



Board of Education Meeting Agenda

Date:
Monday, February 4, 2013

Room 214, TBCC Central Campus
4301 Third Street, Tillamook, OR 97141

Time:
6:00 p.m.

- | <u>Item</u> | <u>Description</u> | <u>Resource</u> |
|---|---|---|
| 1. | Call to Order • Acknowledge Guests ----- | Chair Wakefield |
| 2. | Approval of the Agenda ----- | (Action) Chair Wakefield |
| 3. | Invitation of Public Comment ----- | Chair Wakefield |
| <p>Available at both the beginning and end of the meeting is an opportunity for the public to comment on any issue within the jurisdiction of the Tillamook Bay Community College Board of Education. The Board Chair may determine reasonable time, space and manner limitations. At the conclusion of public comment, individual members of the Board may respond to comments made by those who have addressed the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda.</p> | | |
| 4. | Approval of the January 7, 2013 Minutes ----- | (Action) Chair Wakefield |
| 5. | Foundation Update ----- | TBCC Foundation Executive Director Jon Carnahan |
| 6. | Reports | |
| | A. Oregon Community College Update ----- | President Green |
| | B. Financial Report ----- | Comptroller/Budget Officer Williams |
| | C. Strategic Framework ----- | President Green |
| | D. Academic Calendar for 2013/2014 ----- | Chief Academic Officer Gates |
| 7. | Standing Business | |
| | A. Strategic Planning and Accreditation ----- | Chief Academic Officer Gates |
| | B. Board of Education Policies 107, 308, 500, 503 ----- | (Action) President Green |
| | C. Board Evaluation ----- | President Green |
| | D. Personnel ----- | Director Ryan |
| 8. | Announcement and General Information ----- | President Green |
| 9. | Invitation of Public Comment ----- | Chair Wakefield |
| 10. | Board Member Discussion Items ----- | Chair Wakefield |
| 11. | Adjournment ----- | (Action) Chair Wakefield |
| | <u>Executive Session</u> ----- | Chair Wakefield |
| <p>Pursuant to O.R.S. § 192.660 (2)(i), the Board, may, upon a vote of a majority of the members constituting a quorum, elect to go into Executive Session for the purpose of evaluating the President.</p> <p>Pursuant to O.R.S. § 192.660 (2)(i), the Board, may, upon a vote of a majority of the members constituting a quorum, elect to go into Executive Session to consider the employment of a public officer.</p> <p>Neither session will be open to the public.</p> | | |
| 12. | Adjournment ----- | (Action) Chair Wakefield |

Call to Order • Acknowledge Guests

RECOMMENDATION

CALL THE MEETING TO ORDER AND ACKNOWLEDGE ANY GUESTS.

BACKGROUND INFORMATION----- Chair Wakefield



Approval of Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE FEBRUARY MEETING.

BACKGROUND INFORMATION----- Chair Wakefield



Invitation of Public Comment

RECOMMENDATION

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.

BACKGROUND INFORMATION----- Chair Wakefield



Approval of January 7, 2013 Minutes

RECOMMENDATION

MOTION TO APPROVE THE JANUARY MINUTES.

BACKGROUND INFORMATION ----- Chair Wakefield

Tillamook Bay Community College Board of Education Meeting Monday, January 7, 2013

Board members in attendance: Steven Shaw, Ann Swain, Deborah Lincoln, Jim McGinnis, Rose Wharton, Bob Weitman, and Craig Wakefield.

Staff members in attendance: Sheryl Neu, Pat Ryan, Michele Burton, Lori Gates, Kyra Williams, Amy Alday-Murray, Carla Madison, and Connie Green.

Call to Order • Acknowledge Guests (agenda item 1)

The meeting was called to order by Chair Wakefield at 6:05 pm.

Approval of the Agenda (agenda item 2)

A motion to approve the agenda was made by Director Wharton and seconded by Director Shaw. The motion carried.

Invitation of Public Comment (agenda item 3)

There was no public comment at this time.

Approval of the December 3, 2012 Minutes (agenda item 4)

Director McGinnis requested a correction to a typographical error on the 2nd page of the minutes; correcting "vice hair" to "vice chair". A motion to approve the minutes with the correction was made by Director McGinnis and seconded by Director Swain. The motion carried.

CASE and Career Pathways Update (agenda item 5)

Chief Academic Officer Gates introduced Amy Alday-Murray and Carla Madison who staff the CASE and Career Pathways positions. These positions are funded by grants which have one year remaining.

Carla Madison, Career Pathways Specialist, stated that her goal is to build relationships with students as part of Career Pathways. Carla works with the adult basic education/GED/Post-secondary remedial classes—Reading and Writing 90 and Math 20—to advise students on goal setting. Pathways works together with Amy Alday-Murray, the CASE career counselor, to make students aware of short term certificates of completion that are available with an ultimate goal of improved employability.

Fall term Carla advised 25 students on action plans, assistance with the financial aid process, and general understanding of the college system. In addition to working with the career counselor, Carla also partners with the learning center and peer tutoring programs. Carla also reported that about 60% of the students she has been working with have Spanish as their first language.

Amy Alday-Murray has been TBCC's career coach for one year. She shared a flyer which she has available on campus. She also stated that research shows that one-on-one contact improves retention



and also explained about the targets for the grant—veterans, unemployed and underemployed, and really every student at TBCC who feels they have the need. Around 48 students are being served with approximately 20 appointments a month. Carla Madison, Kari Manning, and Amy Alday-Murray are working on the development of a virtual career center along with the staff of WorkSource Oregon.

Reports

Oregon Community College Update (agenda item 6.A)

President Green reported that the legislative session is about to begin. The highlights of the OCCA legislative positions are included in the Board packet. The Governor has put \$268 million in the budget for capital construction for community colleges AND universities together. Additional funds have also been put in the Opportunity Grant. It remains to be seen what will actually happen during the session. Director McGinnis observed that the OCCA legislative agenda is thoughtful, strategic and will provide positive guidance during the legislative session.

Financial Report (agenda item 6.B)

There were no questions regarding the monthly financial report.

Annual Financial Report (agenda item 6.C)

Comptroller/Budget Officer Williams informed the Board that the annual financial report included the audit report and a letter to the Board from the auditors. Comptroller Williams noted that this is an unqualified financial opinion. The Board needs to sign the letter and approve the report. A motion to approve the report was made by Director Shaw and seconded by Director Lincoln. The motion carried. The Board complimented Comptroller Williams on the excellent day to day work she and her staff lead for the college to receive clean audits.

Board Status (agenda item 6.D)

The following Board positions come up for re-election in 2013:

Zone 2 Chair Wakefield

Zone 3 Director McGinnis

Zone 4 Director Shaw

At Large Director Lincoln

Strategic Planning and Accreditation (agenda item 7.A)

Chief Academic Officer Gates reported that the process has begun to prepare for the October 2013 accreditation visit. This includes looking at the previous recommendations and making sure that they have all been addressed. First this had to do with evaluating the adequacy of resources, capacity and effectiveness including having best case and worst case scenarios in place for budget planning. This is in process and is being used for the budget development. Next is more straight forward work on a physical master plan. This is now in draft form and will come to the Board for first reading in February 2013 as part of the Strategic Framework. . Thirdly is looking at comprehensive planning processes informed by data and analyzed to evaluate fulfillment of the college's mission. The college has created the strategic framework that contains four plans—the academic master plan, strategic enrollment management plan, the Information Technology plan, and the master facilities plan. These will come to the Board in February. The document will be sent out in advance of the packet to allow Board members more time to review the materials.

Board of Education Policies 107, 308, 500, 503 (agenda item 7.B)

Director McGinnis started a discussion regarding the quantity of policy information coming before the Board at one time. President Green explained the timeline and stated that she will start sending materials ahead of the Board packet so the Board will have additional time to review the materials.



President Green also gave the Board some explanation as to how changes are being supplied in the documents and how to read those changes.

This was the first reading of Board policies 107, 308, 500, and 503.

Board of Education Policy 319—Travel (agenda item 7.C)

A motion to approve policy 319 as well as the organization, financial and legal designations document was made by Director McGinnis and seconded by Director Weitman. The motion carried.

Board Evaluation (agenda item 7.D)

A motion to approve the board survey and the dates to have the survey completed was made by Director Lincoln and seconded by Director Swain. The motion carried. Several Board members requested hard copies of the Board evaluation and President Green will send those via USPS.

Presidential Evaluation (agenda items 7.E)

President Green indicated that this evaluation will be done during executive session in February. Evaluations will be sent to the Board by both email and USPS. Director Lincoln will be the evaluation collection agent.

Personnel (agenda item 7.F)

Director Ryan reported that the Career Education Advisor position has been filled. Start date is 1/22/2013. The testing position remains open. The position had been offered to a candidate who had already accepted a full time position with another organization. Approximately a half dozen applications have come in since then and will be evaluated prior to interviews being scheduled. A Dedicated Service award was presented to Director Wharton for 12 years of service to Tillamook Bay Community College.

Announcement (agenda item 8)

OCCA legislative summit is coming up February 20th at the Salem Conference Center with the OCCA Board meeting on February 22. Forms must be submitted by 1/31/2013.

Written Communication to the Board (agenda item 9)

The Board received a letter from AARP regarding their appreciation for their partnership with the College. Sammie Olsen works with AARP, who has four classes coming up.

Invitation of Public Comment (agenda item 10)

There was no public comment at this time.

Board Member Discussion Items (agenda item 11)

Director Lincoln suggested putting the South County classes in a box within the class schedule to highlight them. President Green indicated that they are exploring a variety of avenues for publicizing information regarding South County classes.

Adjournment (agenda item 12)

The meeting was adjourned at 7:43 pm by Chair Wakefield.



Foundation Update

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- TBCC Foundation Executive Director Jon Carnahan

The 2012 TBCC Foundations efforts have been major. The Foundation changed its investment policy, endowment policy, charitable gift policy and became an Oregon Community Foundation Endowment Partner. The first stand-alone audit was completed on the foundation resources.

The 2012 Mildred Davy Memorial Luncheon was successful. This event has changed over time to become a recognition event for donors and scholarship recipients and not a fundraising event. With that in mind there were 101 people registered for the event and 99 attended. With the sponsorship from TLC, lunch receipts and some contributions, \$4762 was raised at the event

A new major effort is the creation of a Planned Giving Committee. The Planned Giving committee is responsible for cultivating and soliciting current and future gifts that require the use of estate planning techniques. These gifts will significantly impact and support the College Foundation's long term sustainability and build on endowment funds. The composition of the committee is a wide range of community leaders who are committed to making an extraordinary commitment to Tillamook Bay Community College and education. They have been charged with:

- Understanding the organizations "case" for Planned Giving
- Gaining general knowledge of planned giving concepts
- Developing and monitoring planned giving activities, assessment and evaluation
- Assisting in the creation of a prospect list for planned gifts
- Assisting in the solicitation and recognition of those donors
- Knowledge of planned giving ethics
- Open doors to staff for planned giving presentation to professional advisors, volunteers, groups, individuals and others

There have been several new bequests to the foundation that will be shared. One of those is Milne-Sears Endowment. This includes the hosting of a summer tea in South County in order to continue the "Garden Tea" that helped raise funds for the Milne-Sears Endowment.

The TBCC Foundation is also going to undertake a complete review of the Foundation Policies and By-Laws as the Foundation continues to grow.



Oregon Community College Update

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- President Green

Where education in Oregon is headed is a key conversation at the state level, Oregon Business Council and most education boards in Oregon. The following information about the direction of Oregon education is from two sources: highlights from the Oregon Investment Board presentation by Dr. Rudy Crew on a seven year plan for OEIB and an article in the Oregonian written by Tm Nesbitt.

1. The Oregon Investment Board shared their draft plan for the next seven years at their January meeting. <http://www.oregon.gov/gov/docs/oeib/StrategicPlanPres.pdf>

Below are segments that might inform the college's review of our own strategic framework.

THE OEIB Vision Statement:

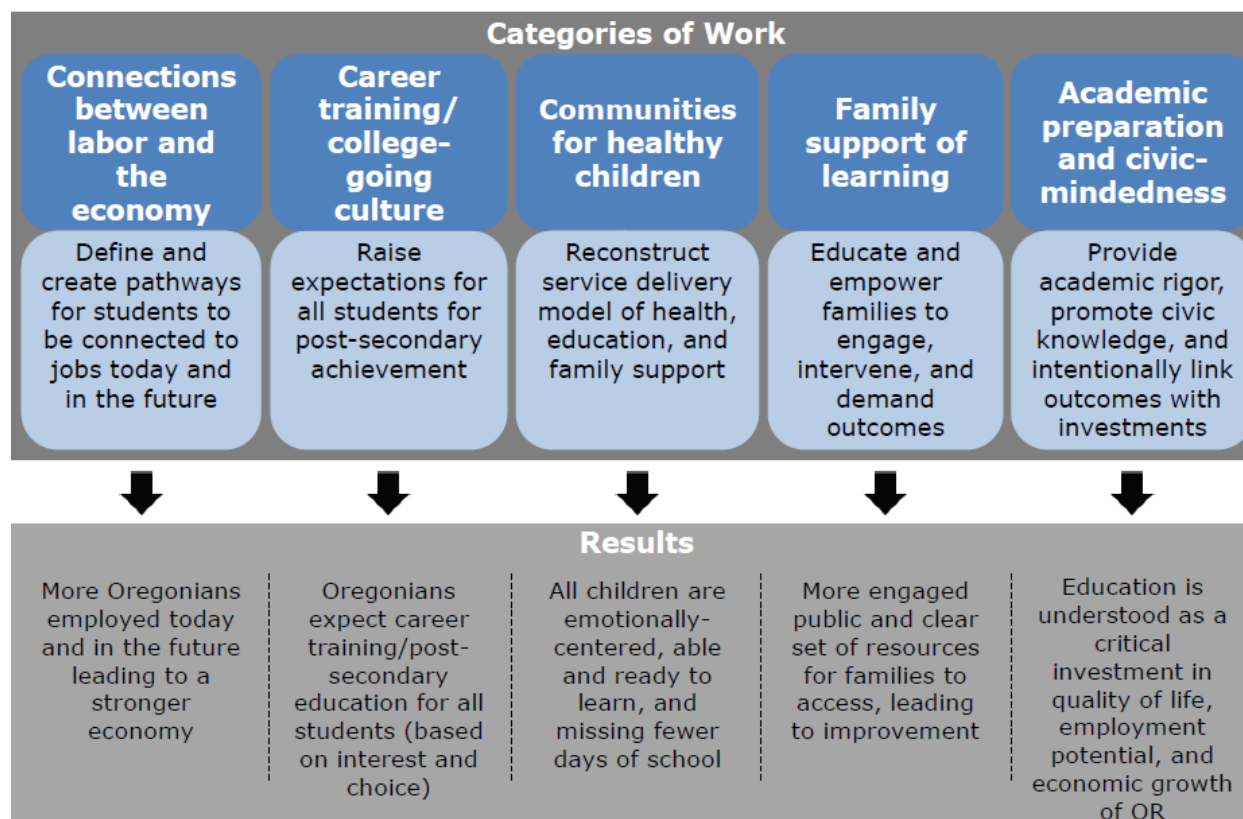
So that the destiny of Oregon's children shall not fall to the conundrum of fiscal challenges or ideological division, the OEIB will mobilize its effort around a vision that will use the statutory right to create, invest in, align and build a P-20 system and the moral authority to influence, convene, report, and measure the conditions of student success.

OEIB objectives for the next biennium:

1. Complete the design and implement the P-20 structure
2. Design and implement high-impact, cost-effective initiatives that improve achievement of all students
3. Assess, write, and respond to policies needed to accomplish student achievement initiatives and to create the "loose/tight" direction of Oregon Learns
4. Create an outcome-based budget, aligned to initiatives
5. Work to build an informed, motivated, and engaged public



OEIB focus over the next seven years



8



1. Complete the design and implement the P-20 structure
2. Implement initiatives that directly affect student learning in all segments of P-20

A. Connecting to the World of Work:

- Number of students who demonstrate proficiency in math and science in Middle School increases 15% and achievement gap decreases 5%
- At least 50% of students who graduate HS earned nine or more college credits and the achievement gap decreases 5%*
- At least 85% of students who graduate from OR education system are employed within 12 months

Key Strategies

- STEM initiatives – e.g., STEM hubs
- Internships and apprenticeships for students
- Grade 11-14 redesign and dual enrollment
- Essential skills curriculum
- Connections to career and technical trade unions
- Integration of arts into curriculum

B. Post-Secondary Aspirations:

- At least 75% of students will be on track for graduation by the end of 9th grade with no gaps greater than 10%*
- Five-year cohort graduation rate increases 5 percentage points and achievement gap decreases 5%
- Post-secondary enrollment of underserved students increases 10 percentage points (gap eliminated)

Key Strategies

- Transitional supports at critical entry points (K-20)
- Advanced Learning Options
- Services for at-risk youth
- Credits universally accepted across post-secondary
- Increase of post-secondary access and retention

3. Assess, write, and respond to policies needed to accomplish initiatives and create “loose/tight” direction of Oregon Learns

OEIB Initiative

- A) Analyze, write, and advocate policies that support initiatives and affect how education is delivered in the field
- B) Create policy framework, including R&D, consistent with “loose/tight” direction
- C) Review current policies with eye towards which should be eliminated to achieve initiatives and lessen compliance burden



Policies, explicitly linked to strategic initiatives, demonstrate impact on student performance. Policies affected/created are regarding:

- ESD redesign
- Educator workforce (licensure, minority recruitment)
- Grade 11-14 redesign (funding formula, credit transferability)
- Equity (data collection, accountability)
- Early learning (hubs, Kindergarten readiness, reimbursement policy)
- Diploma and credentials (Oregon diploma rollout, career pathways)
 - Mandate relief

4. Create an outcome-based budget, aligned to initiatives

5. Work to build an informed, motivated, and engaged public



2. Tim Nesbitt: Breaking Oregon's cycle of disinvestment and decline

Oregonian

January 27, 2013

At its annual Leadership Summit last month, the Oregon Business Council aired an [animated video](#) that makes the case for growing Oregon's businesses in order to improve funding for schools, create a better-educated workforce and boost the income of Oregonians. But it also shows how those same factors can work in reverse, when declining personal income leads to less revenue for schools, lower educational attainment and a subpar economy. Guess which scenario describes Oregon in recent years?

To illustrate these different scenarios, the OBC video displays a chart that contrasts the economic fortunes of Oregon and Washington. The chart shows personal income in Oregon and Washington accelerating in tandem in the early 1990s, then diverging after the middle of that decade. Both states continued to experience strong economic growth in the latter half of the 1990s, but Washingtonians got richer while Oregonians got poorer relative to the rest of the country, a trend that continued into the 2000s. What explains this divergence?

Economists at the Oregon Employment Department have tried to answer this question from both [national](#) and [regional](#) perspectives.

In comparing Oregon with the 49 other states, clear differences are evident: Jobs in Oregon pay less, especially at the high end. Our proprietors (mostly small businesses) earn less. We have more people moving here without jobs and more who are happy to work part time and are not looking for full-time work (hold the "Portlandia" jokes, please). And our rural communities have been especially hard-hit by economic decline (clearly a consequence of reduced logging from federal forestlands and the contraction of the wood products industry).

But those differences are less telling in a comparison with Washington, which shares the same regional economy, attracts a steady stream of new residents and has an urban-rural income divide similar to Oregon's. Setting those factors aside, the economists spotlighted the facts that jobs pay more in Washington and its proprietors earn more, especially in the aerospace and software industries in the Seattle area.



But those findings raise the question of causation. We can dismiss some of the usual whipping boys: Both Oregon and Washington have relatively high unionization rates and minimum-wage levels; both states collect almost identical shares of their economies in taxes, although businesses in Washington pay a larger share of the total. But there is one clear difference between the two states that correlates with the diverging personal income trend line in the OBC graph: state and local spending on education.

According to data from the National Center for Education Statistics, Oregon and Washington were funding their K-12 schools at roughly the same level in 1990-91. But by 2008-09, the latest year for which these data are available, Washington was outspending Oregon by nearly \$800 per student. In percentage terms, the shift in education funding levels between the two states is similar to the gap that developed in their personal income levels. That's correlation, not causation. But if education is a dynamic factor in the jobs and income equation, as the OBC video demonstrates, then this correlation has to be taken seriously.

I'll be the first to admit that funding levels don't tell the whole story. How funds are spent is equally important. But we should recognize that the 1990s offer a cautionary tale of two states that continues to affect us today. It was a decade in which strong economic growth produced revenue dividends that fueled greater investment in education in Washington -- and a decade of tax cutting that left its mark on both schools and the economy in Oregon.

It's not worth arguing about which came first, disinvestment or decline. We now find ourselves in a cycle in which one bad effect compounds another. And breaking out of that cycle will require more than single-factor solutions.

Gov. John Kitzhaber recognized this in his State of the State address last week. After making the case for controlling the costs of public employee pensions, prisons and health care, he opened the door to new revenue-raising options as well. We can't rely on just cost-cutting or revenue-raising alone if we want to break the cycle of disinvestment and decline. We will have to find a way to do both.

Tim Nesbitt writes on public affairs, has served as an adviser to Govs. Ted Kulongoski and John Kitzhaber, and is past president of the Oregon AFL-CIO. He writes an opinion column for The Oregonian on alternate Tuesdays.



Financial Report

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- Comptroller/Budget Officer Williams

Comptroller/Budget Officer 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 December 2012

50.00% of fiscal year elapsed

	FY 2011-2012			FY 2012-2013		
	Annual Budget	12/31/11 Actual	Percentage of Budget	Annual Budget	12/31/12 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	\$ 982,678	\$ 746,566.15	75.97%	\$ 704,449	\$ 737,977.42	104.76%
State	\$ 865,821	\$ 432,356.02	49.94%	\$ 777,491	\$ 403,206.97	51.86%
Property Taxes	\$ 1,020,018	\$ 877,289.40	86.01%	\$ 1,043,941	\$ 902,596.16	86.46%
Local Contract	\$ 25,000	\$ -	0.00%	\$ 37,500	\$ -	0.00%
Tuition	\$ 866,666	\$ 728,330.36	84.04%	\$ 1,173,450	\$ 716,902.92	61.09%
Fees	\$ 179,639	\$ 122,561.00	68.23%	\$ 197,148	\$ 116,508.50	59.10%
Sale of Goods	\$ 3,000	\$ 1,564.00	52.13%	\$ 4,000	\$ 866.00	21.65%
Interest	\$ 4,000	\$ 2,104.15	52.60%	\$ 5,000	\$ 2,950.49	59.01%
Rental	\$ 6,500	\$ 3,635.00	0.00%	\$ 6,665	\$ 3,377.50	50.68%
Miscellaneous	\$ 7,500	\$ 4,647.30	61.96%	\$ 8,000	\$ 673.79	8.42%
Transfers	\$ 473,174	\$ 100,865.40	21.32%	\$ 416,640	\$ 163,262.29	39.19%
Total resources	\$ 4,433,996	\$ 3,019,918.78	68.11%	\$ 4,374,284	\$ 3,048,322.04	69.69%
Expenditures						
Instruction	\$ 1,439,310	\$ 558,166.18	38.78%	\$ 1,450,270	\$ 514,304.55	35.46%
Instructional Support	\$ 414,559	\$ 224,609.79	54.18%	\$ 455,537	\$ 215,550.21	47.32%
Student Services	\$ 356,831	\$ 141,883.74	39.76%	\$ 364,562	\$ 154,924.09	42.50%
College Support	\$ 1,076,027	\$ 603,776.53	56.11%	\$ 1,118,905	\$ 419,391.49	37.48%
Plant Operation	\$ 379,582	\$ 150,360.17	39.61%	\$ 353,898	\$ 165,491.08	46.76%
Transfers	\$ 266,600	\$ 206,804.31	77.57%	\$ 269,112	\$ 55,609.05	20.66%
Contingency	\$ 50,000	\$ -	0.00%	\$ 50,000	\$ -	0.00%
Total expenditures	\$ 3,982,909	\$ 1,885,600.72	47.34%	\$ 4,062,284	\$ 1,525,270.47	37.55%
Ending fund balance	\$ 451,087	\$ 1,134,318.06	251.46%	\$ 312,000	\$ 1,523,051.57	488.16%

Agenda Item 6.B. Attachment #2
Tillamook Bay Community College
Unaudited Summary Financial Information (Modified Accrual Basis)
Fiscal Year-to-Date Ended December 2012

	Fund No.	Beginning Fund Balance	2012-2013 Revenue	2012-2013 Expenditures	Ending Fund Balance	2012-2013 Spendable Budget	2011-2012 Prior Year Expenditures
Adult Basic Education	210	\$ -	\$ 29,988.63	\$ 32,914.61	\$ (2,925.98)	\$ 68,800	\$ 25,584.30
Tutor Grant	211	\$ -	\$ 7,495.46	\$ 7,495.46	\$ -	\$ 13,892	\$ 6,931.93
Sprint Yellow Pages Literacy Grant	215	\$ 2,495.57	\$ -	\$ -	\$ 2,495.57	\$ 2,400	\$ 3.05
United Way Literacy Grant	216	\$ 7,631.26	\$ 750.00	\$ 226.00	\$ 8,155.26	\$ 7,900	\$ 113.00
Learning Standards Grant	219	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 90.72
Lumina Grant	222	\$ -	\$ -	\$ 590.27	\$ (590.27)	\$ -	\$ -
CASE Grant	223	\$ -	\$ 38,872.55	\$ 38,872.55	\$ -	\$ 190,702	\$ -
Pathways Grant	225	\$ -	\$ 14,845.05	\$ 14,845.05	\$ -	\$ 31,731	\$ -
Industrial Maintenance Tech	226	\$ 51,586.23	\$ 20,000.00	\$ 28,490.32	\$ 43,095.91	\$ 120,000	\$ 30,349.48
OYA Instruction Contract	227	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,389.32
SESP Oregon Green Tech Certificate	228	\$ -	\$ 190.56	\$ 3,720.70	\$ (3,530.14)	\$ 4,663	\$ 4,789.32
OYA Instruction Supplemental Contract	229	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,148.12
SBDC Federal Grant	230	\$ -	\$ 15,575.00	\$ 15,575.00	\$ -	\$ 30,250	\$ 16,175.89
SBDC State Grant	231	\$ -	\$ 7,283.56	\$ 7,283.56	\$ -	\$ 29,804	\$ 3,600.21
SBDC Program Income	232	\$ 19,024.95	\$ 700.00	\$ 193.93	\$ 19,531.02	\$ 6,035	\$ 112.25
SBDC - EDC Fund	235	\$ -	\$ 22,880.74	\$ 47,512.80	\$ (24,632.06)	\$ 109,776	\$ 43,601.70
TEC Vocational Education Grant	240	\$ -	\$ -	\$ -	\$ -	\$ 24,722	\$ -
Student Assistance	250	\$ 1,477.39	\$ 158.00	\$ 45.00	\$ 1,590.39	\$ 2,300	\$ 340.00
Work Keys Mini Grant	251	\$ 1,598.22	\$ -	\$ 46.00	\$ 1,552.22	\$ 1,700	\$ 64.50
Bay City Rental	260	\$ 3,490.13	\$ -	\$ 3,490.13	\$ -	\$ 3,491	\$ -
Statewide Distance Learning System Development	272	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 46,158.40
OFAX Assess for Distance Learning	273	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00
FOE Implementation Grant	274	\$ -	\$ 9,000.00	\$ 7,882.87	\$ 1,117.13	\$ -	\$ -
Lumina Credit When It's Due Grant	275	\$ -	\$ 8,000.00	\$ -	\$ 8,000.00	\$ -	\$ -
Capital Depreciation & Maintenance Fund	290	\$ 995,207.19	\$ 2,806.39	\$ 40,000.00	\$ 958,013.58	\$ 140,000	\$ -
Timber Tax Reserve Fund	291	\$ -	\$ 82,684.73	\$ -	\$ 82,684.73	\$ 252,989	\$ -
Strategic Investment Fund	295	\$ 1,388,797.81	\$ 3,790.83	\$ 107,964.00	\$ 1,284,624.64	\$ 207,964	\$ 94,611.00
State IGA Fund	296	\$ -	\$ 120,568.00	\$ 116,068.00	\$ 4,500.00	\$ 24,960	\$ -
Total Special Fund		\$ 2,471,308.75	\$ 385,589.50	\$ 473,216.25	\$ 2,383,682.00	\$ 1,274,079	\$ 285,063.19
Schedule of Special Fund borrowing from General Fund		Ending Working Capital	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 12/31/2012		
Total of Grants that borrow from the General Fund		\$ (31,678.45)	\$ 72,001.44	\$ -	\$ (103,679.89)		
Total of Grants that are not borrowing from the General Fund		\$ 2,415,360.45	\$ -	\$ -	\$ 2,415,360.45		
Total Special Fund		\$ 2,383,682.00	\$ 72,001.44	\$ -	\$ 2,311,680.56		
	Fund No.	Beginning Working Capital	2012-2013 Revenue	2012-2013 Expenditures	Ending Working Capital	2012-2013 Spendable Budget	2011-2012 Prior Year Expenditures
Community Education	310	\$ 4,530.24	\$ 2,495.00	\$ 1,624.47	\$ 5,400.77	\$ 7,695	\$ 584.96
Bookstore	320	\$ 75,989.71	\$ 83,142.26	\$ 157,025.59	\$ 2,106.38	\$ 257,979	\$ 165,004.44
Customized Training Projects	330	\$ 12,315.34	\$ 528.30	\$ 528.30	\$ 12,315.34	\$ 14,326	\$ 1,534.21
Culinary & Hospitality Program	340	\$ 3,317.54	\$ 3,528.23	\$ 3,151.58	\$ 3,694.19	\$ 8,575	\$ 3,857.05
Total Enterprise Fund		\$ 96,152.83	\$ 89,693.79	\$ 162,329.94	\$ 23,516.68	\$ 288,575	\$ 170,980.66
PERS Pension Bond Fund	410	\$ 16,963.14	\$ 52,624.88	\$ 40,038.35	\$ 29,549.67	\$ 108,477	\$ 40,618.73
General Obligation Bond Fund	420	\$ 21,796.50	\$ 589,520.69	\$ 180,318.75	\$ 430,998.44	\$ 660,637	\$ 185,918.75
Total Debt Service Fund		\$ 38,759.64	\$ 642,145.57	\$ 220,357.10	\$ 460,548.11	\$ 769,114	\$ 226,537.48
Campus Construction Fund - GO Bonds	520	\$ 1,310,627.94	\$ 4,018.24	\$ 30,178.13	\$ 1,284,468.05	\$ 1,505,000	\$ 27,863.89
Total Capital Projects Fund		\$ 1,310,627.94	\$ 4,018.24	\$ 30,178.13	\$ 1,284,468.05	\$ 1,505,000	\$ 27,863.89
Associated Students of TBCC	710	\$ 3,277.94	\$ 3,157.58	\$ 3,005.27	\$ 3,430.25	\$ 12,400	\$ 3,578.38
Phi Theta Kappa Honorary Society Fund	720	\$ 1,431.67	\$ 1,486.35	\$ 1,141.83	\$ 1,776.19	\$ 5,525	\$ 2,339.59
Total Agency Fund		\$ 4,709.61	\$ 4,643.93	\$ 4,147.10	\$ 5,206.44	\$ 17,925	\$ 5,917.97
Tuition Waivers	831	\$ 16,598.50	\$ -	\$ 4,841.00	\$ 11,757.50	\$ 36,000	\$ 5,801.00
Board Scholarships	832	\$ 117,454.57	\$ -	\$ 60,909.75	\$ 56,544.82	\$ 217,000	\$ 36,670.20
Institutional Work Study	833	\$ 6,683.33	\$ -	\$ 3,811.33	\$ 2,872.00	\$ 33,500	\$ 10,255.90
Foundation Scholarships	834	\$ -	\$ 5,593.50	\$ 5,093.50	\$ 500.00	\$ 50,000	\$ 27,493.65
Non-Institutional Scholarships	840	\$ 4,582.07	\$ 21,600.00	\$ 13,299.55	\$ 12,882.52	\$ 52,000	\$ 17,519.35
Total Financial Aid Fund		\$ 145,318.47	\$ 27,193.50	\$ 87,955.13	\$ 84,556.84	\$ 388,500	\$ 97,740.10

Agenda Item 6.B. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended December 2012

50.00% 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		\$ 1,110,848			\$ 2,231,164			\$ 4,690			\$ 29,373	
Beginning Fund Balance	\$ 704,449	\$ 737,977	104.76%	\$ 2,385,291	\$ 2,471,309	103.61%	\$ 1,805	\$ 4,530	250.97%	\$ 26,714	\$ 75,990	284.46%
Resources												
State Aid	\$ 777,491	\$ 403,207	51.86%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 37,500	\$ -	0.00%	\$ 900,536	\$ 377,384	41.91%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,370,598	\$ 833,411	60.81%	\$ 6,000	\$ 700	11.67%	\$ 7,500	\$ 2,495	33.27%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,043,941	\$ 902,596	86.46%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 4,000	\$ 866	21.65%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 250,000	\$ 82,915	33.17%
Interest	\$ 5,000	\$ 2,950	59.00%	\$ 11,850	\$ 6,597	55.67%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Rental	\$ 6,665	\$ 3,378	50.68%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 8,000	\$ 674	8.43%	\$ 1,500	\$ 908	60.53%	\$ -	\$ -	0.00%	\$ 1,000	\$ 227	22.70%
Transfers	\$ 416,640	\$ 163,262	39.19%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total Revenues	\$ 3,669,835	\$ 2,310,344	62.95%	\$ 919,886	\$ 385,589	41.92%	\$ 7,500	\$ 2,495	33.27%	\$ 251,000	\$ 83,142	33.12%
Expenditures												
Salaries and Wages	\$ 2,663,255	\$ 1,114,956	41.86%	\$ 458,267	\$ 134,901	29.44%	\$ 4,725	\$ 1,242	26.29%	\$ 47,209	\$ 22,538	47.74%
Operating Expenditures	\$ 1,011,917	\$ 348,615	34.45%	\$ 181,752	\$ 175,996	96.83%	\$ 2,450	\$ 382	15.59%	\$ 208,050	\$ 133,544	64.19%
Capital Outlay	\$ 68,000	\$ 6,090	8.96%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 269,112	\$ 55,609	20.66%	\$ 414,060	\$ 162,319	39.20%	\$ 520	\$ -	0.00%	\$ 1,720	\$ 944	54.88%
Other budgetary accounts (Note 1)	\$ 50,000	\$ -	0.00%	\$ 2,239,133	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 1,000	\$ -	0.00%
Total expenditures	\$ 4,062,284	\$ 1,525,270	37.55%	\$ 3,293,212	\$ 473,216	14.37%	\$ 7,695	\$ 1,624	21.10%	\$ 257,979	\$ 157,026	60.87%
Ending Fund Balance	\$ 312,000	\$ 1,523,051		\$ 11,965	\$ 2,383,682		\$ 1,610	\$ 5,401		\$ 19,735	\$ 2,106	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 472,286			\$ 72,001			\$ -			\$ -	
Inventories		\$ 3,152			\$ -			\$ -			\$ 51,748	
NET EFFECT ON CASH		\$ (475,438)			\$ (72,001)			\$ -			\$ (51,748)	
Liabilities												
Accounts Payable		\$ 75,213			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 84,682			\$ -			\$ -			\$ -	
Payroll		\$ 104,760			\$ -			\$ -			\$ 7,811	
NET EFFECT ON CASH		\$ 264,655			\$ -			\$ -			\$ 7,811	
NET ADJUSTMENTS		\$ (210,783)			\$ (72,001)			\$ -			\$ (43,937)	
ENDING CASH BALANCE		\$ 1,312,268			\$ 2,311,681			\$ 5,401			\$ (41,831)	

Agenda Item 6.B. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended December 2012

50.00% 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		\$ 12,315			\$ 3,318			\$ 27,168			\$ 1,311,043	
Beginning Fund Balance	\$ 10,000	\$ 12,315	0.00%	\$ 300	\$ 3,318	0.00%	\$ 5,000	\$ 38,760	775.20%	\$ 1,500,000	\$ 1,310,628	87.38%
Resources												
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 11,000	\$ 128	1.16%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ -	\$ 400	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Local Taxes	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 659,837	\$ 589,041	89.27%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ -	\$ -	0.00%	\$ 8,275	\$ 3,528	42.63%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Interest	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 850	\$ 482	56.71%	\$ 5,000	\$ 4,018	80.36%
Rental	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 110,000	\$ 52,623	47.84%	\$ -	\$ -	0.00%
Total Revenues	\$ 11,000	\$ 528	4.80%	\$ 8,275	\$ 3,528	42.63%	\$ 770,687	\$ 642,146	83.32%	\$ 5,000	\$ 4,018	80.36%
Expenditures												
Salaries and Wages	\$ 6,316	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 15,439	\$ 14,707	95.26%
Operating Expenditures	\$ 7,670	\$ 528	6.88%	\$ 8,275	\$ 3,152	38.09%	\$ 1,600	\$ 1,600	100.00%	\$ 1,489,561	\$ 15,471	1.04%
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 767,514	\$ 218,757	28.50%	\$ -	\$ -	0.00%
Transfers	\$ 340	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 1)	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 14,326	\$ 528	3.69%	\$ 8,275	\$ 3,152	38.09%	\$ 769,114	\$ 220,357	28.65%	\$ 1,505,000	\$ 30,178	2.01%
Ending Fund Balance	\$ 6,674	\$ 12,315		\$ 300	\$ 3,694		\$ 6,573	\$ 460,549		\$ -	\$ 1,284,468	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ -			\$ -			\$ 53,468			\$ -	
Inventories		\$ -			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -			\$ (53,468)			\$ -	
Liabilities												
Accounts Payable		\$ -			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ -			\$ -			\$ 53,468			\$ -	
Payroll		\$ -			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -			\$ 53,468			\$ -	
NET ADJUSTMENTS		\$ -			\$ -			\$ -			\$ -	
ENDING CASH BALANCE		\$ 12,315			\$ 3,694			\$ 460,549			\$ 1,284,468	

Agenda Item 6.B. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended December 2012

50.00% of Budget Period Expended

	Agency Fund			Financial Aid Fund		
	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 4,710			\$ 145,318	
Beginning Fund Balance	\$ 5,225	\$ 4,710	90.14%	\$ 138,500	\$ 145,318	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	\$ 6,000	\$ 1,658	27.63%	\$ 100,000	\$ 27,194	27.19%
Transfers	\$ 9,112	\$ 2,986	32.77%	\$ 150,000	\$ -	0.00%
Total Revenues	\$ 15,112	\$ 4,644	30.73%	\$ 250,000	\$ 27,194	10.88%
Expenditures						
Salaries and Wages	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 17,925	\$ 4,147	23.14%	\$ 388,500	\$ 87,955	22.64%
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 1)	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 17,925	\$ 4,147	23.14%	\$ 388,500	\$ 87,955	22.64%
Ending Fund Balance	\$ 2,412	\$ 5,207		\$ -	\$ 84,557	
Adjustments to bring Ending Fund Balance to Ending Cash Balance						
Assets						
Receivables		\$ -			\$ -	
Inventories		\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -	
Liabilities						
Accounts Payable		\$ -			\$ -	
Unearned Revenue (Note 2)		\$ -			\$ -	
Payroll		\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -	
NET ADJUSTMENTS		\$ -			\$ -	
ENDING CASH BALANCE		\$ 5,207			\$ 84,557	

\$ 5,438,309

Cell: A33

Comment: Note 1. Contingency in the General Fund and Enterprise Fund and Reserves in Special Fund.

Cell: A47

Comment: Note 2. Assessed but unreceived property taxes and deferred tuition and fees when applicable.

Strategic Framework

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED AT THIS MEETING.

BACKGROUND INFORMATION ----- President Green

The college faculty, staff and administrators have been working over several years to bring all of the conversations, information and priorities together for a complete strategic plan. What follows is the Strategic Framework for Tillamook Bay Community College. This framework will guide the resource and time of staff, students and faculty. It needs to be flexible and nimble in these times of change as well as it needs to be the touchstone to reach our goals. This is not a document for a shelf. It is a framework for the Board and the college community to meet the learning needs of the community.

The Strategic Framework follows beginning on the next page.





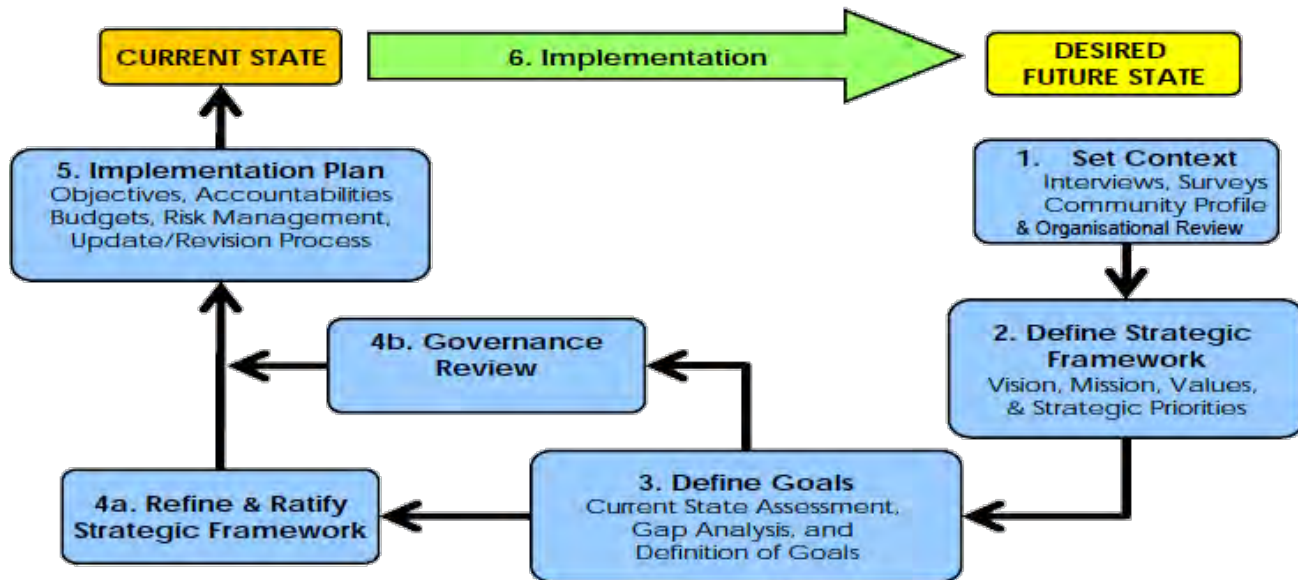
Strategic Framework

2012-2015



I am pleased and proud to introduce a new four-year strategic framework for 2012- 2015. This strategic framework maintains Tillamook Bay Community Colleges' continuing commitment to our comprehensive mission, focused on student success in learning, access, transfer education, career and technical education, developmental education, and lifelong learning. Tillamook Bay Community College's strategic framework is important in helping to chart the course for the future---not just for the College but for the communities we serve.

Strategic Planning Process



Tillamook Bay Community College strategic framework provides a direction in today's fast changing environment. The framework consists of mission, vision, themes, aims and four operational plans. The operational plans assist the Board in prioritizing and allocating limited resources. The strategic framework supports staff and faculty in focusing their efforts to effectively serve students and the Tillamook County community. The framework needs to be flexible as funding, partners and college finances are in constant flux.

The college had recently affirmed its mission, vision, themes and strategic aims in 2011. The college has been involved with two initiatives to have an intentional review of 1) first year students and 2) a local look at national and local gap areas for student progression and completion. In April 2012, I shared a strategic Blueprint with the TBCC staff, faculty and Board as a response to the needs that must be addressed for increased student success at TBCC. The data, insights and action steps from these efforts informed all four of the operational plans.

TBCC Planning Diagram

Mission Statement

Tillamook Bay Community College provides access to quality education in response to the needs of our community.

Vision Statement

The College, in partnership with the community, strives to be a center for educational excellence that provides access to lifelong learning; bridges to opportunity; an environment for innovation and intellectual pursuits; and leadership in the economic, cultural, and intellectual evolution of our community.

Core Themes

Collegiate and General Education

Workforce Development

Developmental Education

Community Enrichment

Strategic Aims



Master Plans

A. Academic

B. SEM

C. Facilities

D. IT

A focused effort from spring 2012 through fall 2012 was initiated to update or create the four operational plans: academic master plan, strategic enrollment management plan, technology plan and facilities plan. The campus staff and faculty have been involved in every step. The different working committees analyzed several available reference sources that provided information relating to national, state, local and community college trends, as well as projections to assist in planning for the future. In undertaking this planning process, the goal was to engage the TBCC community around the challenges of the future and create consensus and alignment around needed next steps. The planning process provided the opportunity for the collective community to engage in analysis and discussion around external and internal environments and to define plans for the next four to five years. We believe that the rich dialogue developed during the process provides momentum to the implementation of the college's core themes and that this framework will continue to serve as a road map for the entire organization as we move forward in a chaotic world. These four operational plans complete the strategic framework.

The proposed *2012-2015 Strategic Framework* is the first step to a process that will ensure that there is a review, discussion, and communication that will provide effective evaluation and next steps from College Council to other college committees over the next four years. While this framework is not the final word, it serves as a guide to provide helpful direction in accomplishing the College's mission.

The fruit of that labor of the campus community is this document, which serves as a framework for college objectives and actions that build and strengthen the future. I believe this strategic framework is a significant step toward fulfilling our comprehensive mission to serve Tillamook County for the coming years.

I would like to express my appreciation to all faculty and staff who have been involved in the planning process. We anticipate that this document will provide strategic direction to enable the College to accomplish its mission in the 21st century.

I invite you to join us in accomplishing our goals. Please contact us with your ideas on creating or expanding a business partnership, hosting an event at the college's conference center, or registering for a class.

Thank you.

Connie Green

CONTENTS

1. CORE THEMES.....	6
2. STRATEGIC AIMS.....	12
3. ACADEMIC MASTER PLAN.....	15
4. STRATEGIC ENROLLMENT MANAGEMENT PLAN.....	38
5. TECHNOLOGY PLAN.....	46
6. FACILITIES PLANS.....	50
7. APPENDIX:	
a. Foundations of Excellence.....	76
b. Strategic Blueprint.....	81

Core Themes

2012 - 2015



The Tillamook Bay Community College Board of Education adopted four core themes to guide planning, development, and resource allocation for continuous improvement:

- Collegiate and General Education
- Workforce Development
- Developmental Education
- Community Enrichment

The areas of lower division collegiate, career and technical, pre-college, and community education were natural choices as core themes, and these themes are derived from the College's mission, highlighting TBCC's own understanding of its mission.

Tillamook Bay identified three objective areas for each of the core themes:

- (1) Progress
- (2) Completion and
- (3) Achievement.

Progress objectives concern students making consistent and timely progress toward their educational goals, remedial coursework, and lifelong learning. Completion objectives entail students earning degrees and certificates in a timely manner and prepared to enter today's workforce, transferring to four-year institutions with success, completing pre-college programs and remedial courses, and regional market penetration rates. Achievement objectives include students achieving expected learning outcomes at the course, program, and institutional/degree levels; students successfully completing subsequent coursework after remediation; and TBCC achieving positive response to community education offerings.

The **Collegiate and General** Education core theme encompasses courses that will transfer to four-year colleges and universities. Transfer and general education courses and programs are an integral component of TBCC's mission.

The progress objective for Collegiate and General Education is measured by students making consistent and timely progress toward their educational goals and/or degree. Their progress toward earning credits within a certain time frame is measured as well as their retention rates. The completion objective is measured by students earning their associate degree in a timely manner or transfer with success. The achievement objective is measured by students achieving expected learning outcomes. This will be measured with assessments of course, general education program, and institutional outcomes.

Collegiate and General Education	
Objectives and Indicators	
1. Progress: Students make consistent and timely progress toward their educational goals/degree.	<ul style="list-style-type: none">• Earning first 15 college-level credits• Earning first 15 college-level credits in 1 year• Earning first 30 college-level credits• Earning first 30 college-level credits in 1 year• Term-to-Term Persistence• Fall-to-Fall Persistence
2. Completion: Students earn their associate degree in a timely manner or transfer with success.	<ul style="list-style-type: none">• Associate Degree Completion• Transfer Rates• Performance after Transfer• Progress of Transfer Students
3. Achievement: Students achieve expected learning outcomes.	
Course Learning Outcomes	<ul style="list-style-type: none">• General Education Program Learning Outcomes• Institutional Learning Outcomes

Workforce Development, the College's second core theme, represents another major aspect of TBCC's mission to provide quality education. The Workforce Development Core Theme encompasses credit courses in CTE that are part of certificates of completion and Associate of Applied Sciences (AAS) degrees. It also includes credit and non-credit courses offered to support workforce training in the community. Contracted training, small business development, economic development, Continuing Education Unit (CEU) courses, and preparatory and supplementary occupational activities are all within the scope of this core theme. Workforce-related courses, programs, and services are a major component of TBCC's mission, supported by the complete spectrum of services and infrastructure of the College.

Workforce Development

Objectives and Indicators

1. **Progress:** Students make consistent and timely progress toward their educational goals/degree.

- Technical Skill Attainment
- Academic Skill Attainment
- Student Retention or Transfer
- Nontraditional Participation
- Contracted Training Employer Satisfaction

2. **Completion:** Students earn their certificate, degree, and/or certification prepared to enter today's workforce.

- Career and Technical Degree or Certification Completion
- Nontraditional Completion
- Student Placement
- Licensing/Certification Rates

3. **Achievement:** Students achieve expected learning outcomes.

- Course Learning Outcomes
- Program Learning Outcomes
- Institutional Learning Outcomes

The core theme of **Developmental Education** encompasses courses and programs that prepare students for transfer-level college learning. At TBCC these courses are classified as adult basic skills and postsecondary remedial.

Tillamook Bay's Developmental Education Core Theme objectives focus on progress, completion, and achievement through skill gain, transition to next educational levels, program completion, and subsequent achievement.

Developmental Education	
Objectives and Indicators	
1. Progress: Students make consistent and timely progress through remedial coursework.	
	<ul style="list-style-type: none">• Pre and Post test score gains on CASAS• Completion of Basic Skills/ESOL
2. Completion: Students complete programs and courses.	
	<ul style="list-style-type: none">• Successful GED Applicants• Successful Completion of Remedial Math or Writing Course
3. Achievement: Upon completion of remedial courses students will successfully complete subsequent college level courses.	
	<ul style="list-style-type: none">• Completing two college-level courses• Success in Subsequent Related Coursework

The **Community Enrichment** Core Theme embraces a variety of course offerings designed to foster lifelong learning and serve community interests. These include non-credit courses in business development, computers, creative arts, fitness, foreign languages, home and gardening (including cooking), parenting, public interest, health, safety, and sports and leisure. Community Education courses and programs are a major part of TBCC's mission. The College has historically emphasized meeting non-credit educational needs of the community.

Community Enrichment

Objectives and Indicators

1. **Progress:** Students make progress toward lifelong learning.
 - Number of non-credit courses offered
 - Enrollment (FTE) in Non-Credit Courses
 - Enrollment in Subsequent Non-Credit Course
2. **Completion:** Community members complete courses at TBCC.
 - Regional Market Penetration Rates (participation rates)
3. **Achievement:** TBCC achieves positive response to community education offerings.
 - Community Surveys

Strategic Aims

2012 - 2015



ENGAGEMENT - TBCC's teaching and learning has high levels of participation, involvement, and engagement on the part of students, faculty, and staff. Students make intentional decisions about involvement both in and out of the classroom for a more meaningful college experience.

June 2012 outcomes:

- a) Progress Outcome -There is a 10% increase of first time students who are taking more than 6 credit hours fall term persist to winter term.
- b) Progress Outcome -There is a 10% increase of students who enroll for more than 6 credits fall return the following fall.
- c) Progress Outcome-Every contracted employee can give an example weekly of a student or community member that they took "extra" time to assist, listen or support.

June 2015 outcomes:

- a) Achievement Outcome -TBCC has a 60% persistence of first time students with 6 credits fall term to following fall term.
- b) Achievement Outcome -TBCC classroom learning environment have high levels of participation and involvement.
- c) Completion Outcome - Every employee in their daily responsibilities has a plan and a commitment that knowing and caring about staff, students and community is a key value and action to their personal success.

ACCREDITATION- TBCC is accredited and provides access to quality education as it responds to the needs of the community through the four core themes: collegiate, workforce, developmental and community education.

June 2012 outcomes:

- a) Progress Outcome -TBCC has detailed plans to address any recommendations from the fall 2011 Accreditation visit.
- b) Progress Outcome -TBCC is actively using their master plans to guide growth and investments: Academic, SEM, Facilities and Technology.

June 2015 outcomes:

- a) Completion Outcome -The College is accredited.
- b) Achievement Outcome -The College has submitted its first degree since accreditation to the State Board of Education.
- c) Progress Outcome -The College has taken the "list" of community and academic issues that could not be refined and expanded until accreditation and has a plan to implement.

SUSTAINABILITY – TBCC has effective, efficient, and intentional processes, systems, resources, curriculum and staffing to ensure that the college can meet the reality of today and the potential of the future in providing education to the community.

June 2012 outcomes:

- a) Achievement Outcome-The college ERP/JICS web portal system has been extended to provide more student and staff self-directed services.
- b) Progress Outcome-The college staffing continues to be adjusted to utilize the skills and talents of all staff and faculty.
- c) Achievement Outcome-The College's newest systems (financial aid and foundation development) are providing efficient support.
- d) Completion Outcome-The College's revamped web site reflects the college mission and delivers effective information and services.

June 2015 outcomes:

- a) Completion Outcome- the College's ERP/JICS web portal system is personal and meets the needs of student and staff/faculty in delivering services from registration, payroll, and student support to business services and foundation development.
- b) Completion Outcome-The College is able to serve up to 1000 FTE without major modifications of the systems since 2012.
- c) Achievement Outcome-College information, development of new programs and services and community response is personal and effective.

Academic Master Plan

2012 - 2015



What is the Academic Master Plan (AMP)?

- A framework for decision making
- A framework for resource allocation
- A support for teaching and learning
- A future vision with goals for the institution
- A vehicle for other units of the college to develop plans
- A framework to support the overall college mission statement and goals

This AMP is relatively short-term, focusing on the three-year period of 2012-2015. It will need to be periodically updated and expanded. The next AMP will extend to 2016 and beyond. The current educational climate (see External Environment below) makes looking further out a particular challenge at this time.

Strategic Planning Process

The strategic planning process at Tillamook Bay Community College (TBCC) begins with TBCC's mission, vision, and core themes:

Mission: Tillamook Bay Community College provides access to quality education in response to the needs of our community.

Vision: The College, in partnership with the community, strives to be a center for educational excellence that provides access to lifelong learning; bridges to opportunity; an environment for innovation and intellectual pursuits; and leadership in the economic, cultural, and intellectual evolution of our community.

Core Themes:

- Collegiate and General Education
- Developmental Education
- Workforce Development
- Community Enrichment

The four Core Themes and their objectives are foundational to achieving the college mission. These objectives focus on student progress, completion, and achievement. Mission fulfillment is defined by threshold levels of accomplishment on progress, completion, and achievement as well as access and equity. Indicators of accomplishment are reviewed annually and data used to inform actions and planning.

The Academic Master Plan is one of four operational work plans for TBCC. The other three plans address Strategic Enrollment Management, Technology, and Facilities. In 2011, three Strategic Aims were identified for TBCC: accreditation, engagement, and sustainability. Strategic Aims provide a context for institutional planning and the Aims represent key areas that overlap the core themes and operational plans. Outcomes for June 2012 and June 2015 were defined for each Strategic Aim area.

Background

TBCC Student Enrollment Profile (actual and projected from Strategic Enrollment Management Plan)

Year	LDC/transfer	CTE/Workforce	Dev. Ed.	Community	Tot. FTE
2007-2008	145.24 FTE (40%)	76.98 FTE (21%)	40.55 FTE (11%)	98.08 FTE (28%)	360.76
2008-2009	146.28 FTE (42%)	88.69 FTE (26%)	35.84 FTE (10%)	75.59 FTE (22%)	346.54
2009-2010	165.17 FTE (38%)	121.41 FTE (28%)	43.89 FTE (10%)	105.30 FTE (24%)	435.84
2010-2011	207.70 FTE (40%)	144.74 FTE (28%)	54.85 FTE (11%)	111.30 FTE (21%)	519.59
2011-2012	248.11 FTE (44%)	124.75 FTE (22%)	91.68 FTE (16%)	93.96 FTE (16%)	558.50
2012-2013	239.18 FTE (45%)	122.24 FTE (23%)	85.05 FTE (16%)	85.05 FTE (16%)	531.52
2013-2014	246.10 FTE (46%)	128.40 FTE (24%)	96.30 FTE (18%)	64.20 FTE (12%)	535.00
2014-2015	261.60 FTE (48%)	130.80 FTE (24%)	98.10 FTE (18%)	54.50 FTE (10%)	545.00
2015-2016	277.50 FTE (50%)	138.75 FTE (25%)	94.35 FTE (17%)	44.40 FTE (8%)	555.00

1. Shaded rows are actual results. Un-shaded rows represent current projections.

2. 2011-2012 actuals reflect reclassification of courses from Workforce to Developmental Education.

Integrated Postsecondary Education Data System (IPEDS) Statistics

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
Fall-to-Fall Retention	22%	36%	52%	65%	43%
Graduation Rate	67%	41%	37%	34%	44%
Transfer Rates	60%	14%	11%	11%	18%

TBCC Mission Fulfillment Results from Self Evaluation

	2011
Progress	91.5 / 100
Completion	90 / 100
Achievement	97 / 100
Access	92.5 / 100
Equity	93 / 100

Source: TBCC Fall 2012 Comprehensive Self Evaluation Report. Mission Fulfillment scores are based on TBCC's success in meeting targets on a number of indicators for each category. For example, if TBCC's target for a given indicator was 60% and TBCC's actual performance on the target was 67%, the resulting percentage of target met would be 100% or 100/100.

Tillamook Bay's core themes focus on four key areas of its education program: Collegiate and General Education (transfer), Workforce Development (career and technical education), Developmental Education, and Community Enrichment (community education). The College offers two-year associate degrees as well as occupational degrees and certificates. Non-credit courses and programs involve workforce training, developmental education, and community education.

Internal Environment

Tillamook Bay has developed local processes for development, approval, and evaluation of educational programs. The College has articulated these procedures in TBCC's Administrative Rules, including regulations for degree requirements, requirements for general education and related instruction, instructor qualifications, processes for new and revised courses and credentials, program reviews, and other academic regulations.

Tillamook Bay provides programs with appropriate content and rigor that are consistent with its mission and core themes. Student learning outcomes are defined for all TBCC courses, programs, and degrees. Achievement of student learning outcomes leads to collegiate-level degrees and certificates. Designators are

consistent with program content in recognized fields of study that include transfer degrees, the Associate of General Studies, and career and technical certificates and degrees (e.g., criminal justice, accounting, industrial maintenance).

The College identifies and publishes on its website or in the course catalog expected learning outcomes for its courses, programs, and degrees. All credit courses are required to follow Course Content and Outcome Guides (CCOGs), published on the web, that include student learning outcomes. Student learning outcomes for courses are also published in course syllabi which are provided to students. Program outcomes for career and technical degrees and certificates are published in the TBCC Catalog. References to program outcomes are also provided in syllabi. Institutional learning outcomes for degrees are included in the TBCC Catalog with appropriate references in course syllabi.

Tillamook Bay has internal processes for curriculum that provides infrastructure as well as protocol to develop, modify, and delete courses and programs directly involving the Faculty Curriculum Committee. The College Council and Faculty Senate are also involved, but only indirectly. Since being established in 2004, the Faculty Curriculum Committee (comprised of all contracted faculty, the Librarian, and the Chief Academic Officer) has participated in all major curricular and academic decisions for TBCC including design, approval, and implementation of curriculum.

The College strives to hire contracted and adjunct faculty in subject areas defined by the needs of TBCC students and the degrees/certificates to which they aspire. The Chief Academic Officer works in conjunction with the Faculty Curriculum Committee to define areas of study that call for recruitment of faculty. For contracted faculty positions, at least one faculty representative is on the screening and interviewing committee that recommends a candidate to the College President.

Over the past few years, contracted and adjunct faculty have worked with the Chief Academic Officer, Librarian, and Institutional Researcher as an Assessment Group to address TBCC's student learning outcomes. This group, comprised largely of faculty, has identified how learning outcomes are addressed in the curriculum and is establishing assessment activities that will directly evaluate student achievement in these areas. The evaluation procedures will be used to stimulate ongoing improvement in the curriculum.

The faculty and library personnel focus on the integration of library and information resources into classroom learning. Although faculty ensures that resources are integrated, classroom resource connections are not always well documented. Strategic planning and assessment processes have emphasized the integration of institutional resources, and the Faculty Curriculum Committee and Assessment Group are the formal vehicles for progress on these initiatives. Both of these groups include faculty and library personnel. In addition, several faculty have included the Cooperative Library Instruction Project (CLIP) tutorials into their courses in addition to referring students to the TBCC Library staff and incorporating library tours into their lesson plans.

In April of 2012, President Connie Green presented a Strategic Blueprint for the College's future. The document established a "state of the college" and identified nine important issues that require consideration. Those issues are successful students, successful education and community connections, successful fulfillment of accreditation standards and process, successful Strategic Aims, and five other issues that shape the College and academic planning at TBCC. Successful creation of four college plans that effectively guide the decisions and resources for the future is one of those issues and the Academic Master Plan (AMP) is one of the four plans. "The plans will be actively used by committees and staff to implement improved learning, improved student success, and resource allocations." In particular, the AMP is positioned to address a number of considerations raised in the President's Blueprint including developmental education, first year experience, learning communities, class attendance, early alert/intervention, experiential learning, use of technology to increase learning and other high impact academic practices.

External Environment

The current environment for community colleges is rapidly changing. Plentiful research has documented the impact of economic changes, including rising enrollments. The national community college completion agenda that has emerged in recent years focuses emphasis on credential completion rather than college access. The completion agenda has caused many colleges to question their basic missions. However, there has also been growth of attention and resources on the role of community colleges in closing America's achievement gaps. National initiatives like Complete College America (<http://www.completecollege.org/>), "a national nonprofit with a single mission: to work with states to significantly increase the number of Americans with quality career certificates or college degrees and to close attainment gaps for traditionally underrepresented populations," the Lumina Foundation's Goal 2025 to "increase the proportion of Americans with high-quality degrees and credentials to 60 percent by the year 2025" (http://www.luminafoundation.org/goal_2025.html), and Achieving the Dream (<http://www.achievingthedream.org/>), whose motto is "helping more community college students succeed" and uses credential completion as a key indicator, focus on steps necessary to increase student success and completion. Student success initiatives are both a means of increasing completion and dealing with the situation of increased demand with limited resources. The work of the Center for Community College Student Engagement, through analysis of student engagement survey results, has suggested promising practices for planning, initiating and sustaining student success—many centered on the classroom and faculty-student interactions. Again, many best practices focus on classroom learning and student achievement.

In Oregon, the 40-40-20 initiative and recent changes in higher education coordination are pushing student success and completion. The goal of having 40% of the State's adult population with a baccalaureate or higher, 40% with a post-secondary credential, and 20% with at least a high school diploma by 2025 is an ambitious one, but it is driving a number of interrelated developments in Oregon. The Oregon Education Investment Board (OEIB) and Higher Education Coordinating Commission (HECC) are focused on addressing 40-40-20. Achievement Compacts for each school district, college, and university also reflect this climate of accountability and emphasis on student completion.

All of these environmental forces impact TBCC as it plans for the future. The College aims to integrate ideas from these initiatives into its practices. In looking forward, TBCC must draw not just on its own experiences but also on the literature of best practices and examples of other colleges. New technologies, classroom

engagement strategies, new models of developmental education, and other changes to support increased student success and completion all deserve attention.

Preferred Future

The faculty desires that in the future TBCC provide opportunities for all students to complete educational goals successfully within two years. This will be accomplished by increased classroom student engagement, assessment to improve learning, and revision of the curriculum to be sustainable and realistic.

Objectives

The objectives below have been organized around those which apply to all four core themes, Instructional Technology, and Library Services. Objectives are meant to be realistic, but comprehensive goals are subject to resources available.

A. Objectives that encompass all four core themes:

1. Adjust the range of courses, the reliability of offerings, and availability of services consistent with a comprehensive community college
2. Provide comprehensive programs and services to enhance student recruitment and to promote student success
3. Provide alternative modalities for service delivery, including flexible scheduling, learning labs for distance learning, and non-credit courses
4. Emphasize a student-centered approach to learning and service delivery
5. Implement comprehensive methods to assess all programs
6. Improve communication among students, faculty, and staff through the use of emerging technologies
7. Foster an environment of expanded collaboration, consultation and communication within the college and between the college and its external constituents
8. Engage in short and long term planning to support and implement the strategic goals
9. Maximize the use of our human resources by recruiting, developing and training faculty and staff
10. Recruit and retain quality faculty to expand core curriculum covered by full time faculty members
11. Create organizational activities that improve student learning and their sense of community on campus

B. Objectives that are specific to Collegiate and General Education:

1. Develop/maintain unified first-year experiences that enable students to achieve common skills and knowledge set
2. Emphasize degree completion and successful transfer for students whose goal is to further their education at four-year institutions

C. Objectives that are specific to Developmental Education:

1. Foster student success in transitioning from Developmental Education to college courses, certificates, and degrees through program redesign

2. Maximize student success and completion in developmental education writing, reading, and mathematics through program redesign

D. Objectives that are specific to Workforce Development

1. Provide leadership and training to support the growth and development of Tillamook County in response to its workforce needs
2. Develop a signature program or function that makes TBCC a first-choice institution

E. Objectives that are specific to Community Enrichment:

1. Provide opportunities for life-long learning within the community
2. Provide alternative modalities for service delivery, including flexible scheduling, learning labs for distance learning, and non-credit courses to reach North and South County

F. Instructional Technology Plan

1. Establish the necessary facilities, equipment, and technology which support the goals and objectives of the College
2. Continue to evaluate and recommend technologies to support student educational opportunities and success
3. Continue to support faculty and staff technology professional development

G. Library Services

1. Support the instruction provided by the faculty
2. Provide, and promote the learning of, information resources
3. Develop students' information literacy skills
4. Cultivate lifelong learners
5. Increase communication among library stakeholders

Strengths, Weaknesses, Opportunities, and Challenges

The following is an examination of both the positive and negative factors to consider in determining a successful path forward. Positive internal factors are defined as strengths, with negative internal factors defined as Weaknesses. External positive factors are defined as opportunities, and external negative factors are defined as challenges.

Strengths: Positive internal factors

- Excellent faculty
- Small (less than 50 students) class size
- Strong mission, vision, and goals
- Updated physical facilities
- Program review, assessment, and curriculum development
- 15 AAS degrees, 4 AA or AS degrees, and 15+ certificate programs
- Dual enrollment with Oregon State University
- Dual enrollment with area high schools
- Standing assessment and curriculum committees
- Faculty/student interaction is strong
- Academic freedom for instructors/flexible curriculum
- Student engagement centered instruction
- Faculty composition that is cross-disciplinary collegial and supportive of one another
- Offerings responsive to the needs of the community
- Faculty professional development is supported by the Chief Academic Officer and administration
- Faculty strongly supports Chief Academic Officer
- Instituted On Course curriculum to develop/enhance first year experience
- Have long-term and consistent adjunct instructors
- Participates in National Student Clearinghouse
- Supportive and effective library and information resources

Weaknesses: Negative internal factors:

- Student retention
- Communication
- Faculty and Course evaluation process
- Coordination and communication between departments
- Lack of signature program
- Low number of online class offerings
- Online connectivity issues to South/North County
- Limited class offerings (sections, times)
- Limited course sequencing
- Finding qualified adjuncts for certain classes
- Very small classes (less than 10 students) can be limiting (i.e. discussions)
- Lack of training for instructors for online courses
- Lack of resources to support online courses (instructional design, Director of Distance Learning, student help desk)
- Lack of consistency of quality online courses – no quality rubric in place for all courses

- Underserving population in comparison to our peers
- Low enrollment in certain classes/programs

Opportunities: External positive factor

- Additional online courses
- Technical opportunities for faculty
- Expansion of college and high school programs
- Availability of scholarship and endowments for students
- Possibility of increased grant funding
- Relationship with Oregon State University Open Campus and other community partners in Tillamook County
- Abundant research and best practice examples around student success and persistence

Challenges: External negative factor

- Insufficient and declining state funding
- Underprepared first-term/first-year students
- Poor local economy and lack of employment opportunities
- Lack of value in education among some community members
- Completion agenda threatens historic mission of access by shifting focus from enrollment/FTE to those ready to complete
- “Unfunded mandate” created by completion emphasis on best practices

Academic Master Plan 2012-2015 – College Academic Plan

OBJECTIVES	ACTION TASKS	RESPONSIBLE PARTY	IMPLEMENTATION TIMELINE	RESOURCE IMPLICATIONS
A.1 - Adjust the range of courses, the reliability of offerings, and availability of services consistent with a comprehensive community college.	<ul style="list-style-type: none"> Publish any plans for improving the academic program. (accreditation) 	Chief Academic Officer	2012-2013	Staff Time
	<ul style="list-style-type: none"> Publish additional estimated costs of partner programs in Catalog. (accreditation) 	Chief Academic Officer	2012-2013	Staff Time
A.2 - Provide comprehensive programs and services to enhance student recruitment and to promote student success	<ul style="list-style-type: none"> Mandatory academic plan for all degree seeking students. (FoE) 	Chief Academic Officer/Director of Student Services	2012-2013	Staff/Faculty Time
	<ul style="list-style-type: none"> Mandatory advising for all students with an undecided major or degree after 30 credits. (FoE) 	Chief Academic Officer/Director of Student Services	2012-2013	Staff/Faculty Time
	<ul style="list-style-type: none"> All students in warning or probationary status must meet with academic advisor. (FoE) 	Chief Academic Officer/Director of Student Services	2013-2015	Staff/Faculty Time
	<ul style="list-style-type: none"> Revise student evaluations of courses to explicitly address engagement practices. (FoE) 	Chief Academic Officer; Curriculum Committee	2012-2014	Staff/Faculty Time
	<ul style="list-style-type: none"> Continue offering and requiring Orientation and CG 100A for new degree-seeking students. (FoE) 	Instruction/Student Services	2011-2015	Faculty Time; adjunct costs
	<ul style="list-style-type: none"> Build up peer tutoring and/or other student resources for 	Instruction	2012-2014	Approximately \$1,000 per

	success in high DFWI courses. (FoE)			year in tuition waivers per peer tutor
A.3 - Provide alternative modalities for service delivery, including flexible scheduling, learning labs for distance learning, and non-credit courses	<ul style="list-style-type: none"> Flexible hours for advising with evening or earlier morning times available. (FoE) 	Chief Academic Officer/Director of Student Services	2012-2013	Staff/Faculty Time
	<ul style="list-style-type: none"> Alternate advising processes: group, faculty, Moodle/Skype, phone. (FoE) 	Chief Academic Officer/Director of Student Services	2012-2014	Faculty Time
A.4 - Emphasize a student-centered approach to learning and service delivery	<ul style="list-style-type: none"> Instructional processes and requirements should be more uniform within subjects. The amount of homework, tests, grading, etc. should be consistent so that students have basically the same educational experience. (FoE) 	Chief Academic Officer; Curriculum Committee	2012-2014	Faculty Time
	<ul style="list-style-type: none"> Instructors include generic information about tutoring in course syllabi. (accreditation) Clear written process needs to be developed for all faculty to use with classes to discuss academic integrity. (accreditation) Workshops for faculty and staff on how to engage students in the classroom and outside of class (student success, 	Chief Academic Officer; Curriculum Committee	2012-2013	Faculty Time Faculty Time

	engagement, etc.). (accreditation, FoE)	Chief Academic Officer; Curriculum Committee	2012-2013	Grant Funded 2012-2013; \$5,000 funding for providing workshops 2013-2015
		Instruction/Student Services	2012-2015	
A.5 - Implement comprehensive methods to assess all programs	<ul style="list-style-type: none"> General Education program review. (accreditation) Create an administrative rule to specify procedures for the elimination of degree and certificate programs. (accreditation) The use of results to improve instruction need to be systematic and regular across all programs or degrees or at all levels (course, program, or degree). (accreditation) Implement more direct assessments of program/degree outcomes and demonstrate use of results. (accreditation) 	Curriculum Committee	2012-2013	Faculty Time
		Curriculum Committee	2012-2013	Faculty Time
		Assessment Group	2011-2015	Faculty Time
				Faculty Time

		Management Committee	2012-2015	
A.8 - Engage in short and long term planning to support and implement the strategic goals	<ul style="list-style-type: none"> Establish an Academic Master Plan, Strategic Enrollment Management Plan, Technology Plan, and Facilities Plan. (accreditation) 	Instruction/SEM/IT/Facilities	2011-2013	Staff/Faculty Time
	<ul style="list-style-type: none"> Periodically update the Academic Master Plan, Strategic Enrollment Management Plan, Technology Plan, and Facilities Plan. (accreditation) 	Instruction/SEM/IT/Facilities	2013-ongoing	Staff/Faculty Time
A.9 - Maximize the use of our human resources by recruiting, developing and training faculty and staff	<ul style="list-style-type: none"> Revise contracted faculty evaluation practices based on accreditation requirements. (accreditation) 	Curriculum Committee	Fall 2012	Faculty Time
	<ul style="list-style-type: none"> Use multiple indices in evaluating adjunct faculty on a regular basis. (accreditation) 	Curriculum Committee	2013-2014	\$2,000 (\$100 per evaluation) compensation for peer evaluation by adjunct faculty.
	<ul style="list-style-type: none"> Consider addition of public service activities in faculty evaluation. (accreditation) Information on professional development opportunities for adjuncts. (accreditation, FoE) New employee orientation should include expectations for 	Curriculum Committee	2012-2013	Faculty Time

	engagement, new students, and student retention. Required and compensated training for adjunct faculty. (FoE)	Chief Academic Officer	2013-2014	\$500 funding for professional development by adjunct faculty.
		Human Resources	2012-2013	\$350 compensation for 20 adjuncts at 1 hour ea
A.10 - Recruit and retain quality faculty to expand core curriculum covered by full time faculty members.	<ul style="list-style-type: none"> Maintain 60:40 PT: FT faculty ratio. Maintain standard of contracted faculty representing every degree and general education program area. 	Leadership Team	2013-2014 (550 FTE)	\$100,000 for 1.0 FTE
		Leadership Team	2014-2015 (new degree program)	\$100,000 for 1.0 FTE
A.11 - Create organizational activities that improve student learning and their sense of community on campus	<ul style="list-style-type: none"> Explicitly define intellectual property rights for research, publications, and other materials developed by staff. (accreditation) Trainings in dealing with troubled students' needs to be incorporated at least yearly (15 minutes at In-Service on dealing with students in distress). (FoE) Offer academic activities outside of class such as speakers, forums, brown bag 	Curriculum Committee	2012-2013	Faculty Time
		Leadership Team	2012-2015	Staff/Faculty Time

	lunch discussions. (FoE)	Chief Academic Officer	2012-2013	Staff/Faculty Time
B.1 - Develop/maintain unified first-year experiences that enable students to achieve common skills and knowledge set	<ul style="list-style-type: none"> Develop a Philosophy Statement for First Year/Student Success and communicate to campus community. (FoE) 	Leadership Team	2012-2013	Staff/Faculty Time
	<ul style="list-style-type: none"> Continue First Term Experience (CG 100) (FoE) 	Instruction	Ongoing	Faculty Time
B.2 - Emphasize degree completion and successful transfer for students whose goal is to further their education at four-year institutions	<ul style="list-style-type: none"> Continue 2-Year Degree Guarantee for transfer degrees 	Instruction	Ongoing	Faculty Time; additional adjunct expense for FTE increases (approx. \$1500 per section)
	<ul style="list-style-type: none"> Expand support for transfer students 	Instruction/Student Services	2012-2013	Staff/Faculty Time
	<ul style="list-style-type: none"> Professional development opportunities to educate faculty/staff on student transfer 	Student Services	2012-2014	Faculty Time
	<ul style="list-style-type: none"> Promote "Transfer Day" activities 	Faculty	2013-2015	

C.1 - Foster student success in transitioning from Developmental Education to college courses, certificates, and degrees through program redesign.	<ul style="list-style-type: none"> Professional development for ABS faculty focusing on differentiated and multi-level content-based/contextualized instruction for program redesign. (accreditation) Achieving the Dream focus on post-secondary remedial education program redesign. 	Chief Academic Officer	2012-2013	\$3,000
		Achieving the Dream Core Team	2013-2016	\$10,000 curriculum development/support
C.2 - Maximize student success and completion in developmental education writing, reading, and mathematics through program redesign	<ul style="list-style-type: none"> Complete and implement a redesigned curriculum plan for Title II programs. (accreditation) Establish a formal advisory committee of community partners for Skills Development. (accreditation) 	Chief Academic Officer & ABS Faculty	2012-2013	Faculty Time
		Chief Academic Officer & ABS Faculty	2012-2013	Faculty Time
D.1 - Provide leadership and training to support the growth and development of Tillamook County in response to its workforce needs	<ul style="list-style-type: none"> Need compliance with Gainful Employment provisions. (accreditation) Implement new model for CTE/Workforce. (accreditation) 	Instruction/Student Services	2012	Staff Time
		Chief Academic Officer	2013-2014	Staff/Faculty Time
D.2 - Develop a signature program or function that makes TBCC a first-choice institution	<ul style="list-style-type: none"> Explore Agriculture and Natural Resources program potential. (Blueprint) Explore potential "niche" 	Chief Academic Officer & Community	2011-2013	Staff/Faculty Time
		Chief Academic Officer &	2013-2014	Staff Time

	<p>programs that fit local opportunities</p> <ul style="list-style-type: none"> • Provide facilities to support a new program 	<p>Community</p> <p>Facilities/Development</p>	<p>2013-2015</p>	<p>Portion of \$4.7 million construction project</p>
E. 1 - Provide opportunities for life-long learning within the community	<ul style="list-style-type: none"> • Direct and sole responsibility for the academic quality of continuing education and special learning programs and courses should be explicitly stated in Administrative Rules. (accreditation) • Require course outlines/syllabi for all non-credit courses. (accreditation) • Document faculty involvement in the planning and evaluation of continuing education courses and granting of CEUs for continuing education courses. (accreditation) • 	<p>Curriculum Committee</p> <p>Chief Academic Officer; Curriculum Committee</p> <p>Chief Academic Officer; Curriculum Committee</p>	<p>2012-2013</p> <p>2013-2014</p> <p>2013-2015</p>	<p>Faculty Time</p> <p>Staff/Faculty Time</p> <p>Staff/Faculty Time</p>
E.2 - Provide alternative modalities for service delivery, including learning labs for distance learning to reach North and South County	<ul style="list-style-type: none"> • Explore opportunities to reach north and south county • Consider offering 1-credit CAS courses in workshop format in north and south 	<p>Faculty/IT</p> <p>Instruction</p>	<p>2012-2014</p> <p>2012-2013</p>	<p>Staff/Faculty Time; potential technology costs</p> <p>Faculty Time; \$200 mileage</p>
F.1 - Establish the necessary facilities, equipment, and technology which	<ul style="list-style-type: none"> • Explicitly define intellectual property rights for research, publications, and other materials developed by staff. 	<p>Chief Academic Officer; Curriculum Committee</p>	<p>2012-2013</p>	<p>Faculty Time</p>

support the goals and objectives of the College	(accreditation) <ul style="list-style-type: none"> Prioritize the necessary equipment and technology which support the goals and objectives of the College. (accreditation) 	Faculty/IT	2012-2014	Current IT budget
F.2 - Continue to evaluate and recommend technologies to support student educational opportunities and success	<ul style="list-style-type: none"> Establish mechanism for conversation and evaluation regarding technologies to support student education and success 	Faculty; IT	2012-2013	Faculty/Staff Time
	<ul style="list-style-type: none"> Consider improving identity verification process for students enrolled in distance education courses and programs as technology develops. (accreditation) 	Faculty; IT	2012-2015	\$1,000-10,000 for technology to support process
	<ul style="list-style-type: none"> Off-campus access to online resources, however, is password-based (by vendor), and the evaluation committee suggests that the library and technology staff work together to provide simplified access. (accreditation) 	Library; IT	2012-2013	\$2,000 for software to provide common login
F.3 - Continuation of faculty and staff technology professional development	<ul style="list-style-type: none"> Increase training for instructional technology. (accreditation) 	Faculty; IT	2012-2015	Staff/Faculty Time
	<ul style="list-style-type: none"> Develop facilities/equipment for online course creation. 	Faculty; IT	2013-2014	\$20,000 estimate for technology to support

	<ul style="list-style-type: none"> Discuss faculty compensation/release for curriculum development (using various technology options). 	Faculty; IT	2012-2013	process Staff/Faculty Time to discuss
G.1 - Support the instruction provided by the faculty	<ul style="list-style-type: none"> Continue to incorporate the use of library resources into the curriculum. (accreditation) Provide support and training for faculty and administrators in the efficient and effective use of library resources in support of educational programs and administrative services. (accreditation) 	Faculty; CAO	2011-2015	Staff/Faculty Time
		Library Director	2012-2015	Staff Time
G.2 - Provide, and promote the learning of, information resources	<ul style="list-style-type: none"> Migrate to new library consortia and new Integrated Library System. Enhance and standardize remote access to the library's electronic resources. Reclassify library collection from Dewey to Library of Congress call numbers. Explore and implement a stable and sustainable platform for eBook purchases. 	Library Director	2012-2013	Approx. \$7,000
		Library Director; IT	2012-2013	Approx. \$2,000
		Library Director	2012-2013	Staff Time
		Library Director	2013-2014	Staff Time

G.3 - Develop students' information literacy skills	<ul style="list-style-type: none"> • Work with faculty to increase the level of information literacy skills instruction. • Create a series of informative videos for the library website. • Develop and implement an instrument to assess the library's impact on student learning. (accreditation) 	Library Director; Faculty	2012-2015	Staff/Faculty Time
		Library Director	2013-2015	Staff Time
		Library Director; Chief Academic Officer; Assessment Group	2012-2013	Staff/Faculty Time
G.4 - Cultivate lifelong learners	<ul style="list-style-type: none"> • Create a non-credit course for caregivers focusing on the development of pre-literacy skills. • Continue to develop and promote the Peer Tutoring program. (FoE) 	Library Director	2014-2015	Staff Time
		Library Director	2011-2015	Approximately \$1,000 per year in tuition waivers per peer tutor

G.5 - Increase communication among library stakeholders	<ul style="list-style-type: none"> • Revise and publicize policies regarding library and information resources more widely. (accreditation) 	Library Director	2012-2013	Staff Time
	<ul style="list-style-type: none"> • Reinvigorate the Library Committee. 	Library Director	2012-2013	Staff/Faculty Time
	<ul style="list-style-type: none"> • Annually make available to current and prospective and enrolled students copyright infringement policies and sanctions (including computer use and file sharing). (accreditation) 	Library Director	2012-2013	Staff Time
	<ul style="list-style-type: none"> • Increase communication and collaboration with Faculty, especially Adjunct Faculty. (accreditation) 	Library Director	2012-2015	Staff/Faculty Time
	<ul style="list-style-type: none"> • Develop library brand and implement marketing plan. 	Library Director	2013-2015	Staff Time

Strategic Enrollment Management Plan

2012-2015



Introduction

Tillamook Bay Community College mission, strategic plan, institutional goals, and core themes provide a framework for the Strategic Enrollment Management Plan. In order to achieve our goals in recruitment, enrollment, retention, and completion, resources from multiple areas will need to be employed. The personnel and resources of all sectors of the College are needed to ensure success.

Mission

Tillamook Bay Community College provides access to quality education in response to the needs of our community.

Managing Enrollment to advance our Mission

Through efforts to maximize support while minimizing barriers, building an empowering campus environment, improving academic advising, and increasing student involvement and engagement TBCC can support specific aspects of the college Mission in the following areas:

1. Active learning and student engagement are priorities in all class levels are good reasons for students to make TBCC their choice for college level education (Measurement: CCSSE and SENSE)
2. The dedication of the faculty and the personal treatment students receive (Measurement: CCSSE and SENSE)
3. The majority of undergraduate are successful in goal completion (Measurement: Jenzabar Data)
4. The availability of financial assistance available for degree-seeking students through the TBCC Foundation work (Measurement: Fiscal reports)
5. Support of the academic success of students (Measurement: CASAS, GED Attainment, return rate of community education students)
6. Retention of students through the accomplishment of student goals
7. Graduating students with the TBCC learning outcomes in lifelong learning, communication skills, thinking skills, cultural awareness, and professional competence.

Assumptions

1. All aspects of Tillamook Bay Community College will need to be involved with Strategic Enrollment Management to ensure success.
2. The County will not experience an increase of population.
3. Enrollment Management Plan is developed by a representative committee, including members from all sectors of the College.

Strategic Enrollment Management (SEM) Initiatives

TBCC provides all students opportunities needed for the successful completion of educational goals within two years and preparation for success at the next step of career, education, or personal goal, through intentional engagement of all college members; students, faculty, staff, administration.

Goals/Targets

TBCC Student Enrollment Profile

Year	LDC/transfer	CTE/Workforce	Dev. Ed.	Community	Tot. FTE
2007-2008	145.24 FTE (40%)	76.98 FTE (21%)	40.55 FTE (11%)	98.08 FTE (28%)	360.76
2008-2009	146.28 FTE (42%)	88.69 FTE (26%)	35.84 FTE (10%)	75.59 FTE (22%)	346.54
2009-2010	165.17 FTE (38%)	121.41 FTE (28%)	43.89 FTE (10%)	105.30 FTE (24%)	435.84
2010-2011	207.70 FTE (40%)	144.74 FTE (28%)	54.85 FTE (11%)	111.30 FTE (21%)	519.59
2011-2012	248.11 FTE (44%)	124.75 FTE (22%)	91.68 FTE (16%)	93.96 FTE (16%)	558.50
2012-2013	239.18 FTE (45%)	122.24 FTE (23%)	85.05 FTE (16%)	85.05 FTE (16%)	531.52
2013-2014	246.10 FTE (46%)	128.40 FTE (24%)	96.30 FTE (18%)	64.20 FTE (12%)	535.00
2014-2015	261.60 FTE (48%)	130.80 FTE (24%)	98.10 FTE (18%)	54.50 FTE (10%)	545.00
2015-2016	277.50 FTE (50%)	138.75 FTE (25%)	94.35 FTE (17%)	44.40 FTE (8%)	555.00

- Shaded rows are actual results. Un-shaded rows represent projections ca. 2008.
- 2011-2012 actuals reflect reclassification of courses from Workforce to Developmental Education.

Integrated Postsecondary Education Data System (IPEDS) Statistics

	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
Fall-to-Fall Retention	22%	36%	52%	65%	
Graduation Rate	67%	41%	37%	34%	44%
Transfer Rates	60%	14%	11%	11%	18%

Historical Context: Enrollment Patterns

	LDC	Workforce	Developmental	Community		
				FTE-R	NR	Tot.
04-05	29%	16%	13%	40%	4%	44%
05-06	37%	19%	13%	29%	4%	32%
06-07	40%	26%	10%	23%	3%	26%
07-08	41%	22%	12%	26%	2%	28%
08-09	42%	26%	10%	20%	2%	22%
09-10	38%	28%	10%	23%	1%	24%
10-11	52%	28%	11%	21%	1%	21%
11-12	44%	22%	16%	16%	1%	17%

Historical Context: FTE Composition

	LDC	Workforce			Developmental			Community			Total
		PTP	PTS	Tot.	SDC	PSR	Tot.	FTE-R	NR	Tot.	
04-05	98.16	34.63	18.39	53.02	35.89	6.69	42.58	135.57	14.06	149.63	343.39
05-06	112.44	41.19	16.86	58.05	31.67	6.73	38.40	86.14	10.08	96.22	305.11
06-07	138.47	66.18	21.26	87.44	27.78	7.00	34.78	79.92	7.53	87.45	348.14
07-08	145.24	58.42	18.56	76.98	33.58	6.97	40.55	91.47	6.61	98.08	360.76
08-09	146.28	59.13	29.56	88.69	25.06	10.78	35.84	69.18	6.41	75.59	346.54
09-10	165.17	101.23	20.18	121.41	27.76	16.13	43.89	100.75	4.55	105.30	435.84
10-11	207.70	118.98	25.76	144.74	32.65	22.20	54.85	106.34	4.96	111.30	519.59
11-12	248.11	105.40	19.35	124.75	27.72	63.96	91.68	89.58	4.38	93.96	558.50

All of TBCC's faculty, administration, and staff will be involved in the Strategic Enrollment Management Plan to increase the number of incoming students as well as retain students sufficiently long for students to accomplish their academic goal. The SEM will focus on three major elements to support student enrollment: Maximize Support and Minimize Barriers; Campus Environment; Student Involvement and Engagement. The 2012-2015 SEM includes two goals with activities to support the goals.

Action Plan

SEM Outcomes

1. Maximize Support and Minimize Barriers
2. Campus Environment
3. Student Involvement and Engagement

SEM Goals

- Increased Opportunities and Support for Students
- Increased Student Learning Success

SEM Focus Areas

- Enrollment of new students and movement of non-degree seeking to degree seeking students
- Retention of current students
- Completion of student goals

2012-2015 Goals and Activities

Goal 1: Increased Opportunities and Support for Students

Activity 1 -

	Manager	Start Work	Go Live	Evaluation/Outcomes
Require career education plans for all degree seeking students which include periodic review and extra support for at-risk, undecided, or transitioning students.	Student Services/ Advising Focus Area: Completion AMP Activity: A.2	September 2012	September 2013 – June 2014	In progress at this time. A first group from CG100A courses created Career Education Plans in October 2012. Students in this group will be required to meet with an advisor by March 2013.

Activity 2 -

	Manager	Start	Go Live	Evaluation/Outcomes
Increase instructional opportunities in north and south county including credit, non-credit, in-person, hybrid, and online options.	Chief Academic Officer/ Community Education Focus Area: Enrollment AMP Activity: E.2	January 2013	September 2013	Explore options on how to use technology to connect students in south and north county with currently offered courses on main campus. Explore community education offerings that target specific interests. Explore options with high schools.

Activity 3 -

	Manager	Start	Go Live	Evaluation/Outcomes
Increase student support through an early intervention process, faculty/student discussions, peer tutoring and/or college services for success in all courses with	Director of Student Services Focus Area:	January 2014	January 2015	Currently in progress: peer tutoring and college advising. Mandatory advising will be put in

increased focus for high DFWI courses.	Retention			place in fall and winter 2013-2014.
	AMP Activity: A.2, A.3, A.6, G.4			Early intervention processes will be researched to enhance current practices.

Goal 2: Increased Student Learning Success

Activity 1 -

	Manager	Start	Go Live	Evaluation/Outcomes
Create internal collaboration of faculty and staff on how to engage students in extended learning activities in the classroom and outside of class.	Instruction Focus Area: Retention AMP Activity: A.4, A. 11	January 2013	September 2013	Research best practices around extended learning activities.

Activity 2 -

	Manager	Start	Go Live	Evaluation/Outcomes
Creation of processes and requirements for uniform measures and outcomes at the course level, subject areas, and department level instruction. Common expectations will be developed that students in different course sections and	Curriculum Committee Focus Area: Completion	January 2013	September 2014	Focus on the gateways course series in writing, reading, and math.

moving through programs have basically the same educational experience.	AMP Activity: A.4, A.5			
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Activity 3 -

	Manager	Start	Go Live	Evaluation/Outcomes
Use data obtained through Achieving the Dream and other sources for developmental/ABS instructional program design and support to increase the transition to undergraduate level course work of students placed into post-secondary remedial coursework.	ATD committee / ABS staff Focus Area: Enrollment AMP Activity: C.1	June 2013	September 2013	Use of ATD coaches during spring meetings to specifically focus on developmental and ABS courses and programs.

Technology Plan

2012- 2015



Since technology is always changing, planning for its use will be a continually evolving process. This plan will continue needing updates on a yearly basis as it attempts to recognize the natural progression of hardware aging, software updates that will force hardware updates or changes to business processes, and plans that change due to changes in business processes. Whether these process changes are due to internal workflow patterns, better business processes or from external factors nearly all will require a technology response.

Many changes in the world of technology make future planning take on a different look than in the past. In years past most upgrades were pretty scheduled as software necessitated more processing power from computer processors. That is no longer a maxim. The move now is to smaller, lighter, and more portable. This requires a careful analysis of what our business practices will look like in the near future.

Budget constraints are also causing a re-thinking of how we upgrade, when to upgrade, and what those upgrades should look like. Mobile devices are becoming the norm in many industries. TBCC must constantly reevaluate current investments of desktops and when or if it makes sense to move to a more portable solution. By leveraging the type of equipment we buy we can also stretch our budget dollars by doing strategic upgrades instead of wholesale rotational upgrades.

As the workforce becomes more mobile we too must adapt in the way we do business and how we teach our future students. Will we continue to use traditional computer labs? Are there other technologies to be used in classrooms? Just what are our obligations for supporting personal devices like smart phones, iPads, Netbooks, Tablets, and Laptops? Many of these questions will be answered in tandem with the Academic Master Plan. Many more questions will be answered as industry needs change and we adapt to train our students to be competitive in the workforce and other academic arenas.

Some key points that must be remembered as we move forward with projects in the future are:

- 1. Align technology plans and decisions with TBCC's mission statement.** The team must remain aware that IT is not an end in and of itself—its work must continually support the College's educational, economic, and cultural missions. The Core Themes create a framework to determine whether Technology is supporting the overall college mission.
- 2. Prioritize projects and other proactive work, especially with consideration for support of the Academic Master Plan.** Much of the computer upgrades were performed for improving classrooms and computer labs when the college moved into the new campus. All classrooms were outfitted with projectors and podiums and have wireless access. Now we must continue to review our technology to keep pace with instructional needs as they strive to employ better teaching methods utilizing technology.
- 3. Create a direction for document and records imaging and management.** A system for document imaging has been evaluated and purchased with a planned phase in approach. Financial Aid has been identified as a priority with student records naturally following. The new system has the capability to handle more departments as we feel the need with an upgrade in software. The hardware will handle the new load with some additional hard drives added.
- 4. Work on IT job descriptions and related structures to better align needs with skills and resources.** To address a shortage identified in an earlier technology plan an additional full-time person was added to the IT Department to address critical needs and expand the capacity of the department. All specialized functions are contracted for on an as needed basis. This allows more time to be devoted to expanding services and expertise for instructional needs both in-house and online.

When planning to utilize more technology in areas such as communication and online instruction, IT support becomes critical. Students require a new level of support as do the faculty as they learn to utilize the new learning technologies.

5. Funding levels must be maintained for Technology. This may seem like an axiom but in times of tight budgets it can be a temptation to try to centralize budget management to the point that systems become ineffective. The 2012-2013 funding for technology for TBCC is \$387,034. If that funding remains stable, the plan can be achieved.



STRATEGIC PLAN FOR TECHNOLOGY SUPPORT RECOMMENDATIONS

I. Provide All Students with the Opportunity to Effectively Manage Their Educational Program and Derive Full Benefit From the Instruction We Provide to Transition Successfully to the next Phase in Life.		
Targets	Strategies	Action Steps
1. Provide an environment where technology enriches the learning experience of TBCC students. 2. Provide as many 24/7 services online as possible to complement in-house services.	1. Provide students and faculty with tools (hardware, software, robust e-learning platform) that encourages and furthers the use of technology with teaching. 2. Explore options for expanding online services	1. Improve the college portal to enhance electronic services by providing single sign on capability 2. Bring up online payments. 3. Continue to review and implement added capabilities within the web portal (JICS).
II. Provide Technology to Enable Faculty and Staff to Effectively Do Their Jobs.		
Targets	Strategies	Action Steps
Identify and implement technologies that result in superior communication with students, faculty and staff.	Provide multiple means of communicating with students	Investigate instant messaging capabilities and emergency alert systems.
III. Provide Technology-Based Systems That Enable the Delivery of Instruction Using a Variety of Media and Delivery Methods.		
Targets	Strategies	Action Steps
1. Utilize diverse technologies to support the work of full and part-time instructors at all campuses. 2. Utilize diverse technologies to enhance the classroom experience for students. 3. Improve student-learning outcomes by supporting instructors in new environments.	1. Provide ongoing training to enable staff to become proficient in the use of standard technologies. 2. Increase dynamic learning opportunities through the use of interactive classroom technologies such as polling systems. 3. Identify and implement various training options for instructors.	1. Create and implement an annual training calendar based on faculty and staff needs. 2. Continue to explore the new technologies available that allow for student responses such as "clickers", "apps" and interactive software. 3. Establish Teaching/Learning sessions to assist instructors gain confidence in using new technologies and techniques.
IV. Provide Technology-Based Systems That Enable the College to Maximize IT Resources and Meet the Business Needs of the College.		
Targets	Strategies	Action Steps
Maximize the college's investment in administrative software in order to improve efficiency and productivity of faculty and staff; ensure integration across all college-wide systems and ensure	1. Meet the college's administrative needs through the use of the college's administrative software system (Jenzabar). 2. Develop an ongoing communications strategy to	1.1 Develop and implement a planned approach for continual review of the Jenzabar system to ensure that the needs of the college are met. 1.2 Maximize the use of Jenzabar

funding to meet established priorities.	coordinate technology awareness across campus. 3. Improve the capability of administrative software to integrate with other software applications. 4. Expand document imaging to other departments.	for all departments. Develop processes and usage of underutilized functions in Jenzabar such as HR, Purchasing, and instruction. 1.3 Provide specific skills training when new technologies are implemented. 1.4 Provide basic technology orientation for new employees. 1.5 Provide individualized follow-up technology training after new employees have been at the college for a month. 1.6 Develop a process to evaluate available 2. Develop a process to evaluate available reporting tools to meet the college's reporting requirements, including those of individuals and departments. 3. MBS/POS system should feed and be fed information from/to Jenzabar. 4. Explore the expansion of Docuware's capabilities for indexing and scanning of documents for other department's needs.
Bring up online payments	Continue to pursue options for taking online payments.	Online payment processing is complicated and can be expensive but there are options to be explored. Once implemented look beyond the simple payment options to include online bookstore purchases.
Continue to evaluate and upgrade systems.	Systems, software and equipment must be re-evaluated on a regular basis.	1. Plan a phased in approach to upgrading the existing phone system over the next 2 years. 2. Wireless access will need to be evaluated every 2 years to insure adequate bandwidth is available. 3. Continue with replacement plans on older servers to either virtual servers or physical servers. By doing a phased in approach older servers can be cycled out and new ones cycled in as part of the budget planning process.

Technology is moving at a rapid pace and what is the norm today may look very different next year and the year after. Each year is an opportunity to review where we are and assess what will enhance instruction and learning.

Facilities Plan

2012 - 2015



mahlum



TILLAMOOK BAY COMMUNITY COLLEGE
CAMPUS MASTER PLAN
TILLAMOOK, OREGON

NOVEMBER 2012

TABLE OF CONTENTS

TABLE OF CONTENTS	2 PROJECT VISION	7 APPENDIX [NOT INCLUDED IN DRAFT]
PARTICIPANTS	Process	A Faculty Count Chart
1 EXECUTIVE SUMMARY	Planning Strategy	B Detailed Enrollment Chart
Introduction	Planning Strategies	C ??? Other as important
Context	Goals	
Mission Statement	Design Principles	
Vison	Facts	
Core Themse	Concepts	
Project Vision	3 ANALYSIS	
Process	Background	
Planning Strategies	Two year Degrees	
Design Principles	Objectives	
Analysis	Enrollment	
Enrollment	Main Campus Program	
Program	Facility Inventory	
Facility Inventory	Main Campus	
Planning Concepts	South County Facility	
Priority Capital Project	Career Technical Training Center	
Phase II Capital Project	Physical Activity Center (YMCA)	
Phase III Capital Project	North County Recreation Service District (NCRD)	
Assumptions	4 PLANNING CONCEPTS	
	Master Plan Goals	
	Implementation	
	North County Center	
	Phase II	
	Phase III	

PARTICIPANTS

TILLAMOOK BAY COMMUNITY COLLEGE

STEERING COMMITTEE

Connie Green,
President

Jon Carnahan,
President Emeritus

LEADERSHIP TEAM

Lorrie Gates

Kyra Williams

Michele Burton

Sheryl New

Pat Ryan

OTHER CONTRIBUTORS

DLR GROUP

Richard Higgins,
Principal

PLANNING TEAM

MAHLUM

Diane Shiner,
Partner-in-Charge

EXECUTIVE SUMMARY

INTRODUCTION

CONTEXT

Tillamook Bay is one of Oregon's seventeen comprehensive community colleges. The Tillamook Bay Community College District serves Tillamook County in Northwest Oregon.

Tillamook Bay Community College annually enrolls approximately 2,400 students with full-time equivalency (FTE) of approximately 558 students in 2011-2012. TBCC serves its students as a comprehensive community college. The institution's principle programs lead to recognized degrees in general studies, transfer, and career and technical fields.

Tillamook Bay's physical and technical infrastructure has continued to mature. In fall 2009, TBCC opened a Career and College Center in cooperation with Tillamook High School, and TBCC moved into new main campus facilities in December 2009.

TBCC's main campus is located on a 4.3 acre site adjacent to the County Fairgrounds. Other College facilities are located throughout the county and include a Career and College Center at Tillamook High School, a South County facility on Nestucca Valley School District property. The College has

a cooperative agreement with the YMCA to provide physical activity facilities and an agreement with the North County Recreation District Building to provide services in the North County.

MISSION STATEMENT

Tillamook Bay Community College provides access to quality education in response to the needs of our community.

VISION

The College, in partnership with the community, strives to be a center for educational excellence that provides access to lifelong learning; bridges to opportunity; an environment for innovation and intellectual pursuits; and leadership in the economic, cultural, and intellectual evolution of our community.

CORE THEMES

- :: Collegiate and General Education
- :: Developmental Education
- :: Workforce Development
- :: Community Enrichment

The four Core Themes and their objectives

are foundational to achieving the college mission. These objectives focus on student progress, completion, and achievement. Mission fulfillment is defined by threshold levels of accomplishment on progress, completion, and achievement as well as access and equity. Indicators of accomplishment are reviewed annually and data used to inform actions and planning.

PROJECT VISION

The primary goal of this Campus Master Plan is to support the mission of Tillamook Bay Community College.

PROCESS

As a part of the accreditation process there have been extensive meetings with faculty and staff to identify strategies and goals as the College moves forward. The facilities master plan has been compiled as a companion to the academic master plan

The master plan includes planning strategies and goals that will serve as the foundation

Figure | right
2012 Campus Map



for future decision making as the College and campus continue to evolve.

PLANNING STRATEGIES

There are several strategies that will guide the development of the long-range facility plan. They are:

- :: Provide local access to learning
- :: Leverage partnerships to expand learning opportunities throughout the County.
- :: Continue to share resources with partners
- :: Providing comprehensive programs and services

DESIGN PRINCIPLES

In addition to overriding goals for the College , there are a number of design principles that will drive the master plan.

- :: Build on the success of the new main campus.
- :: Be visible and accessible within the community.

:: Future campus expansion to be in harmony with the style and character of the new facility.

- :: Expand the campus, in phases, to meet future projected program and enrollment growth.
- :: Provide facilities that are accessible, safe, secure, and sufficient to support the College's mission, programs and services
- :: Zone buildings to facilitate access and use by a variety of community partners.
- :: Provide a warm, welcoming environment.

ANALYSIS

The facilities master plan is based on two basic factors. First, what is the enrollment and how will it be accommodated over time. Next, what are the facilities available, their condition and ability to accommodate programmatic requirements.

ENROLLMENT

There are approximately 2,400 students currently attending TBCC, this equates to approximately 558 student FTE in 2011-

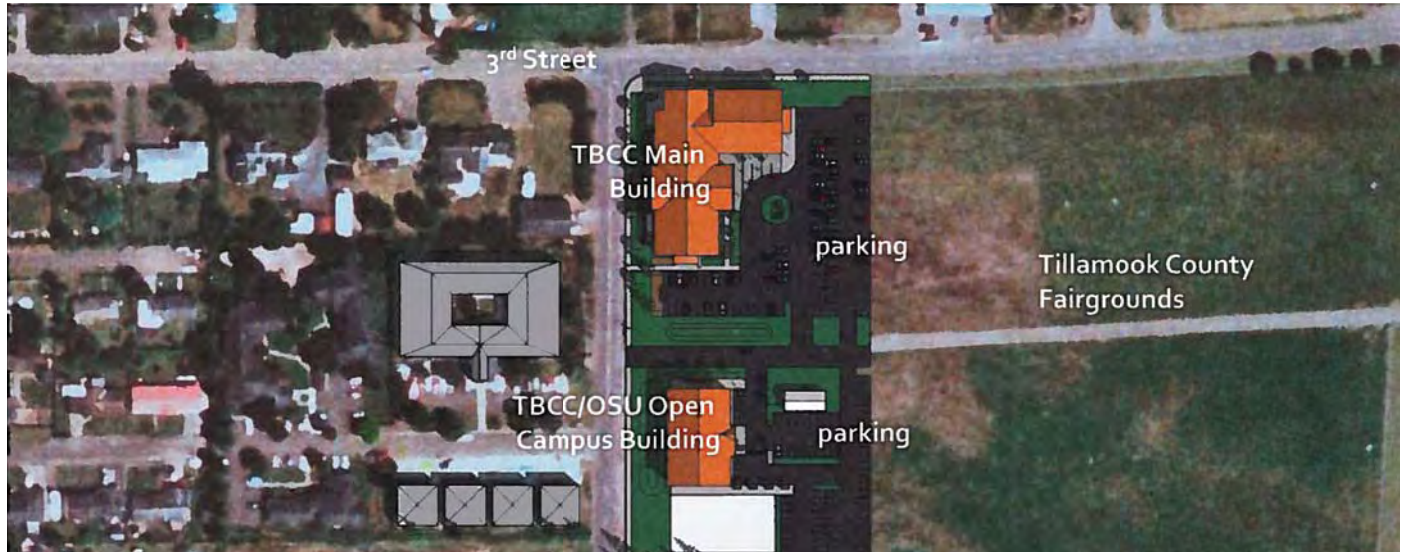
2012. Student population is expected to increase over the next ten years. An average 2% per year enrollment increase will yield 720 FTE.

PROGRAM

Most College growth will be accommodated on the main campus. A phase II expansion of 20,000 SF will be required to accommodate additional program offering and partnership opportunities.

FACILITY INVENTORY

Figure | right
Long-Range Campus Vision



The College has been undergoing significant changes in recent years. Most campus facilities are in new or renovated space. Facility condition is judged to be in good to excellent condition.

PLANNING CONCEPTS

This master plan identified Immediate, Short Term and Long Term projects to address future college growth and meeting the obligations as outlined in the bond measure title.

PRIORITY CAPITAL PROJECT

Provide a North County Center. Build a new facility or remodel a portion of the existing High School to house technology classrooms for shared use between TBCC and the School District.

2012 Dollars
Project Cost = \$500,000

PHASE II CAPITAL PROJECT

Construct a TBCC/OSU Open Campus Building. Phase II construction of a new 20,000 SF facility on the Main Campus to provide OSU Open Campus and Extension Services. Programs envisioned include: agriculture, natural resources, food sciences and seminar and training.

2012 Dollars
Construction cost \$5,000,000
Project cost \$7,000,000

PHASE III CAPITAL PROJECT

Construct An Addition to Phase II Building. Phase III will provide additional instruction and support space for the College. This phase will construct a new 20,000 SF facility on TBCC Main Campus.

2012 Dollars
Construction cost \$5,000,000
Project cost \$7,000,000

ASSUMPTIONS

- :: All costs are in 2012 Dollars. Escalation typically is expected to be 4% per year. Costs should be to the mid-point of construction.
- :: Construction costs assumed to be \$190-250 per square foot. Figures shown are calculated at the high range of cost
- :: Project costs are estimated to be 1.4 x the construction cost.

PROJECT VISION



PROCESS

Tillamook Bay Community College (TBCC) is one of seventeen comprehensive community colleges in the State of Oregon, receiving its charter in 1980. The College has been offering educational opportunities to the community for thirty years. Tillamook Bay contracts for accreditation through Portland Community College (PCC), but in 2006 TBCC submitted an Application for Consideration to the Northwest Commission on Colleges and Universities (NWCCU). Tillamook Bay completed a Self Study and hosted an evaluation visit in October 2008. In January 2009, TBCC became a Candidate for Accreditation. The College began preparing soon thereafter for its first Comprehensive Interim Candidacy Evaluation following NWCCU's revised standards. After the Comprehensive Interim Candidacy Evaluation in May 2010, TBCC began preparation for its second Comprehensive Interim Candidacy Evaluation scheduled for fall 2011.

As a part of the accreditation process there have been extensive meetings with faculty and staff to identify strategies and goals as the College moves forward. The facilities master plan has been compiled from information developed through this extensive process. A draft document will be distributed for faculty and staff review by December

2012. The College will review and provide input to the draft with comments submitted by the end of December. Comments will be incorporated and a revised draft will be distributed in January. A final draft document will be submitted for Board approval in March.

PLANNING STRATEGY

The facilities planning process provides information needed to develop a comprehensive assessment of the Colleges' future needs, goals, and operations. The Plan includes strategies and design principles that will serve as the foundation necessary to achieve the overall goals and objectives of the College. These strategies and design principles will help to guide the decision-making process as the College and campus evolve. The plan will establish a vision for the College for the next ten years and beyond and will clearly identify and articulate facility need as it relates to physical condition, academic programming, enrollment and community use.

PLANNING STRATEGIES

There are several strategies that will guide the development of the long-range facility plan. These key principles are:

- :: Provide local access to learning that meets the needs of individuals, families,

businesses, and community.

- :: Leverage partnerships to expand learning opportunities throughout the County.
- :: Continue to share resources with community partners to deliver services in an effective and affordable manner.

GOALS

- :: Engage all types of students, including non-traditional, part-time, and disabled students
- :: Provide access to quality education as a response to the needs of the community
- :: Dedicate resources to training faculty and staff.
- :: Develop strong economic development programs on campus
- :: Support the development of agriculture and natural resource programs.
- :: Strengthen partnership with OSU.
- :: Expand the campus to meet future projected enrollment growth.



DESIGN PRINCIPLES

- :: Build on the success of the new main campus.
- :: Be visible within the community.
- :: Future campus expansion to be in harmony with the style and character of the new facility.
- :: Expand the campus, in phases, to meet future projected enrollment growth.
- :: Provide facilities that are accessible, safe, secure, and sufficient to support the College's mission, programs and services
- :: Zone buildings to facilitate access and use by a variety of community partners.
- :: Provide a warm, welcoming environment.

FACTS

- :: Tillamook Bay annually enrolls approximately 2,400 students with an FTE of 558 students in 2011-2012.
- :: In Fall Term 2010, the College had 73 employees (24 full-time, 49 part-time).
- :: In January 2010, TBCC opened a new

- 42,000 square foot building to be used as its main campus, located on a 4.3 acre site
- :: There are 52 parking spaces on the main campus.
- :: The College has a shared use agreement with the County Fair, for 99 years, to meet any expanded parking requirements.
- :: The College operates a 21,000 SF Career and College Center in partnership with the Tillamook SD at Tillamook High School
- :: The College operates a 2,700 SF South County facility in partnership with the Nestucca Valley School District
- :: The College has funds approximately \$500,000 remaining from the May 2007 bond to construct and/or renovate technology facilities as outlined in the bond title in the North County in partnership with Neah-Kah-Nie School District.
- :: TBCC provides physical activity and recreation facilities for students in partnership with the YMCA in Tillamook and the NCRD in Nehalem.

CONCEPTS

- :: Expand on the main campus with buildings to mirror their first phase building.
- :: Partner with Oregon State University Open Campus and extension to provide space for expanded agriculturally based programs.
- :: Provide a North County technology facility in renovated space at the Neah-Kah-Nie High School. Zone the facility separate from the high school population to allow separate access and evening use.

ANALYSIS



BACKGROUND

Tillamook Bay is one of Oregon's seventeen comprehensive community colleges. The Tillamook Bay Community College District serves Tillamook County in Northwest Oregon. The County covers 1,125 square miles with a population of 25,250 (April 2010 U.S. Census). Tillamook (population 4,935) is the County Seat, and there are a total of seven incorporated cities in the County; the majority of the population resides in unincorporated areas.

Tillamook Bay's core themes focus on four key areas of its education program: collegiate and general (transfer), career and technical, developmental, and community education. The College offers two-year associate degrees as well as occupational degrees and certificates. Non-credit courses and programs involve workforce training, developmental education, and community education.

Tillamook Bay offers the following two-year degrees:

- :: Associate of Arts Oregon Transfer Degree (AAOT)
- :: Associate of Science Transfer Degree (AS)
- :: Associate of Science Oregon Transfer Degree in Business (ASOT-BUS)
- :: Associate of General Studies Degree (AGS)
- :: Associate of Applied Science Degree (AAS)

The College has created and implemented the various necessary programs and services to support an effective learning environment. Programs and services to support student learning needs include facilities, support for student needs, policies and procedures, and ongoing improvement activities.

TBCC has identified the following objectives that could impact facilities in the future

- :: Increase the range of courses, the reliability of offerings, and availability of services consistent with a comprehensive community college.
- :: Provide comprehensive programs and services to enhance student recruitment and to promote student success.
- :: Provide alternative modalities for service delivery, including flexible scheduling, learning labs for distance learning, and non-credit courses
- :: Emphasize a student-centered approach to learning and service delivery
- :: Improve communication among students, faculty, and staff through the use of emerging technologies

BACKGROUND CONTINUED:

- :: Foster an environment of expanded collaboration, consultation and communication within the college and between the college and its external constituents
- :
- :: Recruit and retain quality faculty to expand core curriculum covered by full time faculty members
- :: Create organizational structures that improve student learning and their sense of community on campus
- :: Develop/maintain unified first-year experiences that enable students to achieve common skills and knowledge set
- :: Foster student success in transitioning from Developmental Education to college courses, certificates, and degrees.
- :: Provide leadership and training to support the growth and development of Tillamook County in response to its workforce needs
- :: Develop a signature program or function that makes TBCC a first-choice institution
- :: Provide opportunities for life-long learning within the community
- :: Provide alternative modalities for service delivery, including flexible scheduling, learning labs for distance learning, and non-credit courses
- :: Establish the necessary facilities, equipment, and technology which support the goals and objectives of the College

ENROLLMENT

Tillamook Bay annually enrolls approximately 2,400 students with full-time equivalency (FTE) of 558 students in 2011-2012. TBCC serves its students as a comprehensive community college. The institution's principle programs lead to recognized degrees in general studies, transfer, and career and technical fields. The College emphasizes lower division collegiate, career and technical, developmental, and community education. In 2011-2012, 41% of annual FTE was in Lower Division Collegiate, 26% in Career and Technical Education (preparatory and supplemental), 19% in Community Education, and 12% in Developmental Education (ABE, ESL, GED, and Post-Secondary Remedial).

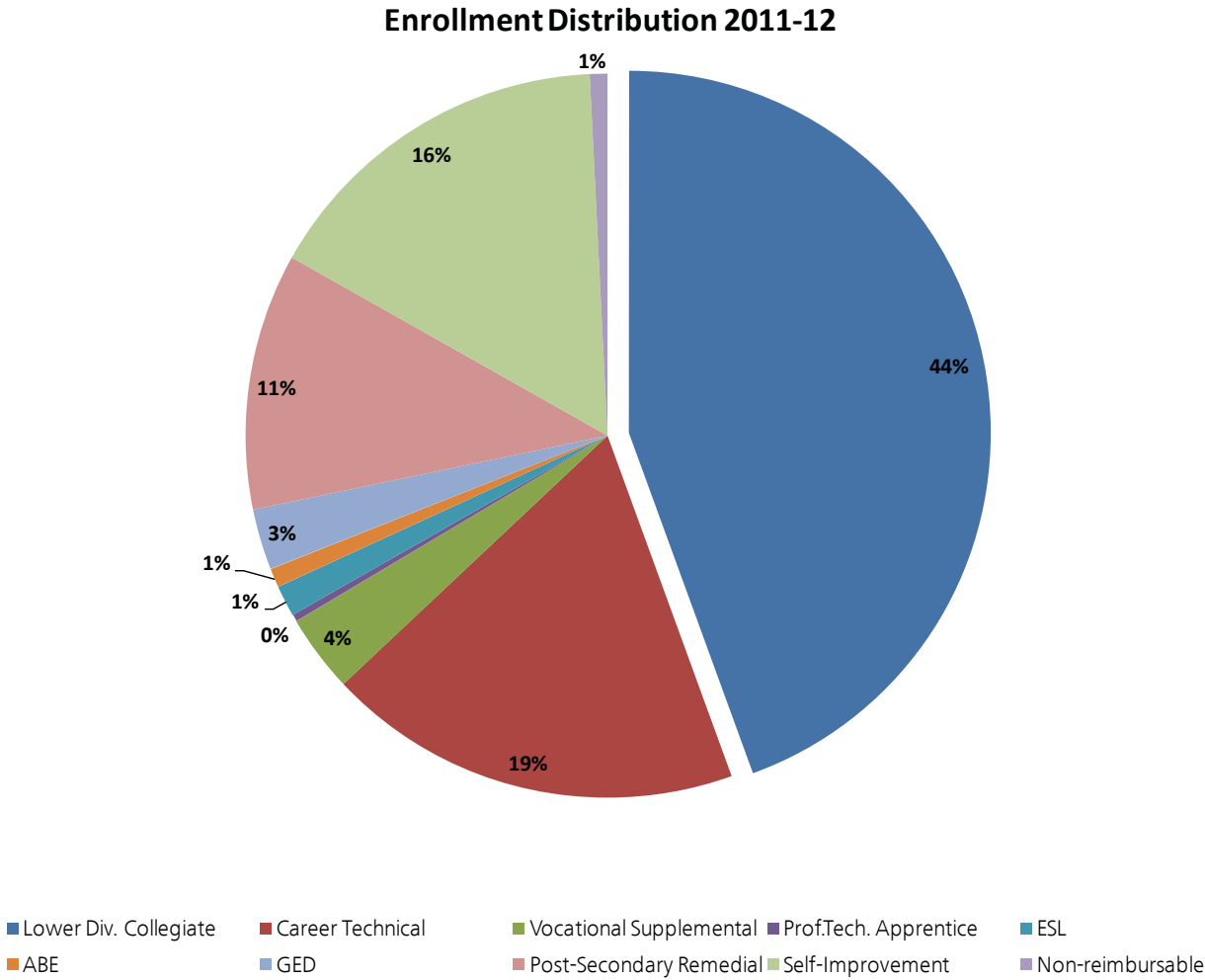
TBCC has, like many other community colleges, experienced significant growth in enrollment – in part, as a result of the global and national economic downturn. In response, the College has added both full-time and part-time faculty to meet the increased need. Seven contracted instructors and a core group of adjuncts (over twenty credit instructors during any given quarter) serve approximately 300 credit students, enabling the instructional program to meet TBCC's goal of responding to the educational needs of its community in lower division collegiate and career and technical education.

Enrollment is projected to continue to grow into the future. A growth rate of 2% per year represents moderate growth for the college and would result in an enrollment of 720 Full Time Equivalent Students. Tillamook County population is projected to be 30,000 in the year 2025. Another way to target growth would be to assume the College was to capture 10% of the population as unduplicated headcount students, that would result in 3,000 students. This is consistent with other Community Colleges in the State.

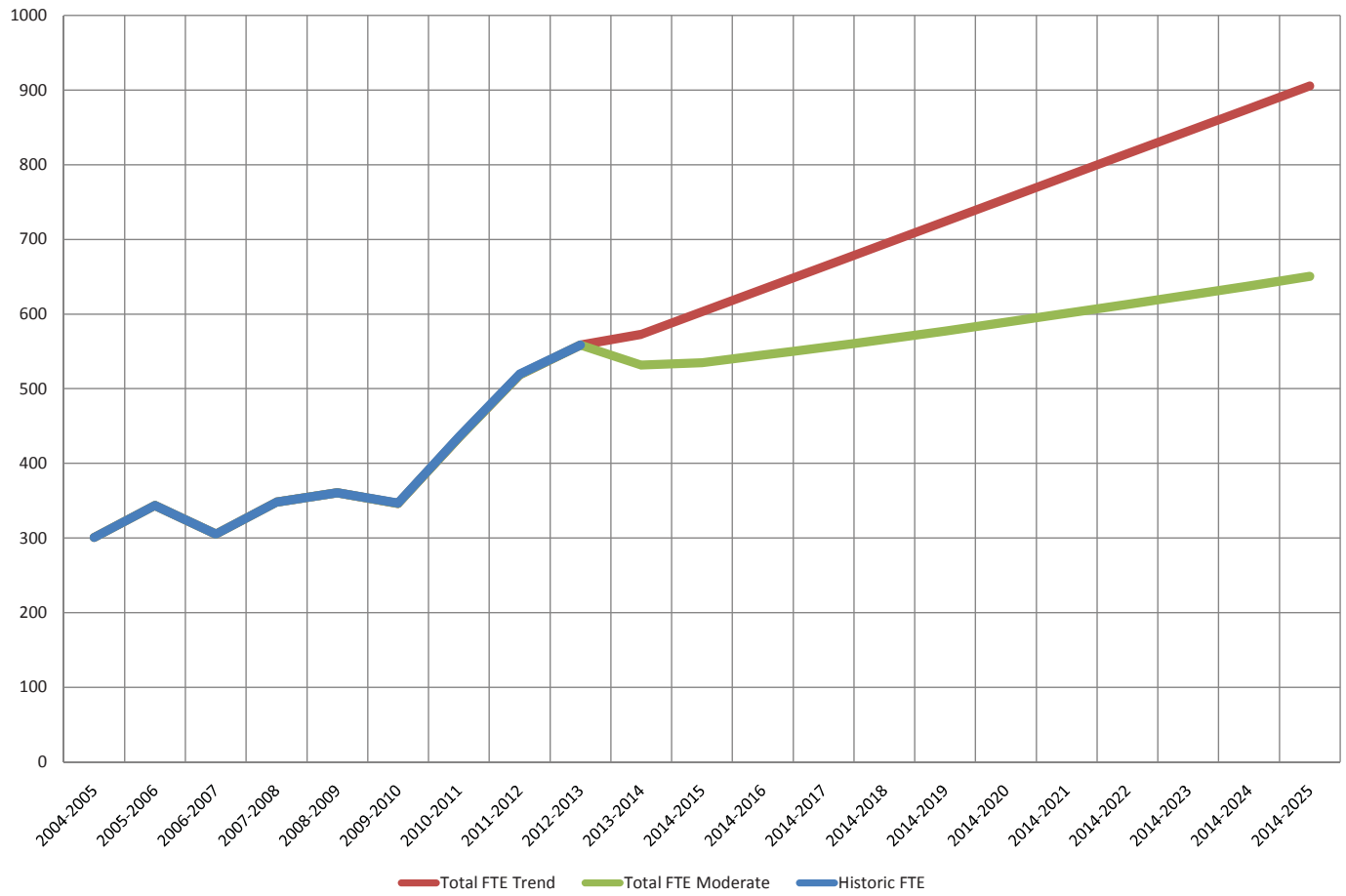
Below:

Historic and Projected Student
Enrollment

YEAR	LOWER DIV- COLLEGIATE	CAREER TECHNICAL	VOCATIONAL SUPPLEMENTAL	PRO. TECH APPRENTICE	ESL	ABE	GED	POST-SECONDARY REMEDIAL	SELF- IMPROVEMENT	NON- REIMBURSABLE	TOTAL
2003-2004	72.27	30.71	8.41	0.00	5.03	9.79	18.85	5.95	135.13	14.36	300.50
2004-2005	98.16	34.63	18.39	0.00	4.40	13.57	17.92	6.69	135.57	14.06	343.39
2005-2006	112.44	41.19	16.86	0.00	12.56	8.19	10.92	6.73	86.14	10.08	305.11
2006-2007	138.47	66.18	21.26	0.00	8.45	10.82	8.51	7.00	79.92	7.53	348.14
2007-2008	145.24	58.42	18.56	0.00	8.85	14.25	10.38	6.97	91.47	6.61	360.76
2008-2009	145.89	54.70	29.56	4.57	5.49	6.46	13.11	10.78	69.14	6.41	346.11
2009-2010	164.57	95.66	20.11	5.57	5.10	5.45	17.21	16.13	100.98	4.55	434.91
2010-2011	207.70	114.23	25.65	4.75	7.17	7.25	18.23	22.20	106.34	4.96	518.59
2011-2012	248.11	103.65	19.35	1.75	7.82	4.69	15.21	63.96	89.58	4.38	558.50
2012-2013	203.54	85.03	15.87	1.44	6.42	3.85	12.48	52.47	73.49	3.59	569.67
2013-2014	207.61	86.73	16.19	1.46	6.54	3.92	12.73	53.52	74.96	3.66	581.06
2014-2015	211.76	88.46	16.52	1.49	6.67	4.00	12.98	54.59	76.46	3.74	592.68
2015-2016	215.99	90.23	16.85	1.52	6.81	4.08	13.24	55.68	77.98	3.81	604.54
2016-2017	220.31	92.04	17.18	1.55	6.94	4.16	13.51	56.79	79.54	3.89	616.63
2017-2018	224.72	93.88	17.53	1.59	7.08	4.25	13.78	57.93	81.14	3.97	628.96
2018-2019	229.22	95.76	17.88	1.62	7.22	4.33	14.05	59.09	82.76	4.05	641.54
2019-2020	233.80	97.67	18.23	1.65	7.37	4.42	14.33	60.27	84.41	4.13	654.37
2020-2021	238.48	99.63	18.60	1.68	7.52	4.51	14.62	61.48	86.10	4.21	667.46
2021-2022	243.25	101.62	18.97	1.72	7.67	4.60	14.91	62.71	87.82	4.29	680.81
2022-2023	248.11	103.65	19.35	1.75	7.82	4.69	15.21	63.96	89.58	4.38	694.42
2023-2024	253.07	105.72	19.74	1.79	7.98	4.78	15.51	65.24	91.37	4.47	708.31
	36%	15%	3%	0%	1%	1%	2%	9%	13%	1%	



Enrollment Projection



MAIN CAMPUS PROGRAM

The following numeric program identifies the spaces that exist today and a projection for space requirements in the future.

The chart is organized with the Program Areas listed in the left column, indicating each space anticipated through the full campus built-out. The Main Campus 2012 columns identify the square footage that exists today at the facility (stations, number of rooms, square footage of each room and total square footage). The Phase II Program identifies the square footage that would be added during this phase of work. Phase II functions are more fully understood today. The Phase III Program is more conceptual and indicates the types of spaces that might be required to support a larger student enrollment.

TBCC - Main Campus Facility

Program Area	Main Campus 2012				Phase II Program				Phase III Program			
	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf
General Instruction												
Large Classroom					2	2	1,200	2,400				
Medium Classroom					1	1	1,000	1,000				
General Classroom	7	7	600	4,200	2	2	600	1,200	8	8	600	4,800
Subtotal - General Instruction	7			4,200	5			3,600	8			4,800
Specialized Instruction												
Art Classroom	1	1	1,280	1,280								
Storage			190									
EMT Classroom	1	1	1,320	1,320								
- Preparation/Storage		1	280	280								
Computer Lab	2	2	900	1,800					2		900	1,800
Science	2	2	1,386	2,771								
prep storage		1	348	348								
4H Classroom					1	1	1,200	1,200				
Culinary Arts					1			2,650				
Kitchen/Classroom						1	1,400					
Office						1	500					
Freezer						1	100					
Refrigerator						1	120					
Store room						1	400					
Womens toilet						1	65					
Mens toilet						1	65					
Specialized Classroom									4		1,250	5,000
Storage									4		200	800
Subtotal - Specialized Instruction	6			7,799	2			3,850	0			7,600
Other												
Regional Economic Center												
Small Business Development Center				400				2,280				
- Workarea	1		270		1	(270)	(270)					
- Office	2		130									
Tillamook Economic Development					1		240	240				
Open Campus					1		240	240				
Conference room					1		400	400				
Reception/Waiting					1		1,000	1,000				
OSU Extension Services								2,880				
Large office					2		240	480				
Medium office					3		200	600				
Small Office					4		140	560				
Storage					1		140	140				
Lobby					1		200	200				
Work Room					1		100	100				
OSU Extension Services					1		800	800				
Servery					1		500	500				
Facility Services	1		450	450								
Bookstore	1		540	540								
Community Education	1		220	220								
Staff Offices	2		120	240								
IT Office	1		150	150								
Server Room	1		180	180								
AV storage	1		90	90								
Subtotal - Specialized Instruction				2,270				5,160				0
Student Areas												
Commons	1		245	245								
Upper level break-out	1		148	148								

Program Area	Main Campus 2012				Phase II Program				Phase III Program			
	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf
Student Activity Center		1	515	515								
Office		1	100	100								
Learning Resource Center				2,880								
Stacks/Seating		1	2050									
Workroom		1	160									
Storage		1	250									
Office		1	140									
Conference		1	140									
Conference		1	140									
Subtotal- Student Areas				3,888				0				0
Faculty/Staff Areas												
Instructor Office		8	100	800						3	100	300
Other Offices		2	120	240								
Breakroom		1	610	610								
Workroom		1	209	209								
Subtotal- Faculty/Staff Areas				1,859				0				300
Administration												
Reception/Waiting		1	1,371	1,371								
President Office		1	240	240								
Business Office				835								
-Open office		1	580									
-Office		1	120									
-Vault		1	135									
Large Conference Room		1	340	340								
Toilet		1	95	95								
Large Office		3	180	540								
Medium Office		3	160	480								
Small Office		1	120	120								
Workroom		1	300	300								
Boardroom		1	850	850								
Conference room		1	850	850								
Testing/Computer Lab		1	550	550								
Subtotal- Administration				6,571				0				0
Total Assignable Square Feet	13 teaching s			26,587	7 teaching stati			12,610	8 teaching sta			12,700

Program Area	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf	sta	rm	sf/rm	total nsf
Building Support												
Building Lobby				607		2	100	200		2	80	160
Electrical Room				170		1	60	60		1	50	50
Telephone/Communications (IDF)				74		1	80	80		1	80	80
Public Restroom		4	165	660		2	165	330		2	165	330
Custodial Closet		2	100	200					0			
Elevator		2	60	120		2	60	120		2	60	120
Elevator Mechanical Room		1		75								
Subtotal- Building Support				1,906				790				740
TOTAL BUILDING NET				28,493				13,400				13,440
Unassignable								6,600				6,600
Building Efficiency				67%				67%				67%
TOTAL BUILDING GROSS SF				42,662				20,000 ##				20,000
								13,400				



FACILITY INVENTORY

Tillamook Bay's physical and technical infrastructure has continued to mature. In fall 2009, TBCC opened a vocational (industrial/technical) center in cooperation with Tillamook High School, and TBCC moved into new main campus facilities in December 2009. The vocational center provides designated space for industrial/technical courses and programs. The space is equipped to facilitate active learning in electrical and industrial mechanical subjects.

TBCC's main campus is located adjacent to the County Fairgrounds. The County fair grounds are to the East of the campus. Other College facilities are located throughout the county and include a Career Technical Training Facility at Tillamook High School, a South County facility on Nestucca Valley School District property. North County technology classroom leased from the North County Recreation Service District. The College has a cooperative agreement with the YMCA to provide physical activity facilities.

The following pages inventory each facility.

MAIN CAMPUS

BUILDING SUMMARY

TBCC's main campus is located on a 4.3 acre site adjacent to the County Fairgrounds. The site is bounded by Third Street to the North, Maroff Loop Road to the West and Brookfield road to the South. The 42,000 GSF facilities were completed in 2009. This new facility houses all administrative functions, student and enrollment services, faculty offices, a Library/Learning Center as well as classroom and lab facilities. All classrooms have up-to-date electronic media and are complimented with specialized instruction space: computer labs, science labs, an art studio, an EMT lab, and several convertible classrooms.

ASSESSMENT SUMMARY

The building is a two-story brick facility. It was construction under the 2007 Oregon Specialty Code. It houses both A and B occupancy classifications. It is a Type V-B construction. A sprinkler system is provided in lieu of corridor rating.

Condition = Excellent

Top Right:

Main Campus First Floor

Below:

Main Campus Second Floor

**MAIN CAMPUS PROGRAM**

GENERAL INSTRUCTION	4,200
SPECIALIZED INSTRUCTION	7,800
OTHER (COMMUNITY/SUPPORT)	2,270
STUDENT AREAS	3,900
FACULTY AREAS	1,860
ADMINISTRATIVE	6,560
BUILDING SUPPORT	1,900

TOTAL NET SQUARE FEET	28,490
TOTAL GROSS SQUARE FEET	42,600



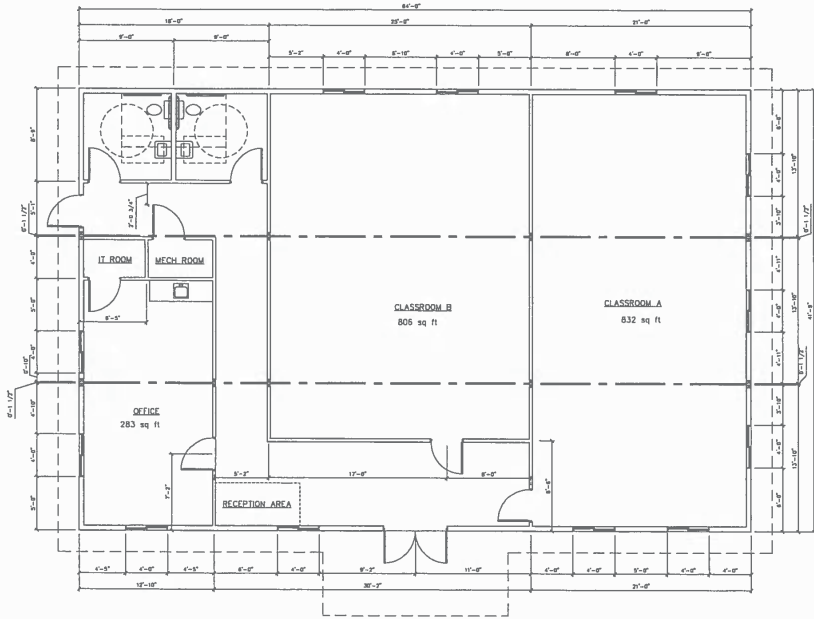
SOUTH COUNTY
NESTUCCA VALLEY

The College operates a 2,700 SF facility in collaboration with the Nestucca Valley School District. The building located on district property and leased by the College for 30 years.

The building is a new modular facility. It was constructed in 2012. It is wood frame construction with fiber cement siding exterior and a metal roof.

Condition = Excellent

SOUTH CAMPUS PROGRAM	
CLASSROOM A	830
CLASSROOM B	800
OFFICE	280
BUILDING SUPPORT	790
TOTAL GROSS SQUARE FEET	2,700



FLOOR PLAN

SCALE: 1/4" = 1'-0"



CAREER AND COLLEGE CENTER TILLAMOOK HIGH SCHOOL

In fall 2009, TBCC opened a renovated Career and College Center in cooperation with Tillamook High School, and TBCC moved into new main campus facilities in December 2009. The vocational center provides designated space for industrial/technical courses and programs. The space is equipped to facilitate active learning in electrical and industrial mechanical subjects.

The building is owned by the School District and leased back by the College.

ASSESSMENT SUMMARY

The building is 21,000 GSF. It is a one-story facility of wood framed construction with wood siding.

Condition = Good

CAREER TECHNICAL CENTER PROGRAM

MECHANICS	4,000
AGRICULTURAL	4,300
WOODWORK	3,400
METALS	3,400
MICRO-ELECTRONICS	1,400
BUILDING SUPPORT	1,200
NORTHEAST CANOPY	1,300
NORTHWEST CANOPY	2,000
TOTAL GROSS SQUARE FEET	21,000

NOTE

Plans were reviewed by Mahlum, but detailed assessments were not conducted because of recent renovations and the extent of new facilities.

Program areas are identified for each building are approximate.approximate.



PHYSICAL ACTIVITY CENTER (YMCA)

Under agreement with the local YMCA, the College secured access to a newly remodeled health and wellness center for use by TBCC students, including continuing and community education courses and physical education classes. The YMCA fitness center has received new instructional equipment as part of the plant recapitalization.

Condition = Good



NORTH COUNTY RECREATION DISTRICT BUILDING (NCRDB)

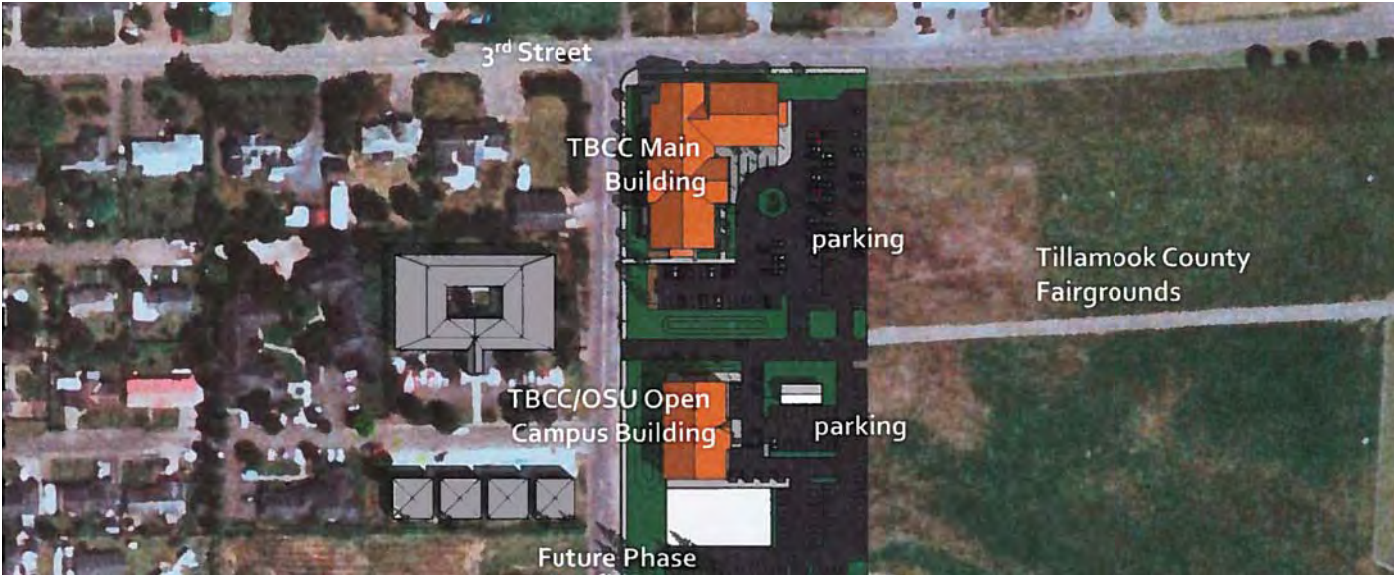
Under agreement with the local Recreation District, the College provides access to the North County Recreation District Building for use by TBCC students, including computer technology, continuing and community education courses and physical education classes.

PLANNING CONCEPTS

The creation of a new main campus, a renovated Career and College Center, and a new South County Campus building has established a strong collection of facilities to meet the College needs in the future. Expansion in the North County is still required to meet demand in that region. The master plan focus is on establishing a permanent presence in North County and expanding the main campus to meet projected student enrollment.

MASTER PLAN GOALS

- :: Express a clear vision
- :: Identify priorities and phasing required
- :: Establish connections to the adjacent State Fair parking areas for shared use
- :: Provide second phase expansion to support the Oregon Open Campus initiative
- :: Plan for the eventual expansion of Phase III to provide additional instructional space
- :: Design Phase II to accommodate a connected addition of Phase III
- :: Identify pedestrian circulation patterns
- :: Renovate existing space/or build a new facility in North County
- :: Provide universal design
- :: Increase environmental awareness



IMPLEMENTATION

The following capital projects were identified as being critical to a long-term vision for the TBCC campus.

Priority capital projects are those being carried forward from the previous bond measure.

In addition to these, several other long-range capital projects have been identified for potential proposal. As current priority projects are cleared for funding, these major projects will undergo additional study.

NORTH COUNTY CENTER

Provide a North County Center. A new building or remodeled portion of the existing High School to house technical classrooms for shared use between TBCC and the School District.

Estimated Project Cost (2012 Dollars)
\$500,000

PHASE II

Construct a TBCC/OSU Open Campus Building. Phase II construction of a new 20,000 SF facility on the Main Campus to provide OSU Extension Services. Programs envisioned include: agriculture, natural resources, food sciences and seminar and training.

2012 Dollars
Construction Cost \$5,000,000
Project Cost \$7,000,000

PHASE III

Construct an Addition to Phase II. This project will construct a new 20,000 SF facility to house additional instructional and support space for the College.

2012 Dollars
Construction Cost \$5,000,000
Project Cost \$7,000,000

SHORT TERM RECOMMENDATIONS

The planning team identified a number of recommendations for campus improvement that might be implemented in the next one to ten years. These short-term initiatives include:

:: Provide additional technology and training to faculty and staff.

These projects are intended to be of limited scope and low cost. TBCC can make small but meaningful strides towards achieving the campus vision.

ASSUMPTIONS

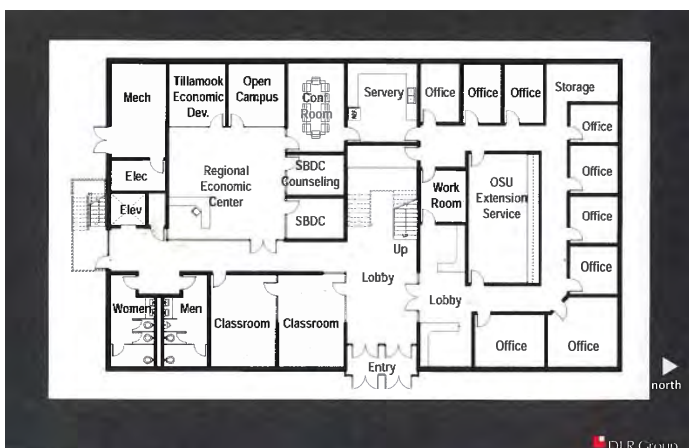
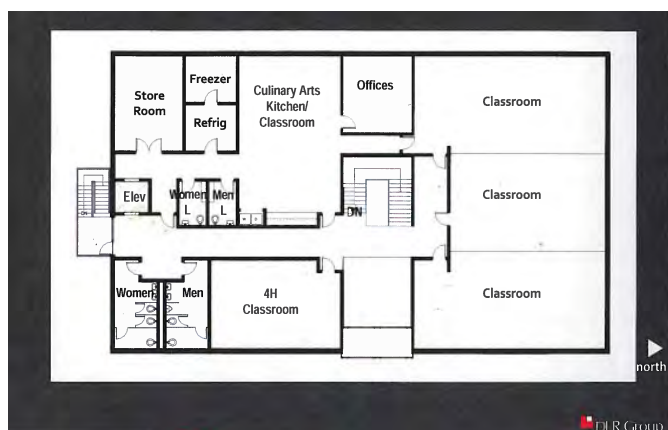
:: All costs are in 2012 Dollars. Escalation typically is expected to be 4% per year. Costs should be to the mid-point of construction.

:: Construction costs assumed to be \$190-250 per square foot. Figures shown are calculated at the high range of cost

:: Project costs are estimated to be 1.4 x the construction cost.

Top Right:
Campus Master Plan
Main Campus

Below:
Top | View from East
Phase II Building Plans
Main Campus
Left | First Floor
Right | Second Floor



DRAFT

Appendix

a. Foundations of Excellence



Tillamook Bay Community College's participation in the Foundations of Excellence in the First College Year project for community colleges signaled its commitment to first year students. Between September 2011 and June 2012, thirty faculty, staff, and administrators engaged in comprehensive assessment and planning to identify ways the college might improve TBCC's communications, culture, faculty/staff development, student support, and student data to support the success of new students.

The following spreadsheet is the culmination of a nine-month process of data collection, analysis, and planning focused on TBCC's first year students. The study was based on an aspirational model of the first year consisting of nine Foundational Dimensions® that identifies characteristics of excellence in the first year, focusing on institutional structures, policies, and processes (the decisions institutions make about organizing and delivering the first college year).

The college community formed nine Dimension Committees, each committee chaired by a member of the Foundations of Excellence Steering Committee (TBCC's Planning and Steering Committee). Each Dimension Committee identified available sources of evidence for their analysis, including student and faculty/staff surveys. Committees then responded to Performance Indicators and prompts regarding the current situation, sources of evidence, and recommended action items. Each Dimension Committee produced a Dimension Report summarizing findings and recommendations. Action Items from the Dimension Reports were reviewed at TBCC's Spring In-service (April 2012) and the campus community helped identify common themes among the recommendations. The Planning and Steering Committee used the Dimension Reports and feedback from In-service to identify five themes: (1) Student Support, (2) Communication, (3) College Culture/Mission/Vision/Philosophies, (4) Faculty/Staff Development, and (5) Student Data/Research/Tracking/Monitoring. Multiple meetings of the Planning and Steering Committee were held to select the key findings and the highest priority action items for inclusion in the spreadsheet. Action Items from Dimension Reports were grouped under themes and prioritized.

While this spreadsheet is the culmination of TBCC's work during 2011-2012, it does not represent the end of the Foundations of Excellence process. This is just the beginning of the implementation stage. During the coming years TBCC will implement action items falling into the five themes. High, medium, and low-priority action items will be incorporated in other college planning documents and changes implemented over time.

	Description	Notes						
	Communication Theme		Priority	StartDt	EndDt	Resources	Responsible	Assessment Plan
4, 6, 8	Communication plan (what, when, and how information to be shared)	A full communication plan needs to be developed to make ensure that important information is in the catalog, schedule, shared at all committees, on the visual display, shared via email to staff and/or students as appropriate, part of the course syllabi, etc.	H	2012	2013		Leadership Team	
16	Website Updates	TBCC's website needs to complete the revisions that are in progress at this time.	H	2011	ongoing		IT	IT
37	Pre-orientation mailing	Selected materials could be sent to students before orientation.	M					
52	Virtual Tour	The college could develop a virtual tour to help students learn more about TBCC.	L					
	College Culture/Mission/Vision/Philosophies Theme		Priority	StartDt	EndDt	Resources	Responsible	Assessment Plan
1, 2, 3, 5	Philosophy Statement	Develop a Philosophy Statement for First Year/Student Success and communicate to campus community.	H	2012	2013		Michele/Lori	SEM Plan; Academic Master Plan
18, 19, 20, 21, 22	Promote Cultural Awareness	Promote Cultural Awareness as part of the college's ILOs; dedicate bulletin board space for community events and/or cultural awareness; assure support for student activities organizations in promoting diversity experiences; etc.	H	2012	2013		CAO; Faculty	Academic Master Plan
35	Develop methods to reinforce expectations throughout the academic year. [Campus Culture Dimension]	This could be a simple as weekly or monthly email updates on status and encouraging ways to engage students.	M					
38	Academic Integrity [Transitions Dimension]	Clear written process needs to be developed for all faculty to use with classes to discuss academic integrity.	M					
42	Campus groups [All Students Dimension]	Currently the college counts too much on student groups to involve students. The college may have to take a more leading role in evolving student groups.	M					
51	School Districts [Transitions Dimension]	Maintain and continue to work with the area schools and administrations.	L					
53	Family Philosophy [Transitions Dimension]	TBCC needs to develop a philosophy around family involvement in the college.	L					
55	Emphasize Purposes [Roles & Purposes Dimension]	Make focus on purposes topic of in-service; emphasize purposes related to TBCC's mission and vision; encourage faculty to mention purposes and give examples in class.	L					

	Faculty/Staff Development Theme		Priority	StartDt	EndDt	Resources	Responsible	Assessment Plan
7	Uniformity between instructors of the same subject	Instructional processes and requirements should be more uniform within subjects. The amount of homework, tests, and grading should be consistent so that students have basically the same educational experience.	H	2012	2014		CAO, Faculty	Academic Master Plan; CCOGs
10, 11, 12	Develop consistent training for new hires (faculty and staff) at all levels	Should include expectations for engagement, new students, and student retention. Required and compensated training for adjunct faculty.	H	2012	ongoing		Pat/Lori	
26, 27, 30	Student Engagement	Workshops for faculty and staff on how to engage students in the classroom and outside of class (student success, engagement, etc.).	H	2012	2014	budget to support workshops		Academic Master Plan; SEM Plan
43	Physical and Psychological Safety	Trainings in dealing with troubled students' needs to be incorporated at least yearly (15 minutes at In-Service on dealing with students in distress).	M	F'2012	ongoing	organize and present	Pat/Michele	Safety Committee; SEM Plan
	Student Support Theme		Priority	StartDt	EndDt	Resources	Responsible	Assessment Plan
9,23,40,54	Orientation and CG 100 A	1. Continue offering and requiring CG 100A for new degree-seeking students; 2. Consider that students who need CG 100A most may not be able to afford the tuition. 3. Review Code of Conduct at Orientation.	H	2011	ongoing		Lori/Michele	SEM Plan, Academic Master Plan
13, 39	New Student Activities	1. Offer academic activities outside of class such as speakers, forums, brown bag lunch discussions. 2. Sponsor on-campus and off-campus activities such as BBQ, trip to sport events, new student and parent mingle with faculty, community events such as "Relay for Life" or Dairy Days Parade."	H	2012	2013		Lori/Michele/John	SEM Plan
14, 15	Academic Advising	1. Mandatory academic plan for all degree seeking students, 2. Mandatory advising for all students with an undecided major or degree after 30 credits, 3. All students in warning or probationary status must meet with academic advisor, 4. Discuss academic progress and discuss the student's progress toward his/her immediate and long-range academic goals with degree seeking students, 5. Flexible hours with evening or earlier morning times available; 6. Alternate advising processes: group, faculty, moodle/skype, phone.	H	2012	2013		Lori/Michele	SEM Plan
17, 41	Personal needs resources	Compile a resource list available to staff/faculty and students of local resources and social services; resources for students that all staff and faculty know and can easily use to refer students.	H	2011	2012		Safety Committee	

	Student Support Theme (cont.)		Priority	StartDt	EndDt	Resources	Responsible	Assessment Plan
28, 32, 34, 49	First Alert/Early Intervention	1. A system or procedures that allow faculty/staff to note students at risk and have some interventions set up. 2. Process for dealing with student non-attendance issues or poor classroom performance concerns (e.g., mid-term feedback form). 3. Build up peer tutoring and/or other student resources for success in high DFWI courses. 4. Follow up to help students who had a low GPA the previous term.	H	2012	2014		Lori/Michele	SEM Plan, Academic Master Plan
44, 48	Identify Sub Populations	1. Better methods for identifying at-risk populations (1st generation, adults who have not attended for several years, vets, and others). 2. Some method to share information with faculty so that they know that a student is a first-term student.	M					
47	Serving Students	Do a better job of serving students in one location....making referrals to other departments less. I.e. getting faculty permission for overrides etc.	M					
56	Placement Testing	Some sort of orientation for students who will be taking placement testing. Information regarding the test, it's importance, have resources available for students to complete practice tests or brush up on materials. Track testing to see if there is an overall improvement in test scores.	L					
	Student Data/Research/Tracking/Monitoring Theme		Priority	StartDt	EndDt	Resources	Responsible	Assessment Plan
24, 25, 29, 45, 46	Student Tracking	1. Track students who go through Orientation (retention, success). 2. Track students who have been enrolled in CG 100, LIB 101, CG 112, and/or other student success courses (retention, success, engagement).	H	2011	ongoing		Institutional Research	
33	DFWI Course Results	Continue review of course results (Grade Distributions).	M	2011	ongoing		CAO	
36	Share student survey data with all employees	Especially part time and adjunct....Making sure all staff/faculty have access.	M	2012	ongoing		Leadership Team	
50	Student Evaluations	Revise student evaluations of courses to explicitly address engagement practices	L	2012	2014		CAO; Faculty	Academic Master Plan
57	Assessment of Placement Testing	Track Placement testing to see if there is an overall improvement in test scores after introduction of test preparation.	L					

b. Strategic Blueprint



The only reason TBCC exists is for our students to begin, persist and complete their dreams. The focus of all that we strive to achieve every day is about learning and success. The place where learning occurs is our classrooms. The place where learning is supported is outside of those classrooms. In an ideal world, I would hire more faculty. In an ideal world I would have a career coach for all students. I am not hiring new faculty or career coach for students in 2012. (I am thankful we have a three-year grant for a career coach.)

In today's world I need to ensure that I take nothing away from learning and that I use our limited resources to ensure:

- an infrastructure that meets all of the accreditation needs;
- a learning environment that provides high quality learning; and
- an overall working and learning environment that has synergy, creativity and builds competence.

TBCC needs to be conservative with resources and liberal with building capacity. We need to be able to say at the end of every day – well done. We need to create learning environments that assist students in knowing where to find content and how to live and apply content in the context of ever changing environment. We need any *new* resource to go into the classroom.

I have asked for ideas, gaps and issues. I have received information from leadership team, college council and seven staff/faculty that either met with me or emailed me. I value all of the ideas. I also have read the FOE dimension reports to gain from the wisdom of the entire community. I want to ensure that the form follows function.

To address who we are and need to be, there exists several large forces/dynamics that require consideration:

- 1) Successful students
- 2) Successful education and community connections
- 3) Successful fulfillment of accreditation standards and process
- 4) Sustainability - financial and human resource sustainability
- 5) Successful Achievement Compacts
- 6) Successful capacity and talent stewardship – where talents are needed with the size, scope and multiple hats that are worn by many at a small rural college
- 7) Successful systems that create sustainability and capacity
- 8) Successful Strategic Aims
- 9) Successful creation of four college plans that effectively guide the decisions and resources for the future

With an eye to these nine dynamics, an ear to the staff input received, and a need to be true to the mission and vision of the college, I have concluded that the following path will set the course for the direction we need to go.

1. Successful students

1. Implement processes that promote student success. These will include increasing: high impact practices in the classroom, increase student learning supports and augment student systems that support completion.

2. Continue to offer professional development in the areas that improve learning.
3. Apply for grants that will bring resources to the learning environment.
4. Continue to explore and develop the intentional role of technology in learning at TBCC.
5. Each leadership team member will support the learning environment by: mentoring a student, offering a community education workshop, teaching a class, tutoring, leading orientation, advising, career coach, etc.

2. Successful education and community connections

1. Re-structure the Chief Academic Officer team to provide more instructional leadership, communication and support. This will include:
 - a) A part time person to focus on course date, schedule development, and faculty support
 - b) A second part time person for community education;
 - c) A 3/5 time clerical support to the team, faculty and the administrative team and
 - d) Create a new position – Academic and Curriculum Support Specialist.
2. This team will: a) continue to include the Coordinator for Institutional Research; b) will be situated together to increase capacity and knowledge; c) increase professional development resources for faculty and d) provide time for the Chief Academic Officer to lead the academic planning and implementation.
2. Implement the Career to College Readiness with THS.
3. Implement the five Career and College focus areas at the college.

3. Successful fulfillment of accreditation standards and process

1. Invest in Achieving the Dream to challenge TBCC to improve the learning environment for students and to assist in greater persistence and completion. This can assist TBCC faculty and staff to create a learning culture that is uniquely theirs, while borrowing from PCC what enhances the learning outcomes. This effort connects with successful students and increased high impact classrooms.
2. Improve communication, HR processes, and staff development.
3. Increase first year completion at TBCC. See staffing and contracts.

4. Sustainability - financial and human resource sustainability

1. Contract to have financial scenarios completed by fall 2012. This will result in complementary review of staffing level and capacity.

2. Fully utilize the Human Resource component within Jenzabar to better communicate, inform and track HR issues.
3. Strategically use college resources for repetitive functions and contract out those functions that are happen only occasionally. An example is the hiring process recruitment which is occasional. Campus safety is an example of a repetitive function.
4. Identify grants that will assist the college to have resources to meet the learning needs of students and continue to grow the foundation. The college needs to broaden its resource base beyond the Community College Support Fund and Tuition
5. Work with OSU student intern to complete a cost analysis of instruction, administration, and student supports that will inform the ongoing fiscal stability of TBCC.

5. Successful Achievement Compacts

1. Pursue the research, data and students' stories to inform, improve and modify the Achievement Compact yearly.
2. Connect and align the college's performance indicators for accreditation with the achievement compacts.
3. Monitor financial connections between the compacts and community college funding.

6. Successful capacity and talent stewardship – where talents are needed with the size, scope and multiple hats that are worn by many at a small rural college

1. Revise a position -Comptroller/Budget Officer. Blend the comptroller and budget officer positions into one position. The skills and capacity exist within the staff. A pool of contract resource will be used the first year to provide professional development as needed. Additional resources may be required for hourly support staff and that is to be determined. This person will also oversee the benefit administration. Use local benefits experts to assist each year with benefit analysis.
2. Revise a position – Facilities, Risk Management and Human Resources Director. This will blend human resources (hiring process, drafting contracts, orientation and ensuring evaluation processes) with facilities/risk management (including safety) into one position. This person will continue being the Evening Coordinator. The position will supervise the facilities coordinator, the janitorial team and will ensure set-up for events. Oversee the “bringing to scale” the HR system in Jenzabar. This position will be supported by using other local HR expertise for the occasional recruitment processes. This position will also create the facilities master plan that will complement the academic master plan.
3. Provide resources for part time hourly resources for janitorial and set up of rooms for events.
4. Use resources from the Dean of Administrative Services over the next 6 to 9 months to improve systems. See Systems #7.
5. Create and hire in mid-2012/2013 an Executive Director for College Advancement. This position will assist the college and the leadership team to lead and implement new efforts with the education,

community or internal staff. This position will potentially oversee foundation and college advancement as the current person retires.

6. Reassign the coordination of mail and copier ordering of supplies to the Business Office team.

7. Successful systems that create sustainability and capacity

1. Hire temporary staff or contract to implement systems that will create capacity. The systems listed will be prioritized and over the next year will be brought to scale for the college to utilize and maintain. The first 6 areas listed in the Systems section have been on multiple lists. Use resources from the Dean of Administrative Services to assist in these one-time expenses.

8. Successful strategic Aims

1. Focus on the strategic aims to ensure that the college reaches its overall mission, vision and core themes.

9. Successful creation of four college plans that effectively guide the decisions and resources for the future

1. Develop or revise four plans: Academic, Facilities, Technology and Strategic Enrollment Management by December 2012.

2. The plans will be actively used by committees and staff to implement improved learning, improved student success and resource allocations.

1) Successful students

Plan:

- 1. Implement processes that promote student success. These will include increasing: high impact practices in the classroom, increase student learning supports and augment student systems that support completion.**
- 2. Continue to offer professional development in the areas that improve learning.**
- 3. Apply for grants that will bring resources to the learning environment.**
- 4. Continue to explore and develop the intentional role of technology in learning at TBCC.**
- 5. Each leadership team member will support the learning environment by assisting in one of the following ways: mentoring a student, offering a community education workshop, teaching a class, tutoring, leading orientation, advising, career coach, etc.**

BACKGROUND:

The following are three areas of intentional conversation from CCSSE over the next year.

a. Planning for Success: Four elements (assessment/placement, orientation, academic goal setting and registration before classes) have been identified as essential components for a student's strong start that will lead to persistence outcomes. As of fall 2011, TBCC required placement testing, orientation, and registration by the end of the first week of class. TBCC is currently discussing how to roll out and require an academic goal/plan from students for fall 2012.

b. Initiating Success: The research identifies four areas that will provide a platform for the student's success: advanced/fast track developmental education, first year experience course, student success course and learning communities. TBCC now requires a combined first term/first year student success course. In the fall of 2011, four sections and 88 students enrolled in this 3-credit course. Of the 88 students enrolled in the course (CG 100A), 77 (88%) returned winter term 2012 compared to a return rate of 74% for all remaining fall 2011 students. We are beginning to build our persistence rates. Students who enrolled in CG 100A on average had a total mean GPA of 3.13 compared to all students who had not enrolled in CG 100A who had a total mean GPA of 3.04. I am currently supporting a review of the design of our developmental education. Learning communities will need discussion and attention in future years.

c. Sustaining Success: The classroom is where the student and faculties connect for learning. Both faculty and student give of their time and effort for this learning to occur. The college needs to support teaching and learning initiatives. Research of successful learning in the classroom has identified five strategies that sustain success and will assist the student to persist and complete. Those five strategies are: required class attendance, early alert/intervention, tutoring, supplemental instruction and experiential learning beyond the classroom. In the fall 2011 TBCC began its first peer-tutoring program. It is very successful. The conversation of required class attendance is consistent and is usually a component of the student's grade. Dean Gates is continuing to bring the conversation on faster alerts and more supplemental instruction to the campus.

The intentional conversation on the use of technology to increase learning at TBCC is part of Title III, Academic Master Plan and Michael's work on his masters. This needs to move forward. The ATD three-year intentional conversations will add refinement and direction to the Academic Master plan and the learning environment.

2) Successful education and community connections

Plan:

1. Re- structure the Chief Academic Officer team to provide more instructional leadership, communication and support. This will include:

- a) A part time person to focus on course data, schedule development, and faculty support***
- b) A second part time person for community education;***
- c) A 3/5 time clerical support to the team, faculty and the administrative team and***
- d) Create a new position – Academic and Curriculum Support Specialist.***

2. This team will: a) continue to include the Coordinator for Institutional Research; b) will be situated together to increase capacity and knowledge; c) increase professional development resources for faculty and d) provide time for the Chief Academic Officer to lead the academic planning and implementation.

3. Implement the Career to College Readiness with THS.

4. Implement the five Career and College focus areas at the college.

BACKGROUND:

The Chief Academic Officer needs a team of individuals to assist in the ongoing improvement of the teaching and learning at TBCC. With two retirements, the Chief Academic Officer proposed a different structure to support the academic area.

1. When Linda retires, she would go to ½ time and focus on course data, schedule development, faculty support, and course clerical support.
2. When Sammie retires, she also would move her to 1/2 time to focus on maintenance of Community/Continuing Ed.
3. A new position, Academic and Curriculum Support Specialist, would be created to accomplish the following:
 - Assume some of Linda's responsibilities of communicating with faculty and ensuring a solid orientation to the college, processes and systems.
 - Assist the Chief Academic Officer with curriculum such as coordinating development, monitor the needs of curriculum, program approval, and staff the Curriculum Committee
 - Implement Dual Credit Coordination of the initial screening, agreements, and things required to maintain program approval, the handbooks, training etc.
 - Monitor CCOG & syllabi alignment
 - Assist with coordination of assessment that would include staffing Planning & Steering and Assessment Committees, work with faculty on collection and review of data,
 - Coordinate curriculum partnerships (existing healthcare pathways, articulation agreements),
 - Assist the dean.
 - Provide support for faculty, but not be the first and only source.

4. A 3/5 time position Administrative Assistant position would be hired to support the Academic and Administrative offices and assist with special event scheduling. This person would also be responsible for the Board minutes and docket.

There is also a need to have the CAO do less detail work and to more actively lead and support her team to have timely schedules; catalog delivery, faculty evaluations, curriculum and assessment follow up, development of grants etc. The CAO is on every committee, oversees all of the planning and accreditation and usually request to lead college efforts. With this new organization, the Chief Academic Officer and President will prioritize her areas for direct leadership and oversee those areas where others can directly lead. Areas where the CAO needs to lead include the Academic plan, Accreditation, and the Career to College Readiness work plan. Areas to discuss include the development of the five Career College consortiums, ATD effort, Agriculture and Natural Resources curriculum, etc.

3) Accreditation

Plan:

1. Invest in Achieving the Dream to challenge TBCC to improve the learning environment for students and to assist in greater persistence and completion. This can assist TBCC faculty and staff to create a learning culture that is uniquely theirs, while borrowing from PCC what enhances the learning outcomes. This effort connects with successful students and increased high impact classrooms.

2. Improve communication, HR processes, staff development and increase first year completion at TBCC. See staffing and contracts.

BACKGROUND:

The two intentional processes that TBCC is using to inform the ongoing improvement include the following:

a. Foundations of Excellence (FOE): The Board has had updates on this process that focus on first year student success. The final recommendations will be provided to the Board at the end of spring term.

Key areas to address:

1. Communication
2. Consistent HR processes including orientation
3. Staff and professional development
4. Increase CG 110 A for student expectations, knowledge of ILOS, plans, etc.
5. Student connections and engagement

b. Achieving the Dream (ATD): TBCC is also part of an Oregon rural consortium of community colleges that applied and was accepted to participate in the national effort "Achieving the Dream" (ATD). This three-year process will begin in summer 2012 and will continue the intentional review of data, practices and gaps. The process includes an external coach to ask us the hard questions on our success, and suggest strategies to improve student persistence and completion. This intentional ongoing focus on improvement through the understanding and examining of high impact practices in the classroom and through our student supports is critical to our long-term sustainability. TBCC students and community need to be assured that, if they are intentional about learning, then TBCC is equally intentional in providing them the highest possible, quality education.

4) Sustainability - financial and human resources.

Plan:

- 1. Contract to have financial scenarios completed by fall 2012. This will result in complementary review of staffing level and capacity.***
- 2. Fully utilize the Human Resource component within Jenzabar to better communicate, inform and track HR issues.***
- 3. Strategically use college resources for repetitive functions and contract out those functions that are happen only occasionally. An example is in the hiring process recruitment is occasional. Campus safety is an example of a repetitive function.***
- 4. Identify grants that will assist the college to have resources to meet the learning needs of students and continue to grow the foundation. The college needs to broaden its resource base beyond the Community College Support Fund and Tuition.***
- 5. Work with OSU student intern to complete a cost analysis of instruction, administration, and student supports that will inform the ongoing fiscal stability of TBCC.***

BACKGROUND:

The following two statements from accreditation require a pro-active response with scenario planning in regards to the finances of the college over the next 10 years.

- a. Accreditation recommendation: "Evaluate the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to (independently) fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered (Standard 5.B.1)"
- b. Concern: Tillamook Bay Community College should continue to develop appropriate planning of operational impacts that will result in independence of an institution and resources that will be necessary to address increased demand for services and support for students. Evaluation and planning should continue to have as its focus resource capacity and sustainability. Given increased demand for scarce resources and the ability to keep pace with student demand, as well as changing state and other sources of revenue, planning should include the ability to meet strategic goals, core themes and fulfillment of the institution's mission. Student demand can fluctuate, particularly in community colleges, and the ability to ensure adequacy of resources to meet these shifts is important. (Standard 5.B.1)

All of the recommendations address the financial stability and future fiscal options to address the concerns of the accreditation team as well as the needs of the Board. The college has several economic realities:

- The college needs to broaden the resource base to include more grants and the growth of the foundation.
- The college needs to have a more in-depth understanding of the cost of delivering classroom learning and student support.
- The college also needs to use technology and systems it has bought but not implemented to deliver capacity.
- The college needs to invest in improving systems where the result is saved time for the limited staff.
- The college will continue to grow but at a slower pace than the last few years. The systems at TBCC need to be robust and have the capacity to serve up to 800 FTE.
- College needs to explore partnerships where another educational or governmental organization could save a resource and be more effective by working together.

5) Successful Achievement Compacts

Plan:

- 1. Pursue the research, the data and the students' stories to inform, improve and modify the Achievement Compact yearly.***
- 2. Connect and align the college's performance indicators for accreditation with the achievement compacts numbers.***
- 3. Monitor financial connections between the compacts and community college funding.***

BACKGROUND:

In light of the Achievement Compacts, the first step to improving completion is persistence. TBCC has taken many steps to assist TBCC students to achieve their goals. The knowledge of the research, best practices in the field of higher education, and the willingness to ask committees and staff to review research and identify how to apply these high impact practices at TBCC is critical to the college's long-term sustainability.

The investment in FOE and ATD add to the intentional focus on learning, student success and barriers. Having career and pathway coaches for the next 2.5 years will assist the college to connect, track, and assist students in reaching their goals.

Through OPC involvement and the community college student success committee, the college is able to have timely access to trends, issues and potential solutions. Over time the college will have some of its State funding connected to the Compacts. The ability to predict, target and increase student completion is critical to the long-term sustainability of the college.

6) Successful capacity and talent stewardship – where talents are needed with the size, scope and multiple hats at a small rural college.

Plan:

- 1. Revise a position -Comptroller/Budget Officer. Blend the comptroller and budget officer positions into one position. The skills and capacity exist within the staff. A pool of contract resource will be used the first year to provide professional development as needed. Additional resources may be required for hourly support staff and that is to be determined. This person will also oversee the benefit administration. Use local benefits experts to assist each year with benefit analysis.***
- 2. Revise a position – Facilities, Risk Management and Human Resources Director. This will blend human resources (hiring process, drafting contracts, orientation and ensuring evaluation processes) and facilities/risk management (including safety) into one position. This person will continue being the Evening Coordinator. The position will supervise the facilities coordinator, the janitorial team and will ensure set up for events. Oversee the bringing to scale the HR system in Jenzabar. This position will be assisted by using other local HR expertise for the***

occasional recruitment processes. This position will also create the facilities master plan that will complement the academic master plan.

3. Provide resources for part time hourly resources for janitorial and set up of rooms for events.

4. Use resources from the Dean of Administrative services over the next 6 to 9 months to improve systems. See Systems #7.

5. Create and hire in mid-2012/2013 an Executive Director for Advancement. This position will assist the college and the leadership team to lead and implement new efforts with the education, community or internal staff. This position will potentially oversee foundation and college advancement as the current person retires.

6. Move the coordination of mail and copier ordering of supplies to the Business Office team.

BACKGROUND:

As State resources decline by 8% in 2012/13, it is an imperative for the college to rethink how to use any resource that is freed up by choices of others (normal attrition). For example, in 2011-12, the administrative assistant resigned and the Administrative Dean resigned to take a position in Washington. Both of these present opportunities to rethink how systems and deliverables can be structured. Both of these positions covered administrative processes. The Dean and others suggested that there might be a more cost effective way to structure all of the responsibilities that were overseen by the Dean's position. The ability to fully utilize the Jenzabar HR system was suggested by several. Hiring contractors/programmers/hourly staff to improve systems was also suggested. Using current staff capacity and skills was also suggested. Leadership Team developed a plan for interim coverage. The interim plan was reviewed for insights into restructuring.

To increase capacity with current staff is an asset. To use one-time resources to implement improved systems/reports/processes also is strategic in a resource slim economy. To create a new position that can assist with strategic initiatives and then transition into the half time Foundation and College Advancement position will provide the capacity to support constant change at the same time to support the CAO to create a high performing learning environment.

7) Successful systems that create sustainability and capacity:

Plan:

1. To hire temporary staff or contract to implement systems that will create capacity. The systems listed will be prioritized and over the next year will be brought to scale for the college to utilize and maintain. The first 6 areas listed in the Systems section have been on multiple lists. Use resources from the Dean of Administrative Services to assist in these one-time expenses.

The following are systems to invest in and use:

1. Email – easier to choose groups communication and send messages to students, ranging from all to some

2. Better uploading of Compass Scheduling of rooms – special events that integrate with the class schedule
3. Schedule building –
4. Human resources – use the capacity of the system
5. Foundation – use the capacity of the system
6. Scanning and digital imagining
7. Better ways to evaluate staff/faculty
8. Better ways to complete classroom evaluation by student – student survey on line
9. Better ways to complete incident requests
10. Better assessment connections with GED
11. Degree Audit more fully functional
12. Purchasing on line
13. Payroll online
14. Budgeting on line

8) Successful Strategic Aims

Plan:

1. Focus on the strategic aims to ensure that the college reaches its overall mission, vision and core themes.

BACKGROUND:

The strategic themes are the several key areas that overlapped all of the operational plans and the themes. If the college can achieve these aims, it assists us in reaching the mission, themes, outcomes and operational plans.

Why TBCC needs Strategic Aims:

TBCC's four themes and the outcomes are foundational to reaching the college mission: Tillamook Bay Community College provides access to quality education in response to the needs of our community.

The college also has four operational work plans (Academic Master Plan, Strategic Enrollment Management, Technology Planning, and Facilities Planning. These plans are in response to the assessment of areas needing attention from the college's four themes.

Academic Calendar for 2013/2014

RECOMMENDATION

REVIEW THE 2013-2014 ACADEMIC CALENDAR DRAFT.

BACKGROUND INFORMATION----- Chief Academic Officer Gates

Attached is the preliminary 2013-2014 Academic Calendar in the traditional narrative board format and in a calendar format that reflects furlough days. The Board will be asked to approve the Academic Calendar at the March meeting. There will be additional discussion with staff about the possibility of closing the two Fridays in July and asking staff to take vacation or leave without pay. That would allow the College to close Fridays in July and August as well as a solid block in late December.





2013-2014 ACADEMIC CALENDAR

2013

MAY 14.....	Summer Term 2013 Registration Begins
MAY 27.....	Memorial Day Holiday
JUNE 10 - 15.....	Spring Term 2013 Finals Week
JUNE 14.....	Commencement Exercises
JUNE 15.....	Spring Term 2013 Ends
JUNE 24.....	Summer Term 2013 Classes Begin
JUNE 24 - 28.....	Late Registration, Summer Term 2013
JULY 4.....	July Fourth Holiday
AUGUST 19.....	Fall Term 2013 Registration Begins
SEPTEMBER 2.....	Labor Day Holiday
SEPTEMBER 7.....	Summer Term 2013 Ends
SEPTEMBER 16 - 17.....	College In-service (Curtailed Public Services)
SEPTEMBER 23.....	Fall Term 2013 Classes Begin
SEPTEMBER 23 - 27.....	Late Registration, Fall Term 2013
NOVEMBER 11.....	Veterans Day Holiday
NOVEMBER 25.....	Winter Term 2013 Registration Begins
NOVEMBER 28 - 29.....	Thanksgiving Holiday
DECEMBER 9 - 14.....	Fall Term 2013 Finals Week
DECEMBER 14.....	Fall Term 2013 Ends
DECEMBER 24, 25, 26.....	Winter Holidays

2014

JANUARY 1.....	New Year's Holiday
JANUARY 6.....	Winter Term 2014 Classes Begin
JANUARY 6 - 10.....	Late Registration, Winter Term 2014
JANUARY 20.....	Martin Luther King, Jr. Day Holiday (non-contract day for faculty)
FEBRUARY 24.....	Spring Term 2014 Registration Begins
MARCH 17- 22.....	Winter Term 2014 Finals Week
MARCH 22.....	Winter Term 2014 Ends
MARCH 24 - 28.....	Spring Break
MARCH 31.....	Spring Term 2014 Classes Begin
MARCH 31 – APRIL 4.....	Late Registration, Spring Term 2014
APRIL 15.....	College In-service (Curtailed Public Services)
MAY 19.....	Summer Term 2014 Registration Begins
MAY 26.....	Memorial Day Holiday
JUNE 9 – 14.....	Spring Term 2014 Finals Week
JUNE 13.....	Commencement Exercises
JUNE 14.....	Spring Term 2014 Ends
JUNE 23.....	Summer Term 2014 Classes Begin

NOTES:

1. Registration dates subject to change.
2. Last day to drop courses with a refund: See class schedule.
3. Last day to drop classes and receive a "W": See class schedule.

TILLAMOOK BAY COMMUNITY COLLEGE

DRAFT -- 2013/14 Academic Calendar -- DRAFT

July

S	M	T	W	T	F	S
	1	2	3	H	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September

S	M	T	W	T	F	S
1	H	2	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	20	H	H	23
24	25	26	27	28	29	30

December

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	H	H	H	27	28
29	30	31				

JULY

4 July 4th Holiday (H)

AUGUST

19 Fall Term ('13) Reg. Begins

SEPTEMBER

2 Labor Day Holiday (H)

7 Summer Term 2013 Ends (E)

16-17 College In-Service (I)
(Curtailed Public Services)

23 Fall Term 2013 Classes Begin (B)

23-27 Late Registration, Fall 2013

OCTOBER

NOVEMBER

11 Veteran's Day Holiday (H)

21-22 Thanksgiving Holiday (H)

25 Winter Term ('14) Reg. Begins

DECEMBER

10-14 Fall Term 2013 Finals Week

15 Fall Term 2013 Ends (E)

23-31 Winter Holidays/College Closed (H)/(F)

JANUARY

1 New Year's Holiday (H)

6 Winter Term ('14) Classes Begin (B)

6-10 Late Reg. Winter Term ('14)

20 Martin Luther King, JR Holiday (H)
(non-contract day for faculty)

FEBRUARY

24 Spring Term ('14) Reg. Begins

MARCH

17-22 Winter Term 2014 Finals Week

22 Winter Term 2014 Ends (E)

24-28 Spring Break

31 Spring Term ('14) Classes Begin (B)

APRIL

31-4 Late Reg., Spring Term ('14)

15 College In-Service (I)
(curtailed public services)

MAY

19 Summer Term ('14) Reg. Begins

26 Memorial Day Holiday (H)

JUNE

9-14 Spring Term 2014 Finals Week

13 Commencement Exercises

14 Spring Term 2014 Ends (E)

23 Sum. Term ('14) Classes Begin (B)

January

S	M	T	W	T	F	S
			H	2	3	4
5	6	7	8	9	10	11
23	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			





May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
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June

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29	30					

KEY (H) Holiday (F) Furloigh Days for All Staff
(I) Inservice (B) Beginning of Term
(E) End of Term

○ Inservice Days
 College closed (except for emergencies)
 Non-working Days for 180-day contract
 Inter-term Breaks
 Furloigh Days for All Staff

Strategic Planning and Accreditation

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- Chief Academic Officer Gates

Work is underway on Standard One (Mission, Core Themes, and Expectations) and Standard Two (Resources and Capacity). There are no plans to change TBCC's mission or core themes, although there might be some refinement of core theme indicators to better align with other effectiveness and accountability measures. Standard Two is the standard that contains the majority of accreditation standards. It focuses on resources TBCC has in place and TBCC's capacity for continuing to meet accreditation standards in seven functional areas. For this self-evaluation report draft, committee members responsible for Standard Two reports have been instructed to approach resources and capacity from the perspective of an independent TBCC—not relying on PCC to provide resources or services. The goal is to have the front matter, Standard One, and Standard Two drafted by the end of winter term. Spring Term, the focus will shift to Chapter Three (Institutional Planning), Chapter Four (Core Theme Planning, Assessment, and Improvement), and Chapter Five (Mission Fulfillment, Adaptation, and Sustainability).



Board of Education Policies 107, 308, 500, 503

RECOMMENDATION

SECOND READING FOR APPROVAL.

BACKGROUND INFORMATION ----- President Green

Policy 107, 308, 500, and 503 follow for the Board for approval as recommended last month.



Article No.: 107

Approved: February 4, 2013

Reference: Article 100

107.1 - INTRODUCTION

Tillamook Bay Community College is a public institution whose purpose is to provide education for the public. The Board encourages and welcomes public participation and awareness of the operation of the College. College activities and public records are open to inspection except in those limited instances where inspection is confidential or exempt from disclosure under law. Public Records are NOT student records.

107.2 – Pursuant to Oregon Revised Statutes, every person has a right to inspect any non-exempt public record. (See Oregon Revised Statute, Public and Private Records; Public Reports and Meetings, Chapter 192, for definitions of exempt public records.)

“Public record” means any writing containing information relating to the conduct of the public's business that is prepared, owned, used, or retained by a public body regardless of physical form or characteristics, including, but not limited to, handwriting, typewriting, printing, photographing, and every means of recording, including letters, words, pictures, sounds, or symbols, or combination thereof, and all papers, maps, files, facsimiles, or electronic recordings.

Inspection and copying of a public record shall be done during regular business hours at the office where the record is located, or another facility designated by the College. College records shall not leave College premises for the purposes of public record disclosure. The College may directly supervise the inspection or copying of College records, may list records inspected or copied by or at the request of a requestor, and may contemporaneously copy for the College's own purposes records inspected or copied by or at the request of the requestor. The College may provide a copy of a record in lieu of the original to protect the original record. The College may provide a redacted copy in lieu of an original record in order to delete exempt material.

**PROMOTIONS, JOB RECLASSIFICATIONS, TRANSFERS
REASSIGNMENTS, TEMPORARY ASSIGNMENTS
AND POSITION OPENINGS**

Page 1/2

Article No.: 308

Approved: February 4, 2013

Reference: 300.1

**308 - PROMOTIONS, JOB RECLASSIFICATIONS, TRANSFERS REASSIGNMENTS,
TEMPORARY ASSIGNMENTS AND POSITION OPENINGS**

Management reserves the right to utilize existing personnel or declare position openings. Promotions, reclassifications, transfers, reassignments, and temporary assignments may be directed and approved by the College President in conjunction with the Director - Facilities, Safety, and Human Resources and the employee's supervisor.

308.1 PROMOTIONS

A promotion is defined as an increase in compensation to an employee which is based on either:

- A. advancement from one's current position to a position involving increased responsibility and authority, or
- B. demonstration of exemplary performance in one's current position in accordance with current College guidelines on performance-based advancement.

All promotions are subject to approval by the President.

308.2 JOB RECLASSIFICATION

A job reclassification is defined as a modification of a position based on the following:

- A. a substantive change in duties, and
- B. a substantive increase or decrease in responsibility.

See Article 310.2, A. for more details.

Part-time employees interested in additional assignments are encouraged to make written application to the Director - Facilities, Safety, and Human Resources specifying their area of interest.

308.3 TRANSFERS

A transfer is the lateral movement of an employee from one department to another within the same salary classification grade. Employees who desire a transfer must make written application to the Director - Facilities, Safety, and Human Resources for consideration.

**PROMOTIONS, JOB RECLASSIFICATIONS, TRANSFERS
REASSIGNMENTS, TEMPORARY ASSIGNMENTS
AND POSITION OPENINGS**

Page 2/2

Article No.: 308

Approved: February 4, 2013

Reference: 300.1

308.4 REASSIGNMENT

Reassignment is the movement of an employee to another position within the College and is at the discretion of management in accordance with needs of the college.

308.5 TEMPORARY ASSIGNMENTS

With the approval of the College President, an employee may be assigned the duties and responsibilities of a vacant position on a temporary basis. If the position is classified at a higher salary grade, additional compensation in the form of a stipend may be provided. Temporary assignments will not exceed one year, and does not guarantee permanent employment in the position. At the employee's request, a written evaluation of the performance of the temporary assignment shall be rendered and a copy shall be placed in the employee's personnel file.

308.6 ADDITIONAL ASSIGNMENTS

Part-time employees interested in additional assignments are encouraged to make written application to the Director - Facilities, Safety, Human Resources , specifying their area of interest.

308.7 POSITION OPENINGS

Position openings will be posted internally and externally at the same time or they may be filled by promotion, transfer, reassignment, or temporary assignment. . Notices of position openings shall be distributed internally, concurrent with external advertisements. Each unsuccessful applicant shall receive a timely notice of non-selection. Administrative Rules shall establish procedures of application which comply with equal employment opportunities and affirmative action guidelines reflecting the College's commitment to non-discrimination in hiring. (See General Employment Policies, 300.1)

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

500.1 COLLEGE/STUDENT RESPONSIBILITIES

Tillamook Bay Community College provides students with programs of general education, developmental/remedial programs, and vocational/technical curricula. The College also provides cultural, recreational, and community service activities.

It is, in turn, the responsibility of the student to observe College Rules and Regulations and to help maintain appropriate conditions in the classroom, on the campus, and in the community.

A. General Policies

A student's registration obligates him/her to comply with the policies and regulations of the College. Tillamook Bay Community College will restrict a student's admission to or registration with the College and will withhold degrees, and official transcripts as prescribed by the College and/or state guidelines if a student fails to meet financial obligations to the College or for other legal reasons.

Tillamook Bay Community College is granted the right by law, to adopt such rules as are deemed necessary to govern its operations.

Students have the right to participate in formulating and reviewing policies and rules pertaining to student conduct and, to the extent permitted by law in the enforcement of all such rules.

B. Right to Freedom from Harassment and Discrimination

The College's goal is to enable students to achieve their education and career goals. Therefore, it is against this policy for any manager, supervisor, faculty, staff, or student to engage in harassment or discrimination of any member of the College community based on his/her race, color, religion, ethnicity, use of native language, national origin, age, sex, marital status, height/weight ratio, disability, or sexual orientation. The prohibition against harassment or discrimination based on the use of native language does not require the College to offer courses in any language other than English. Under this policy, harassing or discriminatory behaviors will not be tolerated. The College also prohibits retaliation against any person who makes a good faith complaint of discrimination of harassment and retaliation against any person who in good faith cooperates in an investigation of alleged harassment or discrimination.

Therefore, it is the responsibility of every member of the College community to strictly comply with this Policy. This includes notifying each employee/student of his or her rights and responsibilities under Tillamook Bay Community College's Student Rights and Responsibilities and Sexual Harassment Policies. Management staff will be held accountable for taking reasonable action to maintain work areas and educational

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

environments free of conduct that causes, or reasonably could be considered to cause, intimidation, hostility, or discrimination.

Any person who believes he or she has been discriminated against or harassed by a College employee, representative, or student is encouraged to file a complaint with the Director of Facilities, Safety, and Human Resources. Non-affirmative action complaints are to be filed in accordance with the Student Grievance Procedure.

C. Right to Freedom of Expression

Students shall be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they are enrolled.

As constituents of the academic community, Tillamook Bay Community College students shall be free, individually and collectively, to express their views on issues of institutional policy and procedures which shall include the examination and discussion of issues of interest to them and expression of opinions both publicly and privately. They shall be free to invite and to hear persons of their choosing and to support causes by orderly means that do not substantially disrupt the regular and essential operations of the College.

Demonstrations are a legitimate mode of expression, whether politically motivated or directed against the College administration, and will not be prohibited. Demonstrators, however, have no right to deprive others of the opportunity to speak or be heard, take hostages, physically obstruct the movement of others, or otherwise substantially disrupt educational or institutional processes in a way that interferes with the safety or freedom of others. Students may be subject to disciplinary action when their acts or actions cause or are likely to cause substantial disruption or interference with the regular and essential operation of the College.

D. Right to Protection from Improper Academic Evaluation and Improper Disclosure of Students' Views, Beliefs, and Associations

Student academic performance shall be evaluated solely on an academic basis (which may include attendance and the ability to apply skills), not on the student's opinions or conduct in matters unrelated to academic standards. The course syllabus shall contain and articulate the evaluation standards and grading criteria by which student performance is measured. Students shall have the right to grieve their academic evaluation under the Grievance Procedure only if the student believes that these standards and criteria were not followed by the instructor, or were not fairly and consistently applied to all students.

At the same time, students are responsible for meeting standards of academic performance established for each course in which they are enrolled. Information about student views,

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

beliefs, and political associations which staff members acquire in the course of their association with students is to be considered confidential.

E. Right of Access to, and Protection from Improper Disclosure of Student Records

To minimize the risk of improper disclosure, academic and disciplinary records shall remain separate. Transcripts of academic records shall contain only information about academic status.

Information from disciplinary or advising files shall not be available to unauthorized persons on campus or to individuals off-campus without the written consent of the student involved, except under legal compulsion or in cases where the safety of persons or property is involved, in compliance with the Family Educational Rights and Privacy Act, College Policy, and Oregon laws pertaining to education records.

In order to assist students to benefit from courses, programs, and activities, the College requires advising services and Career Education Plans for degree-seeking students. The confidentiality of student record information obtained by advising services will be strictly maintained, except when Tillamook Bay Community College is legally permitted to disclose student record information.

F. Right to Form Student Organizations

Students may form student clubs and organizations under the provisions of the Associated Students of Tillamook Bay Community College (ASTBCC) Constitution. Any chartered student club or officially recognized student organization acting through the Associated Students of Tillamook Bay Community College may invite any person of their own choosing to the campus, provided the invitation and arrangements are in compliance with established policies of the College.

College procedures must be followed to ensure orderly scheduling of facilities, adequate preparation for the event, and that activities are conducted in a manner appropriate for an academic community.

G. Right to Sell and Distribute Materials and Engage in Fund-Raising Activities

Students have the right to engage in legal incidental sales of personal property in private transactions. TBCC has not designated any facilities for this purpose, however, except for the use of designated College bulletin boards.

All fund-raising activities for any student group must be approved by the Comptroller and the Executive Director of the Foundation and College Advancement, and coordinated with the Tillamook Bay Community College Foundation.

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

All merchandise, periodicals, magazines, and books offered for commercial sale may be sold only through the College Bookstore except when within College Policy and approved by the Comptroller and the Executive Director of the Foundation and College Advancement .

All free publications not in violation of state laws, federal laws, and/or College rules, such as books, magazines, newspapers, handbills, leaflets, and similar materials may be distributed on campus. Any persons desiring to distribute publications shall first register with the Comptroller and the Executive Director of the Foundation and College Advancement so that reasonable areas and times can be assured and the activities of the College will not be interfered with.

All handbills, leaflets, newspapers, and similar materials must bear the name and address of the organization and/or individual distributing the materials.

Printed materials shall not be placed on any vehicle parked on campus.

H. Right of Access to College Facilities

Students have the right of access to College facilities, subject to ordinary schedules and policies and regulations governing the use of each facility. When using these facilities, the student has the responsibility to respect these regulations and to comply with the spirit and intent of the rules governing facility use. Chartered ASTBCC student clubs have free access to facilities unless additional services (custodial, Campus Safety, etc.) are required.

When faced with a situation which he/she determines is likely to or does disrupt the order of the College, threatens the health and welfare of the College community, or that interferes with the ingress and/or egress of persons from College facilities, the College President or designee shall have the authority to:

1. Prohibit the entry of any person or persons, or to withdraw the license or privilege of any person or group of persons to enter or remain upon any portion of a College facility; or
2. Give notice against trespass by any manner specified by law to any person, persons, or group of persons against whom the license or privilege has been withdrawn or who have been prohibited from entering into or remaining within a College facility.

Any student(s) disobeying a directive given by the College President or designee, pursuant to the statements above, shall be subject to disciplinary action and/or criminal trespass laws.

I. Right to Student Publications

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

Student publications and student press provide for free and responsible discussion of topics and for intellectual exploration. The responsibility for developing, administering and reviewing procedures for the operation of College sponsored student publications is delegated to the Student Publications Committee. Editors are protected from arbitrary suspension and removal due to editorial policy or content. Editors and staff of student publications are guided by the professional standards of the Oregon Code of Journalistic Ethics, related Oregon Revised Statute and by other state or federal laws.

500.2 CODE OF STUDENT CONDUCT

A. General Policies

Admission to Tillamook Bay Community College carries with it the presumption that the student will conduct him/herself as a responsible member of the College community. Thus, when a student is admitted to and/or enrolled at Tillamook Bay Community College, the student likewise assumes the obligation to observe standards of conduct which are appropriate to the pursuit of educational goals.

Students shall generally have an opportunity to participate in the formulation of policies and rules pertaining to student conduct and, to the extent legally permitted, in the enforcement of such rules. Tillamook Bay Community College administration and its Board, however, retain the authority to create and enact College policy.

Programs based on contracts with government agencies or external funding sources operated outside of the campus may adopt separate conduct procedures consistent with Tillamook Bay Community College's Code of Student Conduct, the program's goals, and the principle of due process for all parties.

Tillamook Bay Community College may take appropriate disciplinary action when student conduct deemed by a college Director or Chief Academic Officer or designee to be disruptive to the operation of the College, or constitutes one or more of the behaviors identified below.

B. Violations

Disciplinary action may result from the commission of any of the actions listed herein, or any violation of civil or criminal law while on College property or while engaged in any College activity.

1. Academic cheating or plagiarism or aiding or abetting cheating or plagiarism, which may also result in academic penalties under the College's Academic Integrity Policy.

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

2. Furnishing false information to the College with the intent to deceive the College or any person or agency.
3. Forgery, alteration, or misuse of College documents, records, or identification cards whether in written or electronic form.
4. Unauthorized use or access of College electronic communications media, equipment, files, or data or failure to comply with Tillamook Bay Community College Terms of Usage.
5. Abuse, harassment, intimidation, or threatening of a student, staff member, vendor, visitor, or invited guest of the College.
6. Malicious destruction, damage, or misuse of College or private property (including library materials).
7. Theft or conversion of College property.
8. Failure to comply with the lawful directions of College personnel acting in performance of their duties.
9. Unwanted contact or communication of any nature with another student or a staff member after being advised by a College official or the other student that such contact or communication is unwelcome.
10. Any behavior that is disruptive to the educational process of the College as determined by a College official.
11. Interference by force or by violence (or by threat of force or violence) with any administrator, faculty or staff member, or student at the College who is in the discharge or conduct of his/her duties or studies.
12. Possession, consumption, being under the influence, or furnishing of alcoholic beverages (as identified by federal or state law) on College-owned or controlled property or at College or student organization supervised functions, except as provided by rules and procedures of the Tillamook Bay Community College Board of Education.
13. Possession, consumption, being under the influence, or furnishing of any narcotic or dangerous drug, as defined by ORS 475 and ORS 167.203 to 167.252 [as now law or hereinafter amended], except when use or possession is lawfully prescribed by an authorized medical doctor or dentist.
14. Failure to disperse when an assembly is ordered to disperse by College officials.

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

15. Failure to comply with a notice against trespass.

16. Failure to comply with the following rules regarding firearms and weapons:

- a. The use, carrying, exhibiting, or displaying of any weapon (as defined by Oregon Revised Statute 161.015), or facsimiles thereof, is prohibited on or in College facilities, except as provided by Oregon law or when approved by College administration for official College activities.
- b. Explosives, incendiary devices, or any facsimiles thereof are prohibited on or in College facilities, except as provided by Oregon law, or when approved by College administration for official College activities.
- c. The above rules do not apply to equipment or materials owned, used, or maintained by the College, used by the College or under College direction, nor to law enforcement officers or campus security personnel.

17. Violations of published College regulations, including those related to entry and use of College facilities, the rules in this Section, and any other College regulations which may be enacted.

18. Conduct that substantially interferes with the College's educational responsibility of ensuring the opportunity for all members of the College community to attain their educational objectives, or the College's subsidiary responsibilities, which may include, but are not limited to: record-keeping, providing miscellaneous services, and sponsoring out-of-class activities, such as lectures, concerts, athletic events, and social functions.

If a student is charged or convicted of an off-campus violation of the law, the matter shall be no cause for disciplinary action by the College unless there is a reasonable possibility, as determined by the a Director or the Chief Academic Officer, that the behavior is substantially likely to disrupt the educational process of the College.

C. Sanctions

The College Board has directed the College President, pursuant to ORS 341.290, to establish administrative rules to govern the College and its students, and to administer disciplinary action. Sanctions shall be primarily administered by the college Director or Officer deemed most appropriate in relation to the violation. Generally, safety violations will be directed to the Director of Facilities, Safety, and Human Resources, student conduct and academic progress violations will be directed to the Director of Student Services and academic integrity violations will be directed to the Chief Academic Officer. The Director of Student Services, the Director of Facilities, Safety, and Human Resources or the Chief

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

Academic Officer may impose the following sanctions for violations of the Code of Student Conduct:

Type of Violation / Suspension	Initial Review	First Appeal	Final Appeal
Student Conduct	Director of Student Services	Chief Academic Officer	College President
Safety	Director of Facilities, Safety, and Human Resources	Director of Student Services	College President
Academic Integrity	Chief Academic Officer	Director of Student Services	College President
Academic Progress	Director of Student Services	Chief Academic Officer	College President

1. Expulsion from Tillamook Bay Community College (i.e., permanent removal of the privilege to attend Tillamook Bay Community College);
2. Suspension from Tillamook Bay Community College for a definite period of time and/or pending the satisfaction of conditions for re-admission, (i.e., suspension of the privilege to attend Tillamook Bay Community College);
3. Removal from class(es) for which the student is currently registered;
4. Restitution for damages;
5. A specified period of college and/or community service;
6. Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any College rule during the probation period may be grounds for suspension or expulsion from the College;
7. Disciplinary admonition and warning.
8. Any other sanction the College deems educationally appropriate.

The parents or guardian of any student under 16 years of age who receives a sanction under the Code of Student Conduct shall be notified.

D. Disciplinary Due Process Hearing Procedures

In keeping with the educational purposes of the College, disciplinary actions other than those requiring expulsion are intended to be remedial rather than punitive. Often disciplinary proceedings will be conducted informally between the student(s) and the designated College official listed above.

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

Classroom Conduct

Each faculty member is responsible for conduct in class and is authorized to take such steps as are necessary when behavior of a student interrupts the normal class procedure. When behavior is so serious as to result in expulsion from the class, the faculty member may remove the student from class for one day and may also require the student to meet with the instructor and/or Chief Academic Officer to identify and set conditions for his/her return to the class. Permanent removal of a student from a class or classes may only be imposed by the designated College official listed above in section C or designee pursuant to the provisions of the Code of Student Conduct.

Student Conduct:

1. Students in violation of institutional regulations or civil or criminal law shall be so informed.
2. During investigation of the charges, the status of the student shall not be altered nor shall his/her right to be present on the campus and to attend classes be suspended except for reasons related to the safety and well-being of students, faculty, staff, or College property, or which relate to or interfere with the orderly operation of the College, as determined by Director of Student Services or designee.
3. The student has the right to appeal any disciplinary (as distinct from academic) action to the President solely on the basis of alleged procedural violation(s). If a violation is found to have occurred, the President will remand the case to the Director of Student Services or designee for reprocessing.

No disciplinary sanction shall be imposed unless the student has been notified of the charges against him/her and the nature and source of the evidence. In cases in which the College does not intend to suspend or expel a student, the source of information may be kept confidential if, in the discretion of the designated College official listed above in section C or his/her designee, he/she believes that revealing the source would create a risk of physical or emotional harm to the source, or might otherwise have a chilling effect on enforcement of these rules. A student subject to these sanctions will be allowed to present his/her case to an appropriate College official and to have an advisor of his/her choice present. Advisors are not permitted to present the case but may advise the student.

Both the College and the student may seek legal advice at their own expense, but, to avoid an adversarial situation, neither the College nor the student will be represented by an attorney during any meeting or hearing involving the College and the student. The student may withdraw from College of his/her own volition at any time during the disciplinary process. Disciplinary sanctions may still be assessed, however, if the student withdraws from the College prior to the completion of the disciplinary process, or elects not to participate in disciplinary proceedings.

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

Formal Resolution

In cases that are not resolved informally, the Director or Officer shall use the following hearing procedure:

Step 1: At an initial conference with the Director or Officer as designated in section C the student will be informed verbally and in writing of the charges and the maximum penalty which might result from consideration of the disciplinary matter. The College retains the right, upon learning new information and giving notice to the student, to revise the proposed maximum penalty.

Step 2: The student must submit all of his/her evidence within 7 calendar days of the initial conference

Step 3: After considering the evidence in the case and interviewing persons as appropriate, the Director or Officer, may take one of the following actions:

- a. Terminate the proceedings, exonerating the student.
- b. Dismiss the case after appropriate counseling and advice.
- c. Impose an appropriate sanction as described above.

The student shall be notified in writing of the decision of the Director or Officer.

Step 4:

The student may appeal a sanction imposed if the student feels that additional information is available that has bearing on the situation. The student may file this appeal by bringing the additional information to designated Director or Officer.

If the student decides to appeal the decision on the basis of alleged violation of due process, he or she may do so by filing a written appeal with the President or designee within 7 calendar days of the decision. The President or designee shall render a decision regarding the alleged violation of due process within 7 calendar days of its filing.

E. Readmission after Suspension

A student suspended from the College may be readmitted only on written petition to the Director or Officer with responsibility over the issue leading to the suspension. Petitions must, if applicable, indicate how specific reinstatement conditions have been met and reasons which support reconsideration. The Director or Officer or designee shall convey his/her decision in writing to the student; and in the case of non-readmission, shall express

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

his/her reasons in writing. If the student decides to appeal the decision, a first appeal may be made to the designated Director or Officer. The Director or Officer shall convey his/her decision in writing to the student and shall express his/her reasons for the decision. The Director or Officer sends his/her report to the College President. The decision of the College President is final.

F. Records

Records of all disciplinary actions shall be kept as part of the student record by the Director of Student Services in accordance with the state archival policies.

500.3 ACADEMIC INTEGRITY POLICY

A. Introduction

Students of Tillamook Bay Community College are expected to behave as responsible members of the College community and to be honest and ethical in their academic work. Tillamook Bay Community College strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education.

B. Guidelines for Academic Integrity

Students assume full responsibility for the content and integrity of the coursework they submit. The following are guidelines to assist students in observing academic integrity:

1. Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor. Students are encouraged to contact their instructor about appropriate citation guidelines.
2. Students may benefit from working in groups. They may collaborate or cooperate with other students on graded assignments or examinations as directed by the instructor.
3. Students must follow all written and/or verbal instructions given by instructors or designated college representatives prior to taking examinations, placement assessments, tests, quizzes, and evaluations.

Students are responsible for adhering to course requirements as specified by the instructor in the course syllabus.

Article No.: 500

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Reference: Policy 322, ORS 341.290, Catalog

C. Forms of Academic Dishonesty

Actions constituting violations of academic integrity include, but are not limited to, the following:

1. Plagiarism: the use of another's words, ideas, data, or product without appropriate acknowledgment, such as copying another's work, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.
2. Cheating: the use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; unauthorized copying or collaboration.
3. Fabrication: intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.
4. Collusion: assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.
5. Academic Misconduct: the intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or any information about the test.

D. Penalties for Academic Dishonesty

If a student is found guilty of violating academic integrity, any one or a combination of the following penalties may be imposed by the faculty member:

1. Verbal or written warning.
2. A grade of "F" or "NP" for the assignment, project, or examination.

The following penalty may be imposed by the faculty member only after a hearing conducted by the Chief Academic Officer:

1. A grade of "F" or "NP" for the course, overriding a student withdrawal from the course.

The Chief Academic Officer may also issue the following disciplinary sanctions, in accordance with the Code of Student Conduct:

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

1. Disciplinary admonition and warning.
2. Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any College rule during the probation period may be grounds for suspension or expulsion from the College.
3. Suspension from Tillamook Bay Community College for a definite period of time. (i.e., suspension of the privilege to attend Tillamook Bay Community College).
4. Expulsion from Tillamook Bay Community College (i.e., removal of the privilege to attend Tillamook Bay Community College).

E. Academic Dishonesty Complaint and Hearing Procedures

1. The faculty member observing or investigating the apparent act of academic dishonesty documents the commission of the act, usually by writing down the time, date, place, and a description of the act.
2. The faculty member collects evidence, often by photocopying the plagiarized assignment and creating a paper trail of all that occurs after the alleged act of academic dishonesty. Often the evidence will include various samples of the student's work showing a radical disparity in style or ability.
3. The faculty member provides the student an opportunity to explain the incident.
4. The faculty member explains to the student the procedures and penalties for academic dishonesty and gives the student a copy of the Tillamook Bay Community College Academic Integrity Policy.
5. The faculty member may resolve the matter informally by determining an appropriate course of action, which may include a verbal or written warning, or a grade of "F" or "NP" on an assignment, project, or examination, or no further action. If the accused student contests the faculty member's decision, a hearing with the Chief Academic Officer (CAO) may be requested in writing to the CAO within 10 days of the time the student is notified of the faculty member's decision. A hearing requested by a student under this section is informally conducted by the CAO, who may take steps he or she deems appropriate to resolve the conflict.
6. If the faculty member wishes to initiate further action (e.g. assign a lower grade or a grade of "F" or "NP" for the course), the student is entitled to a hearing with the CAO. The faculty member submits a copy of the Academic Dishonesty Report form and any additional evidence to the CAO within 10 days of the alleged act of academic

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

dishonesty, which initiates the hearing process.

7. Within 10 days of receiving an Academic Dishonesty Report form, the CAO notifies all parties in writing of the date, time and location of the hearing. At the hearing, the student meets with the faculty member and CAO to hear the charges and present his/her side of the case. The student may bring an advisor, who may advise the student but not present the case. If the student misses the hearing, the faculty member and CAO may proceed with the process to completion. The CAO will consider any evidence submitted within seven days of the hearing, and interview persons as warranted. The CAO determines if the action recommended by the faculty member is appropriate.
8. Within 10 days of the hearing, the CAO sends a written notification of the results to the student and faculty member.

Within 10 days of the notification, the student may submit a written appeal to the Director of Student Services for a first appeal.. The Director shall review all information of the case. The Director may hold an additional hearing if deemed necessary. The Director of Student Services shall convey his/her decision to the student within 10 days of the appeal.

9. If the student decides to appeal the decision on the basis of alleged violation of due process, he or she may do so by filing a written appeal with the President or designee within 7 calendar days of the decision. The President or designee shall render a decision regarding the alleged violation of due process within 7 calendar days of its filing.
10. For each decision conveyed to the student the CAO or Director sends a final report to the College President. The Chief Academic Officer or Director of Student Services may also issue the following disciplinary sanctions, in accordance with the Code of Student Conduct:
 - a. Disciplinary admonition and warning.
 - b. Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any College rule during the probation period may be grounds for suspension or expulsion from the College.
 - c. Suspension from Tillamook Bay Community College for a definite period of time. (i.e., suspension of the privilege to attend Tillamook Bay Community College).
 - d. Expulsion from Tillamook Bay Community College (i.e., removal of the privilege to attend Tillamook Bay Community College).

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

SOURCES

With permission, contents of this policy were adapted from "Academic Honesty" and "Academic Dishonesty," Oregon State University, Corvallis, Oregon; and "Student Rights & Responsibilities: Scholastic Ethics Code," Pima Community College, Tucson, Arizona.

500.4 GRIEVANCE PROCEDURE**A. Introduction**

Students enrolled at Tillamook Bay Community College may use the Grievance Procedure to challenge decisions and/or actions taken by college faculty and staff that are alleged to violate their rights as defined in the College Catalog. This procedure does not apply to any other dispute. Any other complaint about College services, programs, or activities not addressed in the College Catalog or Policy should be put in writing and sent to the Director of Student Services

Programs based on contracts with government agencies or external funding sources may adopt separate grievance procedures consistent with Tillamook Bay Community College's Grievance Procedure, the program's goals, and the principle of due process for all parties.

The student will be allowed to have an advocate of his/her choice (such as a Tillamook Bay Community College Advisor, or student government representative) present in meetings throughout the grievance process. Advocates are not permitted to present the case, but may advise the student. Both the College and the student may seek legal advice at their own expense; however, neither the College nor the student shall be represented by a lawyer during any grievance meeting or hearing involving the College and the student.

Concerns involving harassment or discrimination by a College staff member on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability, or veteran status should be directed to the College's Affirmative Action Officer. Concerns involving harassment or discrimination by a student on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability, or veteran status should be directed to the Director of Student Services.

B. Grievance Procedure**Step 1: Communicate with the Faculty/Staff Member:**

- a. The student must directly communicate with the faculty/staff member involved within 30 calendar days of the event that is the subject of the grievance. Otherwise the student forfeits the right to grieve the issue. The student is encouraged to put the grievance in writing, including a specific description of the problem, the reasons the student believes his/her rights have been violated as defined in the College Catalog, and a proposed remedy.

Article No.: 500

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Step 2: Director of Student Services or the Chief Academic Officer

- a. In cases where the problem is not resolved through direct communication with the faculty/staff member involved, the student will submit a Grievance Form obtained from the Chief Academic Officer or the Director of Student Services with supporting evidence, to the CAO or Director within 14 calendar days of the communication with the faculty/staff member. The CAO or Director will review the grievance.
- b. Within 14 calendar days, the CAO or Director will objectively investigate the grievance, consult and share appropriate information with all involved parties, consider relevant evidence, and render a decision in writing to the student and the College President.

Step 3: Appeal to the College President

- a. The student may appeal the decision in Step 2 if (1) Tillamook Bay Community College procedures were not followed or (2) there is relevant evidence that was not available during Step 2. An appeal must be made within 14 calendar days to the College President. The student must submit written justification for further review and provide evidence that there are grounds for the appeal.
- b. The President will objectively investigate how the grievance process was conducted in Step 2, consult with all involved parties, consider relevant evidence that was not available or not considered during Step 2, and render a decision in writing. The decision will be final and not subject to appeal.

C. Reporting, Recording, and Maintaining Records

When the grievance is concluded, all documentation shall be forwarded to the Director of Student Services, who will maintain them as part of student records in accordance with the state archival policies.

500.5 CONSENSUAL RELATIONSHIPS

It is the policy of Tillamook Bay Community College that all employees and students enjoy a positive and productive work and learning environment, free from all forms of discrimination, including sexual harassment. This objective is promoted by professionalism in the relationships that faculty and staff have with students. These relationships are intended to foster free and open exchange of ideas, productive learning, and the work that supports it.

In addition, those who supervise or evaluate the work of students must be perceived to be making their decisions fairly and without favoritism. This responsibility is potentially

Article No.: 500

Approved: February 4, 2013

Reference: Policy 322, ORS 341.290, Catalog

jeopardized when faculty/staff enter into consensual romantic relationships with their students.

Faculty and staff are cautioned that consensual romantic relationships with their students can prove to be unwise and problematic, and should be avoided. When consensual romantic relationships occur, questions of fairness, favoritism, and coercion arise:

1. Such relationships may undermine the real or perceived integrity of the supervision provided, and the particular trust inherent in the student-faculty relationship.
2. Relationships in which one party is in a position to review the work, or influence the career of the other may provide grounds for complaint when that relationship appears to give undue access or advantage, restricts opportunities, or creates a hostile and unacceptable environment for others.
3. Such relationships may, moreover, be less consensual than the individual whose position confers power believes. The relationship is likely to be perceived in different ways by each of the parties to it, especially in retrospect. While some relationships may begin and remain harmonious, they are susceptible to being characterized as unprofessional and disrespectful to others.

Therefore, faculty/staff should not engage in consensual romantic relationships with their current students.

If a faculty or staff member has a pre-existing consensual romantic/sexual relationship with a student, the student should be discouraged from enrolling in courses taught by the instructor or entering into work situations in which she/he would be supervised by the staff member. If the student does enroll in the course or work for the staff member, the faculty/staff member should remove him/herself from academic or professional decisions concerning the student.

Should a romantic/sexual relationship between a faculty/staff member and his/her student lead to a sexual harassment charge, the College is obligated to investigate and resolve the charge in accordance with the complaint procedure in the Sexual Harassment Policy (Article 322).

Article No.: 503

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Reference:

503.1 The Board will periodically set and publish tuition rates, deferred tuition, interest charges and other financial programs and charges implemented through College administrative procedures. Without prior approval by the Comptroller or Chief Academic Officer, students with past due debts to the College will not be allowed to register for classes until the total indebtedness is paid in full. Individuals whose accounts have been submitted to the Oregon Department of Revenue for collection will not be eligible for a deferred tuition note or the Student Assistance Fund.

Board Evaluation

RECOMMENDATION

FIRST READING OF THE BOARD EVALUATION

BACKGROUND INFORMATION ----- President Green

Tillamook Bay Community College 2012-2013 Board of Director's Self Evaluation Survey

	Considerations	5 Definitely Agree	4 Agree	3 Somewhat Agree	2 Do Not Agree	1 Strongly Disagree
1	I understand my role and responsibilities as a board member.	6	1			
2	I understand the Mission and Core Themes of TBCC.	5	2			
3	I am involved in the board's work and progress.	3	4			
4	Communication from the college is timely and of interest.	5	2			
5	The Board establishes reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.	2	5			
6	The board monitors progress toward the strategic goals and outcomes.	3	4			
7	Board meetings are of appropriate length and frequency.	5	2			
8	The board effectively represents TBCC to the community.	3	4			

What is the greatest opportunity for the College and the Board?

Accreditation and the opportunity it will provide. For the first time TBCC will be able to "custom design" itself to meet the needs of the county. Very exciting stuff.

Gaining accreditation and becoming independent from PCC, allowing us to address directly the needs of the community.

College: Complete the accreditation process opening up the future growth potential of TBCC.



Board: Continue to actively participate in College Board decision to ensure student and financial success of the college today and for the future

Provide an ever increasing presence in the community. Continuing to develop educational and business relationships

To get all ages of the Tillamook County population energized and involved with TBCC

Doing the best we can during these hard economic times

What is the greatest challenge for the College and the Board?

As usual funding is always a challenge, not only for TBCC but for other community colleges as well. We may be faced with decreases in both state and tuition revenues. We've faced these challenges before and prevailed so I am confident we will do that same again.

Funding; and continuing connections with residents throughout the county.

College: Managing finances to ensure the College weathers the current and future fluctuations in State funding sources.

Board: Assist College staff in obtaining the State's mandated completions for High School, Community Colleges, and Universities.

Resolving issues that are presented and coming up with solutions and keep moving forward

To develop a streamlined process that will maximize student's access to higher education

Money-determining how much we can contribute to helping young adults achieve their dream. What should be the tuition increase?

Please list areas where you feel the College and/or the Board is strongest:

The Board had a good understanding of existing and purposed programs within the college and the community. This can be accredited to the outstanding briefings the Board receives from the College President and her staff.

College: Its president and most of its staff, particularly the faculty. Size allows it to be personal and hands-on with students

Board: Depth of experience; members' connections to community.

College: TBCC has established itself as a desirable college for local high school graduates to attend which was helped with the First Class Scholar program. It is known for being affordable yet offering the classes needed for an Oregon Transfer or assistance in completing an on line graduate degree.

Board: The board members have a variety of backgrounds each bringing their personal knowledge into board meeting asking questions and reaching conscientious decisions.



The Board is involved with what is going on and being kept informed

Our Board has welcomed progressive and innovative programs and educational opportunities

Caring about the students in our county

Please list areas where you feel the College and/or the Board could be stronger:

All Board members care about the college and its progress

Our Board has welcomed progressive and innovative programs and educational opportunities

College: I think the college needs stronger, more active, more innovative leadership from the Chief Academic Officer.

Board: I think we need to track more closely the data—student demographics, student success indicators (e.g.: high enrollment courses failures and successes, esp. in math). We should be talking to more students (I may be the worst at this). This will help us monitor progress toward strategic goals and outcomes.

To educate the people of Tillamook County what we have to offer and get programs that pertain to what these communities need.

Improve communication even more with the community

What other activities might board members be more involved in to assist the College?

I think the Board is responsive to the people in the area they represent. I have no idea at this time for more involvement and assistance to the college.

I'd like to know from Connie what we might do more of or whether we're at the right level of assistance. She can tell us best whether we're not stepping up enough or crossing the line by interfering too much in administration.

Participate in community outreach meetings in support of the College President, and the goals established for College growth.



Personnel

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- Director Ryan

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	Appointment
Testing Specialist	Dec. 6, 2012	1-22-2013	Position Filled	Luke Kralik	Melanie Weber

The College thanks Barb Casteel for her years of service to Tillamook Bay Community College and the many students she has worked with and served over the past 13 1/2 years. Good luck and best wishes to Barb who retires effective January 31, 2013. To recognize her time at TBCC and to wish her well in her retirement, there will be a drop-in gathering in the Administration offices Wednesday, January 30, at 4:30 p.m. – 5:00 p.m.



Announcements and General Information

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- President Green

February in Tillamook is Charity drive. I encourage you all to support the charity drive and the students.

OCCA Legislative Summit is scheduled February 20-21, 2013. The meetings and legislative reception will take place Wednesday, February 20 at the Salem Conference Center.

Our legislators are on the following committees:

Sen. Betsy Johnson

Ways and Means, Co-Vice Chair

Ways & Means Subcommittee on General Government

Ways & Means Subcommittee on Transportation and Economic Development, Co-Chair

Sen. Arnie Roblan

Education and Workforce Development

Judiciary

Public Safety

Rural Communities and Economic Development, Chair

Rep. Deborah Boone

Energy and Environment, Vice-Chair

Veterans and Emergency Preparedness

Rep. David Gomberg

Education

Human Services and Housing, Vice-Chair

Ways & Means Sub/General Government



Invitation of Public Comment

RECOMMENDATION

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.

BACKGROUND INFORMATION----- Chair Wakefield



Board Member Discussion Items

RECOMMENDATION

BACKGROUND INFORMATION----- Chair Wakefield



Presidential Evaluation

RECOMMENDATION

Action to approve President Green's 2012-2013 evaluation

BACKGROUND INFORMATION ----- Chair Wakefield

Each year the Board of Education conducts an evaluation of the President aligned with goals approved for the academic year. The Board will provide an evaluation for 2012-2013 and discuss the 2013-14 goals. This process creates the context and overarching strategic direction for Tillamook Bay Community College Board and President.



Adjournment

RECOMMENDATION

MOTION TO ADJOURN THE MEETING.

BACKGROUND INFORMATION ----- Chair Wakefield

