



Board of Education Meeting Agenda

Date: Monday, September 8, 2014

Joint Board Workshop with Neah-Kah-Nie School District—5:30 to 6:30 p.m –NKN High School Library

- A. **Call to Order • Acknowledge Guests** ----- Chair Lincoln
- B. **Approval of the Agenda** ----- (Action) Chair Lincoln
- C. **Invitation of Public Comment** ----- Chair Lincoln
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.
- D. **Opportunities for post-secondary education** - President Green and Superintendent Erlebach
- E. **Adjournment** ----- (Action) Chair Lincoln

Regular TBCC Board Meeting – Neah-Kah-Nie High School Room 12 -6:30 -8:30 pm

<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order • Acknowledge Guests -----	Chair Lincoln
2.	Approval of the Agenda -----	(Action) Chair Lincoln
3.	Invitation of Public Comment ----- 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.	Chair Lincoln
4.	Approval of the June 30, 2014 Minutes -----	(Action) Chair Lincoln
5.	New Business	
	a. Interviews of potential Board members and budget committee members...Chair Lincoln	
	b. Budget development guidelines and schedule -----	Comptroller/Budget Officer Williams
	c. Oregon Community College Tuition -----	Comptroller/Budget Officer Williams
6.	Reports	
	a. Oregon Community College Update-----	President Green
	b. Financial Report -----	Comptroller/Budget Officer Williams
	c. Economic Development and Tourism-----	President Green
	d. Policy Review-----	President Green
7.	Standing Business	
	a. Strategic Planning and Accreditation -----	Chief Academic Officer Hovey
	b. Courses and Curriculum -----	Chief Academic Officer Hovey
	c. Personnel -----	Director Ryan
	d. Facilities-----	President Green
8.	Announcements and General Information -----	President Green
9.	Invitation of Public Comment -----	Chair Lincoln
10.	Board Member Discussion Items -----	Chair Lincoln
11.	Adjournment -----	(Action) Chair Lincoln

Call to Order • Acknowledge Guests

RECOMMENDATION

CALL THE MEETING TO ORDER AND ACKNOWLEDGE ANY GUESTS.

BACKGROUND INFORMATION

----- Chair Lincoln



Approval of the Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE SEPTEMBER MEETING.

BACKGROUND INFORMATION

----- Chair Lincoln



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 Lincoln



Opportunities for Post-secondary Education

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION----- President Green

TBCC and Neah-Kah-Nie high school have been working together on projects to assist students in high school receive college credit and in delivering classes to the community. Highlights for the conversation for the shared Board workshop on September 8th include:

1. **TBCC commitment** to continuing post-secondary education include:

- a. First Class Scholarships for all NKN graduates with a 3.0 and place into college level classes. In the past three years 2 NKN graduates have taken advantage of this.
- b. Expanded options. The college provides a reduced tuition for NKN HS students who are approved to take college level classes at TBCC while attending NKN. Last year 22 courses were taken by NKN students at this reduced tuition option.
- c. Dual credit is where a HS instructor teaches a college level class that is transcribed at TBCC and is also used for HS credit.

Dual credit classes, because they are accepted as college-level, must conform to the college-level class' required number of instructional hours and also have course content and learning outcomes that are congruent with the college curriculum. In addition, the high school teacher must meet the professional qualifications as required by regulations to teach the college course. In most cases this means a Master's degree in the subject matter or a closely related field, although exceptions can sometimes be made in some disciplines for extensive professional experience, based on review by college personnel.

Last year 9 courses were taken by NKN students in the dual credit options. The cost to the student and HS is free.

- d. Last year Neah Kah Nie students:
 - Enrolled in total of 499 credits
 - Enrolled in 31 courses (119 duplicated headcount)
 - If the full tuition had been charged: \$44,910.00
 - Neah Kah Nie HS school paid \$9,216 in tuition
 - Savings last year was up to \$35,694.00

NKN Courses offered in 2013/2014:

- AP Biology-BI 211/212/213 (10 students enrolled) possible 15 credits total
- Oceanography C-GS 108 – (12 students enrolled) 4 credits



- AP Calculus- MTH 251/252/253 (5 students enrolled) possible 14 credits total
- Algebra 2b-MTH 95 (16 students enrolled) 5 credits
- Library Procedures-ED 109 (2 students enrolled) (no longer offered) 3 credits

NKN Courses offered in 2014/2015 :

- AP Bio (18 anticipated enrollment)
- Oceanography C (22 anticipated enrollment)
- Pre-Calculus- MTH 111/112 – (20 anticipated) possible 10 credits total

NKN is not offering AP Calc this year due to insufficient number of students enrolling

Under consideration if teachers/curriculum are approved are:

- Alg 2 – MTH 65/95 possible 9 credits total
- AP Eng – WR 121/122 possible 8 credits total
- Sr Seminar – CG 100 3 credits

2. TBCC New options.

- a. The college new Agriculture and Natural Resource program will create dual credit and expanded options for NKN students.
- b. TBCC is in the pilot year of driver's education. This is also an opportunity for NKN students.

3. Facility sharing. The use of NKN HS for TBCC classes is a great option. There is room for better use. This past year the college offered the following at NKN:

BI 211, 212, 213
CG 130H
ED 109
GS 108
MP 111
MTH 095, 251, 252, 253

4. The Future. TBCC is committed the collaboration we have with NKN and to increase student and adult access to post-secondary education.



Adjournment—Joint Board Workshop

RECOMMENDATION

MOTION TO ADJOURN THE JOINT BOARD WORKSHOP.

BACKGROUND INFORMATION ----- Chair Lincoln



Call to Order • Acknowledge Guests

RECOMMENDATION

CALL THE MEETING TO ORDER AND ACKNOWLEDGE ANY GUESTS.

BACKGROUND INFORMATION

----- Chair Lincoln



Approval of the Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE SEPTEMBER MEETING.

BACKGROUND INFORMATION----- Chair Lincoln



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 Lincoln



Approval of June 30, 2014 Minutes

RECOMMENDATION

MOTION TO APPROVE THE JUNE 30, 2014 BOARD MINUTES.

BACKGROUND INFORMATION

----- Chair Lincoln



Board of Education Minutes June 30, 2014

Call to order (agenda item 1)

Meeting was called to order at 12:02 pm by Chair Lincoln.

Roll Call

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

Staff members in attendance: Connie Green, Pat Ryan, Heidi Luquette, Sheryl Neu, Ann Hovey, Ray Hoyt, and Michele Burton.

Approval of Agenda (agenda item 2)

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

Invitation of Public Comment (agenda item 3)

No public comment at this time.

Approval of June 2, 2014 Minutes (agenda item 4)

A motion to approval the minutes of the June 2, 2014 Board meeting as presented was made by Director Wharton and seconded by Director McGinnis. The motion carried.

New Business

Declare a Board Opening (agenda item 5.A)

A motion was made to declare an opening for a Board member from Zone 4 by Director McGinnis and seconded by Director Weitman. The motion carried.

Proposed 2014-2015 Tuition & Fee Schedule (agenda item 5.B)

A motion to approve the 2014-2015 Tuition & Fee schedule was made by Director Wharton and seconded by Director Swain. The motion carried.

2014-2015 Organization, Finance and Legal Designations (agenda item 5.C)

A motion to approve the 2014-2015 organization, finance and legal designations as presented was made by Director Swain and seconded by Director Wharton. The motion carried.



Additional item

Chair Lincoln asked for clarification on who will be attending the conference in August. Connie, Ann Hovey and Chair Lincoln will attend. Director Swain would like to attend but cannot and Director Wakefield will check his schedule about availability.

Adjournment (agenda item 6)

Meeting was adjourned by Chair Lincoln at 12:14 pm.



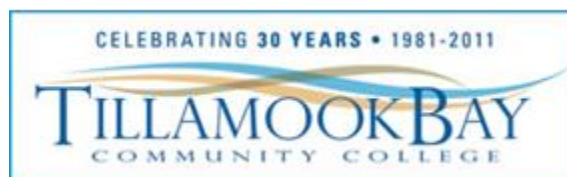
Interviews of Potential Board Member and Budget Committee Members

RECOMMENDATION

INTERVIEWS AND RECOMMENDATION

BACKGROUND INFORMATION ----- Chair Lincoln

The Board notified the public of Zone 4 Board member position. There were several inquiries. The board will have two to three applicants to interview. President Green will email the applications of the interested persons by Wednesday, Sept. 3, 2014.



Budget Development, Guidelines, and Schedule

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

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

Budget Development Guidelines and Calendar are presented for Board review and comment. In October, the Board will be asked to approve the Guidelines and Calendar so that planning for the 2015-2016 Budget may commence.

The Proposed 2015-2016 Budget Development Guidelines are broad in scope and designed to provide policy direction for preparation of the budget. A table is provided that correlates the guidelines with our Mission and Board approved goals.



2015-2016 Budget Development Guidelines

Guideline	Gloss ¹
Assessment and Planning: Financially support comprehensive planning and assessment activities leading to continuous improvement in fulfilling the College's mission, core themes, and strategic initiatives.	Determining the short, intermediate, and long-range goals, objectives, and activities necessary to fulfill the College's mission and core themes in a continuously improving manner is essential to meet the expectations of those TBCC is charged to serve.
Educational Program Support: Direct the highest levels of financial support to those programs and courses with a demonstrated potential for growth in the following priority order: (1) degree and certificate programs, (2) other credit courses, (3) reimbursable non-credit programs and courses, (4) non-reimbursable. If resources are not sufficient to fund all existing programs, exit them in reverse priority order.	This guideline addresses a key principle: to remain viable, resources must be invested where they will provide the best return. It also acknowledges TBCC's roles as a comprehensive community college. There may also be a need for self-supporting courses and programs.
Educational Program Equipment: Give priority to maintaining up-to-date instructional technology and training equipment.	In today's highly technological society, students trained in up to date labs and equipment are afforded the highest opportunity for success. In addition, the competitive nature of the higher education industry places an institution that does not maintain up-to-date training equipment at a significant disadvantage. Grant and industry support will be investigated to assist with this need.
Facilities: Maintain current facilities and acquire facilities necessary to achieve mission, core themes, and strategic initiatives.	TBCC since 2010 has completed the capital construction projects projected in 2008. They include: the new central campus building, a new technical training center in remodeled Tillamook School District facilities, a new TBCC South facility, and renovated facilities within Neah-Kah-Nie High School. Plans are being developed to determine costs and financing options for a second building on the main campus. Our new facilities are expected to fully support the institution and the students it serves and allow TBCC to better fulfill its mission, goals, and strategic plans.
Technological Resources: Provide computing and other technological resources leading to enriched educational opportunities for students and enhanced management information systems.	Information technologies are expanding at a phenomenal pace. Developing and maintaining a technological infrastructure to support information technologies is a paramount objective of progressive institutions of higher education. To serve the best interests of students, and to meet the information and accountability demands of the public, TBCC must establish a long-term financial commitment to this objective. The Title III grant will assist over the next four years.
Faculty and Staff Development: Encourage faculty and staff development and training.	The professional staff is the single most consequential resource of the College. Maintaining this resource by supporting a process that encourages renewal of professional development and training is essential. The Title III grant will assist over the next four years.
Staff Remuneration: Adjust salary levels to reflect, at a minimum, a constant value equivalent with 2014-2015 salary levels after accounting for inflation. Within the constraints imposed by fiscal and other limitations, adjust salaries to a level reflective of the median average of the rural community colleges in Oregon.	A key to attracting and keeping outstanding professional staff is to maintain remuneration at levels competitive with those offered by other similar community college employment opportunities in Oregon.
Student Tuition and Fees: Within the constraints imposed by fiscal and other limitations, target movement of general tuition and fees to a level generally equivalent to those of Oregon's other community colleges.	Community colleges are colleges of the people. Providing access to TBCC's educational offerings is a concept intrinsic to the foundation of the College's mission. Targeting tuition and fees to level reflective of neighboring and statewide institutions ensures maintenance of this objective.



Board-Approved Mission Statement to date:

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

Board-Approved Core Themes

Collegiate and General Education
Workforce Development
Developmental Education
Community Enrichment

Board-Approved 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.

Proposed revised Mission, Core Themes, Vision and Values:

MISSION

Tillamook Bay Community College provides quality education and creates bridges to opportunity to serve the needs of our diverse community.

CORE THEMES

Educational Excellence
Economic Success
Leadership, Partnership and Community Engagement

VISION

Tillamook Bay Community College is a leader in educational excellence and innovation, community advancement, and economic success in our community.

TBCC VALUES: TBCC highly values **Student Success** and actively promotes student success through **Academic Excellence** and **Resourceful Teamwork** in a **Personal and Friendly Environment**.ⁱ

ⁱ Explanation of logic supporting the implementation of Budget Development Guidelines. The gloss is meant to elucidate, not substitute for, the Guideline.



Tillamook Bay Community College 2015-2016 Budget Schedule

	Time Line	Personnel	T a s k s
1.	June 30, 2014	College Board of Education	Appoint College Comptroller as Budget Officer
2.	September 8 through October 13, 2014	College Board of Education	Review and Refine Budget Development Guidelines
3.	October 13, 2014	College Board of Education	Approve Budget Development Guidelines and Schedule
4.	October 2014 through January 16, 2015	Budget Managers	Review processes and begin budget development.
5.	January 16 through February 9, 2015	Budget Managers	Budget Managers work with Departments to prepare recommendations for the 2015-2016 budget along with supporting information. Consult with Comptroller for needed information.
6.	February 2, 2015	College Board of Education	Appoint Public Budget Committee members as needed.
7.	February 13, 2015	Budget Managers	Budget Managers submit budget proposals to the Budget Officer for compiling document.
8.	February 16, 2015	Budget Officer	Consumer Price Index available for calculating cost of living. Deadline to complete 2015-2016 revenue projection assumptions.
9.	February 17 through March 2, 2015	Budget Officer Budget Managers	Meet to review and discuss budget proposals and work on balancing budget.
10.	February 25 through March 2, 2015	Budget Managers	Budget Managers meet with departments to discuss budget balance progress for 2015-2016 Preliminary Proposed Budget.
11.	March 2, 2015	College Board of Education	Approve 2015-2016 tuition and fee schedule and cost of living adjustment
12.	March 16, 2015	Budget Officer Budget Managers	Meet to finalize 2015-2016 Proposed Budget.
13.	March 16 through April 1, 2015	Budget Officer	Compilation of proposed budget document.
14.	April 1, 2015	Budget Officer	Publish, mail and distribute preliminary 2015-2016 Budget to Public Budget Committee Members and Budget Managers.
15.	April 20, 2015	Budget Committee Budget Officer	Public Budget Committee Meeting. Receive budget message and deliberate on content. Hold Public Hearing on Proposed Budget, review Proposed Budget and approve 2015-2016 budget and tax levy.
16.	May 20, 2015	Budget Officer	Publish Notice of Budget Hearing and Financial Summary.
17.	June 1, 2015	College Board of Education	Hold Public Hearing on 2015-2016 budget approved by Public Budget Committee. Enact Resolutions to adopt budget, make appropriations, levy property taxes and categorize property tax levy for 2015-2016.
18.	Before July 15, 2015	Budget Officer	Submit Budget levy and resolutions to County Assessor.

Oregon Community College Tuition

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

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

For your information, see the attached summary of Oregon Community College tuition and fee rates. These are the rates that were approved by each college for the 2014-2015 Academic Year. Every year, the information is traded among the Community College Business Officers along with updates on plans for the coming year. We use this information along with our preliminary budget information to make rate recommendations to the Board.



Oregon Community Colleges: 2014-15 Tuition and Fees										By Annualized In-District Tuition and Fees				Updated 7/09/2014		
		Tuition								Fees						
		In-District		Out-of-District		Out-of-State*		Foreign		Quarterly Fees / One-time			Notes			
	Community College	Charge Per Credit Hour	Charge per 15 cr. Hour	Charge Per Credit Hour	Charge per 15 cr. Hour	Charge Per Credit Hour	Charge per 15 cr. Hour	Per Credit Hour	Charge per 15 cr. Hour	(For typical student taking 15 hours)		One-Time fee (application etc.)	If you do not charge for every credit hour taken, what is your "window"?	In-District T&Fees - Annualized	Out-of-District T&Fees - Annualized	Out-of-State T&Fees - Annualized**
										Tech.	Other					
1	Blue Mountain	\$90.00	\$1,350.00	\$90.00	\$1,350.00	\$270.00	\$4,050.00	\$270.00	\$4,050.00	\$135.00	\$40.50	-	\$9/credit technology fee. Other fees consist of \$1.50/credit student govt fee, \$3 security & \$15 access	\$4,577	\$4,577	\$12,677
2	Central	\$87.00	\$1,305.00	\$115.00	\$1,725.00	\$237.00	\$3,555.00	\$237.00	\$3,555.00	\$82.50	\$26.25	\$25.00	\$5.50/credit technology fee; \$1.50/credit student fee; and \$0.25/credit green energy fee.	\$4,241	\$5,501	\$10,991
3	Chemeketa	\$80.00	\$1,200.00	\$80.00	\$1,200.00	\$242.00	\$3,630.00	\$242.00	\$3,630.00	\$0.00	\$210.00	-	\$14/cr. Universal fee; non-credit tuition \$4 per contact hr; \$265 foreign students' term fee.	\$4,230	\$4,230	\$11,520
4	Clackamas	\$84.00	\$1,260.00	\$84.00	\$1,260.00	\$257.00	\$3,855.00	\$257.00	\$3,855.00	\$67.50	\$50.00	-	\$4.50/credit technology fee; \$2/credit universal fee; and a \$20/term college service fee.	\$4,133	\$4,133	\$11,918
5	Clatsop	\$99.00	\$1,485.00	\$102.00	\$1,530.00	\$198.00	\$2,970.00	\$346.00	\$5,190.00	\$150.00	\$30.00	-	\$10/credit technology fee and a \$30/term consolidated fee.	\$4,995	\$5,130	\$9,450
6	Columbia Gorge	\$89.00	\$1,335.00	\$89.00	\$1,335.00	\$225.00	\$3,375.00	\$225.00	\$3,375.00	-	\$180.00	\$25.00	\$12/credit service fee. Application fee is for limited entry programs only - nursing, medical assisting, & renewable energy technology.	\$4,545	\$4,545	\$10,665
7	Klamath	\$89.50	\$1,342.50	\$89.50	\$1,342.50	\$167.50	\$2,512.50	\$197.50	\$2,962.50	\$60.00	\$132.50	\$40.00	\$4/credit hr. technology fee. \$6.00/credit facility fee; \$2.50/credit ASG fee; \$5/term student ID fee.	\$4,605	\$4,605	\$8,115
8	Lane	\$98.00	\$1,470.00	\$98.00	\$1,470.00	\$239.00	\$3,585.00	\$233.00	\$3,495.00	\$82.50	\$87.40	\$30.00	\$5.50/credit technology fee. \$27/term transportation fee; \$12/term Health Clinic Fee; and a Student Activity fee.	\$4,920	\$4,920	\$11,265
9	Linn-Benton	\$93.80	\$1,407.00	\$93.80	\$1,407.00	\$203.80	\$3,057.00	\$239.80	\$3,597.00	\$30.00	\$54.85	\$25.00	\$2/credit technology fee. \$1/credit transportation fee; \$2.15/credit student activity fees, and a student gov fee of \$7.60 per term. In 2013-14 LBCC established a higher differential tuition rate for a few programs.	\$4,476	\$4,476	\$9,426
10	Mt. Hood	\$92.00	\$1,380.00	\$92.00	\$1,380.00	\$209.00	\$3,135.00	\$236.00	\$3,540.00	\$78.75	\$125.00	-	After 18 credits tuition rate is 1/2. \$5.25 Technology fee (max at 15 credits). \$3/credit student fee (max at 15 credits); \$45/term service fee and a \$35/term access fee.	\$4,751	\$4,751	\$10,016
11	Oregon Coast	\$99.00	\$1,485.00	\$99.00	\$1,485.00	\$214.00	\$3,210.00	\$214.00	\$3,210.00	-	\$105.00	-	\$7/credit universal fee. After 90 days out of state students are considered residents, only one term charged out of state.	\$4,770	\$4,770	\$9,945

Oregon Community Colleges: 2014-15 Tuition and Fees										By Annualized In-District Tuition and Fees				Updated 7/09/2014		
		Tuition								Fees						
		In-District		Out-of-District		Out-of-State*		Foreign		Quarterly Fees / One-time			Notes			
	Community College	Charge Per Credit Hour	Charge per 15 cr. Hour	Charge Per Credit Hour	Charge per 15 cr. Hour	Charge Per Credit Hour	Charge per 15 cr. Hour	Per Credit Hour	Charge per 15 cr. Hour	(For typical student taking 15 hours)		One-Time fee (application etc.)	If you do not charge for every credit hour taken, what is your "window"?	In-District T&Fees - Annualized	Out-of-District T&Fees - Annualized	Out-of-State T&Fees - Annualized**
										Tech.	Other					
12	Portland	\$92.00	\$1,380.00	\$92.00	\$1,380.00	\$220.00	\$3,300.00	\$220.00	\$3,300.00	\$67.50	\$44.50	-	\$4.50/credit technology fee. \$1.70/credit student activity fee; \$19/term service fee.	\$4,476	\$4,476	\$10,236
13	Rogue	\$91.00	\$1,365.00	\$91.00	\$1,365.00	\$111.00	\$1,665.00	\$304.00	\$4,560.00	\$60.00	\$135.00	-	\$4/credit technology fee. \$135 service fee for 12 credits or more.	\$4,680	\$4,680	\$5,580
14	Southwestern	\$87.00	\$1,305.00	\$87.00	\$1,305.00	\$87.00	\$1,305.00	\$261.00	\$3,915.00	-	\$474.00	-	\$26/credit incidental fee; \$28/course registration fee (used 3 courses).	\$5,337	\$5,337	\$5,337
15	Tillamook Bay	\$93.00	\$1,395.00	\$93.00	\$1,395.00	\$113.00	\$1,695.00	\$113.00	\$1,695.00	\$75.00	\$90.00	-	\$5/credit technology fee. \$2/credit student services fee; and a \$4/credit course fee	\$4,680	\$4,680	\$5,580
16	Treasure Valley	\$94.00	\$1,410.00	\$94.00	\$1,410.00	\$104.00	\$1,560.00	\$200.00	\$3,000.00	\$0.00	\$285.00	-	18-20 cr. hr. window. \$14/credit universal fee; and a \$5/credit Student activity fee.	\$5,085	\$5,085	\$5,535
17	Umpqua	\$85.00	\$1,275.00	\$85.00	\$1,275.00	\$201.00	\$3,015.00	\$201.00	\$3,015.00	\$97.50	\$85.00	\$0.00	\$6.50/credit technology fee. \$25/term registration fee; and a \$4/credit Student Activity fee.	\$4,373	\$4,373	\$9,593
	Statewide Average	\$90.78	\$1,361.74	\$92.61	\$1,389.09	\$194.02	\$2,910.26	\$235.08	\$3,526.15	\$58.01	\$126.76	\$8.53		\$4,640	\$4,722	\$9,285

* Out of State Tuition applies only to non-border states.

** Out of State Tuition and fees - annualized is calculated with a student paying the out-of-state tuition rate for three terms.

Oregon Community College Update

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- President Green

Ann Hovey and President Green attended the Oregon Community College Association workshop in late August that focused on governance and student success. Thank you to the Board members that completed the survey. The highlights, learnings and implications will be shared at the Board meeting.

In July and August community colleges were active in tracking and giving input to multiple committees and task forces. A few of the issues affecting community colleges include the Accelerated Learning subcommittee of Oregon Education Investment Board (OEIB) that is recommending a consistent floor and ceiling for payment from HS to college as well as a set of courses. Another is the Task Force on the integration of Community Colleges and Workforce Development (CCWD) into the Higher Education Coordinating Commission (HECC). Another issue is the funding for community colleges at 519 million that has been approved by the HECC. At this level TBCC will have a gap in funding if tuition was not increased.

The Oregon Community Colleges presidents met this summer and continued the conversation on metrics to be used for performance/outcome in the community college funding formula. The metrics agreed to were:

- * Students Accumulating 15cr
- * Students Accumulating 30 cr
- * Students Accumulating 45 cr
- * Dual Credit - High School
- * Associate Degree Completion
- * Certificate Completion
- * Job Placements
- * Remedial & Developmental Success
- * Transfers Out with 15 cr hrs
- * Workforce Training (Contact Hours)
- * Enrollment distribution and weight

President Green will share more at the Board meeting.

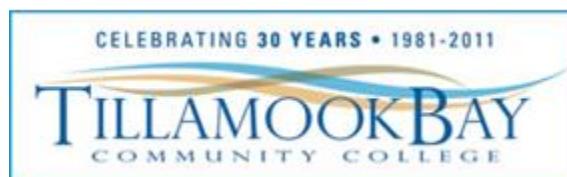
Financial Report

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

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

Reports for the month of July are included for your information. Comptroller/Budget Officer Williams will be prepared to present the financial reports and address questions.



Agenda Item 6.B. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended July 2014

8.33% 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		\$ 1,045,039			\$ 2,608,001			\$ 13,231			\$ 47,118	
Beginning Fund Balance	\$ 668,698	\$ 785,624	117.49%	\$ 2,550,075	\$ 3,021,384	118.48%	\$ 6,500	\$ 10,571	162.63%	\$ 60,000	\$ 76,153	126.92%
Resources												
State Aid	\$ 985,893	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 72,000	\$ -	0.00%	\$ 2,649,954	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,333,172	\$ 82,058	6.16%	\$ 6,000	\$ -	0.00%	\$ 6,000	\$ 2,755	45.92%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,136,822	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ 502,584	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 4,000	\$ 80	2.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 250,000	\$ 386	0.15%
Interest	\$ 5,500	\$ 537	9.76%	\$ 11,000	\$ 1,071	9.74%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Rental	\$ 10,000	\$ 245	2.45%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 7,000	\$ 26	0.37%	\$ 1,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 1,000	\$ -	0.00%
Transfers	\$ 392,729	\$ 1,620	0.41%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total Revenues	\$ 3,947,116	\$ 84,566	2.14%	\$ 3,170,538	\$ 1,071	0.03%	\$ 6,000	\$ 2,755	45.92%	\$ 251,000	\$ 386	0.15%
Expenditures												
Salaries and Wages	\$ 2,729,546	\$ 176,443	6.46%	\$ 618,267	\$ 37,277	6.03%	\$ 4,000	\$ 2,121	53.02%	\$ 48,916	\$ 3,965	8.11%
Operating Expenditures	\$ 857,855	\$ 117,227	13.67%	\$ 1,611,276	\$ 105,091	6.52%	\$ 3,150	\$ 258	8.18%	\$ 208,050	\$ (224)	-0.11%
Capital Outlay	\$ 28,000	\$ -	0.00%	\$ 20,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 278,000	\$ 9,976	3.59%	\$ 390,295	\$ 1,324	0.34%	\$ 161	\$ -	0.00%	\$ 1,973	\$ 164	8.31%
Other budgetary accounts (Note 1)	\$ 50,000	\$ -	0.00%	\$ 3,069,198	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 20,000	\$ -	0.00%
Total expenditures	\$ 3,943,401	\$ 303,646	7.70%	\$ 5,709,036	\$ 143,692	2.52%	\$ 7,311	\$ 2,379	32.54%	\$ 278,939	\$ 3,905	1.40%
Ending Fund Balance	\$ 672,413	\$ 566,544		\$ 11,577	\$ 2,878,763		\$ 5,189	\$ 10,947		\$ 32,061	\$ 72,634	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 196,353			\$ 239,385			\$ -			\$ -	
Inventories		\$ 2,468			\$ -			\$ -			\$ 38,837	
NET EFFECT ON CASH		\$ (198,821)			\$ (239,385)			\$ -			\$ (38,837)	
Liabilities												
Accounts Payable		\$ 81,921			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 80,830			\$ -			\$ -			\$ -	
Payroll		\$ 135,580			\$ -			\$ -			\$ 9,802	
NET EFFECT ON CASH		\$ 298,331			\$ -			\$ -			\$ 9,802	
NET ADJUSTMENTS		\$ 99,510			\$ (239,385)			\$ -			\$ (29,035)	
ENDING CASH BALANCE		\$ 666,054			\$ 2,639,378			\$ 10,947			\$ 43,599	

Agenda Item 6.B. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended July 2014

8.33% 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		\$ 19,244			\$ 5,966			\$ 46,335			\$ 766,260	
Beginning Fund Balance	\$ 16,500	\$ 21,764	131.90%	\$ 5,000	\$ 5,966	119.32%	\$ 38,000	\$ 55,592	146.29%	\$ 773,000	\$ 766,260	99.13%
Resources												
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 11,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 500	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Local Taxes	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 673,237	\$ -	0.00%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ -	\$ -	0.00%	\$ 28,000	\$ 94	0.34%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Interest	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 1,005	\$ 29	2.89%	\$ 3,500	\$ 356	10.17%
Rental	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 120,000	\$ 9,536	7.95%	\$ -	\$ -	0.00%
Total Revenues	\$ 11,500	\$ -	0.00%	\$ 28,000	\$ 94	0.34%	\$ 794,242	\$ 9,565	1.20%	\$ 3,500	\$ 356	10.17%
Expenditures												
Salaries and Wages	\$ 6,316	\$ 2,418	38.28%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 8,220	\$ 76	0.92%	\$ 30,375	\$ -	0.00%	\$ 1,600	\$ 1,600	100.00%	\$ 776,500	\$ 1,404	0.18%
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 823,364	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 300	\$ 132	44.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 1)	\$ -	\$ -	0.00%	\$ 1,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 14,836	\$ 2,626	17.70%	\$ 31,375	\$ -	0.00%	\$ 824,964	\$ 1,600	0.19%	\$ 776,500	\$ 1,404	0.18%
Ending Fund Balance	\$ 13,164	\$ 19,138		\$ 1,625	\$ 6,060		\$ 7,278	\$ 63,557		\$ -	\$ 765,212	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ -			\$ -			\$ 55,076			\$ -	
Inventories		\$ -			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -			\$ (55,076)			\$ -	
Liabilities												
Accounts Payable		\$ -			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ -			\$ -			\$ 51,632			\$ -	
Payroll		\$ -			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -			\$ 51,632			\$ -	
NET ADJUSTMENTS		\$ -			\$ -			\$ (3,444)			\$ -	
ENDING CASH BALANCE		\$ 19,138			\$ 6,060			\$ 60,113			\$ 765,212	

Agenda Item 6.B. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended July 2014

8.33% of Budget Period Expended

	Agency Fund			Financial Aid Fund		
	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 1,860			\$ 105,506	
Beginning Fund Balance	\$ 525	\$ 1,860	354.29%	\$ 100,744	\$ 105,506	104.73%
Resources						
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ -	\$ -	0.00%	\$ 2,305,000	\$ 127,502	5.53%
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	\$ 9,200	\$ -	0.00%	\$ 100,000	\$ 250	0.25%
Transfers	\$ 8,000	\$ 440	5.50%	\$ 150,000	\$ -	0.00%
Total Revenues	\$ 17,200	\$ 440	2.56%	\$ 2,555,000	\$ 127,752	5.00%
Expenditures						
Salaries and Wages	\$ 5,580	\$ -	0.00%	\$ 61,744	\$ 64	0.00%
Operating Expenditures	\$ 11,625	\$ 194	1.67%	\$ 2,594,000	\$ 130,004	5.01%
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	\$ 17,205	\$ 194	1.13%	\$ 2,655,744	\$ 130,068	4.90%
Ending Fund Balance	\$ 520	\$ 2,106		\$ -	\$ 103,190	
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		\$ 2,106			\$ 103,190	

\$ 4,315,797

Agenda Item 6.B. Attachment #1
Tillamook Bay Community College
Unaudited Summary Financial Information
General Fund
Fiscal Year-to-Date Ended July 2014
8.33% of fiscal year elapsed

	FY 2013-2014			FY 2014-2015		
	Annual Budget	07/31/13 Actual	Percentage of Budget	Annual Budget	07/31/14 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	\$ 539,247	\$ 810,241.81	150.25%	\$ 668,698	\$ 785,624.16	117.49%
State	\$ 895,000	\$ -	0.00%	\$ 985,893	\$ -	0.00%
Property Taxes	\$ 1,103,711	\$ -	0.00%	\$ 1,136,822	\$ -	0.00%
Local Contract	\$ 37,500	\$ -	0.00%	\$ 72,000	\$ -	0.00%
Tuition	\$ 1,165,000	\$ 94,168.00	8.08%	\$ 1,137,472	\$ 70,093.00	6.16%
Fees	\$ 190,000	\$ 15,151.00	7.97%	\$ 195,700	\$ 11,965.00	6.11%
Sale of Goods	\$ 4,000	\$ 580.00	14.50%	\$ 4,000	\$ 80.00	2.00%
Interest	\$ 5,000	\$ 297.04	5.94%	\$ 5,500	\$ 536.53	9.76%
Rental	\$ 7,000	\$ 1,570.00	22.43%	\$ 10,000	\$ 245.00	2.45%
Miscellaneous	\$ 7,000	\$ 4.25	0.06%	\$ 7,000	\$ 25.65	0.37%
Transfers	\$ 460,402	\$ 1,240.20	0.27%	\$ 392,729	\$ 1,620.00	0.41%
Total resources	\$ 4,413,860	\$ 923,252.30	20.92%	\$ 4,615,814	\$ 870,189.34	18.85%
Expenditures						
Instruction	\$ 1,478,801	\$ 61,347.44	4.15%	\$ 1,465,445	\$ 74,371.61	5.08%
Instructional Support	\$ 487,119	\$ 28,370.76	5.82%	\$ 438,015	\$ 28,458.54	6.50%
Student Services	\$ 377,772	\$ 24,437.74	6.47%	\$ 395,901	\$ 36,838.94	9.31%
College Support	\$ 1,016,215	\$ 104,992.82	10.33%	\$ 1,036,847	\$ 123,012.67	11.86%
Plant Operation	\$ 280,011	\$ 30,654.35	10.95%	\$ 279,193	\$ 30,988.34	11.10%
Transfers	\$ 219,112	\$ 9,652.16	4.41%	\$ 278,000	\$ 9,975.80	3.59%
Contingency	\$ 50,000	\$ -	0.00%	\$ 53,715	\$ -	0.00%
Total expenditures	\$ 3,909,030	\$ 259,455.27	6.64%	\$ 3,947,116	\$ 303,645.90	7.69%
Ending fund balance	\$ 504,830	\$ 663,797.03	131.49%	\$ 668,698	\$ 566,543.44	84.72%

Agenda Item 6.B. Attachment #2
Tillamook Bay Community College
Unaudited Summary Financial Information (Modified Accrual Basis)
Fiscal Year-to-Date Ended July 2014

	Fund No.	Beginning Fund Balance	2014-2015 Revenue	2014-2015 Expenditures	Ending Fund Balance	2014-2015 Spendable Budget	2013-2014 Prior Year Expenditures 7/31/2013
Adult Basic Education	210	\$ -	\$ -	\$ 3,786.52	\$ (3,786.52)	\$ 75,498	\$ 6,249.60
Tutor Grant	211	\$ -	\$ -	\$ -	\$ -	\$ 14,471	\$ -
Sprint Yellow Pages Literacy Grant	215	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 443.06
United Way Literacy Grant	216	\$ 4,183.89	\$ -	\$ 154.30	\$ 4,029.59	\$ 4,200	\$ -
Learning Standards Grant	219	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Title III Grant	220	\$ -	\$ -	\$ 16,803.02	\$ (16,803.02)	\$ 750,000	\$ -
DQP Grant	221	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lumina Core to College Grant	222	\$ (1,107.52)	\$ -	\$ 1,305.55	\$ (2,413.07)	\$ 15,000	\$ -
CASE Grant	223	\$ 3,844.48	\$ -	\$ 10,001.13	\$ (6,156.65)	\$ 56,447	\$ 13,040.53
Pathways Grant	225	\$ -	\$ -	\$ -	\$ -	\$ 47,375	\$ -
Industrial Maintenance Tech	226	\$ 30,267.14	\$ -	\$ 3,887.98	\$ 26,379.16	\$ 81,475	\$ 3,499.90
SESP Oregon Green Tech Certificate	228	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SBDC Federal Grant	230	\$ -	\$ -	\$ 3,915.12	\$ (3,915.12)	\$ 31,150	\$ 2,516.76
SBDC State Grant	231	\$ -	\$ -	\$ 1,481.63	\$ (1,481.63)	\$ 29,804	\$ 1,598.29
SBDC Program Income	232	\$ 24,571.02	\$ -	\$ -	\$ 24,571.02	\$ 6,423	\$ 8,604.23
SBDC - EDC Fund	235	\$ 27.53	\$ -	\$ 8,865.20	\$ (8,837.67)	\$ 110,209	\$ -
EDC TLT Fund	237	\$ -	\$ -	\$ 47,272.20	\$ (47,272.20)	\$ 1,020,000	\$ -
TEC Vocational Education Grant	240	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ -
Student Assistance	250	\$ 1,560.39	\$ -	\$ -	\$ 1,560.39	\$ 1,600	\$ -
Work Keys Mini Grant	251	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Juan Young TBCC Library	252	\$ 5,000.00	\$ -	\$ -	\$ 5,000.00	\$ -	\$ -
Connect2Complete	253	\$ 9,863.59	\$ -	\$ -	\$ 9,863.59	\$ -	\$ -
Bay City Rental	260	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
FOE Implementation Grant	274	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lumina Credit When It's Due Grant	275	\$ 4,098.82	\$ -	\$ -	\$ 4,098.82	\$ -	\$ -
Oregon Accelerated College Credit Program	276	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Oregon Dev Ed Redesign Grant	277	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Depreciation & Maintenance Fund	290	\$ 1,036,785.92	\$ 476.33	\$ -	\$ 1,037,262.25	\$ 40,000	\$ -
Timber Tax Reserve Fund	291	\$ 593,623.71	\$ -	\$ -	\$ 593,623.71	\$ 232,989	\$ -
Strategic Investment Fund	295	\$ 1,294,964.23	\$ 594.95	\$ -	\$ 1,295,559.18	\$ 44,925	\$ -
State IGA Fund	296	\$ 13,700.82	\$ -	\$ 46,218.98	\$ (32,518.16)	\$ 420,000	\$ 5,000.00
Tillamook County Cultural Coalition	299	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Special Fund		\$ 3,021,384.02	\$ 1,071.28	\$ 143,691.63	\$ 2,878,763.67	\$ 3,021,566	\$ 40,952.37

Schedule of Special Fund borrowing from General Fund

	Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 7/31/2014
Total of Grants that borrow from the General Fund	\$ (90,665.88)	\$ 155,779.32	\$ -	\$ (246,445.20)
Total of Grants that are not borrowing from the General Fund	\$ 2,969,429.55	\$ 83,605.53	\$ -	\$ 2,885,824.02
Total Special Fund	\$ 2,878,763.67	\$ 239,384.85	\$ -	\$ 2,639,378.82

	Fund No.	Beginning Fund Balance	2014-2015 Revenue	2014-2015 Expenditures	Ending Fund Balance	2014-2015 Spendable Budget	2013-2014 Prior Year Expenditures
Community Education	310	\$ 10,610.45	\$ 295.00	\$ 208.18	\$ 10,697.27	\$ 7,311	\$ 329.74
Driver Education Program	311	\$ (39.00)	\$ 2,460.00	\$ 2,170.46	\$ 250.54	\$ -	\$ -
Bookstore	320	\$ 76,152.69	\$ 386.20	\$ 3,905.14	\$ 72,633.75	\$ 278,939	\$ 3,856.22
Customized Training Projects	330	\$ 21,764.28	\$ -	\$ 2,626.31	\$ 19,137.97	\$ 14,836	\$ 290.84
Culinary & Hospitality Program	340	\$ 5,966.32	\$ 93.75	\$ -	\$ 6,060.07	\$ 15,375	\$ -
Culinary Catering	341	\$ -	\$ -	\$ -	\$ -	\$ 16,000	\$ -
Total Enterprise Fund		\$ 114,454.74	\$ 3,234.95	\$ 8,910.09	\$ 108,779.60	\$ 332,461	\$ 4,476.80
PERS Pension Bond Fund	410	\$ 4,753.64	\$ 9,536.55	\$ 1,600.00	\$ 12,690.19	\$ 120,227	\$ 1,600.00
General Obligation Bond Fund	420	\$ 50,838.50	\$ 28.23	\$ -	\$ 50,866.73	\$ 704,737	\$ -
Total Debt Service Fund		\$ 55,592.14	\$ 9,564.78	\$ 1,600.00	\$ 63,556.92	\$ 824,964	\$ 1,600.00
Campus Construction Fund - GO Bonds	520	\$ 766,259.83	\$ 355.62	\$ 1,403.76	\$ 765,211.69	\$ 776,500	\$ 159,667.94
Total Capital Projects Fund		\$ 766,259.83	\$ 355.62	\$ 1,403.76	\$ 765,211.69	\$ 776,500	\$ 159,667.94
Associated Students of TBCC	710	\$ 388.22	\$ 439.80	\$ 193.65	\$ 634.37	\$ 9,680	\$ 197.84
Phi Theta Kappa Honorary Society Fund	720	\$ 1,471.79	\$ -	\$ -	\$ 1,471.79	\$ 7,525	\$ -
Total Agency Fund		\$ 1,860.01	\$ 439.80	\$ 193.65	\$ 2,106.16	\$ 17,205	\$ 197.84
PELL Grant	801	\$ -	\$ 66,031.00	\$ 66,031.00	\$ -	\$ 1,100,000	\$ 82,148.00
Supplemental Education Opportunity Grant	802	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
SEOG ACA	803	\$ 495.00	\$ -	\$ -	\$ 495.00	\$ -	\$ -
PELL ACA	809	\$ 1,340.00	\$ -	\$ -	\$ 1,340.00	\$ -	\$ -
Direct Loans	810	\$ -	\$ 61,471.00	\$ 61,471.00	\$ -	\$ 1,000,000	\$ 71,969.00
FWS ACA	818	\$ 450.60	\$ -	\$ -	\$ 450.60	\$ -	\$ -
Federal Work Study	819	\$ -	\$ -	\$ 823.16	\$ (823.16)	\$ 15,000	\$ -
Oregon Opportunity Grant	821	\$ (407.00)	\$ -	\$ -	\$ (407.00)	\$ 150,000	\$ -
Chafee Grant	822	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ -
Tuition Waivers	831	\$ 5,890.50	\$ -	\$ 279.00	\$ 5,611.50	\$ 30,000	\$ 1,450.00
Board Scholarships	832	\$ 68,644.32	\$ -	\$ -	\$ 68,644.32	\$ 170,000	\$ -
Institutional Work Study	833	\$ 21,743.66	\$ -	\$ -	\$ 21,743.66	\$ 21,744	\$ -
Foundation Scholarships	834	\$ -	\$ -	\$ 744.00	\$ (744.00)	\$ 50,000	\$ 1,000.00
Student Employees	835	\$ 3,118.75	\$ -	\$ 64.02	\$ 3,054.73	\$ 25,000	\$ -
Non-Institutional Scholarships	840	\$ 4,230.64	\$ 250.00	\$ 656.25	\$ 3,824.39	\$ 54,000	\$ 346.75
Total Financial Aid Fund		\$ 105,506.47	\$ 127,752.00	\$ 130,068.43	\$ 103,190.04	\$ 2,655,744	\$ 156,913.75

Economic Development and Tourism Update

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- President Green

Over the summer there has been ongoing traction in the launching of "Visit the Tillamook Coast." The Tourism Advisory Committee has been active in reviewing the work on asset mapping and branding. The asset mapping and branding reports are complete and can be viewed at <http://www.edctc.com/about-us/tac/>

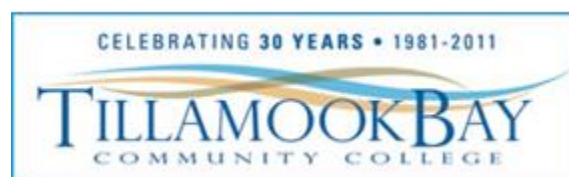
The website for "Visit Tillamook Coast" was also launched at the end of August and a Facebook page has been created.

<http://tillamookcoast.com/>

<https://www.facebook.com/tillamookcoast>

The interviews for the Tourism Director will be the week of September 8th.

Dan Biggs the Director for Economic Development Council resigned as of December 31, 2014.



Policy Review

RECOMMENDATION

INFORMATION AND REVIEW

BACKGROUND INFORMATION----- President Green

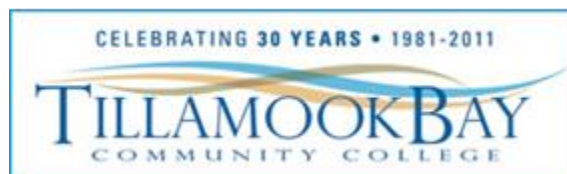
The Board has requested that each quarter of 2014-2015 there is a review of a section of policy. The first review is Board Policy section 100. The Board will review the policies in this section and suggest where updates might be needed that will be discussed at future meetings fall term.

BOARD

- 100 Board Procedures
- 101 Board Meetings
- 102 Policies and Procedures
- 103 Board Community Relations
- 104 Board Action on Legislative Issues
- 105 Board Conflict of Interest
- 106 Board Contract Review Board
- 107 Board Public Records Requests
- 108 Debt Management
- 109 College Advancement and Foundation

The link to the policies is:

http://www.tbcc.cc.or.us/images/documents/Policy_Manual_2013_2014.pdf



Strategic Planning and Accreditation

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION -----Chief Academic Officer Hovey

The TBCC Year I Accreditation Report was submitted to NWCCU on Wednesday, August 27, in fulfillment of the first year requirements of the seven-year cycle of accreditation. Attached is a copy for your information and review.





TBCC Year 1 Accreditation Report

Tillamook Bay Community College

Submitted September 2, 2014

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Institutional Overview

Tillamook Bay Community College has been serving its community and providing educational opportunities to the region for more than thirty years. The College serves the area of Tillamook County, which is situated on the Northwest Oregon coast, and received its charter in 1980. Until fall 2013, the college contracted for accreditation through Portland Community College (PCC). However, due to the disparity in service area demographics between the metropolitan area of Portland and the rural, largely agricultural area of Tillamook County and a desire to better serve the unique needs of the region, in 2003 the decision was made to pursue independent accreditation. The college submitted its Application for Consideration to the Northwest Commission on Colleges and Universities (NWCCU) in 2006 and completed its first Self Study Report in fall 2008, with its initial candidacy visit taking place in October of the same year. In January 2009 the college became a Candidate for Accreditation. Subsequent to the period of intensive self-study and reflection in preparation for the Comprehensive Interim Candidacy for Evaluation visits in 2010 and 2011, the college prepared for its Initial Accreditation Evaluation, scheduled in fall 2013. In January 2014 Tillamook Bay Community College was approved for accreditation as an independent college by NWCCU.

TBCC is governed by a seven member locally elected Board of Education which meets on a monthly basis. Its current president is Dr. Connie Green who has served in this capacity since 2011. The college's Leadership Team, comprised of the Chief Academic Officer; Director of Student Services; the Comptroller/Budget Manager, the Director of Facilities, Safety and Human Resources, the Director of Information Technology; the Title III Project Director; the Director of Development and College Advancement; the Faculty Senate President; and the College President, meets twice monthly or more often as needed to discuss complex college issues, options, and directions. Its charge is to coordinate College committee issues, review and recommend budget priorities, collaborate on data needs for improved data-based decision-making, coordinate College committees and to listen to staff issues and identify institutional challenges that may need to be addressed. As needed, college stakeholders are invited to meetings to provide added clarity.

College leadership groups are guided in their decision-making by the Strategic Framework. This framework combines the Academic Master Plan, the Enrollment Management Plan, Technology Plan, and the Master Facilities Plan. This Strategic Framework has congruence with the President's Strategic Blueprint, formulated in 2012. The four major plans focus on the years 2012-15 and are scheduled to be reviewed during the academic year 2014-15 to provide guidance for college operations over the 2015-20 period.

TBCC serves the area of Tillamook County on the northwest coast of Oregon, with a total population of 25,375 in 2013 (PSU Population Research Center). While the majority of the county population resides in unincorporated areas, the college is located in the County Seat city of Tillamook, which has a total 2013 population of 4,885, and is situated at the southeast end of Tillamook Bay on the Pacific Ocean. The city is in a relatively remote area, located 74 miles west of Portland, Oregon, with the Coast Mountain Range lying between. There are six other incorporated cities in the county.

Tillamook County's population is nearly evenly split in gender, with 50.4% of its population represented by males, and 49.6% female (US Census). While this mirrors the average for the state of Oregon, Tillamook County actually differs significantly in other characteristics from the rest of the state, on average. The county has a low population density of 23 persons per square mile, compared to the average of 40 for the rest of the state. Seventeen percent of its population is below the poverty level, with per capita and median household income levels below the state average. While 88% of its population over the age of 25 are high school graduates, only 20% possess a bachelor's degree, compared to the state average of 30%. In terms of ethnic representation, 85.5% of the population identify themselves as White alone. Hispanic and Latino representation is the largest minority, represented by 10% of the population (US Census). The percentage of Hispanic and Latino population below the poverty level was 40% in 2009, compared to 13% of White non-Hispanic residents (retrieved from city-data.com, August 21, 2014). Primary employment opportunities in the County are evenly distributed between education, health and social services, retail trade, and manufacturing. However agriculture, forestry, fishing and hunting are significant occupational sources as well, with the dairy industry being a large influence.

As the higher education lifeline to the region, TBCC enrolled approximately 2,079 students with a full-time equivalency of approximately 497 students in the 2013-14 academic year. This was a slight decline from the previous year. Forty-four percent of annual FTE are earned in Lower Division coursework, with 18% in Career and Technical Education (preparatory and supplemental), and 19% in Developmental Education (ABE, ESOL, GED, and Postsecondary Remedial). Subsequent to achieving independent accreditation, the College offers 12 degree programs and 15 certificates along with skills development and community/continuing education programs for 2013-14. Strong partnerships have also been developed with Oregon State University and other four-year institutions in the state, providing students with transfer and articulation options that enhance the opportunity for them to achieve their goals.

Institutional Changes since Last Report

Since the completion of the college's self-study in fall 2013 in preparation for the Accreditation Evaluation visit, there have been a number of changes at TBCC. The college was awarded a Title III grant, effective October 2013 for a period of five years, from the Department of Education under the Strengthening Institutions Program. This grant will enable TBCC to increase opportunities for faculty professional development, expand and support online opportunities, enhance efficiency through business process improvement, and increase resource development capacity. To assist the college in achievement of grant goals and objectives, a full-time Title III Project Director was hired. Also under the auspices of the grant, the Director of Development and College Advancement position was filled. Both of these individuals bring a wealth of experience and superb qualifications to the college, rounding out the leadership team.

In addition to the resources provided by the Title III grant, the college received an Americorps Connect2Complete grant that provides for the College's current students to provide mentorship and assistance for developmental education students. The goal is for first and second year College students to provide inspiration, confidence and guidance to assist them in meeting their educational goals.

Also in the 2013-14 year, the college launched a national search to hire a full-time Chief Academic Officer (CAO), a position which had been vacant since December and had been occupied on a part-time interim basis by a long-term veteran of Oregon Community Colleges. On June 1 the new, permanent Chief Academic Officer began her tenure with TBCC.

In June 2014, and subsequent to the college receipt of notification of its accreditation as an independent college by NWCCU, the college was proud to host commencement exercises for its first graduating class. On June 13, 2014 the college celebrated with students, their families, and the TBCC community the achievement of graduating students' educational goals, awarding 47 Associate's degrees and 7 CTE certificates. This was a significant milestone in the history of the college which also validated its service to the community and its commitment to contributing to positive change in the lives of Tillamook County residents and to the economic success of its service area.

During the past year the College collaborated with industry and educational partners to design an Agricultural and Natural Resources degree, which was approved for offering the fall quarter of 2014. This is the first degree the college has designed as an independent college. It is directly reflective of the needs and occupational demands of the region the College serves. The College Board of Education also approved the blending of the College's Business and Accounting degrees into one degree: the Business Administration AAS degree with focus areas of Management and Accounting.

Response to Previous Recommendation

As a result of the NWCCU Comprehensive Evaluation Visit that took place in fall 2013, and as stated in the NWCCU letter of accreditation affirmation dated January 23, 2014, the Commission requested that TBCC respond to Recommendation 1 based on the recommendation of the peer evaluators of the College Comprehensive Self-Evaluation Report.

Recommendation 1

The College has improved its capacity for gathering data and conducting meaningful analysis to improve alignment with indicators, objectives, core themes, and mission fulfillment. The evaluation committee recommends that the college continue to refine its planning model to integrate strategic enrollment planning, academic planning, technology planning, and facilities planning within the College Strategic Framework so that subsequent planning, assessment, and improvement activities are meaningfully developed over the seven-year cycle (Standard 3.A.1 and 3.A.3).

Response to Recommendation:

The College response to this recommendation began with a period of self-reflection and examination of factors which might inhibit the integration recommended by the peer evaluation committee. While the Academic Master Plan represented commendable work by the college community, it resulted in the formulation of more than 80 specific action items which, because of their specificity, made integration difficult. Several of the College committees voiced the concern that the narrow focus of these numerous objectives made it difficult to set broad goals for their actions in support of the Academic Master Plan and for the development of meaningful action plans. This observation assisted the College community as it undertook planning sessions for the coming year and discussions aimed toward updating the College Strategic Framework.

Stemming from its dedication to continuous improvement and evidence-based decision-making, the College began preliminary discussions for revisiting its Mission, Vision, Core Themes and Values in February of 2014, as a precursor to a planning period that would span the coming year. The planning period of February 2014 through December 2014 will culminate in the update of the College Strategic Framework 2013-15 and the associated Academic Master Plan, Enrollment Management Plan, Technology Plan, and Master Facilities Plan. TBCC Core Themes are the foundation of the College Strategic Framework; thus the development of new strategic plans necessarily begins with this re-visioning process.

An all-day April 2014 in-service seminar had as its focus this re-visioning process. College members began their deliberations with the ideals of the College being perceived as a small and

personal learning environment that creates a strong legacy in terms of student experience and achievement. Several brain-storming and discussion sessions during the April in-service led to the identification of key descriptors and ethics that the College community would use as guiding principles for the growth and visioning of the college in the beginning re-draft of College mission, values, and core themes.

In follow-up to the April in-service, the College Council began to refine the College mission statement, values and core themes. This work has continued over the summer. During July the drafted mission, vision, core themes and values were tested in a series of meetings with community members. Information gathered from community members was then used to refine the proposal for the final draft that will be used to frame further strategic discussions in September.

In June the President distributed a summer planning agenda to members of the College Council and Leadership Team which outlined broader education reform initiatives and legislative topics at both the national and state levels and illustrated how they might connect to the current work at TBCC. These topics, in addition to Student Success initiatives in place at TBCC, were also presented as a suggested framework for strategic discussions and goal-setting during summer meetings of the College Leadership Team. An all-day Leadership Retreat was held on July 7. During this meeting team members discussed the College Strategic Framework, generally recognized high impact practices, the Achieving the Dream Compact, and the Title III grant and its initiatives, which support the College's Strategic Framework.

As an outcome of this retreat, the College Leadership Team produced tentative strategic goals for the College Council and staff to consider at the September in-service. These are meant to guide the development of the new Strategic Framework 2016-20 and to support the final year of the current College Strategic Framework, to assure continuous improvement in fulfillment of the associated plans.

The expectation set forth in the President's summer planning agenda is that the College Board of Education and the College Council will consider the proposed mission, vision, core themes and strategic goals during the months of September and October, beginning with the September Board of Education meeting. A college-wide review will take place at the two-day in-service seminar scheduled for September 18-19. In the four weeks following the in-service meetings, all College committees will have their first meeting of the academic year. During these meetings they will offer input to the proposed strategic goals and framework, which will then guide the formulation of the College's Strategic Framework and associated plans for the coming five years. It is expected that the Board of Education will give final approval to the proposal in November.

As the College begins the new academic year, College committees and personnel will deliberate on further refinements to the planning model. The expectation is that the identification of broad, over-arching strategic goals will assist committees and the community in identifying action items to support these broader goals, resulting in a closer integration of the College Strategic Framework with the planning process.

Executive Summary of Eligibility Requirements 2 and 3

Tillamook Bay Community College (TBCC) is authorized to operate and award degrees as a higher education institution by the Oregon State Board of Education. On August 17, 1980, the Oregon State Board of Education the Tillamook Bay Community College Area Education District a charter that became effective on April 24, 1981. As one of Oregon's seventeen comprehensive community colleges, it operates within the State of Oregon Revised Statutes, Chapter 341, Community Colleges, which provides a framework for its operations.

As an integral part of its community, TBCC contracted for credit instruction through a service agreement with Portland Community College for more than thirty years. The College was granted initial accreditation at the Associate level by the Northwest Commission on Colleges and Universities during its January 8-9, 2014 meeting, with an effective date of September 1, 2013. TBCC provides its community with a comprehensive set of offerings including Associate degrees, Career and Technical Education certificates, and developmental, continuing and community education courses.

The College's mission states **"Tillamook Bay Community College provides access to quality education in response to the needs of our community."** This mission focuses the college and its community on the primary purpose of the College, which is serving the educational interest of its students. The College's Core Themes emphasize student progress, completion, and achievement in the areas of Collegiate and General Education, Workforce development, Remedial Education, and Community Enrichment, and are appropriate to a comprehensive community college. TBCC's mission and core themes are clearly defined, adopted by TBCC's Board of Education, and appropriate to a degree-granting institution of higher learning. The College's purpose is to serve the educational interests of its students and the educational needs of its community, and its principal programs lead to recognized degrees in general studies, transfer, and career and technical fields. The TBCC Board of Education establishes annual Budget Development Guidelines that focus clearly on support for educational programs and courses. For the 2013-14 year, the total budget of the College was \$4,612,099 (budgeted amount). The College dedicates the entirety of its gross income to supporting its education mission and core themes.

Standard 1: Mission, Core Themes, and Expectations

Standard 1A: Mission

Adopted in 1997 by the TBCC Board of Education after a series of meetings that solicited input from members of the college community, and after continuous reaffirmation through periodic review, the college's current mission statement is:

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

The Northwest Commission on Colleges and Universities commended "TBCC faculty, staff, administration and Board of Education members for living the mission of the college" both in its 2008 "Comprehensive Evaluation Committee Report for Initial Candidacy" and again in Spring 2014 when it affirmed the college's accreditation as an independent college. The college mission has clearly been internalized by its community and is published in the college catalog and on its website, as well as in a wide variety of documents and publications. It articulates a purpose appropriate for an institution of higher learning, gives direction to college efforts, derives from and is generally understood by the college community.

The current mission statement is further clarified by the college's vision statement, which states:

"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."

The vision statement portrays the college in a state of mission fulfillment, and assists college community members in visualizing the self-actualization of the college.

The mission statement expresses TBCC's purpose, with the college defining mission fulfillment in the context of its purpose, characteristics and expectations. Within this framework, mission fulfillment has been defined through measurement of five areas of accomplishment: (1) Progress, (2) Completion, (3) Achievement, and ensuring and providing (4) Access and (5) Equity. The areas Progress, Completion and Achievement are measured by the levels of accomplishment of statements of objectives assigned to each of the current four Core Themes. Access and Equity address broad fulfillment of the mission that are not specific to a single Core Theme but relate to overall levels of service and operation of the college as a whole, and are measured by a combination of qualitative objectives and total performance measures. The

table presented below (Table 1.1) delineates the indicators used to measure the five areas of accomplishment, which are then used in a composite manner to evaluate mission fulfillment.

Table 1.1 – Examples of Mission Fulfillment Measure Categories by Areas

Mission: “Tillamook Bay Community College provides access to quality education in response to the needs of our community.”				
Progress Indicators	Completion Indicators	Achievement Indicators	Access Indicators	Equity Indicators
<ul style="list-style-type: none"> • Credit accumulation (15 and 30 college-level credits in one year) • Persistence (term-to-term and fall-to-fall) • Skill attainment (technical, academic, and adult basic skills) • Non-credit courses offered and non-credit enrollments 	<ul style="list-style-type: none"> • Degree/certificate completion • Transfer (transfer rates, performance after transfer, progress of students) • Successful GED and remedial coursework completion • Regional market participation (community enrichment) 	<ul style="list-style-type: none"> • Course learning outcomes • Program learning outcomes • Institutional learning outcomes • Success in subsequent related coursework 	<ul style="list-style-type: none"> • Students enrolling in TBCC from local high schools • Annual student FTEs (enrollment) • Community events sponsored by TBCC • Students receiving aid (all receiving need-based aid and Pell grant recipients) 	<ul style="list-style-type: none"> • Staff and student demographics relative to service area • Student enrollment by instructional program • Student satisfaction • Part-time/full-time faculty ratio

This mission fulfillment evaluation model provides a direct correlation between the College mission and its Core Themes, through the assignment of indicators to the Statements of Objectives in the areas of Progress, Completion and Achievement for each of the Core Themes. Indicators for Access and Equity measure mission fulfillment on a broader basis. This twin approach to evaluation of mission fulfillment gives the college a more comprehensive means of viewing the college mission and its fulfillment.

Mission fulfillment is evaluated against a college standard of an 80% threshold of accomplishment for each of the five areas. Accomplishment level for each area is computed by evaluating college scores on each indicator in comparison to TBCC’s targets for each indicator. These targets are based on state targets, averages for Oregon community colleges and baselines established by the college. Achievement percentages for each indicator are totaled and then divided by the number of indicators used for each mission fulfillment area.

Table 1.2 – Results of Evaluation of Mission Fulfillment (2011-2014)

	Progress	Completion	Achievement	Access	Equity
2011	91.5	90	97	92.5	93
2012	95	84	97	97	80
2013	91	86	98	93	82.5
2014 (projected – data forthcoming)	89	84	97	92	83

Consistent with the college’s commitment to ongoing reflection and continuous improvement, and in response to its achievement of accreditation as an independent college, members of the college leadership team and community have been actively involved in a re-evaluation of the college mission and core themes over the period of the last year. The new mission is scheduled for review and anticipated approval by the college’s Board of Education at its next meeting on September 9, 2014, shortly after the submission of this report to NWCCU.

As a consequence of this review, the college mission statement is expected to be amended to state:

“Tillamook Bay Community College provides quality education to serve the needs of and create bridges to opportunity for our diverse community.”

While the spirit of the original mission statement is preserved within the proposed mission statement, the amendment acknowledges the diversity of its community and its needs, and affirms the college goal of addressing the full spectrum of these needs through a wide variety of quality educational offerings, including college transfer, CTE, developmental education, and community offerings. It also specifically addresses the desired outcome of this quality education, which is to create a pathway to new opportunities for its community to achieve individual goals.

The College anticipates measuring fulfillment of the proposed mission using the same model that has been presented, for consistency. The same threshold of accomplishment (80%) will be retained, as will the same overall objectives of Progress, Completion, Achievement, Access and Equity. Changes are under consideration, however, to College Core Themes, in alignment with the amended mission statement. The current Core Themes of Collegiate and General Education, Workforce Development, Developmental Education, and Community Enrichment are anticipated to be incorporated into the first proposed Core Theme of Educational Excellence. The addition of two Core Themes is proposed: Economic Success (Core Theme 2) and Leadership, Partnership and Community Engagement (Core Theme 3). The majority of indicators previously used to measure mission fulfillment will be retained, with the addition of new ones to ensure effective evaluation.

Standard 1B: Core Themes

Current Core Theme 1: Collegiate and General Education

Description

The Collegiate and General Education Core Theme focuses on the College's support for students whose educational goals include transfer to four-year universities and colleges for the purpose of obtaining a Bachelor's degree, and/or the attainment of an Associate degree. This covers the breadth of lower division collegiate courses and the Associate of Arts Transfer (AAOT), Associate of Science Transfer in Business (ASOT-Business), Associate of Science, and Associate of General Studies (AGS) degrees as well as the Oregon Transfer Module credential, which represents a subset of the AAOT degree. There is some overlap with the current Core Theme 2 of Workforce Development due to the fact that the AAOT, ASOT Business and AGS degrees permit a combination of lower division collegiate and career technical education courses to satisfy degree requirements. However this core theme also has a strong focus on college credit students.

Objectives and Indicators for Current Core Theme 1

Current Core Theme 1: Collegiate and General Education		
Objective	Indicators	Sources of Data
Progress: Students make consistent and timely progress toward their educational goals/degree.	<ul style="list-style-type: none">• Earning 15 college-level credits in 1 year• Earning 30 college-level credits in 1 year• Term-to-Term Persistence• Fall-to-Fall Persistence	TBCC Student Information System; Oregon Dept. of CCWD.
Completion: Students earn their associate degree in a timely manner or transfer with success.	<ul style="list-style-type: none">• Associate Degree Completion• Transfer Rates• Performance after Transfer• Progress of Transfer Students	TBCC Student Information System; Oregon Dept. of CCWD; Oregon Univ. System.
Achievement: Students achieve expected learning outcomes.	<ul style="list-style-type: none">• Course Learning Outcomes• General Education Learning Outcomes• Institutional Learning Outcomes	TBCC Student Information System; TBCC Learning Outcomes Assessment records.

Objectives for the Collegiate and General Education Core Theme were established in 2009-10 and link directly to evaluation of mission fulfillment through the identification of Progress, Completion, and Achievement objectives, three of the primary mission fulfillment measures. The objectives are appropriately focused on student success in achievement of educational goals, which research has consistently shown is correlated with consistent and timely progress in coursework, completion within a reasonable time frame of the desired degree or transfer to a four-year institution, and achievement of expected learning outcomes.

Rationale for Indicators

Current Core Theme 1 indicators of degree completion, persistence rates, and transfer rates and performance after transfer are some of the original measures of institutional effectiveness used by TBCC. A significant body of research has since established credit accumulation of 15 and 30 college-level credits in one year as a strong determinant of student success, and these measures were adopted in 2008 as Student Success Indicators for Oregon community colleges. In addition to associate degree completion and transfer to OUS, they are also now Achievement Compact Outcome measures for state community colleges. Progress of transfer students is a means of measuring transfer success and is also a Key Performance Measure for Oregon community colleges. The assessment of course, program and institutional learning outcomes assist the college in measuring the effectiveness of instruction and student preparation for subsequent success. When measured together, these indicators provide an effective and generally accepted assessment of the College's success in serving students in the area of Collegiate and General Education.

Core Theme I under Consideration: Educational Excellence

Description

The proposed Core Theme of Educational Excellence incorporates all four of the current Core Themes: Collegiate and General Education, Workforce Development, Developmental Education, and Community Enrichment. As such this Core Theme covers the entirety of the College's educational offerings and is representative of the proposed mission statement of providing quality education to serve the diverse needs of its community. To fulfill this part of the mission and ensure student success in achieving the diversity of individual educational goals, the College strives to provide educational excellence in all educational areas.

Objectives and Indicators under Consideration for Proposed Core Theme 1

Core Theme 1 under Consideration: Educational Excellence		
Proposed Objectives	Proposed Indicators	Potential Data Sources
Progress: Students make consistent and timely progress toward their individual educational goals.	<ul style="list-style-type: none">• Student term-to-term persistence*• Student fall-to-fall persistence*• Student successful completion of 15 college-level credits in one year*• Student successful completion of 30 college-level credits in one year*• Technical Skill Attainment*• Academic Skill Attainment*• Student Retention or Transfer*• Nontraditional Participation*	TBCC Student Information System; TBCC Data System (detailed reports, FTE reports); Oregon Dept. of CCWD; OCCURS Data System; TOPSPro (Tracking of Programs and Students) database.

	<ul style="list-style-type: none"> • Pre- and Post-test CASAS Score Gains* 	
Completion: Students exhibit successful completion of degrees, certificates, and/or licensing/certifications, or transfer with success.	<ul style="list-style-type: none"> • Completion of Basic Skills/ESOL* • Successful GED Applicants* • Successful Completion of Remedial English and Math courses* • Associate Degree Completion* • Career and Technical Degree or Certification Completion* • Licensing/certification Rates* • Student Placement* • Nontraditional Completion* • Transfer Rates* • Performance after Transfer* • Progress of Transfer Students* 	TBCC Student Information System; Oregon Dept. of CCWD; Oregon University System; Oregon Dept. of Education; TBCC Student Information System.
Achievement: Students achieve their educational goals.	<ul style="list-style-type: none"> • Success in Subsequent Related Coursework in Reading/Writing* • Success in Subsequent Related Coursework in Math* • Course Learning Outcomes* • Program and Gen. Ed. Learning Outcomes* • Institutional Learning Outcomes* 	TBCC Student Information System; TBCC Learning Outcome Assessment Records.
Access: College offerings include a broad variety of core subjects, arts and humanities and Career Technical Education.	<ul style="list-style-type: none"> • Breadth in College Course and Program Offerings on Annual and Quarterly Basis 	College Catalog and Quarterly Course Schedules
Equity: The college provides a personal, small and high technology learning community.	<ul style="list-style-type: none"> • Continuous Improvement in Student Perceptions of College as a Personal, Responsive and High Technology Learning Community 	Student Surveys including SENSE and CSSSE

Rationale for Indicators

Asterisked indicators for the proposed Core Theme 1 coincide with indicators of current College Core Themes, the rationale for which are presented in the sections of this report associated with each Current Core Theme. The breadth of college offerings addresses access for all students and the College's ability to serve diverse needs, and can be measured concretely through the review of regular course offerings. Educational excellence is also dependent on the affective dimension of the quality of the learning community provided by the college, and can be directly measured by student perceptions expressed through student surveys.

Current Core Theme 2: Workforce Development

Description

The Workforce Development Core Theme acknowledges the critical role that TBCC performs in the development of a high- and middle-skills proficient workforce in support of the local economy, as well as in the economic future and well-being of its citizens. Workforce development has long been a critical component of the mission of community colleges in general. In recognition of this important role and the College's desire to offer quality education in this area, this Core Theme includes career and technical education credit courses, certificates and Associate of Applied Science degrees; college credit, continuing education and non-credit courses that support preparatory, supplementary and contracted training; and small business and economic development. TBCC is actively involved in supporting workforce development in its region through partnerships with WorkSource Oregon, the Small Business Development Center, the local Chamber of Commerce, Futures Council, the County Economic Development Council, and close relationships with industry partners. This effort extends to agreements and close collaboration with local educational partners including the Tillamook Education Consortium and local school districts to support career and technical education programs, and includes the college partnership with Tillamook High School to support a Career and College Ready initiative that is working to establish five Career and College Academies for high school transition to career and college opportunities. It also covers the provision of college-credit offerings for high school students.

As the College re-evaluates its mission and core themes, the Core Theme of Workforce Development is expected to become part of the proposed Core Theme 1: Educational Excellence, as the college strives for continuous improvement in all areas of its educational offerings. The objectives and indicators for the Workforce Development Core Theme will also be retained, however, under the proposed Core Theme of Economic Success, to permit separate evaluation and in recognition of the state's increasing focus on the importance of higher education to economic growth and sustainability.

Objectives and Indicators for Current Core Theme 2

Current Core Theme 2: Workforce Development		
Objective	Indicators	Sources of Data
Progress: Students make consistent and timely progress toward their educational goals/degree.	<ul style="list-style-type: none">• Technical Skill Attainment• Academic Skill Attainment• Student Retention or Transfer• Nontraditional Participation• Customized Training Employer Satisfaction• Contracted Trainings	Oregon Department of Education; Oregon Dept. of CCWD; OCCURS Data System; TBCC Small Business Development Center.
Completion: Students earn their certificate, degree, and/or certification prepared to enter today's workforce.	<ul style="list-style-type: none">• Career and Technical Degree or Certification Completion• Nontraditional Completion• Student Placement• Licensing/Certification Rates	Oregon Department of Education; TBCC Student Information System; Oregon Dept. of CCWD.
Achievement: Students achieve expected learning outcomes.	<ul style="list-style-type: none">• Course Learning Outcomes• Program Learning Outcomes• Institutional Learning Outcomes	TBCC Student Information System; TBCC Learning Outcomes Assessment records.

Rationale for Indicators

Indicators for the Progress and Completion objectives for the Workforce Development Core Theme align with the Carl Perkins IV funding postsecondary accountability measures. Career and technical certificate and degree completions also coincide with Achievement Compact Outcome Measures and are proposed as performance measures in the higher education outcomes-based funding model under consideration by the state of Oregon. Employer satisfaction with customized training is an Oregon Community College Key Performance Measure, while the number of contracted trainings provided is a measure of both the scope of the college's support of employer and industry development and an institutional effectiveness measure for the College. Licensing/certification rates measure the effectiveness of the actual training provided for both students and employers, and are tracked by the College and the Oregon Department of Community Colleges and Workforce Development (CCWD). Achievement indicators evaluate both the scope of student skill and knowledge base on completion as well as the quality of instruction provided in courses and programs.

Core Theme 2 under Consideration: Economic Success

Description

The proposed Core Theme of Economic Success emphasizes the connection between College efforts toward workforce development and the economic strength and success of region employers and county residents. It also aligns more closely with the state of Oregon's emphasis

on enhancing the economic viability of the state and its citizens. While this Core Theme retains the Workforce Development Progress and Completion indicators, the proposed objectives are more reflective of the long-term impact on student earnings and employability potential.

Objectives and Indicators under Consideration for Proposed Core Theme 2

Core Theme 2 under Consideration: Economic Success		
Proposed Objectives	Proposed Indicators	Potential Data Sources
Progress: Students make timely and consistent progress toward their educational goals/degree.	<ul style="list-style-type: none"> • Technical Skill Attainment* • Academic Skill Attainment* • Student Retention or Transfer* • Nontraditional Participation* 	Oregon Department of Education; Oregon Dept. of CCWD; OCCURS Data System.
Completion: Students earn certificate, degree, and/or certifications prepared for today's workforce (employability) and/or qualify for career advancement.	<ul style="list-style-type: none"> • Career and Technical Degree or Certification Completion* • Licensure/certification Rates* • Nontraditional Completion* • Student Placement* 	Oregon Department of Education; TBCC Student Information Systems; Oregon Dept. of CCWD.
Achievement: College offerings and support services promote and advance local business growth, thereby promoting the economic success of the region.	<ul style="list-style-type: none"> • Hours of Contract Training Provided* • Customized Training Employer Satisfaction* • Small Businesses Served by SBDC • Growth in Per Capita Income 	TBCC SBDC; TBCC Student Information Systems; TBCC Learning Outcome Assessment Records; Oregon Research Analysis Report Project Data.

Rationale for Indicators

Indicators for the current Core Theme of Workforce Development are expected to be retained as indicators for this proposed Core Theme, with the same rationale as previously explained. These indicators measure the extent of College service to and collaboration with existing and developing business and industry. The number of small businesses served by the TBCC Small Business Development Center is being considered as a reflection of the importance of entrepreneurship and small business growth to the economic success of the rural region. Support for the development of small business and start-ups also assists underrepresented populations in improving their own economic future and thus the economic health of the region. Growth in per capita income is under consideration as a performance measure for community colleges under the proposed state outcomes-based funding model, aids in retention of the local labor force, and secures the economic viability of both the region and its residents.

Current Core Theme 3: Developmental Education

Description

The Core Theme of Developmental Education comprises college offerings that support students in their preparation for career and transfer-level college studies. With a large percentage of students nation-wide in need of improvement in foundational skills to ensure their success in subsequent studies, this Core Theme emphasizes the importance of this preparatory work to enable students to reach their educational skills. It addresses the range of student needs from basic literacy to postsecondary remedial education, and includes support for adult basic skills in adult literacy tutoring, adult basic education (ABE) courses, general education development (GED) courses, and English for speakers of other languages (ESOL). Postsecondary remedial offerings include credit preparatory courses in reading, English composition and mathematics below the 100-level (college transfer level). Developmental Education includes both credit and non-credit courses, and for students with the ultimate goal of earning certificates, degrees, or increasing their employment prospects, directly relates to the Core Themes of Collegiate and General Education and Workforce Development.

Objectives and Indicators for Current Core Theme 3

Current Core Theme 3: Developmental Education		
Objective	Indicators	Sources of Data
Progress: Students make consistent and timely progress through remedial coursework.	<ul style="list-style-type: none">• Pre- and Post-test CASAS score gains• Completion of Basic Skills/ESOL	TOPSPro (Tracking of Programs and Students) database; Oregon Dept. of CCWD.
Completion: Students complete programs and courses.	<ul style="list-style-type: none">• Successful GED Applicants• Successful Completion of Remedial Math or English Courses	TBCC Student Information System; Oregon Dept. of CCWD.
Achievement: Upon completion of remedial courses students will successfully complete subsequent college level courses.	<ul style="list-style-type: none">• Success in Subsequent Related Coursework in Reading/Writing• Success in Subsequent Related Coursework in Math	TBCC Student Information System.

Rationale for Indicators

Indicators used to evaluate the Developmental Education Core Theme measure Progress, Completion and Achievement of students and support college efforts to provide quality education in this important area and ensure students are adequately prepared to succeed in furthering their educational goals. Pre- and post-test score gains on the CASAS (Comprehensive Adult Student Assessment System) is a measure used for Title II accountability and funding and

is an indication of student ability to exhibit progress in skill attainment and also of the effectiveness of instruction in this area. Successful completion of basic skills/ESOL courses and successful GED applicants are Key Performance Measures for Oregon community colleges. The successful completion of remedial math or English courses and success in subsequent related coursework are institutional measures of effectiveness in serving underprepared students and indicate student preparedness for achieving success in further educational endeavors. The indicators of successful GED applicants and successful completion of developmental education writing and math courses are Achievement Compact Outcome measures for Oregon community colleges. Success in subsequent related coursework in writing and math courses focuses attention on student success in college-level work subsequent to skills development, and is a proposed component of the outcomes-based funding model to be implemented for Oregon higher education institutions.

Current Core Theme 4: Community Enrichment

Description

The Community Enrichment Core Theme recognizes TBCC's importance to its community as the single source within the region of higher education and lifelong learning, the College's desire to serve the full spectrum of diverse needs within its community, and the community's desire for the College to provide lifelong non-credit learning opportunities. This component of the College's mission has been integral to the College's identity and to community relationships since the College's inception. This Core Theme encompasses non-credit offerings in business and employee development, computers and technology, creative arts, fitness, foreign languages, music, safety, health, sports and leisure and other subjects. Community Enrichment also relates to TBCC-sponsored on-campus events that are open to the public in cooperation and presented with one or more of its community partners. While the elimination several years ago of state funding for many community education courses has led to a reduction in these offerings, the unique nature of the region TBCC serves combined with the community's desire for the college to provide these services means that the College continues to view this as an important aspect of its mission to serve community needs. TBCC has striven to increase the self-sufficiency of these offerings to enhance the sustainability of this mission component.

Objectives and Indicators for Current Core Theme 4

Current Core Theme 4: Community Enrichment		
Objective	Indicators	Sources of Data
Progress: Students make progress toward lifelong learning.	<ul style="list-style-type: none">• Number of Non-Credit Courses Offered• Enrollment (FTE) in Non-Credit Courses• Enrollment in Subsequent Non-Credit Course	TBCC Data System (Detailed Reports, FTE Reports); TBCC Student Information System.
Completion: Community members complete courses at TBCC.	<ul style="list-style-type: none">• Regional Market Penetration Rates (participation rates)	TBCC Student Information System; United States Census.
Achievement: TBCC achieves positive response to community education offerings.	<ul style="list-style-type: none">• Requested Courses Offered	TBCC Data System; Community Survey Results.

Rationale for Indicators

Indicators for the current Core Theme of Community Enrichment track the number and variety of non-credit offerings provided to the community, as well as total enrollment in these courses, as a measure of the College's ability to satisfy community demand in this area and the

corresponding level of interest in and participation in these offerings. Enrollment in these courses is also a measure of the sustainability of these offerings, which are in many cases self-supporting. Enrollment in subsequent non-credit courses is an indicator of community satisfaction with these offerings and of continued lifelong learning, which results in community enrichment. The regional market penetration rate has long been used as a measure of TBCC institutional effectiveness. The College's scheduling of requested courses contributes to community perception of the College as responsive to its needs and as a community partner.

Core Theme 3 under Consideration: Leadership, Partnership and Community Engagement

Description

The proposed Core Theme of Leadership, Partnership and Community Engagement recognizes the role of TBCC as the single source of higher education in Tillamook County and its importance, associated with that role, as a leader and community partner. The College's service in this role is integral to the fulfillment of its mission in serving the full spectrum of needs in the community and of being a bridge to opportunities for the region. The extent to which College faculty and staff are engaged in the community has a direct impact on the College's continued ability to understand the community's changing needs, to partner with community representatives and organizations and to be a leader in education and economic development. This proposed Core Theme therefore interacts with and improves the College's achievement of the other Core Themes. It is also reflective of and responsive to the community's desire for the college to serve in this role.

Objectives and Indicators under Consideration for Proposed Core Theme 3

Core Theme 3 under Consideration: Leadership, Partnership and Community Engagement		
Proposed Objectives	Proposed Indicators	Potential Data Sources
Access: Faculty and staff are involved in the community by engaging employers and educational partners in student success.	<ul style="list-style-type: none"> • Employer Engagement and Participation in Educational Programs, Support Services and Student Success • High School Students Enrolled in Dual Credit Offerings • Dual Credit Articulation Agreements 	Advisory Committee Meeting Membership and Meeting Minutes; TBCC Student Information System; TBCC Articulation Records.
Equity: Faculty and staff are involved in the community by interacting with community partners.	<ul style="list-style-type: none"> • Interaction with Community Service Partners, Including Regional Solutions, WorkSource, and SBDC 	Meetings and Visits with Community Partners; Participation in Partnership Initiatives.
Equity: Faculty and staff are involved in the	<ul style="list-style-type: none"> • Faculty and Staff Involvement in Community, Service and Social 	Annual Survey of College Employees Regarding

community by engaging in cultural, social and service activities on-campus and within the community.	Activities <ul style="list-style-type: none"> Community Events Hosted at TBCC 	Community Involvement; Documentation of On-campus Community Events.
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Rationale for Indicators

The work of faculty and staff in enhancing employer engagement and participation increases the availability and credibility of educational opportunities to potential and current students, and indirectly enhances the employability and career advancement potential for all residents. The number of dual credit articulation agreements and the number of high school students enrolled in these offerings is a direct result of college engagement with educational partners. Both of these indicators are quantifiable and assessable. The involvement of college members with community partners increases the opportunity for underrepresented populations to take advantage of college offerings and improve their level of education, and can be directly measured through the frequency of interaction with these partners. Faculty and staff involvement in community, service and social activities has been tracked historically through surveys distributed to personnel and retained by the college. This involvement is a measure of community engagement while also improving the foundations of partnerships and providing opportunities for the College and its personnel to serve as leaders of the community.

Conclusion

Tillamook Bay Community College has served its community as an institution of higher education for more than thirty years under the mission “Tillamook Bay Community College provides access to quality education in response to the needs of our community.” During this period the mission, approved by its Board of Education, has guided college planning and programming and succinctly expressed the College purpose. It has been regularly reviewed and re-endorsed by faculty, staff and community members, and is generally understood by its community. In support of this mission the College has identified the four Core Themes of Collegiate and General Education, Workforce Development, Developmental Education and Community Enrichment. These Core Themes have individually identified the four areas of quality education with which the College has served its community, and, when taken collectively, have expressed the College purpose and the broad scope of its mission.

In the pursuit of continuous improvement and data-based decision-making, the College has identified three objectives for each Core Theme (Progress, Completion and Achievement). Each objective has a minimum of one quantifiable and assessable indicator associated with it that can be used to inform the College on the extent of accomplishment of these Core Themes. TBCC defines the full scope of mission fulfillment in the context of its purpose, characteristics, and expectations. Mission fulfillment therefore encompasses five areas of accomplishment: (1) Progress, (2) Completion, (3) Achievement, (4) Access and (5) Equity. An acceptable threshold of mission fulfillment in each area has been identified through the measurement of each indicator associated, with a target level of achievement of 80% for each area. Measurement of indicators associated with each Core Theme, as well as the accomplishment of each Core Theme, further inform the College in its pursuit of excellence and continuous improvement.

As part of TBCC’s dedication to its community and its mission, this year the College undertook a review of its mission and Core Themes. The collaborative and intensive period of self-reflection has resulted in three new proposed Core Themes: Educational Excellence, Economic Success, and Leadership, Partnership and Community Engagement. The majority of indicators associated with the previous Core Themes have been retained; however new indicators are also under consideration to reflect the broader scope of the Economic Success and Community Enrichment Core Themes. These new indicators have been associated with the areas of Progress, Completion, Achievement, Access and Equity to ensure consistency with the College’s model of mission evaluation. The proposed mission statement, vision, values and Core Themes will be used to guide discussion and review of tentative strategic goals over the next several months. When finalized, the direction that has been established will form the foundation of the new College Strategic Framework to lead the college through 2016-20, and assist in evaluating College fulfillment of its mission.

Year One Self-Evaluation Report Supporting Materials

Attachments:

January 23, 2014 NWCCU Letter of Accreditation

2013 Core Themes and Mission Fulfillment Indicators Report

2014 Mission, Vision, Mission and Core Themes Working Draft

President Memo: TBCC Planning Summer 2014

Potential Strategic Goals July 7, 2014

Report Linked Documents

Current [Tillamook Bay Community College Mission, Vision, Goals](#)

[Tillamook Bay Community College Strategic Framework](#)

[Tillamook Bay Community College Catalog](#)

[Tillamook Bay Community College Comprehensive Self-Evaluation Report](#)

Courses and Curricula

RECOMMENDATION

BOARD ACTION REQUESTED TO APPROVE FOR 111 INTRODUCTION TO FORESTRY AS A REVISED COURSE.

BACKGROUND INFORMATION -----Chief Academic Officer Hovey

To bring the introductory course FOR 111 of the new Agriculture and Natural Science degree into compliance with Oregon State University course and to ensure students will receive transfer credit, the Curriculum Committee recommends approval revision of the following Lower Division Collegiate (LDC) course:

FOR 111 Introduction to Forestry, 3 Cr. – Forest resources in the world; forests and human well-being; where and how forests grow; environmental and human values; products, characteristics, and uses; basic elements of use, planning and management. Interpretation of forestry literature; professional origins in the U.S. Introduction to forestry is designed to give students a broad overview of forests and the forestry profession. The course will attempt to provide broad exposure to a range of issues faced by forestry resource professionals, including the services and products from these forests, environmental and human values, and basic elements of use, planning and management. The course will provide an overview of forest attributes and issues worldwide with emphasis on the United States and particularly the Pacific Northwest.

INFORMATION ITEM

It is anticipated that, for the October Board meeting, a new course will be presented for approval by the Board, with the recommendation of the Curriculum Committee to approve. The course is a new Physical Education course PE 142A: Zumba Fitness I.

PE 142A: Zumba Fitness I

Introduces Zumba Fitness to improve health and overall wellness through structured group exercise. Promotes improvement of cardio respiratory conditioning, muscle endurance and flexibility. Audit available.

Intended Outcomes for the Course:

Upon successful completion the students should be able to:

Apply skills from Zumba I to continue lifelong fitness

Apply the benefits of cardio respiratory fitness and muscular endurance as attained in Zumba I

Apply skills from Zumba I to continue into the subsequent level of Zumba Fitness



Personnel

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION----- President Green

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	Appointment
Tourism Director for Tillamook County	June 3, 2014	ASAP	Interviews Scheduled September 8-10, 2014	Doug Olson	
Comm. Ed. & Dual Credit Coordinator; Curriculum Support Specialist	Sept. 9, 2014	ASAP	Currently posted;	Ann Hovey	

Sayde Moser was hired as Executive Support Specialist effective July 28, 2014.

Dan Biggs submitted his resignation as Executive Director of the Economic Development Council of Tillamook County and Tillamook Small Business Development Center, effective 12/31/2014.



8/19/2014

To: The EDC Board of Directors

FR: Dan Biggs

Resignation Letter:

I would like to announce that I will be resigning as Executive Director of the EDC and the Tillamook SBDC as of December 31st. This will give enough time for the Board to search for another Director and give time for me to maintain EDC and SBDC activities until we can make a smooth transition to the new Director.

I've enjoyed my three years serving the Tillamook community; I've met a lot of wonderful people and we've accomplished a lot including the passage of the TLT and helping more than 100 local businesses grow through the SBDC counseling activities.

Finally, I want to thank the Board for giving me the opportunity to work as your Director; I'm very proud of what we've accomplished.

Sincerely,

Dan Biggs

Facilities Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ----- President Green

In the 2013 legislative session, TBCC was given \$2 million from the state for the next phase of our development. The college needs to match it and complete any construction by 2019. Over the summer work has been completed in planning the next phase of campus construction. At the October meeting Jon Carnahan will meet with the Board to share the planning to date.

Over the summer the IMT space at our shared career and college building at Tillamook High School was moved and remodeled. The school district received a CTE revitalization grant that permitted them to buy STEM equipment. This is exciting for the high school and for our IMT program as it created a bridge onto the IMT program.



Announcements and General Information

RECOMMENDATION

INFORMATION ONLY – NO ACTION REQUESTED.

BACKGROUND INFORMATION ----- President Green

Fall In-service will be Sept. 18 and 19. The focus for In-service is "aligning our stars." Time will be spent on the 18th on the following topics: a) review the final draft of the Vision, Mission, Values and Core Themes; b) discussing how to improve being personal and small; c) updates to the strategic framework and d) how to continue to focus on our students' success. September 19 will focus on the improvement of our systems to increase student success and our own efficiencies as a team. The following week there will be multiple opportunities for faculty, adjunct and staff to learn more about ways to increase engagement in the classroom with the use of technology. The support for many of these activities comes from our Title III grant. Please feel free to attend and join in.

The Oregon Community College Association Fall Conference is Nov. 6 thru 8th in SunRiver. Please let President Green know if you plan to attend.

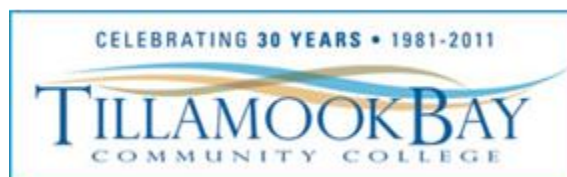


Invitation of Public Comment

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 Lincoln



Board Member Discussion Items

RECOMMENDATION

BACKGROUND INFORMATION ----- Chair Lincoln



Adjournment

RECOMMENDATION

MOTION TO ADJOURN THE MEETING.

BACKGROUND INFORMATION

----- Chair Lincoln

