

Board of Education Meeting Agenda

Date:
Monday, March 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 February 4, 2013 Minutes -----	(Action) Chair Wakefield
5.	Achieving the Dream -----	Chief Academic Officer Gates
6.	Reports	
	A. Oregon Community College Update -----	President Green
	B. Financial Report -----	Comptroller/Budget Officer Williams
	C. Strategic Framework -----	(Action) President Green
	D. Academic Calendar for 2013/2014 -----	(Action) Chief Academic Officer Gates
	E. Budget Preparation 2013/2014-----	Comptroller/Budget Officer Williams
	F. 2013-2014 Tuition and Fee Schedule-----	Comptroller/Budget Officer Williams
7.	Standing Business	
	A. Strategic Planning and Accreditation -----	Chief Academic Officer Gates
	B. Board of Education Policies 202,203,204,211,213,224,300,302,304,311,321,400,401,402,406,407,408,501.6-----	President Green
	C. Board Evaluation -----	(Action) President Green
	D. Personnel -----	Director Ryan
	E. Facilities -----	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

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 February 4, 2013 Minutes

RECOMMENDATION

MOTION TO APPROVE THE FEBRUARY MINUTES.

BACKGROUND INFORMATION

----- Chair Wakefield



Board of Education Monday February 4, 2013

Board members
present:

Bob Weitman
Rose Wharton
Jim McGinnis
Ann Swain
Craig Wakefield
Debbie Lincoln

Staff members
present:

Sheryl Neu
Pat Ryan
Michele Burton
Lori Gates
Kyra Williams
Jon Carnahan
Connie Green
Pallie Campbell

Call to Order • Acknowledge Guests (agenda item 1)

The meeting was called to order at 6:01 pm by Chair Wakefield.

Approval of Agenda (agenda item 2)

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

Invitation of Public Comment (agenda item 3)

There was no public comment at this time.

Approval of the January 7, 2013 Minutes (agenda item 4)

A motion to approve the minutes from the January 7, 2013 meeting as presented was made by Director Wharton and seconded by Director McGinnis. The motion carried.

Introduction of New Staff Member

Michele Burton introduced Pallie Campbell, TBCC's new career and education advisor, to the Board. Pallie explained that has been with the College for three weeks and it has been "action packed and enjoyable." Ms. Campbell comes to the College with a long history in human resources and training as well as 12 years with Chemeketa Community College where she did paraprofessional advising.



Foundation Update (agenda item 5)

Jon Carnahan presented an update of Foundation activities. The Foundation has had their first independent financial audit. The development software which is part of the Jenezabar system has been implemented. This management software allows for donor tracking, cash receipts, cultivation of donors as well as report writing and budget creation. This provides the systems data which will assist the foundation to increase the endowment for the college. Chris Weber works for the development office as well as in marketing and is managing the foundation software program.

All the due diligence has been completed to kick off a 5 to 7 year planned giving campaign. The goal is to raise \$5 to 7 million. A Planned Giving committee has been formed and their first meeting is Tuesday, February 5, 2013.

In 2012 \$66,286 was given to the foundation. Two new \$25,000 endowment funds were received—Milne/Sears (the first scholarship will be awarded this spring), also the Eleanor & Bud Monroe endowment, and a third endowment is in the works. That brings the total to eight (8) endowment funds. The first bequest has come in and the College will receive 33.333% of the assets upon the death of the donor

The college held the annual Mildred Davy event which is now more of a donor and student recognition event than a fund raising event. There is also a new website which you can access from the main TBCC website. Jon highlighted many of the new interactive features for the Board.

Reports

Oregon Community College Update (agenda item 6.A)

President Green pointed out that Dr. Rudy Crew wants to create and implement a P-20 structure, high impact, cost effective ways for all students to achieve, a loose-tight relationship, an outcome based budget, and an informed, motivated and engaged public. His plans also ask for 50% of all students who graduate from high school to get nine (9) or more college credits. He wants to decrease the achievement gap for students. He suggests a redesign of how dual enrollment is implemented. Achievement compacts for community colleges will remain the same for 2013/2014 but there will be pilots for Regional compacts.

Financial Report (agenda item 6.B)

Comptroller Williams explained that the financials through the end of December are included in the Board packet and exactly half of the year has now passed. She offered to answer any question regarding the financial reports. There were no questions.

Strategic Framework (agenda item 6.C)

President Green pointed out that this the first time is the College has all four key strategic plans: Academic, technology, facilities and student enrollment. This strategic framework is required for the accreditation process but it is even more important for the college community to be on the same page and be going the same direction. President Green acknowledged the contribution of all those who have worked on these strategic plans. Director Lincoln mentioned the inclusion of the C2R program and President Green stated that attention will be given to making this clearer within the academic master plan.



Director McGinnis stated that it is a very well written plan, very cohesive, and that it is a living document. President Green also stated that the intent, after Board approval, is to put the strategic framework on the website, with bookmarks that will allow for quick and easy access to the information needed. The strategic framework will come to the Board for approval in March.

Academic Calendar for 2013/2014 (agenda item 6.D)

Chief Academic Officer Gates presented a draft of the academic calendar for 2013-2014. She pointed out that some furlough days have been moved from July to the Christmas/New Year holiday. A suggestion was made to also close the first two Fridays in July and ask individuals to take vacation or leave without pay so the College can be closed all Fridays in July and August. This will be taken to College Council. The academic calendar will come back to the Board for approval in March.

Standing Business

Strategic Planning and Accreditation (agenda item 7.A)

Chief Academic Officer Gates reported that work is underway on standards one and two. Standard two deals with all the functions of the College together. Spring term the committee will focus on standards three, four and five.

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

Director McGinnis suggested that, in the future, it might be helpful to present the policies the same way for first and second readings—both with track changes as well as without the track changes. President Green agreed that she can include both the version with track changes and without in the future. Consensus of the Board is to provide both for the second reading. Motion to approve Board of Education Policies 107, 308, 500, and 503 was made by Director McGinnis and seconded by Director Wharton. The motion carried.

Board Evaluation (agenda item 7.C)

President Green compiled the responses and provided the information in the Board packet for comment and review. The Board Evaluation will be presented for approval at the March meeting. Director McGinnis noted that the rating scales on the Board Evaluation and the President's Evaluation are exact opposites. He suggests that they use the same rating scale for consistency. Consensus of the Board is to use the scale that uses 5 as the highest rating.

Chair Wakefield brought up the dissatisfaction of some Board members with the meals served at the meetings. There was discussion and the Board decided not to have meals in the future unless the President suggests a reason—such as a shared board workshop.

Personnel (agenda item 7.D)

Director Ryan commented that in addition to new advisor Pallie Campbell, Melanie Weber has also been added to the College staff as the testing specialist. Melanie is a former TBCC student. She is receiving training this week, and will be meeting with the State GED Coordinator next week. This position includes all GED testing, as well as college placements testing and PTK advisor duties.

Announcements and General Information (agenda item 8)

February is charity drive in Tillamook.

Legislative Summit is also in February. Director Swain will be attending with President Green.

Invitation to Public Comment (agenda item 9)

There was no public comment at this time.

Board Member Discussion Items (agenda item 10)

There were no Board member discussion items at this time.



Adjournment (agenda item 11)

The regular Board meeting was adjourned at 7:30 pm by Chair Wakefield.

Executive Session

The Board elected to go into executive session at 7:35 pm for the purpose of evaluating the President. At 8:01 pm a motion to return to the regular Board meeting was made by Director Weitman and seconded by Director Lincoln. The motion carried.

A motion to add an additional year to the President's contract was made by Director Swain and seconded by Director McGinnis. The motion carried.

The President's evaluation was positive and the Board values the work being done by the President.

The meeting was adjourned at 8:03



Achieving The Dream Update

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- Chief Academic Officer Gates

Achieving the Dream helps community college students succeed. It is based on the premise that to improve student success on a substantial scale, colleges need to fundamentally change the way they operate through the use of data, research, and best practices. On February 6-8, 2013 Chief Academic Officer Lori Gates and Director of Student Services Michele Burton attended the Achieving the Dream Annual Meeting on Student Success representing TBCC. One of the purposes for attending this conference was to gather ideas and best practices from other community colleges.

TBCC is partnering with Oregon Coast Community College in our Achieving the Dream work. A data summit will be held with representatives from faculty, staff, and administration from TBCC and OCCC on March 8, 2013 in Lincoln City. Data finding from both colleges will be reviewed and work will begin on each college's three year plan to improve student success on a substantial scale.



Oregon Community College Update

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- President Green

The legislative session is moving quickly. Each week Andrea Henderson reviews more bills for community colleges that have been dropped. Here are a few that had hearings the week of Feb 18, 2013:

HB 2537 Requires institution of higher education to maintain list of degrees and certificate programs at institutions of higher education that compares costs for each degree or certificate program and average salary earned by recent graduates in common positions of employment.

HB 2647 Requires Higher Education Coordinating Commission to maintain list of degrees and certificate programs at institutions of higher education comparing costs and loan default rates for each degree or certificate program.

SB 263 Directs Oregon Education Investment Board to submit report for development of coordinated system of regional education that provides efficient and effective support to school districts of state.

HB 2154 Requires Board of Education of each community college district to form achievement compact advisory committee.

On February 20 through Feb 22 is the OCC legislative Summit and meetings. I have meetings scheduled with all four of legislators and will update you at our March meeting on the summit and the visits.



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 January 2013
 58.33% of fiscal year elapsed

	FY 2011-2012			FY 2012-2013		
	Annual Budget	01/31/12 Actual	Percentage of Budget	Annual Budget	01/31/13 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	\$ 648,412.52	74.89%	\$ 777,491	\$ 607,978.45	78.20%
Property Taxes	\$ 1,020,018	\$ 893,952.46	87.64%	\$ 1,043,941	\$ 916,088.58	87.75%
Local Contract	\$ 25,000	\$ 27,250.00	0.00%	\$ 37,500	\$ -	0.00%
Tuition	\$ 866,666	\$ 762,760.96	88.01%	\$ 1,173,450	\$ 728,155.18	62.05%
Fees	\$ 179,639	\$ 135,964.00	75.69%	\$ 197,148	\$ 125,768.50	63.79%
Sale of Goods	\$ 3,000	\$ 1,810.00	60.33%	\$ 4,000	\$ 1,170.00	29.25%
Interest	\$ 4,000	\$ 2,599.96	65.00%	\$ 5,000	\$ 3,634.62	72.69%
Rental	\$ 6,500	\$ 3,665.00	0.00%	\$ 6,665	\$ 9,310.00	139.68%
Miscellaneous	\$ 7,500	\$ 5,434.30	72.46%	\$ 8,000	\$ 1,307.19	16.34%
Transfers	\$ 473,174	\$ 101,715.91	21.50%	\$ 416,640	\$ 252,328.05	60.56%
Total resources	\$ 4,433,996	\$ 3,330,131.26	75.10%	\$ 4,374,284	\$ 3,383,717.99	77.35%
Expenditures						
Instruction	\$ 1,439,310	\$ 680,451.66	47.28%	\$ 1,450,270	\$ 662,177.89	45.66%
Instructional Support	\$ 414,559	\$ 253,612.35	61.18%	\$ 455,537	\$ 251,014.48	55.10%
Student Services	\$ 356,831	\$ 166,748.20	46.73%	\$ 364,562	\$ 181,946.85	49.91%
College Support	\$ 1,076,027	\$ 666,711.42	61.96%	\$ 1,118,905	\$ 485,877.32	43.42%
Plant Operation	\$ 379,582	\$ 173,995.79	45.84%	\$ 353,898	\$ 190,279.00	53.77%
Transfers	\$ 266,600	\$ 215,794.89	80.94%	\$ 269,112	\$ 64,307.68	23.90%
Contingency	\$ 50,000	\$ -	0.00%	\$ 50,000	\$ -	0.00%
Total expenditures	\$ 3,982,909	\$ 2,157,314.31	54.16%	\$ 4,062,284	\$ 1,835,603.22	45.19%
Ending fund balance	\$ 451,087	\$ 1,172,816.95	260.00%	\$ 312,000	\$ 1,548,114.77	496.19%

Agenda Item 6.B. Attachment #2
Tillamook Bay Community College
Unaudited Summary Financial Information (Modified Accrual Basis)
Fiscal Year-to-Date Ended January 2013

	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	\$ 41,149.36	\$ (11,160.73)	\$ 68,800	\$ 33,389.74
Tutor Grant	211	\$ -	\$ 7,495.46	\$ 8,867.85	\$ (1,372.39)	\$ 13,892	\$ 8,210.98
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 Core to College Grant	222	\$ -	\$ -	\$ 3,220.49	\$ (3,220.49)	\$ -	\$ -
CASE Grant	223	\$ -	\$ 38,872.55	\$ 45,170.73	\$ (6,298.18)	\$ 190,702	\$ 6,633.72
Pathways Grant	225	\$ -	\$ 14,845.05	\$ 17,756.36	\$ (2,911.31)	\$ 31,731	\$ -
Industrial Maintenance Tech	226	\$ 51,586.23	\$ 20,000.00	\$ 32,578.81	\$ 39,007.42	\$ 120,000	\$ 32,897.28
OYA Instruction Contract	227	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,389.32
SESP Oregon Green Tech Certificate	228	\$ -	\$ 190.56	\$ 4,278.81	\$ (4,088.25)	\$ 4,663	\$ 4,893.32
OYA Instruction Supplemental Contract	229	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,148.12
SBDC Federal Grant	230	\$ -	\$ 15,575.00	\$ 20,926.33	\$ (5,351.33)	\$ 30,250	\$ 17,800.38
SBDC State Grant	231	\$ -	\$ 7,283.56	\$ 8,778.27	\$ (1,494.71)	\$ 29,804	\$ 6,075.01
SBDC Program Income	232	\$ 19,024.95	\$ 700.00	\$ 193.93	\$ 19,531.02	\$ 6,035	\$ 112.25
SBDC - EDC Fund	235	\$ -	\$ 47,836.46	\$ 56,349.57	\$ (8,513.11)	\$ 109,776	\$ 50,969.04
TEC Vocational Education Grant	240	\$ -	\$ -	\$ -	\$ -	\$ 24,722	\$ -
Student Assistance	250	\$ 1,477.39	\$ 158.00	\$ 45.00	\$ 1,590.39	\$ 2,300	\$ 734.00
Work Keys Mini Grant	251	\$ 1,598.22	\$ -	\$ 46.00	\$ 1,552.22	\$ 1,700	\$ 80.50
Bay City Rental	260	\$ 3,490.13	\$ -	\$ 3,490.13	\$ -	\$ 3,491	\$ -
First Term to First Year Persistence	271	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,987.29
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	\$ 3,288.99	\$ 40,000.00	\$ 958,496.18	\$ 140,000	\$ -
Timber Tax Reserve Fund	291	\$ -	\$ 82,684.73	\$ 82,684.73	\$ -	\$ 252,989	\$ -
Strategic Investment Fund	295	\$ 1,388,797.81	\$ 4,437.96	\$ 107,964.00	\$ 1,285,271.77	\$ 207,964	\$ 94,611.00
State IGA Fund	296	\$ -	\$ 120,568.00	\$ 120,568.00	\$ -	\$ 24,960	\$ -
Total Special Fund		\$ 2,471,308.75	\$ 411,674.95	\$ 602,177.24	\$ 2,280,806.46	\$ 1,274,079	\$ 319,297.12
Schedule of Special Fund borrowing from General Fund							
		Ending Working Capital	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 1/31/2013		
Total of Grants that borrow from the General Fund		\$ (44,410.50)	\$ 29,085.95	\$ -	\$ (73,496.45)		
Total of Grants that are not borrowing from the General Fund		\$ 2,325,216.96	\$ -	\$ -	\$ 2,325,216.96		
Total Special Fund		\$ 2,280,806.46	\$ 29,085.95	\$ -	\$ 2,251,720.51		
	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	\$ 3,779.00	\$ 1,903.58	\$ 6,405.66	\$ 7,695	\$ 687.72
Bookstore	320	\$ 75,989.71	\$ 124,280.36	\$ 157,955.69	\$ 42,314.38	\$ 257,979	\$ 180,763.48
Customized Training Projects	330	\$ 12,315.34	\$ 848.30	\$ 528.30	\$ 12,635.34	\$ 14,326	\$ 1,571.98
Culinary & Hospitality Program	340	\$ 3,317.54	\$ 5,464.17	\$ 3,732.83	\$ 5,048.88	\$ 8,575	\$ 5,460.73
Total Enterprise Fund		\$ 96,152.83	\$ 134,371.83	\$ 164,120.40	\$ 66,404.26	\$ 288,575	\$ 188,483.91
PERS Pension Bond Fund	410	\$ 16,963.14	\$ 61,324.07	\$ 40,038.35	\$ 38,248.86	\$ 108,477	\$ 40,618.73
General Obligation Bond Fund	420	\$ 21,796.50	\$ 598,502.79	\$ 180,318.75	\$ 439,980.54	\$ 660,637	\$ 185,918.75
Total Debt Service Fund		\$ 38,759.64	\$ 659,826.86	\$ 220,357.10	\$ 478,229.40	\$ 769,114	\$ 226,537.48
Campus Construction Fund - GO Bonds	520	\$ 1,310,627.94	\$ 4,688.14	\$ 39,858.85	\$ 1,275,457.23	\$ 1,505,000	\$ 36,034.40
Total Capital Projects Fund		\$ 1,310,627.94	\$ 4,688.14	\$ 39,858.85	\$ 1,275,457.23	\$ 1,505,000	\$ 36,034.40
Associated Students of TBCC	710	\$ 3,277.94	\$ 3,157.58	\$ 4,398.85	\$ 2,036.67	\$ 12,400	\$ 4,858.38
Phi Theta Kappa Honorary Society Fund	720	\$ 1,431.67	\$ 1,543.00	\$ 1,246.84	\$ 1,727.83	\$ 5,525	\$ 2,417.16
Total Agency Fund		\$ 4,709.61	\$ 4,700.58	\$ 5,645.69	\$ 3,764.50	\$ 17,925	\$ 7,275.54
Tuition Waivers	831	\$ 16,598.50	\$ -	\$ 9,322.00	\$ 7,276.50	\$ 36,000	\$ 12,165.50
Board Scholarships	832	\$ 117,454.57	\$ -	\$ 111,718.75	\$ 5,735.82	\$ 217,000	\$ 73,381.50
Institutional Work Study	833	\$ 6,683.33	\$ -	\$ 5,465.29	\$ 1,218.04	\$ 33,500	\$ 12,711.80
Foundation Scholarships	834	\$ -	\$ 5,593.50	\$ 9,820.75	\$ (4,227.25)	\$ 50,000	\$ 49,464.10
Non-Institutional Scholarships	840	\$ 4,582.07	\$ 24,433.00	\$ 21,394.55	\$ 7,620.52	\$ 52,000	\$ 32,252.33
Total Financial Aid Fund		\$ 145,318.47	\$ 30,026.50	\$ 157,721.34	\$ 17,623.63	\$ 388,500	\$ 179,975.23

Agenda Item 6.B. - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended January 2013
58.33% of Budget Period Expended

	General Fund			Special Fund			Enterprise Fund - Community Ed			Enterprise Fund - Bookstore		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 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	\$ 607,978	78.20%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 37,500	\$ -	0.00%	\$ 900,536	\$ 319,655	35.50%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,370,598	\$ 853,924	62.30%	\$ 6,000	\$ 700	11.67%	\$ 7,500	\$ 3,779	50.39%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,043,941	\$ 916,089	87.75%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ 82,685	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 4,000	\$ 1,170	29.25%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 250,000	\$ 123,844	49.54%
Interest	\$ 5,000	\$ 3,635	72.70%	\$ 11,850	\$ 7,727	65.21%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Rental	\$ 6,665	\$ 9,310	139.68%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 8,000	\$ 1,307	16.34%	\$ 1,500	\$ 908	60.53%	\$ -	\$ -	0.00%	\$ 1,000	\$ 436	43.60%
Transfers	\$ 416,640	\$ 252,328	60.56%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total Revenues	\$ 3,669,835	\$ 2,645,741	72.09%	\$ 919,886	\$ 411,675	44.75%	\$ 7,500	\$ 3,779	50.39%	\$ 251,000	\$ 124,280	49.51%
Expenditures												
Salaries and Wages	\$ 2,663,255	\$ 1,331,002	49.98%	\$ 458,267	\$ 164,896	35.98%	\$ 4,725	\$ 1,520	32.17%	\$ 47,209	\$ 26,427	55.98%
Operating Expenditures	\$ 1,011,917	\$ 434,203	42.91%	\$ 181,752	\$ 186,059	102.37%	\$ 2,450	\$ 383	15.63%	\$ 208,050	\$ 130,423	62.69%
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	\$ 64,308	23.90%	\$ 414,060	\$ 251,222	60.67%	\$ 520	\$ -	0.00%	\$ 1,720	\$ 1,106	64.30%
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	\$ 1,835,603	45.19%	\$ 3,293,212	\$ 602,177	18.29%	\$ 7,695	\$ 1,903	24.73%	\$ 257,979	\$ 157,956	61.23%
Ending Fund Balance	\$ 312,000	\$ 1,548,115		\$ 11,965	\$ 2,280,807		\$ 1,610	\$ 6,406		\$ 19,735	\$ 42,314	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 189,210			\$ 29,086			\$ -			\$ -	
Inventories		\$ 3,226			\$ -			\$ -			\$ 51,748	
NET EFFECT ON CASH		\$ (192,436)			\$ (29,086)			\$ -			\$ (51,748)	
Liabilities												
Accounts Payable		\$ 87,103			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 84,682			\$ -			\$ -			\$ -	
Payroll		\$ 118,395			\$ -			\$ -			\$ 7,811	
NET EFFECT ON CASH		\$ 290,180			\$ -			\$ -			\$ 7,811	
NET ADJUSTMENTS		\$ 97,744			\$ (29,086)			\$ -			\$ (43,937)	
ENDING CASH BALANCE		\$ 1,645,859			\$ 2,251,721			\$ 6,406			\$ (1,623)	

Agenda Item 6.B. - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended January 2013
58.33% of Budget Period Expended

	Enterprise Fund - Customized Training			Enterprise Fund - Culinary & Hospitality			Debt Service Funds			Capital Projects Funds		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 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	\$ -	\$ 720	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Local Taxes	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 659,837	\$ 597,795	90.60%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ -	\$ -	0.00%	\$ 8,275	\$ 5,464	66.03%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Interest	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 850	\$ 710	83.53%	\$ 5,000	\$ 4,688	93.76%
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	\$ 61,321	55.75%	\$ -	\$ -	0.00%
Total Revenues	\$ 11,000	\$ 848	7.71%	\$ 8,275	\$ 5,464	66.03%	\$ 770,687	\$ 659,826	85.62%	\$ 5,000	\$ 4,688	93.76%
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	\$ 3,733	45.11%	\$ 1,600	\$ 1,600	100.00%	\$ 1,489,561	\$ 25,152	1.69%
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	\$ 3,733	45.11%	\$ 769,114	\$ 220,357	28.65%	\$ 1,505,000	\$ 39,859	2.65%
Ending Fund Balance	\$ 6,674	\$ 12,635		\$ 300	\$ 5,049		\$ 6,573	\$ 478,229		\$ -	\$ 1,275,457	
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	\$ 12,635	\$ 12,635		\$ 5,049	\$ 5,049		\$ 478,229	\$ 478,229		\$ 1,275,457	\$ 1,275,457	

Agenda Item 6.B. - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended January 2013
58.33% 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	\$ 1,714	28.57%	\$ 100,000	\$ 30,027	30.03%
Transfers	\$ 9,112	\$ 2,986	32.77%	\$ 150,000	\$ -	0.00%
Total Revenues	\$ 15,112	\$ 4,700	31.10%	\$ 250,000	\$ 30,027	12.01%
Expenditures						
Salaries and Wages	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 17,925	\$ 5,646	31.50%	\$ 388,500	\$ 157,721	40.60%
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	\$ 5,646	31.50%	\$ 388,500	\$ 157,721	40.60%
Ending Fund Balance	\$ 2,412	\$ 3,764		\$ -	\$ 17,624	
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		\$ 3,764			\$ 17,624	

\$ 5,695,121

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

SECOND READING. MOTION TO APPROVE.

BACKGROUND INFORMATION ----- President Green

The Strategic Framework is ready for Board approval. Based on input the document does have track changes of edits made to increase clarity since your last reading of the framework. As mentioned last month, 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.



TILLAMOOK BAY

COMMUNITY COLLEGE

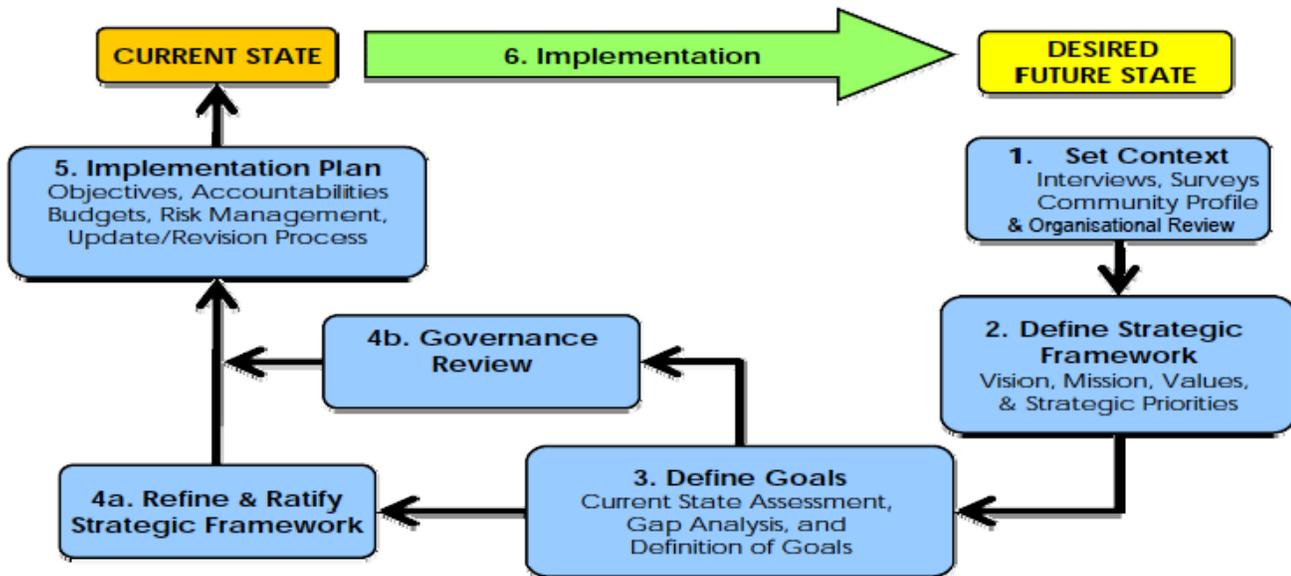
Strategic Framework

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 college community is aware that in 2014/2015 the college will review the mission, vision and core themes and embed in the culture of the campus a continuous improvement planning process.

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

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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 following pages illustrate the indicators for each objective area for each core theme. Many of these indicators are also used elsewhere, such as the Strategic Aims, to chart TBCC's progress and achievement in serving students. For example, fall-to-fall persistence is a progress indicator for the Collegiate and General Education core theme, used in measuring Strategic Aims engagement outcomes, and a background statistic for the Academic Master Plan.

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.

<p style="text-align: center;">Collegiate and General Education</p> <p style="text-align: center;">Objectives and Indicators</p> <p>1. Progress: Students make consistent and timely progress toward their educational goals/degree.</p> <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 <p>2. Completion: Students earn their associate degree in a timely manner or transfer with success.</p> <ul style="list-style-type: none">• Associate Degree Completion• Transfer Rates• Performance after Transfer• Progress of Transfer Students <p>3. Achievement: Students achieve expected learning outcomes.</p> <p>Course Learning Outcomes</p> <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.

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



Introduction

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%

June 2012 outcomes from Strategic Aims:

- 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 from Strategic Aims:

- 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.

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, and 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 (including local high schools)
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 through C2R and other initiatives
- 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
<p>A.1 - Adjust the range of courses, the reliability of offerings, and availability of services consistent with a comprehensive community college.</p>	<ul style="list-style-type: none"> Publish any plans for improving the academic program in the TBCC Catalog. (accreditation) 	<p>Chief Academic Officer</p>	<p>2012-2013</p>	<p>Staff Time</p>
	<ul style="list-style-type: none"> Publish additional estimated costs of partner programs in Catalog. (accreditation) 	<p>Chief Academic Officer</p>	<p>2012-2013</p>	<p>Staff Time</p>
<p>A.2 - Provide comprehensive programs and services to enhance student recruitment and to promote student success</p>	<ul style="list-style-type: none"> Mandatory academic plan for all degree seeking students. (FoE) 	<p>Instruction/Student Services</p>	<p>2012-2013</p>	<p>Staff/Faculty Time</p>
	<ul style="list-style-type: none"> Mandatory advising for all students with an undecided major or degree after 30 credits. (FoE) 	<p>Instruction/Student Services</p>	<p>2012-2013</p>	<p>Staff/Faculty Time</p>
	<ul style="list-style-type: none"> All students in warning or probationary status must meet with academic advisor. (FoE) 	<p>Instruction/Student Services</p>	<p>2013-2015</p>	<p>Staff/Faculty Time</p>
	<ul style="list-style-type: none"> Revise student evaluations of courses to explicitly address engagement practices. (FoE) 	<p>Chief Academic Officer; Curriculum Committee</p>	<p>2012-2014</p>	<p>Staff/Faculty Time</p>
	<ul style="list-style-type: none"> Continue offering and requiring Orientation and CG 100 for new degree-seeking students. (FoE) 	<p>Instruction/Student Services</p>	<p>2011-2015</p>	<p>Faculty Time; adjunct costs</p>
	<ul style="list-style-type: none"> Build up peer tutoring and/or other student resources for success in courses with high D, F, W, and I grades. (FoE) 	<p>Chief Academic Officer</p>	<p>2012-2014</p>	<p>Approximately \$1,000 per year in tuition waivers per peer tutor</p>

<p>A.3 - Provide alternative modalities for service delivery, including flexible scheduling, learning labs for distance learning, and non-credit courses</p>	<ul style="list-style-type: none"> • Flexible hours for advising with evening or earlier morning times available. (FoE) • Alternate advising processes: group, faculty, Moodle/Skype, phone. (FoE) 	<p>Instruction/Student Services</p> <p>Instruction/Student Services</p>	<p>2012-2013</p> <p>2012-2014</p>	<p>Staff/Faculty Time</p> <p>Faculty Time</p>
<p>A.4 - Emphasize a student-centered approach to learning and service delivery</p>	<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) • 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, engagement, etc.). (accreditation, FoE) 	<p>Chief Academic Officer; Curriculum Committee</p> <p>Chief Academic Officer; Curriculum Committee</p> <p>Chief Academic Officer; Curriculum Committee</p> <p>Instruction/Student Services</p>	<p>2012-2014</p> <p>2012-2013</p> <p>2012-2013</p> <p>2012-2015</p>	<p>Faculty Time</p> <p>Faculty Time</p> <p>Faculty Time</p> <p>Grant Funded 2012-2013; \$5,000 funding for providing workshops 2013-2015</p>
<p>A.5 - Implement comprehensive methods to assess all programs</p>	<ul style="list-style-type: none"> • General Education program review. (accreditation) • Create an administrative rule to specify procedures for the 	<p>Curriculum Committee</p> <p>Chief Academic Officer;</p>	<p>2012-2013</p> <p>2012-2013</p>	<p>Faculty Time</p>

	<p>elimination of degree and certificate programs. (accreditation)</p> <ul style="list-style-type: none"> 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) 	<p>Curriculum Committee</p> <p>Assessment Group</p> <p>Assessment Group</p>	<p>2011-2015</p> <p>2012-2013</p>	<p>Faculty Time</p> <p>Faculty Time</p> <p>Faculty Time</p>
<p>A.6 - Improve communication among students, faculty, and staff through the use of emerging technologies</p>	<ul style="list-style-type: none"> A full communication plan needs to be developed to 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. (FoE) Establish a system or procedures that allow faculty/staff to note students at risk (non-attendance, poor performance, etc.) (FoE) 	<p>Leadership Team</p> <p>Instruction/Student Services</p>	<p>2012-2013</p> <p>2013-2015</p>	<p>Staff Time</p> <p>\$10,000 for software development/implementation</p>
<p>A.7 - Foster an environment of expanded collaboration, consultation and communication within the College and between the College and its external constituents (including local high schools)</p>	<ul style="list-style-type: none"> The college should develop a virtual tour to help students learn more about TBCC. (FoE) Make focus on purposes of education topic of inservice; emphasize purposes related to TBCC's mission and vision; encourage faculty to mention purposes and give examples in class. (FoE) 	<p>Strategic Enrollment Management Committee</p> <p>Chief Academic Officer</p>	<p>2014-2015</p> <p>2014-2015</p>	<p>Staff/Faculty Time</p> <p>Staff/Faculty Time</p>

	<ul style="list-style-type: none"> Periodically review the effectiveness of communication between Student Services and students so that students are fully aware of opportunities and responsibilities Foster Career and College Ready (C2R) activities with Tillamook High school to expand collaboration, consultation, and communication with local high school. Focus on Career and College academy areas (business, agriculture and natural resources, health and safety, pre-engineering and industry, and arts and communications) with high school and industry partners. 	Strategic Enrollment Management Committee	2012-2015	Staff Time
		Chief Academic Officer	2012-2015	Staff Time
		Chief Academic Officer	2012-2014	Staff Time
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) Periodically update the Academic Master Plan, Strategic Enrollment Management Plan, Technology Plan, and Facilities Plan. (accreditation) 	Instruction/SEM/IT/Facilities	2011-2013	Staff/Faculty Time
		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) Use multiple indices in evaluating 	Curriculum Committee	Fall 2012	Faculty Time
				\$2,000 (\$100 per evaluation)

	<p>adjunct faculty on a regular basis. (accreditation)</p> <ul style="list-style-type: none"> • 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 engagement, new students, and student retention. Required and compensated training for adjunct faculty. (FoE) • Explicitly define intellectual property rights for research, publications, and other materials developed by staff. (accreditation) 	<p>Curriculum Committee</p> <p>Curriculum Committee</p> <p>Chief Academic Officer</p> <p>Human Resources</p> <p>Curriculum Committee</p>	<p>2013-2014</p> <p>2012-2013</p> <p>2013-2014</p> <p>2012-2013</p> <p>2012-2013</p>	<p>compensation for peer evaluation by adjunct faculty.</p> <p>Faculty Time</p> <p>\$500 funding for professional development by adjunct faculty.</p> <p>\$350 compensation for 20 adjuncts at 1 hour ea</p> <p>Faculty Time</p>
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. 	<p>Leadership Team</p> <p>Leadership Team</p>	<p>2013-2014 (550 FTE)</p> <p>2014-2015 (new degree program)</p>	<p>\$100,000 for 1.0 FTE (first position)</p> <p>\$100,000 for 1.0 FTE (second position)</p>
A.11 - Create organizational activities that improve student learning and their sense of community on campus	<ul style="list-style-type: none"> • 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 lunch discussions. 	<p>Leadership Team</p> <p>Chief Academic Officer</p>	<p>2012-2015</p> <p>2012-2013</p>	<p>Staff/Faculty Time</p> <p>Staff/Faculty Time</p>

	(FoE)			
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) Continue First Term Experience (CG 100) (FoE) 	<p>Instruction/Student Services</p> <p>Chief Academic Officer</p>	<p>2012-2013</p> <p>Ongoing</p>	<p>Staff/Faculty Time</p> <p>Faculty Time</p>
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 Expand support for transfer students (advising, dual enrollment, Degree Partnership Programs, etc.) Professional development opportunities to educate faculty/staff on student transfer Promote "Transfer Day" activities 	<p>Chief Academic Officer</p> <p>Instruction/Student Services</p> <p>Student Services</p> <p>Faculty</p>	<p>Ongoing</p> <p>2012-2013</p> <p>2012-2014</p> <p>2013-2015</p>	<p>Faculty Time; additional adjunct expense for FTE increases (approx. \$1500 per section)</p> <p>Staff/Faculty Time</p> <p>Faculty Time</p>
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 Adult Basic Skills faculty focusing on differentiated and multi-level content-based/contextualized instruction for program redesign. (accreditation) Achieving the Dream focus on post-secondary remedial education 	<p>Chief Academic Officer</p> <p>Achieving the Dream Core</p>	<p>2012-2013</p> <p>2013-2016</p>	<p>\$3,000</p> <p>\$10,000 curriculum</p>

	program redesign (redesign elements to be identified as part of ATD process).	Team		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 Adult Basic Skills. (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 based on five academies and work with C2R. (accreditation) Expand experiential learning, including job-training, work with local businesses, faculty interaction with business. 	Instruction/Student Services	2012	Staff Time
		Chief Academic Officer	2013-2014	Staff/Faculty Time
		Chief Academic Officer	2014-2015	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" programs that fit local opportunities Establish a signature program. Provide facilities to support a new program 	Chief Academic Officer & Community	2011-2013	Staff/Faculty Time
		Chief Academic Officer & Community	2013-2014	Staff Time
		TBCC Administration	2014-2015	Start-up costs
				Portion of \$4.7 million

		Facilities/Development	2013-2015	construction project
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) 	Chief Academic Officer; Curriculum Committee	2012-2013	Faculty Time
		Chief Academic Officer; Curriculum Committee	2013-2014	Staff/Faculty Time
		Chief Academic Officer; Curriculum Committee	2013-2015	Staff/Faculty Time
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 • Offer 1-credit computer applications courses in workshop format in north and south 	Faculty/IT	2012-2014	Staff/Faculty Time; potential technology costs
		Chief Academic Officer	2012-2013	Faculty Time; \$200 mileage
F.1 - Establish the necessary facilities, equipment, and technology which support the goals and objectives of the College	<ul style="list-style-type: none"> • Explicitly define intellectual property rights for research, publications, and other materials developed by staff. (accreditation) • Prioritize the necessary equipment and technology which support the goals and objectives of the College. (accreditation) 	Chief Academic Officer; Curriculum Committee	2012-2013	Faculty Time
		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"> Implement 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 process
	<ul style="list-style-type: none"> Discuss faculty compensation/release for curriculum development (using various technology options). 	Faculty; IT	2012-2013	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) 	Faculty; CAO	2011-2015	Staff/Faculty Time
	<ul style="list-style-type: none"> 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) 	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 	Library Director; Faculty	2012-2015	Staff/Faculty Time
		Library Director	2013-2015	Staff Time

	impact on student learning. (accreditation)	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. 	Library Director	2014-2015	Staff Time
	<ul style="list-style-type: none"> • Continue to develop and promote the Peer Tutoring program. (FoE) 	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

TBCC has identified key components currently practiced that advance our efforts in Enrollment Management. The measurement of these practices is regularly used to determine our success in these areas. Data shows that through efforts to maximize support while minimizing barriers, building an empowering campus environment, improving academic advising, and increasing student involvement and engagement TBCC supports specific aspects of the college Mission. The SEM Plan functions as a living document which is adjusted to best support student success at TBCC.

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	217.93 FTE (41%)	148.77 FTE (28%)	63.79 FTE (12%)	100.99 FTE (19%)	531.52
2013-2014	244.08 FTE (41%)	172.64 FTE (29%)	71.44 FTE (12%)	107.16 FTE (18%)	595.31
2014-2015	268.49 FTE (41%)	196.46 FTE (30%)	78.59 FTE (12%)	111.33 FTE (17%)	654.85

- 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 Goals

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

SEM Outcomes

1. Maximize support and minimize barriers
2. **Improve the** campus environment **to increase support of lifelong learning**
3. **Increase** student involvement and engagement

SEM Focus Areas

- Enrollment of new students
- **M**ovement 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	Target Dates	Process	Evaluation
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 Lead: Kari, Tom, John Focus Area: Completion AMP Activity: A.2	Start September 2012 Go Live 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.	Jenzabar Data Achieving the Dream Data

Activity 2 -

	Manager	Target Dates	Process	Evaluation
Increase instructional opportunities in north and south county including credit, non-credit, in-person, hybrid, and online options.	<p>Chief Academic Officer/ Community Education</p> <p>Lead: Lori, Sammie</p> <p>Focus Area: Enrollment</p> <p>AMP Activity: E.2</p>	<p>Start January 2013</p> <p>Go Live September 2013</p>	<p>Explore options on how to use technology to connect students in south and north county with currently offered courses on main campus.</p> <p>Explore community education offerings that target specific interests.</p> <p>Explore options with high schools.</p>	<p>Schedule of Classes</p> <p>Course enrollment data</p> <p>Community and educational partners feedback</p>

Activity 3 -

	Manager	Target Dates	Process	Evaluation
Increase student support through an early intervention process, faculty/student discussions, peer tutoring and/or college services for success in all courses with increased focus for high DFWI courses.	<p>Director of Student Services</p> <p>Lead: Michele</p> <p>Focus Area: Retention</p> <p>AMP Activity: A.2, A.3, A.6, G.4</p>	<p>Start January 2014</p> <p>Go Live January 2015</p>	<p>Currently in progress: peer tutoring and college advising.</p> <p>Mandatory advising will be put in place in fall and winter 2013-2014.</p> <p>Early intervention processes will be researched to enhance current practices.</p>	<p>Jenzabar data</p> <p>Completion percentages of gatekeeper courses.</p>

Goal 2: Increased Student Learning Success

Activity 1 -

	Manager	Target Dates	Process	Evaluation
Create internal collaboration of faculty and staff on how to engage students in extended learning activities in the classroom and outside of class.	Instruction/ Student Services	Start January 2013	Research best practices around extended learning activities.	CCSSE Data
	Focus Area: Retention	Go Live September 2013		SENSE Data
	Lead: Sheryl, John			
	AMP Activity: A.4, A. 11			

Activity 2 -

	Manager	Target Dates	Process	Evaluation
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 moving through programs have basically the same educational experience.	Curriculum Committee	Start January 2013	Focus on the gateways course series in writing, reading, and math.	Achieving the Dream Data
	Focus Area: Completion	Go Live September 2014		Return Rate Data
	Lead: Tom, Lori			
	AMP Activity: A.4, A.5			

Activity 3 -

	Manager	Target Dates	Process	Evaluation
<p>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.</p>	<p>ATD committee / ABS staff</p> <p>Lead: Cindy, Lori</p> <p>Focus Area: Enrollment</p> <p>AMP Activity: C.1</p>	<p>Start June 2013</p> <p>Go Live September 2013</p>	<p>Use of ATD coaches during spring meetings to specifically focus on developmental and ABS courses and programs.</p>	<p>GED Attainment Data</p> <p>CASAS Pre/Post Test Scores</p> <p>Student Transition Rate</p>

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

<p>funding to meet established priorities.</p>	<p>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.</p>	<p>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.</p>
<p>Bring up online payments</p>	<p>Continue to pursue options for taking online payments.</p>	<p>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.</p>
<p>Continue to evaluate and upgrade systems.</p>	<p>Systems, software and equipment must be re-evaluated on a regular basis.</p>	<p>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.</p>

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



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	<p>1. A system or procedures that allow faculty/staff to note students at risk and have some interventions set up.</p> <p>2. Process for dealing with student non-attendance issues or poor classroom performance concerns (e.g., mid-term feedback form).</p> <p>3. Build up peer tutoring and/or other student resources for success in high DFWI courses.</p> <p>4. Follow up to help students who had a low GPA the previous term.</p>	H	2012	2014		Lori/Michele	SEM Plan, Academic Master Plan
44, 48	Identify Sub Populations	<p>1. Better methods for identifying at-risk populations (1st generation, adults who have not attended for several years, vets, and others).</p> <p>2. Some method to share information with faculty so that they know that a student is a first-term student.</p>	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	<p>1. Track students who go through Orientation (retention, success).</p> <p>2. Track students who have been enrolled in CG 100, LIB 101, CG 112, and/or other student success courses (retention, success, engagement).</p>	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 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.

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

SECOND READING OF THE 2013-2014 ACADEMIC CALENDAR. MOTION TO APPROVE.

BACKGROUND INFORMATION----- Chief Academic Officer Gates

Attached is the final 2013-2014 Academic Calendar in the traditional narrative board format and in a calendar format that reflects furlough days. The Board is asked to approve the Academic Calendar. There has been additional discussion with staff and College Council agreed that the college will ask staff to take vacation, leave without pay or modify hours so that all Fridays in July and August the college is closed.





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				

JUNE

24 Summer Term ('13) Classes Begin

JULY

4 July 4th Holiday (H)

Closed All Fridays in July

AUGUST

Closed All Fridays in 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
12	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
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	H	27	28	29	30	31

June

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					

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

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

2013-2014 Budget Information

RECOMMENDATION

RECEIVE INFORMATION PRESENTED.

BACKGROUND INFORMATION-----

Comptroller

Williams

In accordance with the 2013-2014 Budget Development Schedule, a proposed detail budget will be mailed the beginning of April to the Budget Committee Members in preparation for the Budget Committee Meeting scheduled for April 15, 2013. The information shown below is provided for informational purposes only.

TBCC is forecasting a 10% gap between our ongoing revenues and expenditures for the first year of the next biennium. One of the main cost increases to TBCC was a 6% PERS increase. The deficit is expected to worsen the following biennium as PERS rates rise, enrollment declines and reserves dwindle. Deficits in the range of \$390,000 to \$500,000 a year are forecast at that point. This is about 10% to 12% of our operating budget. These deficits assume tuition rate increases of \$5 potentially each year. Without these increases the deficits are much larger.

A major long term objective is to address how to stabilize the college's fiscal health. This is also an area that TBCC needs to address for accreditation. The college is building scenarios to project three years into the future to look at ways to address long term health.

Leadership team has been actively looking and discussing how to balance the budget for 2013/2014. College Council has been asked to share their ideas for 2013/2014 and beyond with the Leadership Team.

The following assumptions are how we were able to balance the budget at this point in time:

1. Try to maintain all current staffing. This was not achieved.
 - a. Adult Literacy Tutoring coordination that serves a small number of students each term will be reassigned.
 - b. The Community Education Coordinator position will be reduced to 50%. The state community college funding formula will begin deemphasizing community education and will focus resources on credit persistence and completion beginning in the next biennium.
 - c. The 3/5 position in the Office of Instruction and 2/5 position in the President's Office will be reduced to a half-time position in the Office of Instruction. This position is currently vacant. It will remain unfilled if necessary.
 - d. The full time position in Foundation/Advancement and Special Projects will not be filled until January 2014. This position is currently vacant.
2. We budgeted PERS rate increases of nearly 6% as set by PERS and increased the Stipend for Health Insurance Premiums by 3%.
3. Due to hardware and software for the phone system approaching end of life this year we budgeted to complete a phone upgrade and upgrade the security system.
4. Reductions to some of our external contracts in the facilities area and reductions/corrections in both technology budgets were taken totaling approximately \$68,000.
5. Several other small reductions in materials and services gave us additional reductions of \$15,400.
6. An additional 4% reduction in materials and services across the board totaled approximately \$38,000.
7. A \$5 per credit hour increase in tuition. (This is the average of other Oregon Community Colleges.)



8. Transfer \$150,000 from the Strategic Initiatives Fund. We currently have approximately \$1.2M in this fund. We are trying to use it sparingly, because once it is gone, it is gone. This fund also assists in giving us "cash flow" until property tax revenues are received. We have not needed to borrow to pay operational costs over the summer.
9. Reduce the transfer to the Financial Aid Fund from \$150,000 to \$100,000.

Other Items Not Included in the Budget at this time

1. We did not give a step increase. (Steps at 3% implemented on January 1 total approximately \$23,000)
2. We did not give a COLA. (A COLA at 1% for an entire year is around \$15,000)
3. We did not change the number of furlough days for staff or faculty. (Additional furlough days would reduce the budget by about \$7,800 per day)
4. We did not increase student fees.



2013-2014 Tuition and Fee Schedule

RECOMMENDATION

FIRST READING OF THE 2013-2014 TUITION AND FEE SCHEDULE.

BACKGROUND INFORMATION

-----Comptroller Williams
Presented here for first reading is the proposed 2013-2014 Tuition and Fee Schedule.

Preliminary information indicates that the 2013-2014 average tuition rate for Oregon Community Colleges will increase again this next fiscal year. These increases are primarily due to current statewide economic and budget conditions. Per 2013-2014 Board approved budget guidelines and to indicate TBCC's local commitment to funding the College, a credit tuition rate increase is proposed for implementation in Summer Term 2013.

Tuition or Fee Item	Current 2012-2013	Proposed 2013-2014
<i>Tuition</i>		
In-State Tuition per Credit Hour	\$85	\$90
Out-of-State Tuition per Credit Hour	\$105	\$110
<i>Fees</i>		
Placement Test	\$20	\$20
Placement Test Retest	\$20	\$20
GED Testing Fee	\$113	\$113
GED Offsite Testing Fee	\$132	\$132
GED Retest Fee	\$20	\$20
GED No-Show Fee	\$15	\$15
Deferred Payment Plan – Application Fee	\$15	\$15
Deferred Payment Plan – Late Payment Fee	\$25	\$25
Tuition Non-Payment Fee	\$75	\$75
Proctored Testing per test for non-TBCC credit students or staff	\$25	\$25
Technology Fee (per credit)	\$5	\$5
Non-Student Computer Lab Use Fee (per term)	\$75	\$75
Calculator Rental (per term)	\$15	\$15
Printed Catalog (first copy from academic advisor free)	\$5	\$5
Late Registration Fee (per course)	\$25	\$25
High School Credit Recovery (H.S. half credit class)	\$90	\$90
Adult Basic Skills Instructional Course Fee	\$15	\$15



Return Check Fee	\$25	\$25
Student Services Fee (per credit)	\$2	\$2
Base Course Fee (per credit)	\$4	\$4
Self Improvement Course Fees	market or self support level	market or self support level
EMT Practical Exams Fee for non-TBCC student, former student or staff	\$10/station	\$10/station



Strategic Planning and Accreditation

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- Chief Academic Officer Gates

Tillamook Bay Community College has received notice that the Northwest Commission on Colleges and Universities has selected Dr. Richard W. Cummins, President, Columbia Basin College, Pasco, Washington, to chair the comprehensive initial accreditation evaluation visit to TBCC scheduled for October 8-10, 2013.



Board of Education Policies

RECOMMENDATION

FIRST READING.

BACKGROUND INFORMATION ----- President Green

This is the second set of policies that have been reviewed for Board review and approval. Most of these policies are title changes, minor corrections on process, change of location and clarity to a policy or an adjustment for Accreditation. Only three of the policies 407, 311 and 501.6 have changes that are substantive.

Title Changes: Policy 202, 211, 401, 406 and 408 are title changes to reflect current position titles.

Minor Corrections on Process: Policy 204 and 224 amend the policy to either reflect a fee for Tobacco use or campus (204) or add consortiums as an option to our advisory committees (224).

Location of Policy or Clarity of Policy: Policy 321 is deleted and moved to Policy 213 so that the information on drugs and alcohol on campus is in the appropriate section of policies. Policy 300 defines exempt and reflects some revised steps in the hiring process. Policy 304 clarifies families working in the same department.

Accreditation Changes: Policy 400 changes that the academic calendar follows Tillamook Bay-not Portland Community College (PCC). Policy 402 modifies text book selection from PCC to TBCC.

Substantive Changes: Policy 311 and 407 align professional development and staff tuition waivers. Exempt status and comptime accrual limits for overtime are updated. There will be two appendices that are attached so that you can refer to them as the policy states. You will not be approving them until June which is your regular time to approve these plus other appendices. Policy 501.6 modifies the student tuition waiver to reflect a range based on the hours given to lead.



202.1 INTRODUCTION

The safety and security of students, faculty and staff is a top priority at Tillamook Bay Community College and is an integral part of our culture. Tillamook Bay Community College has comprehensive response plans covering operations of the College. These plans, contained in Administrative Rule, establish procedures for the College's response to and recovery from emergencies that may threaten the health and safety of our College community or inhibit the College's ability to continue its mission-critical operations and activities. The objective of this plan is to increase the College's ability to react immediately in the most appropriate and effective way to emergencies of all types.

202.2 PERSONAL EMERGENCY PLANS

All employees and faculty are encouraged to develop a personal emergency response plan. This plan should include emergency communication plans and appropriate emergency supplies. In doing so, people should consider the logistics of being able to react quickly. Employees and faculty should make their supervisors aware of personal responsibilities they may have during such an event.

All students are likewise encouraged to develop an emergency communication plan and make appropriate preparations.

202.3 PLAN STRUCTURE AND OPERATION

The College's safety plan has six main components or annexes, each of which deals with a separate aspect of safety on our campus.

Annex 1 - Emergency Action Plan – immediate actions aimed primarily at protecting people and property from injury or damage caused in emergency situations.

Annex 2 – Emergency Communications Plan – identifies procedures and resources for providing effective and timely warnings before, during, and after an emergency.

Annex 3 – Laboratory Safety and Chemical Hygiene Plan – information and implementation activities aimed at preventing injury to those who use chemicals and to protect others who may be exposed to possible chemical hazards in the college environment.

| The Laboratory Safety and Chemical Hygiene Plan **is are** also required to comply with Occupational Safety and Health Administration (OSHA) Regulations.

Annex 4 – Chemical Hazard Communication Plan – procedures designed to prevent occupational injuries and illnesses related to chemical exposure in the workplace.

Annex 5 – Bloodborne Pathogen Exposure Control Plan – procedures to eliminate or minimize exposure to human blood or other infectious body fluids.

The Bloodborne Pathogen Exposure Control Plan is also required to comply with Occupational Safety and Health Administration (OSHA) Regulations.

Annex 6 – Loss Prevention and Business Continuity Plan – procedures for reducing the risk of injury, loss of life, and property; reporting losses; and, activities, including pre-planning, aimed primarily at ensuring that all critical functions and operations continue to be performed during and after an emergency situation.

In an emergency, the plan and its supporting annexes provide for a structured assessment process and cascaded activation of each of the six main components as needed.

202.4 – CHILDREN ON CAMPUS

Children are defined as all persons under the age of 18 unless enrolled in a course.

1. A child on property owned or leased by the College must be enrolled in a course and/or under the direct supervision of the child's parent or guardian or College staff at all times.
2. Children of an enrolled student may not attend a course without the advanced permission of the course instructor.
3. Children may not be present on property owned or leased by the College independently. College staff will take appropriate action, including if necessary, the notification of law enforcement authorities, if a child is unattended on College property or in College facilities.
4. College staff, including instructors, may not bring children to their worksite except in the case of an emergency and with the permission of their supervisor.
5. Concerns regarding the presence of children on campus should be brought to the attention of the ~~Dean of Instructional Services~~ [Chief Academic Officer](#)

202.5 – ANIMALS ON CAMPUS

Animals in College buildings, classrooms, offices or grounds may cause health, safety, liability, sanitary, or custodial problems. Therefore, no animals shall be permitted in College buildings, or on College grounds with the following exceptions:

1. Service animals that are specifically trained to perform tasks for students, staff or visitors with disabilities such as guiding people who are blind; alerting people who

Article No.: 202

Approved: June 7, 2010

Reference: Occupational Safety and Health Administration Regulations

- are deaf; pulling wheelchairs; alerting and protecting those who are having a seizure or performing other special tasks.
2. Animals under the guidance and control of College staff for the purpose of research, instruction, or other endeavors related to the College mission.
 3. Animals on a leash or in a vehicle, provided they remain outside all buildings and owner exercises responsibility for immediate clean-up and proper removal of waste.

ACCEPTABLE USE OF COMPUTING RESOURCES

Page 1/4

Article No.: 211

Approved: April 7, 2008

Reference: Articles 208, 209, 316, and 322

211.1 - INTRODUCTION

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

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

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

211.2 USE OF RESOURCES

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

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

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

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

B. Interference or impairment to the activities of others:

ACCEPTABLE USE OF COMPUTING RESOURCES

Page 2/4

Article No.: 211

Approved: April 7, 2008

Reference: Articles 208, 209, 316, and 322

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

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

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

Deleted: (e.g., use of a "network sniffer" program).

D. Damage or impairment of College resources:

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

ACCEPTABLE USE OF COMPUTING RESOURCES

Page 3/4

Article No.: 211

Approved: April 7, 2008

Reference: Articles 208, 209, 316, and 322

- the privacy of information belonging to others, or (c) misusing or allowing misuse of system resources.
2. Use of College resources for non-College related activities that unduly increase network load (e.g., non-business or -education related email, chain mail, network games, and spamming).

E. Unauthorized commercial activities:

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

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

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

211.3 - WHEN INAPPROPRIATE USE OF COMPUTER RESOURCES OCCURS

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

It is each user's responsibility to promptly report any violation of this policy to the [JT Director](#).

Deleted: Dean of Administrative Services.

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

While the College desires to maintain user privacy and avoid the unnecessary interruption of user activities, the College, at the direction of the College President, reserves the right to investigate any suspected unauthorized or improper use of College resources (as described above). As directed by the College President, investigations may be initiated which could

ACCEPTABLE USE OF COMPUTING RESOURCES

Page 4/4

Article No.: 211

Approved: April 7, 2008

Reference: Articles 208, 209, 316, and 322

include the inspection of data stored or transmitted on the network. In the event that use is determined to be contrary to College policy or applicable law, appropriate measures will be taken. These measures may include, but are not limited to, permanent or temporary suspension of user privileges, deletion of files, disconnection from the Tillamook Bay Community College network, referral to student or employee disciplinary processes, and cooperating with the appropriate law enforcement officials and government agencies.

211.4 - INFORMATION ON APPLICABLE LAWS AND STATUTES

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

211.5 - QUESTIONS RELATING TO THIS POLICY

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

Questions of appropriate use should be addressed to the JT Director.

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CONFLICT OF INTEREST

Article No.: 401

Approved: October 6, 2008

Reference:

401.1 FACULTY CONFLICT OF INTEREST

Instructional employees of Tillamook Bay Community College have an obligation to avoid such activities or situations which may result in a conflict of interest or the appearance of a conflict of interest. College employees must not use their position to influence outside organizations or individuals for the direct financial, professional, or personal benefit of themselves, members of their families, or others with whom they have a personal relationship.

An instructor who is concerned that a conflict of interest may exist, or who is uncertain as to the impact or appearance of his/her activity, should consult the Chief Academic Officer prior to engaging in the activity.

Deleted: Dean of Instruction and Student Services

401.2 CLASSROOM MATERIALS

- A. Books, tools, equipment, clothing and supplies required by Tillamook Bay Community College students shall be obtained by the students from sources other than the instructor, whenever possible.
- B. No classroom instructor of Tillamook Bay Community College shall provide Tillamook Bay Community College students with books, tools, equipment, clothing and supplies, unless written consent of the College President or his/her designee is first obtained by the instructor.
- C. This policy is not to be interpreted or applied in such a manner as to restrict any instructor who is normally engaged in retail business from making sales in the usual and ordinary course of their business to students.
- D. Instructors shall be impartial at all times in recommending sources of supply for books, tools, equipment, clothing and supplies.

Article No.: 406
Approved: October 6, 2008
Reference: 317, 407.1

406.1 Trial Period for Contracted Faculty

Instruction is the core of the College’s mission. Therefore, an instructor’s first year is considered a trial period during which he/she has the opportunity to demonstrate his/her ability to meet the needs of our students and fulfill the duties and responsibilities outlined in the instructor’s Position Inventory. In order to facilitate the instructor’s success, the Chief Academic Officer or his/her designee will:

Deleted: Dean of Instruction and Student Services

1. Conduct a minimum of two classroom observations;
2. Review student evaluations with the instructor from each of his/her classes;
3. Before the end of their second teaching term, complete a written Performance Appraisal based on the duties and responsibilities outlined in the instructor’s Position Inventory, classroom observations, and student evaluations. The written Performance Appraisal shall be reviewed by the instructor and the Chief Academic Officer before it is sent to the Director - Facilities, Safety, Human Resources, for inclusion in the instructor’s file. A copy will be provided to the instructor.
4. In March, the College will notify the contracted faculty whether an employment agreement will be offered for the next academic year. The decision will be based on the Performance Appraisal, recommendation of the Chief Academic Officer and the availability of funding.

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Unless otherwise notified by the Chief Academic Officer, during the instructor’s second academic year, his/her performance will be appraised according to the process outlined in Article 406.2.

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Field Code Changed

406.2 ANNUAL FACULTY PERFORMANCE APPRAISALS

Contracted faculty will receive annual Performance Appraisals. The Performance Appraisal is based on:

1. the duties and responsibilities outlined in the instructor’s position inventory
2. administrator evaluations
3. student evaluations
4. peer evaluations
5. self evaluations

- A. The written Performance Appraisal shall be reviewed by the instructor and the Chief Academic Officer, before it is sent to the Director - Facilities, Safety, Human Resources, for inclusion in the instructors file. A copy will be provided to the instructor.
- B. Instructors who receive a satisfactory rating on their Performance Appraisal will be eligible for pay increases in accordance with Article 407.1.

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Article No.: 406
Approved: October 6, 2008
Reference: 317, 407.1

- C. Administrator evaluations based on classroom observations will be performed at least twice during the first year, at least once in year two, at least once in year three, and at least every third year thereafter.
- D. Student evaluations are performed in all sections taught each term.
- E. Peer evaluations will be performed by evaluators chosen by the faculty:
 - 1. A first-term evaluation will be performed for a strictly formative purpose. The peer evaluator will observe one class session and create a narrative report stating the practices observed as well as strengths and weaknesses. This report is confidential between the faculty member being evaluated and the peer.
 - 2. Summative peer evaluations will occur in the fourth year for new faculty, and after that every third year. A form must be submitted to the Chief Academic Officer, verifying the report was written.
- F. Each faculty member will complete a self evaluation at the end of their second year and every third year thereafter. The evaluation includes an updated c.v. (including professional development, artistic creation, scholarship, and research as applicable), analysis of student course evaluations, reflection on teaching strengths and areas for improvement, and a minimal portfolio (course syllabus, assessment tool(s), and anything else the instructor wants to include). Such documentation should be kept by the faculty member until requested. The primary purpose of the self evaluation is formative and should support the continuous improvement of instruction.

Deleted: Dean of Instruction and Student Services

406.3 PROBATION FOR UNSATISFACTORY PERFORMANCE

- A. An instructor who receives an unsatisfactory Performance Appraisal rating will be placed on a probationary period of at least one term but no more than one year. Before the probationary period begins, the instructor and the Chief Academic Officer, will develop a plan for improvement.
- B. All salary increases will be withheld during the probationary period.
- C. Prior to March of the next school year or the end of the probationary period, the Chief Academic Officer, shall prepare a written evaluation of the instructor's performance.
- D. This written evaluation shall be reviewed with the instructor and signed by the Chief Academic Officer. Copies will be forwarded through appropriate administrative channels to the President and will be provided to the instructor and placed in the instructor's personnel file.
- E. If the instructor fails to achieve a satisfactory performance rating within the specified probationary period, the instructor's employment agreement may not be renewed.

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Article No.: 406
Approved: October 6, 2008
Reference: 317, 407.1

406.4 PERFORMANCE APPRAISAL RATINGS

The Chief Academic Officer, subject to the approval of the President, determines whether the instructor's performance appraisal rating is satisfactory or unsatisfactory. If the instructor does not agree with the rating, he/she may follow the grievance procedure as outlined in Policy 317.

Deleted: Dean of Instruction and Student Services

406.5 LETTERS OF INTENT

In March of each year, letters of intent to rehire or not to rehire will be sent to instructors. The decision to rehire will be based on satisfactory performance, recommendation of the Chief Academic Officer, and availability of funding.

Deleted: Dean of Instruction and Student Services

406.6 FACULTY EMPLOYMENT AGREEMENTS

A. Contingent upon satisfactory performance appraisals, instructors will be offered employment agreements with the recommendation of the Chief Academic Officer, approval of the College President, and availability of funding.

Deleted: Dean of Instruction and Student Services

B. Each June thereafter, instructors will be offered another employment agreement based on satisfactory performance appraisals, the recommendation of the Chief Academic Officer, approval of the College President, and availability of funding.

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406.7 ADJUNCT FACULTY EVALUATIONS

A. Adjunct faculty will be evaluated by their students.

B. Adjunct faculty teaching credit courses and continuing education instructors identified by the Chief Academic Officer will receive a classroom observation by the Chief Academic Officer or his/her designee.

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The Classroom Observation Report shall be reviewed by the adjunct faculty member, and the Chief Academic Officer before it is sent to the Director - Facilities, Safety, Human Resources for inclusion in his/her personnel file. A copy will also be provided to the adjunct faculty member.

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PROFESSIONAL IMPROVEMENT LEAVE COMMITTEE GENERAL GUIDELINES

1. The Faculty Curriculum Committee will serve as the Professional Improvement Leave Committee and make recommendation to the College President.
2. The College President must approve all Professional Improvement leaves.
3. The applicant's proposal shall address how the Professional Improvement Leave will provide the faculty member the opportunity for professional growth and development related to his/her instructional area(s) or assignment(s), thereby enhancing his/her value to the College. The following includes, but does not limit, areas in which professional improvement leave may enhance a faculty member's value:
 - a) instructional methodology
 - b) curriculum development
 - c) instructional content
 - d) learning philosophies
 - e) incorporation of advanced/emerging technologies
 - f) supervisory training
 - g) teamwork skills
3. The committee will consider other factors that appear to be relevant, such as:
 - a) needs identified by the College's Strategic Plan
 - b) funding
4. The committee will assure a fair distribution of Professional Improvement Leave opportunities.
5. The committee will develop a tool to evaluate the application(s).
6. If a faculty member declines an approved Professional Improvement Leave, the committee will reconvene to consider an alternate applicant.

408.1 PURPOSE

The purpose of Professional Improvement Leave is to provide eligible faculty an opportunity for professional growth and development related to their instructional area(s) and/or assignment(s), thereby enhancing their value to the College. Professional Improvement Leave is awarded to an eligible faculty member; it is not a right based on years of service.

Examples of professional improvement leave activities include, but are not limited to:

- A. Study at a recognized college, university, or technical school;

Article No.: 408

Approved: October 6, 2008

Reference:

B. A work experience program designed to update or upgrade knowledge and/or skills; and

C. Independent or collaborative study, research, writing or other project.

All professional improvement leave activities must be related to the faculty member's current or future instructional area(s) and/or assignment(s) as determined by the College.

408.2 ELIGIBILITY

Field Code Changed

Faculty must meet the following requirements to be eligible for professional improvement leave:

A. Must have completed six or more academic years of contracted faculty employment at Tillamook Bay Community College.

B. Any year in which an employee has an unpaid leave of absence of one full term or more shall not constitute a completed year of service for purposes of computing eligibility for professional improvement leave.

C. Must have fulfilled previous professional improvement leave agreements.

Field Code Changed

408.3 COMPENSATION

A. Compensation During Leave

Professional Improvement Leaves may be for one, two, three, or four terms depending upon the length of the faculty member's work year. Compensation during the term(s) of leave will be pro-rated based on the following percentages:

- 1. 80% for a one-term leave
- 2. 70% for a two-term leave
- 3. 60% for a three or four-term leave

Contact the Business Office Specialist for specific calculations.

B. Salary and/or Salary Schedule Placement on Return from Leave

Pay increases approved by the Board of Education will apply to faculty members currently on or returning from Professional Improvement Leave.

408.4 BENEFITS

Field Code Changed

A. Health, dental, life and long term disability insurance, tuition waivers, and PERS benefits, as applicable to contracted faculty, will continue during the period of the Professional Improvement Leave on a pro-rated basis.

PROFESSIONAL IMPROVEMENT LEAVE

Article No.: 408
Approved: October 6, 2008
Reference:

B. Sick leave will not accrue during Professional Improvement Leave.

408.6 PROFESSIONAL IMPROVEMENT LEAVE AGREEMENT

The Professional Improvement Leave Agreement will include, but is not limited to:

A. Report and/or Documentation Required

Upon return from his/her leave, the faculty member shall, within three months of the completion of the professional leave, submit to his/her immediate supervisor a written report or other documentation as agreed upon. Copies will be forwarded to the [Chief Academic Officer](#) and the College President.

Deleted: Dean of Instruction

B. Time Commitment upon Return

Upon completion of the professional improvement leave, the faculty member agrees to return to Tillamook Bay Community College for a minimum period of time equal to the professional improvement leave. The Leave Agreement does not preclude the faculty member's employment agreement.

C. Repayment in Lieu of Return

Provisions shall be made so that the faculty member may repay the professional improvement leave salary in lieu of his/her return to Tillamook Bay Community College.

The Leave Agreement and the Approved Professional Improvement Leave Application will be placed in the faculty member's personnel file with copies to the [Chief Academic Officer](#) and applicant.

Deleted: Dean of Instruction

TOBACCO FREE CAMPUS

Page 1/1

Article No.: 204

Approved: December 7, 2009

Reference:

204 TOBACCO USE

The use, distribution, or sale of tobacco, including any smoking device, or carrying of any lighted smoking instrument, in College buildings or on College owned or leased premises is prohibited. [A \\$50.00 fine may be imposed for any tobacco use on any TBCC property.](#)

Article No.: 224

Approved: April 7, 2008

Reference:

224.1 – ADVISORY COMMITTEES AND CONSORTIUMS

The Board of Education may establish citizen advisory committees to assist it and the College President in exploring the needs of the College.

Since the Board of Education has the legal duty to make final decisions, all committees appointed by the Board serve in an advisory capacity.

The College President or personnel designated by the College President shall be authorized to establish such internal committees, councils, and advisory groups deemed necessary for the organization and administration of the College.

The College President or personnel designated by the College President shall also be authorized to establish Career and Technical Education Program Advisory Committees or Consortiums made up primarily of private-sector members to support and strengthen programs and promote greater cooperation between Career and Technical Education at Tillamook Bay Community College and business/industry. Advisory Committees and Consortiums will have three major roles: 1) to advise, 2) to assist, 3) to support and advocate for career and technical education at Tillamook Bay Community College.

**The language of this policy has been added, in its entirety to Policy 213.
Policy 321 may be removed from the current policy manual**

Deleted: **DRUG FREE
WORKPLACE/SCHOOL POLICY** . Page 1/2¶
Article No.: 321 . ¶
Approved: June 2, 2008¶
Reference: ORS . 475.005 or Schedules I
through V under the Federal Controlled
Substances Act, 21 USC 811 and 812)¶

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A. Alcohol and Controlled Substances

The manufacture, distribution, dispensing, possession or use of alcoholic liquor, intoxicants or controlled substances not medically prescribed, or being under the influence of these to any degree by any employee in or about the College buildings or on the College premises or while performing any duties for the College is prohibited and is cause for suspension and/or dismissal. If the employee is not dismissed, suspension may be imposed in combination with a requirement to complete a drug or alcohol treatment and rehabilitation program.

All employees are required to abide by this alcohol and drug-free workplace policy. In addition, they shall notify the Dean of Administrative Services within five (5) days of their conviction for a violation of substance abuse laws involving the workplace, or if they became aware that another employee has been convicted of such a violation.

Employees may seek referral assistance from the Dean of Administrative Services in connection with alcohol or drug-related problems. Reasonable efforts shall be made to handle such requests confidentially. Requests for assistance are encouraged and will not themselves be considered as ground for dismissal. Such requests shall not, however, excuse violations prohibited by this policy.

The consumption of alcoholic beverages by an employee at a social function held in relation to an employee's work for the College does not, by itself, constitute a violation of this Policy, provided the employee remains in compliance with all state or local laws and other provisions of this Policy.

B. Student Violations:

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.

Possession, consumption, being under the influence, or furnishing of a narcotic or dangerous drug, as defined by ORS 475 and ORS 167.203 to 167.252 (is now law or hereinafter amended), except when use or possession is lawfully prescribed by an authorized medical doctor or dentist.

C. Student Penalties:

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 readmission, (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.

Deleted: **DRUG FREE
WORKPLACE/SCHOOL POLICY** . Page 1/2¶
Article No.: 321 . ¶
Approved: June 2, 2008¶
Reference: ORS . 475.005 or Schedules I
through V under the Federal Controlled
Substances Act, 21 USC 811 and 812)¶

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Article No.: 213

Approved: June 2, 2008

Reference: ORS 475.005 or Schedules I through V under the Federal Controlled Substances Act, 21 USC 811 and 812)

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1. Alcohol and Controlled Substances

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A. Employees

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Tillamook Bay Community College is an alcohol and drug free workplace and campus. On occasion alcohol may be permitted, only when approved by the Board of Education, in accordance with Administrative Rules that govern alcohol service. The unlawful manufacture, distribution, dispensing, possession or use of alcoholic liquor, intoxicants or controlled substances not medically prescribed, or being under the influence of these to any degree by any employee in or about the College buildings or on the College premises or while performing any duties for the College is prohibited and is cause for suspension and/or dismissal. If the employee is not dismissed, suspension may be imposed in combination with a requirement to complete a drug or alcohol treatment and rehabilitation program.

All employees are required to abide by this alcohol and drug-free workplace policy. In addition, they shall notify the Director of Facilities, Safety and Human Resources within five (5) days of their conviction for a violation of substance abuse laws involving the workplace, or if they became aware that another employee has been convicted of such a violation.

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Employees may seek referral assistance from the Director of Facilities, Safety and Human Resources in connection with alcohol or drug-related problems. Reasonable efforts shall be made to handle such requests confidentially. Requests for assistance are encouraged and will not themselves be considered as ground for dismissal. Such requests shall not, however, excuse violations prohibited by this policy.

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The consumption of alcoholic beverages by an employee at a social function held in relation to an employee's work for the College does not, by itself, constitute a violation of this Policy, provided the employee remains in compliance with all state or local laws and other provisions of this Policy.

B. Student Violations:

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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.

DRUGS AND ALCOHOL ON CAMPUS /SCHOOL POLICY

Page 2/2

Article No.: 213

Approved: June 2, 2008

Reference: ORS 475.005 or Schedules I through V under the Federal Controlled Substances Act, 21 USC 811 and 812)

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Possession, consumption, being under the influence, or furnishing of a narcotic or dangerous drug, as defined by ORS 475 and ORS 167.203 to 167.252 (is now law or hereinafter amended), except when use or possession is lawfully prescribed by an authorized medical doctor or dentist.

C. Student Penalties:

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 readmission, (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.

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2 – ALCOHOL SERVICE

It shall be the policy of Tillamook Bay Community College that serving wine and/or beer to individuals 21 years or older as an adjunct to food services may be permitted by the Board of Education on a limited basis at functions held at the College. The intent of this policy is to permit service and teach by example the responsible use of alcohol in appropriate social settings.

The service shall be carefully monitored by the College President, or Designee, to ensure that all external rules, including those of the Oregon Liquor Control Commission, are carefully adhered to and only those forms of service covered by the College's liability insurance are permitted.

The Administrative Rules that govern alcohol service will be kept current with external regulations.

If alcohol is to be served at an event sponsored or hosted by the Board of Education or by the Tillamook Bay Community College Foundation Board it shall not be served unless

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DRUGS AND ALCOHOL ON CAMPUS /SCHOOL POLICY

Article No.: 213

Approved: June 2, 2008

Reference: ORS 475.005 or Schedules I through V under the Federal Controlled Substances Act, 21 USC 811 and 812)

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accompanied by food. Other service of alcohol may be permitted at the College when the person or group serving it first provides a certificate of liquor liability insurance that covers the event in question, and names the College as an additional named insured with an aggregate liability limit of \$1 million.

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Article No.: 400
Approved: October 6, 2008
Reference:

A. DEFINITIONS

For the purpose of this Policy statement, the following definitions shall apply:

1. Contracted Faculty member refers to faculty who receive annual employment agreements of 0.5 to 1.0 FTE and specifically excludes instructors employed in the Continuing and Community Education Programs.
2. Adjunct Faculty refers to faculty teaching credit courses on a term-by-term basis.
3. Community Education refers to all non-credit courses, activities and programs which do not lead to a degree or certification. These include courses recognized by the State of Oregon as Adult Continuing Education (ACE).
4. Continuing Education refers to all Continuing Education Unit (CEU) courses. See Administrative Rules for further definition of CEU courses.

B. ACADEMIC CALENDAR

Tillamook Bay Community College follows the academic calendar approved by [the Tillamook Bay Community College Board of Education](#). A current calendar is published in the College Catalog as well as in the quarterly schedule of classes.

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C. ACADEMIC RULES AND REGULATIONS

Tillamook Bay Community College will establish appropriate rules and regulations regarding academic procedures, professional ethics, and academic standards. These academic regulations and procedures apply to all students enrolled in, or seeking admission to courses. These policies and procedures will be governed by College Administrative Rules. A complete review of Administrative Rules will take place annually.

Article No.: 402
Approved: October 6, 2008
Reference:

402.1 PRE-REGISTRATION AND CANCELLATION POLICY

Early registration is encouraged for all courses. A decision to cancel a course, based on enrollment or instructor availability will be made at least two days prior to the start date. Courses are canceled by the Chief Academic Officer or his/her designee. Generally, the criterion for such cancellation is an enrollment of less than ten students or the minimum set by the instructor. However, depending upon individual course circumstances, courses may be offered with fewer students.

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402.2 STUDENT CONTACT INFORMATION

All instructors should have contact information for all their students at the beginning of each term. In the event that a class must be cancelled or modified in some way that will affect the students in that class, it is the instructor's obligation to contact their students as soon as possible to advise them of those changes. In addition, the Office of Instruction and Student Services are to be notified when classes are to be cancelled, relocated, or re-scheduled.

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402.3 COURSE EVALUATION POLICY

All courses are subject to evaluation by the Office of Instruction. Such an evaluation might take the form of student interviews or questionnaires, and/or a visit by the Chief Academic Officer or designee. Instructors will be notified in advance if their course is to be visited.

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402.4 GRADING POLICY

Course grades or marks are assigned according to criteria established in Administrative Rules.

402.5 TEXTBOOK SELECTION

Instructors may select textbooks with the approval of Tillamook Bay Community College's Chief Academic Officer.

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402.6 COMMUNITY EDUCATION FUND

The College's Community Education Program is a self-supporting program as determined by the receipts and expenditures of funds designated for this purpose. To facilitate this objective, the College President or designee is authorized to:

1. Establish market rate tuition and fees to be charged those who enroll or otherwise participate in Community Education offerings;
2. Hire instructors on a term-by-term contractual basis and pay 50% of community education course or workshop tuition (excluding fees) to the instructor as compensation

NON-FACULTY JOB COMPENSATION

Article No.: 311

Approved: January 5, 2009

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

311.1 PAY

A. Salary Schedule/Placement

1. Salary schedules and placement for all positions exclusive of the College President are contained in Appendix A-1, A-2, C-1, and C-3 and shall be reviewed and adopted each fiscal year by the Board of Education.
2. Initial salary placement of each new position shall normally be on the first longevity step of the grade at which the position is classified. The College President has the prerogative to authorize initial salary placement on a higher step.
3. Longevity step movement may occur once each year and increments at the beginning of each new fiscal year provided the employee has completed at least three months of service in the prior fiscal year. Longevity steps are maintained when an employee is promoted, reclassified, transferred, or reassigned.
4. Temporary full-time or temporary part-time employees shall be paid at the Longevity Step 1 rate for their classification on the salary schedule and no movement shall be granted for longevity.
5. Executive and Management positions are classified as Grade 22 / 17 or higher and are exempt for purposes of application of the Fair Labor Standards Act regarding overtime and compensatory time. Professional Support Staff positions classified as Grade 20 or lower are classified as non-exempt for purposes of application of the Fair Labor Standards Act regarding overtime and compensatory time.
6. Placement on the Salary Schedule for Executive and Management positions will be increased one grade for attainment of the PhD, EdD, or equivalent, and reduced one grade for those holding a BS/BA or equivalent degree and two grades for those holding an AA/AS or equivalent degree and three grades for those holding less than an AA/AS or equivalent degree. The College President may advance the education factor one level, not to exceed the MA/MS Degree or equivalent, for five years of successful experience with the College or at anytime for a comparable certificate or license.
7. The College President may grant a discretionary increase or decrease of up to three grades and/or steps.

B. Work Schedule

1. Non-Exempt Employees.

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NON-FACULTY JOB COMPENSATION

Page 2/4

Article No.: 311

Approved: January 5, 2009

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

For full-time employees, the workweek shall be Monday through Sunday, consisting of forty hours during five consecutive days, with eight hours of work each day. With approval of the immediate supervisor and the College President, an employee may work forty hours on four consecutive working days, with ten hours of work each day. Part-time employees shall work a schedule designated by their immediate supervisor not to exceed eight hours per day.

2. Exempt Employees.

For full-time employees, the normal workweek shall be Monday through Sunday, consisting of forty hours during five consecutive days. A workweek in excess of forty hours is exempt from overtime compensation. Part-time employees shall work a schedule designated by their immediate supervisor.

3. Rest Periods

The working day for all employees will include either one fifteen minute rest period during each four-hour work period and an unpaid meal period of not less than one-half hour for each eight hours of work; or three ten minute rest periods and an unpaid meal period of not less than one-half hour for each ten hours of work.

C. Overtime Compensation

1. As provided for in the Fair Labor Standards Act and in accordance with State wage and hour law, all overtime for non-exempt employees will be calculated at the rate of one and one-half times the established hourly rate on the salary schedule for time worked in excess of forty hours per week.

311.2 BENEFITS

A. Health Insurance Coverage

1. Tillamook Bay Community College shall provide all eligible employees as described in the Summary of Employee Benefits Chart contained in Appendix B-1, with a monthly stipend, defined in Appendix A-2 and C-1 which shall be reviewed and adopted each fiscal year by the Board of Education. Any amount of the stipend provided for insurance in excess of the cost of the employee-only coverage may be applied to dependent insurance coverage effective July 1, 2009.

NON-FACULTY JOB COMPENSATION

Article No.: 311

Approved: January 5, 2009

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

2. Eligible employees as described in A.1. above, ~~may~~ elect to waive or opt-out of medical insurance coverage. ~~When an employee opts-out,~~ Tillamook Bay Community College shall provide a monthly cash payment, ~~which shall be reviewed and adopted each fiscal year by the Board of Education.~~ ~~The monthly cash payment~~ shall be half of the least cost employee-only group insurance plan, ~~excluding any Health Savings Account plans,~~ approved by the College. The option to waive or opt-out of the College's medical insurance plan is limited to 25% of eligible employees – once that threshold is reached employees will be added to a waiting list and will be allowed to opt-out only as space within the threshold becomes available. In order to waive coverage, employees will be required to complete a "Declination of Coverage" form (available from the ~~Director of HR, Safety and Facilities~~) and provide proof of other equivalent medical insurance coverage.

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B. Tillamook Bay Community College shall contribute to the Public Employees Retirement System (PERS), for eligible employees, in compliance with PERS Rules.

C. Tillamook Bay Community College will maintain its required contributions of FICA, Unemployment Insurance, and Workers' Compensation Insurance for all employees.

D. Tuition Waiver/Tuition Assistance Policy

1. The Board agrees to waive tuition for classes for any eligible employee ~~in accordance with policy in Appendix B-1.~~ ~~An employee's spouse, and dependent or unmarried children~~ up to age 24, ~~may also be eligible for tuition waivers~~ as described in the Summary of Employee Benefits Chart and the Tillamook Bay Community College Tuition Waiver/Tuition Assistance Policy in Appendix B-1. ~~In circumstances when federal financial aid is provided in the form of grants, the federal financial aid grant funds shall be expended first. Additional tuition shall be waived in accordance with policy in Appendix B-1.~~

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2. Enrollment in a class by an employee shall not interfere with the employee's regular duties and responsibilities. When job-related courses require absence from work, supervisor approval is required.

3. Employees shall be granted a fifteen percent discount on all Tillamook Bay Community College Bookstore purchases. Employees may petition in writing to their supervisor for reimbursement of book cost and course fees if the course in which they are enrolled relates directly to their job duties. Petitions for reimbursement must be forwarded to and approved by the College President.

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NON-FACULTY JOB COMPENSATION

Article No.: 311

Approved: January 5, 2009

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

4. Tuition, fees, and admission charges for non-reimbursable or Agency and for other college functions are not included in this policy statement. Exceptions may be petitioned in writing to the College President.

5. Community partner and other college or university courses which enhance employees' job performance or develop necessary job skills are considered staff and professional development. ~~Subject to available funds, Tillamook Bay Community College will provide up to \$200 per semester hour tuition and fees reimbursement for each hour earned to a maximum of ten (10) credit hours annually and thirty (30) credits cumulative.~~ Regular full-time and regular part-time staff may petition their supervisors, in writing, for ~~assistance with tuition, fees, and related costs for courses, conferences, and training~~ for staff and professional development. ~~Staff applications for assistance will be forwarded to the Director - Facilities, Safety, Human Resources, for approval. Application and approval for reimbursement must be made, in advance of enrollment, on the Tillamook Bay Community College Professional Development Application Form. Applications should be submitted by September 30 prior to the actual class for preferred consideration.~~

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E. Leave (See Articles 312, 313)

1. As provided for in the Fair Labor Standards Act and in accordance with State wage and hour law, all overtime for non-exempt employees will be calculated at the rate of one and one-half times the established hourly rate on the salary schedule for time worked in excess of forty hours per week.
2. All non-exempt, regular employees will take overtime in compensatory time off, provided that no more than 24 hours of compensatory time is carried forward from one month to the next. A maximum of 24 hours of compensatory time may be carried over from one fiscal year to the next. Hours beyond the maximum and overtime hours for non-exempt hourly (i.e., temporary, on-call) employees will be paid to the employee. Supervisor approval must be obtained before compensatory time is taken.
3. Non-exempt employees shall receive overtime compensation for time worked on a holiday as defined in Article 312.2.
4. During the months of July and August, Tillamook Bay Community College, at the College President's discretion, may establish a workday of ten hours and a workweek of any four consecutive workdays for some or all employees.

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Article No.: 407

Approved: January 5, 2009

Reference: Articles 312, 313; Appendix A-2, B-1, and C-1

407.1 Tillamook Bay Community College recognizes that quality of learning is dependent upon the quality of the faculty. Therefore, a continued endeavor is made to discover, attract, and retain the best teaching talent available. Consistent with this policy, a full-time and regular part-time faculty salary schedule is adopted (see Appendix C-1), with the Board of Education reserving the right to consider and modify annually this schedule. In the application of this policy, 1.33 quarter or term based credits will be counted as equivalent to one semester credit. Credit must be from a regionally accredited institution.

1. Initial Placement on the Salary Schedule

A. Education and Occupational Experience

1. New occupational faculty without a Bachelor's Degree will be placed on the salary schedule at the BA Step 1 Level upon presentation of an Associate's Degree or at least sixty-four (64) semester hours and, in addition, five years of approved and verified occupational experience.
2. New occupational faculty with a Bachelor's Degree must also document 4 years of recent, full-time, non-teaching work experience in the field for initial placement on BA Step 1.
3. New faculty with a Master's Degree in the field to be taught and no teaching or occupational experience are initially placed on MA Step 1.
4. New faculty with a Doctorate and no post-secondary teaching experience in the field to be taught are initially placed on Ph.D. Step 1.

B. Longevity Credit for Teaching Experience and Occupational Experience Beyond Initial Placement

1. New faculty may receive additional credit for steps on the salary schedule beyond Step 1 upon presentation of approved and verified post-secondary teaching and/or occupational experience in the field to be taught. After initial placement on the salary schedule, applicable teaching or occupational experience may be credited for additional steps as follows:

<u>Prior Teaching Experience</u>	<u>Step Placement</u>
0 to .9 year	1
1 to 1.9 years	2
2 to 2.9 years	3
3 to 4.9 years	4
5 to 6.9 years	5
7 or more years.....	6
<u>Prior Occupational Experience</u>	<u>Step Placement</u>
0 to 1.9 years	1
2 to 3.9 years	2
4 to 5.9 years	3

Article No.: 407

Approved: January 5, 2009

Reference: Articles 312, 313; Appendix A-2, B-1, and C-1

6 to 7.9 years	4
8 to 9.9 years	5
10 or more years	6

C. Education Credit for Professional Growth Beyond Initial Placement

1. New faculty who hold a Bachelor's or Master's Degree may receive additional credit on the salary schedule for approved and verified graduate semester credits and/or occupational experience. Verified graduate semester credits in the field to be taught will be credited on a one for one basis, to a maximum of thirty (30) graduate semester credits for new occupational faculty with a Bachelor's Degree. New faculty who hold a Master's Degree may be credited with up to sixty (60) verified, graduate semester credits in the field to be taught. For occupational faculty, each additional full year of verified occupational experience in the field to be taught, beyond eleven (11), will substitute for five (5) graduate semester credits. The maximum placement on the salary schedule for a Bachelor's Degree is the MA + Thirty (30), Step Six (6). No more than thirty (30) graduate semester credits will be credited to the salary schedule for occupational experience. Faculty without a Bachelor's Degree cannot be placed beyond the MA column.
2. New faculty will normally be placed on the schedule through Step 6. The College President may elect to place new faculty at any point on the schedule. Placement beyond the schedule requires approval of the College President.

2. Advancement Through the Salary Schedule for Professional Growth

A. Limitations to advancement through the salary schedule

1. Faculty without a Bachelor's Degree will not advance beyond the MA column.
2. Movement on the salary schedule will not be approved for advancement on the salary schedule in fields other than that for which faculty are under contract with Tillamook Bay Community College. An exception may be granted by the ~~Chief Academic Officer~~ for an outlined sequence of specific courses leading to a degree or instructor qualification to teach in an additional discipline. Official transcripts must be furnished to the ~~Chief Academic Officer~~ to verify successful completion.
3. A maximum of six (6) semester credits of undergraduate course work will be allowed for advancement on the salary schedule. Official transcripts must be furnished to the ~~Chief Academic Officer~~ to verify successful completion.
4. Faculty may seek advance approval for a maximum of ten (10) semester credits outside the teaching field to be applied to the salary schedule if these are clearly related to non-teaching assignments, such as

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curriculum development. Official transcripts must be furnished to the Dean of Instruction and Student Services to verify successful completion.

B. Conditions for advancement through the salary schedule

1. All credits for advancement through the salary schedule must be recommended by the Faculty Curriculum Committee and the Chief Academic Officer, and approved by the College President.
2. Graduate credit courses in the major teaching area will be awarded provided the courses are completed and an official transcript is furnished to the chief academic Officer, to verify successful completion prior to the beginning of the next academic year.
3. Continuing Education Unit (CEU) credits will not be considered for advancement on the salary schedule.
4. Credits applied to the salary schedule for Bachelor's Degree occupational faculty must either be in the instructor's major teaching area or part of an approved Master's program in the major teaching area. An outlined sequence of specific courses leading to the degree, including authorized signatures from the university, must be submitted in advance for approval. Official transcripts must be furnished to the Chief Academic Officer, to verify successful completion.
5. Occupational experience will be credited at a rate of sixty (60) clock hours of employment equivalent to one (1) graduate semester credit to a maximum of thirty (30) graduate semester credits. In order to receive credit, an instructor must submit in advance to the Faculty Curriculum Committee and Chief Academic Officer, a description of the occupational experience to be gained through the employment. Appropriate verification of the occupational experience must be submitted to the Chief Academic Officer, prior to the beginning of the next academic year. Occupational experience will only be credited to faculty whose teaching loads are comprised of at least 75% occupational courses.
6. Credit for academic experience directly related to teaching responsibilities may be awarded using the following guidelines. Prior approval for academic experience is not required; however, documentation must be presented as specified below in order to allow for evaluation for credit to be applied to the salary schedule.
 1. Artistic Activity: Public exhibitions, concerts, dramatic presentations, recitals, productions, performances and poetry/literary readings.
 - a) Art Exhibits: An exhibit must be viewed in a public place such as a museum, art gallery, college, etc. It must be a juried show. Other acceptable activities may include a colloquium on the arts, published art work, performances before a public audience, and jurying.

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Article No.: 407

Approved: January 5, 2009

Reference: Articles 312, 313; Appendix A-2, B-1, and C-1

- b) Documentation: The event should be documented by media reviews and coverage, regional and national art publications, brochures, programs, and/or letters.
 - c) Credits: One semester credit equals 60 hours of documented activity including preparation time to a maximum of three (3) credits per activity and six (6) total credits.
 - d) Limitations: Vanity gallery, home exhibitions, or home performance are not acceptable.
 - e) Evaluation for Credit: Upon submission of necessary documentation, the Faculty Curriculum Committee and **Chief Academic Officer**, will evaluate the activity and recommend to the College President the amount of credit to be awarded, if any.
2. Publications and Other Printed Material: The production of such materials as books, book reviews, musical scores, articles, stories, lab books, and handbooks.
- a) Types of Printed Material: Items printed for use at Tillamook Bay Community College will be excluded. Printed material must be published in refereed journals, magazines, and other sources recognized and used by faculty in the field or with significant numbers of subscribers. The publication must be appropriate to the faculty person's discipline.
 - b) Documentation: A copy of the printed material.
 - c) Credits: One credit for each sixty (60) hours of documented activity including preparation time to a maximum of three (3) credits per activity and six (6) total credits.
 - d) Limitations: Credit will not be given for unpublished manuscripts. The publication must be appropriate to the faculty person's discipline.
 - e) Evaluation for Credit: Upon submission of necessary documentation, the Faculty Curriculum Committee and **Chief Academic Officer**, will evaluate the activity and recommend to the College President the amount of credit to be awarded, if any.
7. Non-credit courses that require certification of successful completion prior to faculty being approved to teach the courses may be applied to the faculty salary schedule. In order to receive credit, faculty must submit in advance to the Faculty Curriculum Committee and **Chief Academic Officer**, a description of the course(s) and the applicability to their instructional responsibility. If approved, credit will be awarded at a rate of sixty (60) clock hours of preparation equivalent to one (1) graduate

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semester credit to a maximum of fifteen (15) credits. Appropriate verification of the successful completion must be submitted to the **Chief Academic Officer**, prior to the beginning of the next academic year.

- 8. Providing conditions have been appropriately met, payment for approved salary credits will be reflected on the next regular annual contract.

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3. Advancement Through the Schedule for Longevity

- A. Faculty without a Bachelor's Degree will not move beyond the MA column.
- B. Eligible faculty will be advanced through the steps of the salary schedule, usually at the rate of one step per year, for satisfactory performance of assigned duties.
- C. Faculty on improvement leave shall continue to advance through the schedule.
- D. The College President may hold faculty on step. For exceptional teaching and/or service to Tillamook Bay Community College, the College President may advance faculty more than one step and may also advance faculty beyond the salary schedule in an amount not to exceed 15% of the Master's base salary.

Deleted: Tillamook Bay Community College will provide up to \$200 per semester credit hour tuition and fees reimbursement for each credit hour earned toward movement on the College's faculty salary schedule to a maximum of ten (10) credits annually and thirty (30) credits cumulative. Application for reimbursement must be made in advance of enrollment on the Tillamook Bay Community College Professional Development Application Form.

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4. Unsatisfactory performance

Pay increases will be withheld for unsatisfactory performance appraisals in accordance with Article 406.3. Pay increases may be granted upon return to satisfactory status without retroactive compensation.

407.2 Pay increases for adjunct faculty

- 1. Adjunct faculty initial salary placement is Tier 1 of the Adjunct Faculty Salary Schedule.

With the approval of the Tillamook Bay Community College President, based on sufficient funding, and satisfactory performance, adjunct faculty will advance in tier based on the following:

- A. Adjunct faculty will move to Tier 2 the July 1 following completion of teaching 500 adjunct faculty contact hours at Tillamook Bay Community College. The 500 contact hours must be completed by the end of Spring Term.
- B. Adjunct faculty will move to Tier 3 the July 1 following completion of teaching 1,000 adjunct faculty contact hours at Tillamook Bay Community College. The 1,000 contact hours must be completed by the end of Spring Term.

Article No.: 407

Approved: January 5, 2009

Reference: Articles 312, 313; Appendix A-2, B-1, and C-1

- C. Adjunct faculty will move to Tier 4 the July 1 following completion of teaching 1,500 adjunct faculty contact hours at Tillamook Bay Community College. The 1,500 contact hours must be completed by the end of Spring Term.
- D. Adjunct faculty will move to Tier 5 the July 1 following completion of teaching 2,000 adjunct faculty contact hours at Tillamook Bay Community College. The 2,000 contact hours must be completed by the end of Spring Term.
- E. Adjunct faculty will move to Tier 6 the July 1 following completion of teaching 2,500 adjunct faculty contact hours at Tillamook Bay Community College. The 2,500 contact hours must be completed by the end of Spring Term.

407.3 Pay increases for instructional assistants and tutors

1. Instructional assistants and tutors initial salary placement is Tier 1 of the Instructional Assistants and Tutors Salary Schedule.

With the approval of the College President, based on sufficient funding, and satisfactory performance, instructional assistants and tutors will advance in tier based on the following:

- A. Instructional assistants and tutors will move to Tier 2 the July 1 following completion of 500 instructional assisting or tutoring contact hours at Tillamook Bay Community College. The 500 contact hours must be completed by the end of Spring Term.
- B. Instructional assistants and tutors will move to Tier 3 the July 1 following completion of 1,000 instructional assisting or tutoring contact hours at Tillamook Bay Community College. The 1,000 contact hours must be completed by the end of Spring Term.
- C. Instructional assistants and tutors will move to Tier 4 the July 1 following completion of 1,500 instructional assisting or tutoring contact hours at Tillamook Bay Community College. The 1,500 contact hours must be completed by the end of Spring Term.
- D. Instructional assistants and tutors will move to Tier 5 the July 1 following completion of 2,000 instructional assisting or tutoring contact hours at Tillamook Bay Community College. The 2,000 contact hours must be completed by the end of Spring Term.
- E. Instructional assistants and tutors will move to Tier 6 the July 1 following completion of 2,500 instructional assisting or tutoring contact hours at Tillamook Bay Community College. The 2,500 contact hours must be completed by the end of Spring Term.

407.4 Community Education and Continuing Education Instructor Compensation and Benefits

1. Community Education and Continuing Education Instructors are hired on a short-term contractual basis and receive as compensation 50% of the course or workshop tuition (excluding fees) revenue of the courses they teach. The **Chief Academic Officer**, may guarantee a minimum enrollment level of compensation in continuing education courses in order to support a degree or certificate program or meet a community occupational training need.
2. Community and Continuing Education instructors receive no employee benefits except as required by law.
3. Pay increases for Community and Continuing Education Faculty will be solely based on tuition increases or enrollment increases in the courses or workshops they teach.

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407.5 Benefits

1. Tillamook Bay Community College shall provide all eligible employees as described in the Summary of Employee Benefits Chart contained in Appendix B-1, with a monthly stipend, defined in Appendix A-2 and C-1 which shall be reviewed and adopted each fiscal year by the Board of Education. Any amount of the stipend provided for insurance in excess of the cost of the employee-only coverage may be applied to dependent insurance coverage effective July 1, 2009.
2. **Eligible employees** as described in 1 above, **may** elect to waive or opt-out of medical insurance coverage. **When an employee opts-out**, Tillamook Bay Community College shall provide a monthly cash payment, which shall be reviewed and adopted each fiscal year by the Board of Education. **The monthly cash payment** shall be half of the least cost employee-only group insurance plan, **excluding any Health Savings Account plans**, approved by the College. The option to waive or opt-out of the College's medical insurance plan is limited to 25% of eligible employees – once that threshold is reached employees will be added to a waiting list and will be allowed to opt-out only as space within the threshold becomes available. In order to waive coverage, employees will be required to complete a "Declination of Coverage" form (available from the **Director of HR, Safety, and Facilities**) and provide proof of other equivalent medical insurance coverage.
3. Tillamook Bay Community College shall contribute to the Public Employees Retirement System (PERS), for eligible employees, in compliance with PERS Rules.
4. Tillamook Bay Community College will maintain its required contributions of FICA, Unemployment Insurance, and Workers' Compensation Insurance for all employees.
5. Tuition Waiver/Tuition Assistance Policy

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A. The Board agrees to waive tuition for classes for any eligible employee in accordance with policy in Appendix B-1. An employee's spouse, and dependent or unmarried children up to age 24, may also be eligible for tuition waivers, as described in the Summary of Employee Benefits Chart and the Tillamook Bay Community College Tuition Waiver/Tuition Assistance Policy in Appendix B-1. In circumstances when federal financial aid is provided in the form of grants, the federal financial aid grant funds shall be expended first. Additional tuition shall be waived in accordance with policy in Appendix B-1.

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B. Enrollment in a class by an employee shall not interfere with the employee's regular duties and responsibilities. When job-related courses require absence from work, supervisor approval is required.

C. Employees shall be granted a fifteen percent discount on all Tillamook Bay Community College Bookstore purchases. Employees may petition in writing to their supervisor for reimbursement of book cost and course fees if the course in which they are enrolled relates directly to their job duties. Petitions for reimbursement must be forwarded to and approved by the College President.

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D. Tuition, fees and admission charges for community non-reimbursable or agency classes and other College functions are not included in this policy statement. Exceptions may be petitioned in writing to the College President.

E. Courses which enhance employees' job performance or develop necessary job skills are considered staff and professional development. Subject to available funds, Tillamook Bay Community College will provide up to \$200 per semester hour tuition and fees reimbursement for each hour earned to a maximum of ten (10) credit hours annually and thirty (30) credits cumulative. Contracted faculty may petition the Chief Academic Officer, in writing, for assistance with tuition, fees and related costs for courses, conferences, and training for staff and professional development. Application and approval for reimbursement must be made, in advance of enrollment, on the Tillamook Bay Community College Professional Development Application Form. Applications should be submitted by September 30, prior to the actual class, for preferred consideration.

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501.6 - STUDENT GOVERNMENT AND HONOR SOCIETY OFFICERS

TBCC supports student leadership and values students developing their leadership skills through networking, outreach, promoting opportunities for all TBCC students. It is important to have as many students as possible develop their skills. To that end, a student may be an officer in only one of the student government and honor society organizations. A tuition/fees/books waiver for a credit or continuing education course may be granted on a per term basis to officers of the following College student organizations:

- A. Associated Students of Tillamook Bay Community College – President, Vice President, Finance Manager, Public Relations Director, and Office Manager
- B. Phi Theta Kappa International Honor Society – President, Vice President, Secretary, Public Relations Director, and Treasurer

To qualify for a tuition/fees/books waiver, student officers of ASTBCC and PTK need to be actively participating in the administration, planning, and leadership of their respective organization for documented hours served during the previous term. Officers will be eligible to earn one tuition waiver per term on a prorated basis as follows, 20 hours = 2 credits, 30 hours = 3 credits, 40 hours = four credits. Officers are eligible for one tuition waiver per term. No waiver shall exceed the value of 4 credits. Hours qualifying for the waiver include acting as a liaison between students, faculty and administration, assisting in the coordination and implementation of a variety of student interest topics to contribute to the social and intellectual development of the student body, and representing the student body in committee meetings and college events.

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Each term, the staff advisor to each organization will identify qualified officers and the Director of Student Services or designee will approve the award. The total value of each officer's waiver each term shall not exceed the equivalent cost of four credits of tuition and the waiver shall be valid only for (1) tuition, (2) fees, or (3) books in priority order for TBCC courses purchased through the College Cashier.

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NON-FACULTY SALARY GRADES

Article No.: Appendix A - 1
 Approved: June 4, 2012
 Reference:

2012-2013 Executive and Management Staff Salary Grades (Exempt)

GRADE	POSITION TITLE
30	Chief Academic Officer
27	Comptroller/Budget Officer
26	Executive Director of Foundation and College Advancement
22	Director, Information Technology
22	Director, Facilities, Human Resources, and Risk Management
22	Director, Career, Technical and Workforce Education
22	Director, Student Services
22	Director, Library
22	Director, Skills Development Center
22	Director, Community Economic Development and Small Business Development Center
▼	▼
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- Deleted: Academic Advisor
- Deleted: 17
- Deleted: Coordinator, Literacy Program
- Deleted: 17
- Deleted: Information Technology Coordinator

2012-2013 Professional Support Staff Salary Grades (Non-Exempt)

GRADE	POSITION TITLE
<u>20</u>	<u>Coordinator, Institutional Research</u>
<u>17</u>	<u>Academic Advisor</u>
<u>17</u>	<u>Coordinator, Literacy Program</u>
<u>17</u>	<u>Coordinator, Information Technology</u>
13	Admissions Advisor/Enrollment Specialist
13	Community Education Coordinator
13	Course Information Specialist
13	Custodial/Evening Coordinator
13	Executive Secretary
13	Facilities Maintenance Specialist
13	Financial Aid Advisor/Enrollment Specialist
13	Information Technology Assistant
13	Instructional Support Specialist
13	Literacy Program Specialist
13	Business Office Specialist
13	Pathways Specialist
13	Learning Center Assistant
13	Small Business Development Center Assistant
10	Secretary
10	Testing Specialist
<u>10</u>	<u>Marketing/Development Specialist</u>
6	Library Assistant



NON-FACULTY SALARY GRADES

Article No.: Appendix A - 1

Approved: June 4, 2012

Reference:

3	Custodian/Security Specialist
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SUMMARY OF EMPLOYEE BENEFITS

Article No.: Appendix B – 1
 Approved: *Approved 06/04/2012*
 Reference:

SUMMARY OF EMPLOYEE BENEFITS

Type of Employee	Insurance (including all coverages in College approved plans)		Sick	Vacation	Paid Holiday	Bereavement Leave	Personal Leave*	TBCC Tuition Waiver	PERS
	EMP only	DEP: Self Pay	days/year	days/year	days/year	Per occurrence days/year	days/year	Credit and Continuing Education Courses only within one academic year of employment. Excluding partner agency courses.	Qual. Pos.
FT Administrative Staff 40 hours/week	X		12	20	11	5	3	unlimited emp + dep	X
FT Support Staff 40 hours/week	X		12	10 to 20****	11	5	3	unlimited emp + dep	X
PT Admin. & Support Staff 20 hours or more per week	X**		X**	X**	X***	5***	X**	8 credits emp + dep	X
PT Admin. & Support Staff Less than 20 hours per week								4 credits emp + dep	Qual. Pos.
Temporary & On-Call Employees								N/A	Qual. Pos.
180/ day Regular Faculty 1. FTE	X		10		5	5	3	unlimited emp + dep	X
180/ day Regular Faculty .5-.99 FTE	X**		X**					8 credits emp + dep	X
Adjunct Faculty Term-by-term								4 credits emp + dep	Qual. Pos.

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

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Field Code Changed

Tillamook Bay Community College

Board Evaluation

RECOMMENDATION

SECOND READING OF THE BOARD EVALUATION FOR APPROVAL

BACKGROUND INFORMATION-----President Green

Tillamook Bay Community College

2012-2013

Board of Director's Self Evaluation Survey

	Considerations	5 Definitely Agree	4 Agree	3 Somewha t 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

- Affordable Care Act and Potential Impacts on TBCC
- Guns on Campus



Facilities

RECOMMENDATION

FIRST READING FOR THE TBCC NORTH PLAN FOR RENOVATION OF NEAH-KAH-NIE HIGH SCHOOL

BACKGROUND INFORMATION.....Director Ryan

- Report on Renovation Project at Neah-kah-nie High School
- Central Campus Report



MEMORANDUM

February 11, 2013

To: Paul Erlebach and Connie Green
From: Gregg Stewart

Subject: **Proposed Schedule**
Project: **TBCC/Neah-Kah-Nie High School**

Assumptions

Begin design March 4, 2013
The project will be publicly bid
Scope of work is defined by March 4, 2013

March 4 – 29 Schematic Design/Design Development

April 1- 30 Contract Documents

May 1 – Submit for permit (90% CD)

May 10 100% Contract Documents

May 10 Advertise for Bid

May 15- June 5 Bidding

June 5-June 12 Negotiations

June 12 – Aug 23 Construction

Aug 26 – Aug 30 Owner move in

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Announcements and General Information

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION----- President Green

Tillamook Bay Community College and Oregon Coast Community College faculty and staff are together on March 8 and 9, to look at student success data and explore ways to understand our student trends and how to better assist them to be successful. Both colleges are part of a rural consortium for Oregon to focus on student success through the Achieving the Dream network. Board members are welcomed to join us.

March 21 is the last day to file Candidate forms with County clerk.

A reminder that winter terms ends March 23 and spring term begins on April 1.

The college budget committee will meet on April 15 at 6:00pm.

There will an all-day staff in-service on April 16 and the college will be closed.

Reserve June 14 for TBCC Commencement. Commissioner Cam Preus will be the graduation speaker.



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



Adjournment

RECOMMENDATION

MOTION TO ADJOURN THE MEETING.

BACKGROUND INFORMATION----- Chair Wakefield

