.
Three breakout sessions

10:45 - 11:05 a.m.
Refreshment Break in Exhibit Hall

11:05 - Noon
Three breakout sessions

Noon - 1:15 p.m.
Luncheon w/speaker

1:20- 2:20 p.m.
Three breakout sessions

2:20-2:45 p.m.
Refreshment Break in Exhibit Hall

2:45 - 3:45 p.m.
Board Development for New Members

3:45 - 4:00 p.m.
Refreshment Break In Exhibit Hall

4:00 - 5:00 p.m.
Three breakout sessions

6:00 - 7:00 p.m.
Howard Cherry Reception

7:00 - 8:30 p.m.
Howard Cherry Awards Banquet

SATURDAY, October 29

7:30 a.m.
Breakfast in Exhibit Hall

8:30 - 9:45 a.m.
Ethics Session

9:45 - 10:30 a.m.
Refreshment Break in Exhibit Hall

10:30 - 11:30 a.m.
Wrap-Up and Closing General Session

Oregon Community College Association

2011 Annual Conference

October 27-29 Salishan Resort

Defning A New Perspective

Donna Zajonc

Keynote Speaker - Opening General Session
Thursday October 27 2:00 p.m.

Broadening Your Leadership Perspective

Donna Zajonc specializes in challenging individuals and teams to understand change, leverage their strengths, and create a vision for their work. She has experience within both corporate and public entities, focusing on empowering leaders and teams to enact personal and systemic change. Donna helps leaders to examine how they think, how they interact, and how they take action in order to effect that change. She also has a passion for advancing a holistic approach to leadership development within the political realm.

Donna is an entrepreneur who was the sole owner and operator of several restaurants. After selling her business, Donna parlayed her love of community and leadership into a career in elected office, serving three terms in the Oregon State Legislature. She was her party's nominee for secretary of state, and while serving in the legislature, Donna was vice-chair of the Trade and Economic Development Committee.