



Board of Education Meeting Agenda

Date: Monday, September 10, 2018

TBCC Board Meeting – TBCC Campus – 6:00pm – 8:00pm

<u>Item</u>	<u>Description</u>	<u>Resource</u>
1.	Call to Order • Acknowledge Guests	Chair Gervasi
2.	Consent Agenda: (Action)	Chair Gervasi
	a. Approval of Agenda	
	b. Approval of July 12, 2018 Minutes	
	c. Personnel Report.....	Director Ryan
3.	Invitation for Public Comment Chair Gervasi	
	Available at the beginning of the meeting is an opportunity for the public to comment on any issue within the jurisdiction of the Tillamook Bay Community College Board of Education. The Board Chair may determine reasonable time, space and manner limitations. At the conclusion of public comment, individual members of the Board may respond to comments made by those who have addressed the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda.	
4.	New Business and/or focused policy discussions	
	a. Foundation MOU - First Reading.....	Director Luquette
	b. Budget Development Guidelines and Schedule - First Reading.....	CFO Williams
	c. Policy 312 Changes – First Reading.....	President Tomlin
5.	Information-Only Items (Board members may request any item be placed on the discussion agenda)	
	a. Tuition and Fees Update.....	CFO Williams
	b. Board Retreat Agenda Items.....	President Tomlin
	c. TBCC Advisor Presentations.....	Director Hanson
	d. Business Program Review.....	Michael Weissenfluh
	e. Equity Update.....	Analyst McCarley
	f. Financial Report.....	CFO Williams
	g. President's Report.....	President Tomlin
6.	Board Member Discussion Items	Chair Gervasi
7.	Adjournment	(Action) Chair Gervasi

Call to Order

RECOMMENDATION

CALL THE BOARD MEETING TO ORDER & ACKNOWLEDGE GUESTS

BACKGROUND INFORMATION----- Chair Gervasi



Approval of the Consent Agenda

RECOMMENDATION

ACTION

BACKGROUND INFORMATION ----- (Action) Chair Gervasi
MOTION TO APPROVE THE CONSENT AGENDA FOR THE SEPTEMBER MEETING.

Items for approval:

- a. Approval of Agenda
- b. Approval of July 12th Minutes
- c. Approval of the Personnel Report



Approval of the Agenda

RECOMMENDATION

ACTION

BACKGROUND INFORMATION.....(Action) Chair Gervasi

MOTION TO APPROVE THE AGENDA FOR THE SEPTEMBER MEETING.

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TBCC Board Meeting – TBCC Campus – 6:00pm – 8:00pm

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1.	Call to Order • Acknowledge Guests	Chair Gervasi
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2.	Consent Agenda:	(Action) Chair Gervasi
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a. Approval of Agenda

b. Approval of July 12, 2018 Minutes

c. Personnel Report.....Director Ryan

3.	Invitation for Public Comment	Chair Gervasi
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4.	New Business and/or focused policy discussions	
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a. Foundation MOU - First Reading..... Director Luquette

b. Budget Guidelines - First Reading..... CFO Williams

c. Policy 312 Changes – First Reading..... President Tomlin

5.	Information-Only Items (Board members may request any item be placed on the discussion agenda)	
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a. Tuition and Fees Update..... CFO Williams

b. Board Retreat Agenda Items..... President Tomlin

c. TBCC Advisor Presentations..... Director Hanson

d. Business Program Review.....Michael Weissenfluh

e. Equity Update.....Analyst McCarley

f. Financial Report..... CFO Williams

g. President's Report..... President Tomlin

6.	Board Member Discussion Items	Chair Gervasi
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7.	Adjournment	(Action) Chair Gervasi
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July 12 Board of Education Meeting Minutes

Date: Thursday, July 12, 2018

TBCC Board Meeting– TBCC Campus – 5:00pm – 6:00pm

TBCC Board Members in Attendance: Kathy Gervasi, Mary Faith Bell, Betsy McMahon, Tamra Gammon, Pam Zweifel.

TBCC Board Members not in Attendance: Mary Jones.

TBCC Staff in Attendance: Ross Tomlin, Heidi Luquette, Kyra Williams, Pat Ryan, Sheryl Neu, Erin McCarley, Rhoda Williams, Michael Weissenfluh, Britney Noel.

Description

Resource

Call to Order • Acknowledge Guests (agenda item 1)-----Chair Gervasi
Chair Gervasi called the Board meeting to order at 5:07 pm. Guests will be acknowledged during the interviews.

Consent Agenda (agenda items 2, 2.a, 2.b)----- (ACTION) Chair Gervasi
There were no changes requested to the July 12, 2018 agenda or June 4, 2018 minutes. Betsy McMahon motioned to approve the consent agenda. Mary Faith Bell seconded the motion. The motion carried.

Invitation for Public Comment (agenda item 3) ----- Chair Gervasi
There was no public comment.

New Business and/or focused policy discussions (agenda item 4)

Interviews for Zone 4 Board Position (agenda item 4.a)----- Chair Gervasi
Interviews for the vacant zone four Board position were held. Candidates interviewed during the Board meeting were George Lewis and Jennifer Purcell. The Board members introduced themselves to each candidate (each one brought into board room individually) and the candidates were asked the same set of questions.

Discussion of Zone 4 Board Position Applicants (agenda item 4.b) ----- Chair Gervasi
The Board members discussed the candidates experience and qualifications.

Selection of Zone 4 Board Position (agenda item 4.c) ----- (ACTION) Chair Gervasi
Tamra Gammon motioned to accept Jennifer Purcell as the new interim zone four Board member. Mary Faith Bell seconded the motion. The motion carried 3 to 2.



Swear in New Interim Zone 4 Board Member (agenda item 4.d) ----- (ACTION) Chair Gervasi
Jennifer Purcell completed the oath of office and was sworn in as the new zone four Board member.

Policy 202 Revisions (agenda item 4.e) ----- (ACTION) President Tomlin
There was an incident on campus that brought to TBCC's attention that there was no language in the policies regarding weapons on campus. Director Pat Ryan with the assistance of our OSBA Legal counsel Karen Smith added language to Policy 202 that allows for no weapons to be on campus. President Tomlin requested that the Board suspend the second reading policy so the changes in policy 202 can be approved and put into effect immediately. Mary Faith Bell motioned to approve policy 202 as written without a second reading. Pam Zweifel seconded the motion. The motion carried.

2018-19 Organization, Finance, and Legal Designations ----- (ACTION) CFO Williams
CFO Williams explained that the adjustments to the 2018-19 designations included updating the year to bring the document current. Removal of Karen Grosulak and addition of Britney Noel as Board of Education secretary. The Director of Student Services will be added as a signing authority and a title change on one of the TBCC credit cards is reflected. Betsy McMahon motioned to approve the changes. Tamra Gammon seconded the motion. The motion carried.

Information-Only Items (agenda item 5)

President's Report (agenda item 5.a) ----- President Tomlin
President Tomlin advised that the leadership team had a two-day retreat on July 9-10, 2018. CAO Ann Hovey will be retiring from TBCC in late August. The first round of interviews for the CAO position will be held next week on July 16-17, 2018. In addition, the President will be attending the President's Retreat in Klamath Falls the second week of August.

The non-credit training certificate truck driving program is moving forward. A trailer was donated by the Tillamook Creamery and a tractor was donated by M&M Trucking. The trailer will be displayed during the county fair with a large banner promoting the new truck driving program. SBDC Director Arlene Soto submitted a USDA grant for \$50,000 towards a truck driving simulator and TBCC was awarded the grant. There is a huge need for the truck driving program in the community and this program is expected to be revenue producing. The first cohort is scheduled to begin on September 10, 2018. There is a possibility of funding for this program that would allow grants to partially or completely fund the first few cohorts of students. This program doesn't guarantee the students a CDL, it prepares them to take the exam.

President Tomlin welcomed new Board member Jennifer Purcell to the TBCC Board of Education.

Board Member Discussion Items (agenda item 6) ----- Chair Gervasi
There were no discussion items.

Adjournment (agenda item 7) ----- Chair Gervasi
Chair Gervasi adjourned the meeting at 6:02 pm.



Personnel

RECOMMENDATION

CONSENT AGENDA

BACKGROUND INFORMATION----- Director Ryan

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	
Current Posted Openings					
Marketing and Administrative Assistant		July 1, 2018	Julie Hurliman Hired	Nan Devlin	
Customized Training and Small Business Management Coordinator		July 16, 2018	Suzie Clark Hired (Job title change to Business Training Coordinator)	Arlene Soto	
CDL Truck Driver Training Instructor		August 1, 2018	James Crowe Hired	Arlene Soto	
SBDC Office Support Specialist		August 6, 2018	Rebecca Phoenix Hired	Arlene Soto	
Chief Academic Officer		Sept. 13, 2018	Dr. Teresa Rivenes Hired	Ross Tomlin	
Community/Continuing Education Coordinator		TBD	Being Advertised		
Library Assistant		TBD	Being Advertised	Masyn Phoenix	



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 Gervasi



NEW BUSINESS AND/OR FOCUSED POLICY DISCUSSIONS

RECOMMENDATION

BACKGROUND INFORMATION ----- Chair Gervasi



Foundation MOU – First Reading

RECOMMENDATION

Information Only- First Reading

BACKGROUND INFORMATIONDIRECTOR LUQUETTE

At the May 2018 TBCC Board of Education meeting, the Board was presented with information regarding entering into a Memorandum of Understanding between TBCC and the TBCC Foundation. The purpose of the agreement is to establish the manner in which the Foundation shall provide services to the college, and in which the College shall provide support and services to the Foundation. A Memorandum of Understanding will formalize the structure of the relationship between the organizations and is a component of Standard 2, a requirement under the Northwest Commission on Colleges and Universities (NWCUE). The TBCC Foundation Board convened a task force made up of Foundation board members and the TBCC Board of Education Chair to develop an MOU for the Board of Education's consideration. The intent would be to formalize the agreement at the October TBCC Board of Education Meeting in the second reading.

Memorandum of Understanding

Tillamook Bay Community College
and

The Tillamook Bay Community College Foundation

This Memorandum of Understanding (MOU) is made and entered into this _____ day of _____, ____ by and between Tillamook Bay Community College Foundation ("Foundation") and Tillamook Bay Community College ("College").

Whereas, the Foundation is a nonprofit public benefit corporation existing for the primary purpose of assisting and generating resources through fundraising activities and development programs with individuals, corporations, foundations and other private and public entities for the educational needs of students served by the College; Whereas, the Foundation has and will continue to maintain tax-exempt status pursuant to Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended. Whereas, it is the purpose of this MOU to set forth the manner in which the Foundation shall provide support and services to the College and in which the College shall provide support and services to the Foundation; The Foundation is dedicated to assisting the College by fostering a culture of philanthropy and providing financial and other support for long-term academic and other institutional priorities.

The Foundation and the College recognize that close collaboration and cooperation is necessary and beneficial (1) to appropriately serve and assist the educational mission and priorities of the College, (2) to avoid competition for funds between the College and the Foundation or duplication of efforts within the two organizations, and (3) to ensure that funds received are deployed in the most beneficial



manner to the College's mission to the benefit of its students and in a manner aligned with the College's program and needs, as well as consistent with donor intent and any relevant governing legal or contractual provisions.

This Agreement is entered into by and between Tillamook Bay Community College and the Tillamook Bay Community College Foundation in order to support the missions of both institutions.

Responsibilities

A. The Foundation agrees to:

1. Seek to obtain money, services, in-kind contributions, and real and personal property for the benefit of the College. For this purpose, the Foundation will design and implement programs and procedures in collaboration with the College to solicit, accept, and receive such money and property. Such contributions shall be used to support student scholarships, program development, technology and equipment upgrades, capital development and improvements, and other College priorities. The Foundation will work closely with the College to ensure the management and disposition of all gifts and donations aligns with College priorities.
2. The Foundation will obtain College approval before acceptance of any restrictive terms and conditions attached to a gift and advise donors that a restricted gift for the benefit of the College may not be accepted without College approval. Notwithstanding the foregoing, the College and the Foundation may prepare a list of preapproved categories (e.g., specific programs) for which no individual pre-approval is necessary.
3. Plan all fundraising activities, promotion and sponsorship of programs in support of the College in close cooperation with the President of the College.
4. Continue to manage the affairs of the Foundation in accordance with:
 - a. The requirements for tax-exempt entities under Federal IRS Code including its section 501(c)3;
 - b. The requirements of the Oregon Department of Justice Charitable Activities Section; and,
 - c. The laws governing charitable solicitations and nonprofit corporations.
5. Purchase and maintain a minimum of \$1,000,000 general liability insurance, naming the COLLEGE as an additional insured.
6. Purchase and maintain sufficient Directors and Officers liability insurance, and provide evidence of such insurance to the COLLEGE;
7. Accept, hold, administer, invest and disburse funds and properties of any kind or character in accordance with the terms of such gifts.



8. Transfer to the College in a timely manner, all gifts and donations it may receive wherein the College is designated as recipient, and properly account and be responsible for all donations which designate the Foundation as recipient in accordance with established policies.
9. Use assets and earnings of the Foundation for the benefit of the College, students and the community, or for payment of necessary and reasonable administrative expenses of the Foundation at the discretion of the Foundation Board.
10. Have in place appropriate accounting and gift management systems to ensure that financial and donor transactions are maintained in accordance with generally accepted business and accounting practices.
11. Not consolidate or change the Foundation's Articles of Incorporation or Bylaws during the term of this Agreement without prior written approval from the College.
12. Ensure that correspondence, solicitations, activities and advertisements concerning the Foundation are clearly discernible as being from the Foundation.
13. As required by the Family Educational Rights and Privacy Act, 20 USC 1232(g) ("FERPA") and ORS 326.565, the Foundation shall not disclose any personally identifiable information or records regarding students or their families that the Foundation may learn or obtain in the course and scope of its performance of this Agreement. The parties recognize that FERPA imposes strict penalties for improper disclosure or re-disclosure of confidential student information, including but not limited to denial of access to personally identifiable information from education records, for at least five years (34 CFR 99.33(e)). Therefore, consistent with FERPA's requirements, personally identifiable information obtained by the Foundation in the performance of this Agreement may not be re-disclosed to third parties without the written consent of (a) the student, if the student has reached the age of majority or has been legally emancipated; or (b) the underage student's parent or guardian if the student has not reached the age of majority. Any such personally identifiable information must be used only for the purposes identified in this Agreement.

B. The College Agrees to:

1. Share annually with the Foundation its strategic plan, institutional priorities, projects, and resource requirements so that the Foundation may represent the direction and needs of the College to donor prospects and align its programs and campaigns to be consistent with the strategic objectives of the College.
2. Fund the personnel costs of the Director of Advancement/Foundation Executive Director position. Any Personnel funded by the College to staff or provide support to the Foundation will be College employees and will be supervised by the College and subject to the personnel policies. Other College employees may assist and advise the Foundation at the Foundation's request, but shall not attempt to control or make decisions for the Foundation.



3. Provide office space, including utilities and technology support services, at no cost to the Foundation. In addition, during the annual college budget process the College will work with the Foundation to determine additional College support for materials and services reasonably required to support Foundation activities including items such as hardware, software, marketing, marketing tools, and other appropriate equipment/support.
4. Designate the Office of Advancement as the entity for development of fundraising programs. All external solicitation of funds and grants will be coordinated by the Office of Advancement.
5. Participate with the Foundation in the development of the Foundation's fundraising programs and campaigns as is necessary for their success.
6. Properly alert the Foundation to prospective gifts so that each opportunity for enhancing gift potential and donor relations can be fully utilized.
7. Except as may be limited by state or Federal law, the College shall provide the Foundation with access to student and alumni records for purposes of granting scholarships, engaging and soliciting gifts from alumni, and other purposes consistent with the Foundation's Bylaws relating to support of the College and furthering the College's educational mission. For these purposes, the Foundation is deemed a school official with a legitimate educational interest within the meaning of FERPA (20 U.S.C. § 1232g; 34 CFR Part 99).

C. General Agreements:

1. The College acknowledges and accepts the separate and independent nature of the Foundation and the Foundation acknowledges and accepts the separate and independent nature of the College. Each agrees to cooperate with the other in the advancement, achievement and support of the educational, service and community programs of the College.
2. This agreement will be reviewed every third year, no later than 60 days prior to July 1. Any alteration or modification of any term of this Agreement must be in writing and signed by both parties.
3. Agreements on cost sharing for the TBCC Director of Advancement position shall cover at least two years. Such agreements will be reviewed prior to April 1 in odd numbered years, with any adjustments scheduled to take effect July 1 of that odd numbered year.
4. One member of the TBCC Board of Education will serve as a voting board member of the TBCC Foundation Board of Directors.
5. The TBCC President will serve as an Ex-officio, non-voting board member of the TBCC Foundation Board of Directors.



6. The TBCC Director of Advancement serves as an Ex-officio, non-voting member of the board and the Executive Director of the TBCC Foundation. The TBCC Director of Advancement is employed by the College and supervised by the TBCC President.
7. The Foundation Board shall serve as advisors to the college regarding fundraising and community activities.
8. Unless expressly agreed upon in writing by both parties, the Foundation shall be solely responsible for the satisfaction of its own obligations, debts, liabilities and judgments. The Foundation shall not use funds belonging to the College and managed by the Foundation on its behalf for the satisfaction of any such obligation, debt, liability or judgment. Unless expressly agreed upon in writing by both parties, the College shall be solely responsible for the satisfaction of its own obligations, debts, liabilities and judgments. The College shall not use funds belonging to the Foundation.
9. The Foundation shall annually submit to an independent review or audit conducted within a timeframe that reports to and supports the College audit process. The Foundation shall permit the College to inspect all Foundation books and records at reasonable times. The Foundation shall provide such reports and information on its financial status and operations as required by the President in order to assure conformance by the College and the Foundation with the provisions of this Agreement.
10. To the fullest extent permitted by law, the Foundation shall indemnify the College, its governing board, officers, employees, agents, and students in their official and personal capacities, from and against any and all claims, damages, liabilities, injuries, expenses, demands, and judgments, including court costs and attorney fees, arising out of the Foundation's performance of this Agreement or arising out of service of any such person or persons at the Foundation's request or on its behalf.
11. To the fullest extent permitted by law, the College shall indemnify the Foundation, its governing board, officers, employees and agents, in their official and personal capacities, from and against any and all claims, damages, liabilities, injuries, expenses, demands, and judgments, including court costs and attorney fees, arising out of the College's performance of this Agreement or arising out of service of any such person or persons at the College's request or on its behalf.
12. The laws of the State of Oregon will govern this Agreement. Before instituting any legal action pursuant to this agreement, the College, through its President, shall meet with the Foundation Board President or designee, and attempt in good faith to resolve the disagreement. If the parties are unable to resolve the disagreement, informal mediation should be sought prior to legal action being initiated. Venue of any legal action herein shall be in Tillamook County Circuit Court.
13. The Director of Advancement/Foundation Executive Director is the party responsible for the administration of this agreement.



14. This agreement shall continue until terminated. It may be terminated by either party only at the end of the respective fiscal year upon written notice to the other party at least ninety (90) days in advance.
15. This Agreement is not assignable by either party, in whole or in part.
16. If any covenant or provision of this Agreement is adjudged void, such adjudication will not affect the validity, obligation, or performance of any other covenant or provision which in itself is valid if such remainder would then continue to conform with the terms and requirements of applicable law and the intent of this Agreement.
17. This Agreement constitutes the entire agreement of the parties on the subject of their general and overall relationship and supersedes all prior and contemporaneous oral and written agreements and understandings on such subject. However, the parties may enter into other stand-alone agreements on specific subjects. All such other agreements shall also be in writing and signed by the parties.

The Foundation

The College

President, Board of Directors

President, Tillamook Bay Community College



Budget Development Guidelines and Schedule

RECOMMENDATION

INFORMATION ONLY – FIRST READING.

BACKGROUND INFORMATIONCFO 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 orderly planning for the 2019-2020 Budget may commence.

The Proposed 2019-2020 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.



Tillamook Bay Community College 2019-2020 Budget Schedule

	Time Line	Personnel	T a s k s
1.	July 12, 2018	College Board of Education	Appoint College CFO as Budget Officer
2.	September 10 through October 1, 2018	College Board of Education	Review and Refine Budget Development Guidelines
3.	October 1, 2018	College Board of Education	Approve Budget Development Guidelines and Schedule
4.	October 2, 2018 through January 11, 2019	Budget Managers	Review processes and begin budget development.
5.	January 14 through February 15, 2019	Budget Managers	Budget Managers work with Departments to prepare recommendations for the 2019-2020 budget along with supporting information. Consult with CFO for needed information.
6.	February 4, 2019	College Board of Education	Appoint Public Budget Committee members as needed.
7.	February 18, 2019	Budget Managers	Budget Managers submit budget proposals to the Budget Officer for compiling document.
8.	February 18, 2019	Budget Officer	Consumer Price Index available for calculating cost of living. Deadline to complete 2019-2020 revenue projection assumptions.
9.	February 18 through March 1, 2019	Budget Officer Budget Managers	Meet to review and discuss budget proposals and work on balancing budget.
10.	February 18 through March 1, 2019	Budget Managers	Budget Managers meet with departments to discuss budget balance progress for 2019-2020 Preliminary Proposed Budget.
11.	March 4, 2019	College Board of Education	Approve 2019-2020 tuition and fee schedule and cost of living adjustment
12.	March 18, 2019	Budget Officer Budget Managers	Meet to finalize 2019-2020 Proposed Budget.
13.	March 18 through March 29, 2019	Budget Officer	Compilation of proposed budget document.
14.	March 29, 2019	Budget Officer	Publish, mail and distribute preliminary 2019-2020 Budget to Public Budget Committee Members and Budget Managers.
15.	April 8, 2019	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 2019-2020 budget and tax levy.
16.	May 17, 2019	Budget Officer	Publish Notice of Budget Hearing and Financial Summary.
17.	June 3, 2019	College Board of Education	Hold Public Hearing on 2019-2020 budget approved by Public Budget Committee. Enact Resolutions to adopt budget, make appropriations, levy property taxes and categorize property tax levy for 2019-2020.
18.	By July 15, 2019	Budget Officer	Submit Budget levy and resolutions to County Assessor.

2019-2020 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. Strategic college projects are tied to a core theme objective with budget requirements.	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.	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. In 2018 construction of the Partners for Rural Innovation was completed. Our 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. There are no current plans for further facilities expansion and the budget will include maintenance and safety enhancements for existing structures. A Facilities Master Plan will be completed in 2019 and future expansion will be planned and budgeted as needed.
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.
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.
Faculty and Staff Remuneration: Adjust salary levels to reflect, at a minimum, a constant value equivalent with 2018-2019 salary levels after accounting for inflation.	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.



Mission, Core Themes, Vision and Values:

VISION

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

MISSION

Tillamook Bay Community College creates bridges to opportunity by providing quality education that serves the needs of our diverse community.

VALUES

Tillamook Bay Community College values and promotes student success through academic excellence and resourceful teamwork in an environment that is personal and friendly.

STUDENT SUCCESS

TBCC values being keenly receptive and intentionally responsive to students and fully supports achievement of their goals.

ACADEMIC EXCELLENCE

TBCC values rigorous, relevant education and training for students and the community.

RESOURCEFUL TEAMWORK

TBCC values collaboration, effective communication, and the wise use of resources to accomplish our mission.

PERSONAL & FRIENDLY ENVIRONMENT

TBCC values and demonstrates genuine concern and respect for each other, communities we serve, and our students while helping each achieve their potential.

CORE THEMES

Educational Excellence

Economic Success

Leadership, Partnership and Community Engagement

¹ Explanation of logic supporting the implementation of Budget Development Guidelines. The gloss is meant to elucidate, not substitute for, the Guideline.



Policy 312 Changes (First Reading)

RECOMMENDATION

Information item- First Reading

BACKGROUND INFORMATIONPRESIDENT TOMLIN

In reviewing Policy 312, the Leadership Team felt that edits were needed to clarify when new TBCC employees are eligible to use leave, both sick and vacation. These edits can be found on the following pages in red underline. This is a first reading for the Board to consider these changes to Policy 312.



LEAVE

Article No.: 312

Related to: AR C002

Approved: June 2, 2008, May 2, 2016, February 5, 2018, June 4, 2018

Reference: Appendix B1, 311.1, Family Medical Leave Act 1993, State of Oregon
Family Medical Leave Law

Definitions:

Full-time employee - classified as 1.0 FTE and scheduled to work a minimum of 1992 hours per year.

Part-time employee – classified as at least 0.5 FTE but less than 1.0 FTE and scheduled to work a minimum of 996 hours per year.

Part-time hourly – classified as working 15 hours a week or less.

Accrued leave will begin the first day of employment if you start on the first day of the month or on the first day of the month following your hiring date.

312.1 PAID VACATION LEAVE

Eligible employees, as described in the Summary of Employee Benefits Chart contained in Appendix B-1, shall earn prorated paid vacation leave each month according to the following schedule:

NON-EXEMPT

FIRST YEAR	10 Days (80 Hours) Per Year
SECOND YEAR	15 Days (120 Hours) Per Year
THIRD YEAR & THEREAFTER	20 Days (160 Hours) Max. Per Year

EXEMPT

FIRST YEAR AND EACH YEAR THEREAFTER - 20 Days (160 Hours) Max. Per Year

A. Eligibility

1. Eligible part-time employees shall earn prorated paid vacation leave based on FTE.
2. Full-time employees who work less than a full-time schedule (unpaid leave or professional leave) for a temporary period will earn leave on the basis of FTE.

~~3. Accrued vacation leave may be taken during the introductory period only with permission from the employee's supervisor and the College President.~~

B. Scheduling

1. Vacation schedules shall be approved by the employee's supervisor in accordance with the needs of the College, and when feasible, shall be

LEAVE

Article No.: 312

Related to: AR C002

Approved: June 2, 2008, May 2, 2016, February 5, 2018, June 4, 2018

Reference: Appendix B1, 311.1, Family Medical Leave Act 1993, State of Oregon
Family Medical Leave Law

scheduled to prevent the loss of vacation time earned.

2. In cases of conflict, the supervisor will determine which request will have precedence.

C. Unused Vacation Leave

1. Employees may accrue an unlimited amount of vacation leave. However, when an employee leaves the employment of the College, unused vacation will be paid up to 20 days (160 hours) at the current salary rate, or at the discretion of the President.

2. Employees whose compensation is not fully funded by the College's General Fund will be paid all wages due and will be paid for all earned, unused vacation pay if funding for that purpose is provided by the funding entity providing their compensation. ~~Unfunded vacation pay is at the discretion of the President. Severance pay is at the discretion of the President in consultation with the Board of Education.~~

312.2 HOLIDAYS

There shall be eleven paid holidays annually: New Year's Day, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving Day, day after Thanksgiving, day before Christmas, Christmas Day, and one floating holiday during the Christmas holiday to be designated by the President.

A. Eligibility

1. Eligible employees, as described in the Benefits Chart in Appendix B-1, shall earn paid holiday leave.

2. Eligible part-time employees shall earn paid holiday leave for the hours they are normally scheduled to work on the day of the week on which the holiday falls

B. Scheduling

1. In the event that essential College operations require that an employee work on a designated paid holiday, a non-exempt employee shall be compensated overtime wages in accordance with Article 311.1.

2. In the event that a designated paid holiday falls during a period of an employee's scheduled paid vacation leave, that holiday shall not be charged against the employee's vacation leave.

LEAVE

Article No.: 312

Related to: AR C002

Approved: June 2, 2008, May 2, 2016, February 5, 2018, June 4, 2018

Reference: Appendix B1, 311.1, Family Medical Leave Act 1993, State of Oregon

Family Medical Leave Law

312.3 PAID SICK LEAVE

Tillamook Bay Community College provides paid sick leave to college employees as required under Oregon law. Sick leave hours are provided only for the employee's own illness or injury, or to care for a family member (as defined below).

A. Eligibility

1. Eligible employees, as described in the Benefits Chart in Appendix B-1, shall earn paid sick leave as outlined in the Benefits Chart.
2. Eligible part-time employees .5 -.99 shall earn prorated sick leave on the basis of FTE.
3. Full-time employees who work less than a full-time schedule (unpaid leave or professional leave) for a temporary period will earn prorated sick leave on the basis of FTE.
4. Effective January 1, 2016; under SB 454, employees less than .5 FTE shall earn sick leave. Sick leave shall be earned as described in the Benefits Chart in Appendix B-1.

Part-time employees less than .5 FTE and adjunct faculty may earn up to a maximum of 40 hours of sick leave a year. Maximum accrual of sick leave is 80 hours. Maximum use of sick leave is 40 hours per year.

~~For current, part time employees less than .5 FTE, sick leave hours may be used after they are earned in one-hour increments, following the College's regular leave notification policy.~~

~~For new, part time employees less than .5 FTE, accrued sick leave hours may be used after the 91st day of employment in one-hour increments following the college's regular leave notification policy.~~

5. In the event of a change in an employee's FTE, in which the new FTE is .5 or greater, sick leave will be prorated on the basis of the new FTE. Previously accrued sick leave will remain with the employee.

In the event of a change in an employee's FTE, in which the new FTE is less than .5 sick leave shall be earned as described in the Benefits Chart in Appendix

LEAVE

Article No.: 312

Related to: AR C002

Approved: June 2, 2008, May 2, 2016, February 5, 2018, June 4, 2018

Reference: Appendix B1, 311.1, Family Medical Leave Act 1993, State of Oregon

Family Medical Leave Law

~~B-1. Employees will be eligible to use previously accrued sick leave for a period of 90 days from the effective date of the change in employment status.~~

Upon termination of employment accrued sick leave shall not be compensated for unless otherwise allowed under ORS.238.350.

The College provides regular notification to each employee of the amount of accrued and unused sick leave by written notice in the employee's paycheck.

B. Scheduling

1. In the event of illness or injury as applied to this section, the employee shall make a reasonable attempt to notify the employee's supervisor before or at the beginning of each scheduled work day. Each day's absence shall be reported on the monthly time sheet or leave record upon the employee's return to work and shall be applied against any unused sick leave.
2. In the event of illness or injury of an employee's immediate family which necessitates the employee's absence, unused sick leave may be used to a maximum of three days in any one instance. At the discretion of the College President or those designated by the College President, the three day period may be extended in exceptional circumstances.
3. If an illness or injury exhausts unused sick leave, then vacation days, accumulated compensatory time and/or unpaid leave may be taken, only if said leave does not jeopardize the efficient operation of the College as determined by the College President or those designated by the President.
4. A doctor's note may be required by the employee's supervisor for any sick leave referred to above.

C. Use of Sick Leave

Sick leave may be used for the following purposes:

1. For the employee's mental or physical illness, injury or health condition; need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition; or need for preventive medical care;
2. For care of a family member with a mental or physical illness, injury or health conditions; care of a family member who need medical diagnosis, care or

LEAVE

Article No.: 312

Related to: AR C002

Approved: June 2, 2008, May 2, 2016, February 5, 2018, June 4, 2018

Reference: Appendix B1, 311.1, Family Medical Leave Act 1993, State of Oregon
Family Medical Leave Law

- treatment of a mental or physical illness, injury or health condition; or care of a family member who needs preventive medical care;
3. To care for an infant or newly adopted child under 18, or for a newly placed foster child under 18, or for a child over 18 if the child is incapable of self-care because of mental or physical disability.
 4. To care for a family member with a serious health condition
 5. To recover from or seek treatment for a serious health condition that renders the employee unable to perform at least one of the essential functions of the employee's job.
 6. To care for a child of the employee who is suffering from a non-serious illness, injury or condition.
 7. To deal with the death of a family member by attending the funeral or alternative, making arrangements necessitated by the death of a family member, or grieving the death of a family member.
 8. To seek legal or law enforcement assistance or remedies to ensure the health and safety of the employee or the employee's minor child or dependent for proceedings related to domestic violence, harassment, sexual assault, or stalking.
 9. To seek medical treatment, recover from injuries, or obtain services related to domestic violence, sexual assault, harassment or stalking incidents to the employee or employee's minor child or dependent.

312.4 UNPAID SICK LEAVE - FAMILY MEDICAL LEAVE

The College will comply with all provisions of the Family and Medical Leave Act (FMLA) of 1993 and the Oregon Family Leave Act (OFLA) of 1995.

A. Family Medical Leave Act

Unpaid leave for eligible employees will be provided to care for themselves or family members in cases of illness, injury, childbirth and adoption.

"Family members" for the purpose of FMLA leave means a (n): spouse, child of the employee, custodial parent, noncustodial parent, biological parent, adoptive parent, step or foster parent, in loco parentis when the employee was a child.

In order to be eligible for the benefits under FMLA, an employee must have been employed by the College for at least 12 months and have worked at least 1250 hours during the past 12 month period.

LEAVE

Article No.: 312

Related to: AR C002

Approved: June 2, 2008, May 2, 2016, February 5, 2018, June 4, 2018

Reference: Appendix B1, 311.1, Family Medical Leave Act 1993, State of Oregon
Family Medical Leave Law

Employees who qualify for FMLA leave will have continued health care insurance coverage. Employees shall be responsible for any health insurance premium costs in excess of the current benefit amount paid by the College.

B. Oregon Family Medical Leave Act

Unpaid leave for eligible employees will be provided to care for themselves or family members in cases of illness, injury, death, childbirth and adoption.

“Family members” for the purpose of OFLA leave means a(n): spouse, child of the employee, custodial parent, noncustodial parent, biological parent, adoptive parent, step or foster parent, in loco parentis when the employee was a child, same-gender domestic partner, child of same-gender domestic partner, grandparent, grandchild, parent-in-law or parent of same-gender domestic partner.

In order to be eligible for benefits under OFLA, an employee must work an average of 25 hours per week and have been employed at least 180 days prior to the first day of the family medical leave of absence. However for parental leave, an employee becomes eligible upon completing 180 days immediately preceding the date on which the parental leave begins. There is no minimum average number of hours worked per week when determining employee eligibility for parental leave.

Employees who qualify for OFLA leave will have continued health care insurance coverage. Employees shall be responsible for any health insurance premium costs in excess of the current benefit amount paid by the College.

Under OFLA an eligible employee is entitled to take up to two weeks bereavement leave following the death of a family member as defined by OFLA. The employee must complete the leave within 60 days of learning of the death.

Federal and state leave entitlements generally run concurrently.

Absence beyond the entitlement provided in State and Federal law will be treated as Extended Leave of Absence.

312.5 CATASTROPHIC LEAVE: DONATIONS AND REQUEST FOR SICK LEAVE HOURS

Tillamook Bay Community College recognizes that employees can experience personal medical situations resulting in the need for additional time off in excess

LEAVE

Article No.: 312

Related to: AR C002

Approved: June 2, 2008, May 2, 2016, February 5, 2018, June 4, 2018

Reference: Appendix B1, 311.1, Family Medical Leave Act 1993, State of Oregon
Family Medical Leave Law

of their available leave. To address this need, eligible employees will be allowed to donate sick leave from their sick leave balance to their co-workers in need. Donation of sick leave hours and requests to receive sick leave hours will be in accordance with AR C002.

Information Only Items

RECOMMENDATION

Information Only

BACKGROUND INFORMATION ----- Chair Gervasi



Tuition and Fees Update

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATIONCFO WILLIAMS

In March 2018, the Board approved a \$1 increase of TBCC's In-State Tuition Rate to \$97.00 for the 2018-2019 academic year.

As of July 3, 2018, we were notified that all 17 community colleges had finalized their rate for the new academic year. The average rate for all 17 community colleges for 2018-2019 is \$102.39.

A summary of the schedule of rates is shown below.

Community College	Charge Per Credit Hour
Blue Mountain	\$ 108.00
Central	\$ 99.00
Chemeketa	\$ 87.00
Clackamas	\$ 100.00
Clatsop	\$ 102.00
Columbia Gorge	\$ 102.00
Klamath	\$ 103.00
Lane	\$ 113.50
Linn-Benton	\$ 109.10
Mt. Hood	\$ 107.00
Oregon Coast	\$ 105.00
Portland	\$ 111.00
Rogue	\$ 107.00
Southwestern	\$ 94.00
Tillamook Bay	\$ 97.00
Treasure Valley	\$ 99.00
Umpqua	\$ 97.00
Statewide Average	\$ 102.39



Board Retreat Agenda Items

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONPRESIDENT TOMLIN

The TBCC Board of Education Retreat is scheduled for Monday, October 1, 2018. The location is still being determined. It will run from 8:30am to 4pm. The October Board Meeting will then start at 4pm and should be done by 5pm.

An initial draft list of topics are below. Suggestions for changes or additions to this list will be made.

1. Board Self-evaluation process for 2018-19
2. Review evaluation process for President for 2018-19
3. College Strengths and Challenges for 2018-19- open discussion
4. Potential new programs for 2019-20
5. TBCC Strategic Plan update
 - a. Mission Fulfillment Report for 2017-18
 - b. Project List/ Service Area Outcomes/WIG results for 2017-18
 - c. Revised set of Strategic Plan Objectives and Measures for 2018-19
 - d. WIGS for 2018-19
 - e. Project Lists/Service Area Outcomes for 2018-19
 - f. Leadership Team Norms
6. Statewide Initiatives for Community Colleges in 2018-19
 - a. Advocacy Plan for upcoming Legislative Session
 - b. OPC Goals for the year
 - c. Guided Pathways
7. Data initiatives
 - a. ICAT Results from 2018
 - b. Faculty/Staff Survey and Student Satisfaction Survey results from 2018
 - c. ATD Coach visit
8. Accreditation update
9. Priorities for the 2019-20 Budget



TBCC Advisors Presentation

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONDIRECTOR HANSON

Our academic advisors will explain their positions, and how they are positively impacting student success:

Cara Elder: Student Success Coordinator

Miryang Kim: Career Education Advisor

Jenny Case: Career Education/ SNAP Advisor



Program Review – Business Program

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATIONMICHAEL WEISSENFLUH

Program Reviews were initiated in 2017-18 as part of the Strategic Plan revisions to more fully meet accreditation standards for assessment of programs and services. Program Reviews will be done every three years by all departments and academic programs. The Program Reviews that were completed this past academic year include:

- Library
- Student Services
- Business Office/Store
- Business Administration program
- Agriculture and Natural Resources program

Summaries of the Program Reviews will be presented to the Board over the coming year. The first presentation will be on the Program Review for the Business Administration program.

In June 2018, we completed the new three-year Instructional Program Review for Business Administration (BA). The BA program at Tillamook Bay Community College (TBCC) prepares future accountants and managers with curriculum shaped and reviewed by local employers. The program is designed for a wide range of students including recent high school graduates, incumbent workers, and people seeking a new career.

The BA program fulfills the mission and vision of TBCC by offering courses and curriculum that engages diverse students in order for them to fulfill their educational goals.

The BA program was the first program to offer fully-online courses, and the BA faculty welcomed the opportunity to develop online courses for the online degree. BA faculty completed the Quality Matters (QM) online instructor training and certification, which represents educational excellence as course are developed and taught utilizing nationally recognized educational standards and outcomes comparable with statewide schools. The BA faculty also were the first to adopt Open Educational Resources (OER's) and, together with other faculty, have saved students over \$450,000.

The BA program is vital for students and the Tillamook business community by offering an Associates of Applied Science (AAS) degree and three certificate programs as well as providing the essential coursework for the Associate of Science Oregon Transfer - Business degree. The BA curriculum is periodically reviewed in order meet the emerging expectations and economic changes within today's business environment while maintaining a goal to assist students become competent business professionals.

During the review, we identified both short-term goals (three-year cycle) and long-term goals, (six-year cycle) the attainment of which will be addressed during subsequent Instructional Program Reviews.





Three-Year Instructional Program Review Template
Tentative Due Date: June 30 of the Academic Year Assigned

Program Name: Business Administration

Degrees and Certificates offered within Program:

- Associate of Applied Science in Business Administration
- Accounting Clerk One-Year Certificate
- Entry-Level Accounting Clerk Career Pathway Certificate
- Basic Computer Literacy Career Pathway Certificate

Statement of Collaboration

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

Participants in the review:

- Tom Atchison, Business Administration Instructor
- Michael Weissenfluh, Business/Computer Instructor

Authorization:

After the document is complete, it must be signed by the Department Faculty and Chief Academic Officer prior to submission to the Curriculum and Assessment Committee.

Signatures of Department Faculty

Signature of Chief Academic Officer

Date of Submission
June 1, 2018

1.0 Mission and Goals

1.1 Briefly describe the relationship of your program to the college's Mission, Vision, and Core Themes.

College Mission & Vision

The Business Administration (BA) program directly serves to fulfill the mission and vision of Tillamook Bay Community College (TBCC) by offering courses and curriculum that engages diverse students in order for them to fulfill their educational goals. The BA program has a historic presence at TBCC and was the first program to offer fully-online courses allowing more students that need a flexible schedule to pursue this degree or certificate. These courses represent educational excellence as they are taught utilizing Quality Matters' nationally recognized educational standards and outcomes comparable with statewide universities and community colleges.

The BA program is vital for students and the Tillamook business community by offering an Associates of Applied Science degree and three Certificate programs as well as providing the essential coursework for the Associate of Science Oregon Transfer - Business degree. Graduates of the BA program are working in the community as represented within the composition of the advisory committee.

Core Themes

In particular, the BA program directly furthers TBCC's core theme of Educational Excellence. With 80% of the students successfully completing courses, BA students make consistent and timely progress toward their individual educational goals. BA coursework is designed to utilize best practices involving students connecting with other students, interactions through forum discussion, personal reflection journals, video instructions and lecture, comprehensive assignments, and activities involving teamwork. Such activities provide an opportunity for students to succeed in an inclusive and supportive environment in which students demonstrate the core program outcomes of social skills, thinking skills, information literacy, and communication skills.

Program Description

Throughout the BA program, Tillamook Bay Community College is preparing future accountants and managers with curriculum shaped and reviewed by local employers. The program is designed to meet a broad range of student needs including recent high school graduates, incumbent workers, and people seeking a career.

The BA program combines a foundation of core courses in business management and accounting as well as specialized classes within each area of emphasis. All courses prepare students with social, thinking, information literacy, and communication skills that are in demand by employers. Students learn to effectively write and speak, to be a part of a team, to apply analytical and critical thinking, and to use computer applications for

appropriate analysis. Furthermore, all students study key business concepts including law, economics, human relations, ethics, and managerial accounting. At the completion of the program degree, students demonstrate what they have learned in the classroom with real-world experience through cooperative education and a business capstone seminar.

Graduates are employed throughout the county in businesses like manufacturing, retail, tourism, transportation, health care, government, and professional services. Some students have started and operate successful small businesses.

Based upon job positions reviewed and deemed appropriate for program graduates by the BA program advisory committee, students in the management track are prepared for work as administrative assistants, office administrators, project coordinators, managers, and owners. These positions evaluate performance, formulate policies, manage daily business operations, and coordinate hiring, supervising, and dismissal functions.

Students pursuing the accounting track are prepared for work as bookkeepers, tax preparers, accounting clerks, and accounting specialists. Students learn skills to analyze and record transactions, post entries to general ledgers, create and review reports and financial statements, prepare payrolls and perform other accounting functions, and analyze financial information to make prospective management decisions.

2.0 Program Data and Trends Analysis

2.1 *For each data point listed below, summarize the trend. (Attach three year longitudinal data to appendix.)*

Program Name: Business Administration

(See Appendix A for Data Table – pp. A1-A8)

Data Point	Table	Trend	Highest Year
Enrollment	2.1.a	After a high in 2015, enrollment dipped in 2016, corresponding with a state-wide enrollment decline. 2017 shows another increase as program enrollment picked up and is holding steady.	543
Number Program Majors	2.1.b.1-6	The trend is relatively consistent as it has varied between 22-25 student majors. The trend shows consistency, with BA program majors	25

		representing approximately 10.5% of total students enrolled at the college.	
Total FTE	2.1.c	Similar to previous Enrollment data, 2015 was the highest year. After the state-wide decline in 2016, 2017 BA program FTE rebounded back to 26.0. This two-year increase looks promising for growth.	26.6
Number Sections Offered	2.1.d	Despite 2016 not being the highest year of enrollment, it was the year with the most sections offered. One explanation is that 2016 was the second year of the inaugural online degree. Last year (2017), there were 37 sections as students became more familiar with the established pattern by which classes are offered.	39
FTEF	2.1.e	The three year average (2015-2017) is 2.347. After the steady years (2015-2016) there was a slight drop in 2017 (2.229). Due to the limited number of full-time faculty at TBCC, faculty have to cover more committees and responsibilities than those at other, larger institutions. The two faculty members in the BA program consistently carry more than what is considered to be the full-time load for two faculty (2.0), represented by the 2.417 FTEF (full-time equivalent faculty). This is reflective of the fact that courses in the BA program also support and are integrated into other degrees, with additional sections in BA and CAS taught to support the ASOT – Business and the AAOT degrees.	2.417
Fill Rate	2.1.f	The three year (2015-2017) fill rate average is 44%; however the high in 2015 of 53% slightly skews the average as the last two years have shown an increase from a low of 37% to this year at 43%. The decline in 2016 in part follows a college- and state-wide enrollment decline. Prior to 2016, classes had the potential to be cancelled due to low enrollment numbers. That year, the college completed a two-year guarantee map which included several BA courses for both BA	53%

		<p>majors and non-majors. This plan is projected to be kept in place which means the upward trend in 2017 should continue. The increase in the fill rate can also be attributed to a growing familiarity and sense of ease among students with online offerings, as well as efforts to provide support and training for online students.</p>	
WSCH/FTEF	2.1.g	<p>Weekly student contact hours per full-time equivalent faculty (WSCH/FTEF) is a productivity measure to evaluate the impact full-time faculty have on FTE generation for the college. For this data, the typical convention nation-wide is to use 510 (number of hours associated with one FTE) as a comparative measure, which would indicate that a full-time faculty member is generating one FTE, roughly, per week for the college. For two of the three years, BA enrollment approximately met this benchmark, with a high year of 538.8. This is further confirmation of the contributions of programs beyond the BA degree that program faculty have in the college.</p>	538.8
% Students Retained from Fall to Fall	2.1.h.1-4	<p>2017 shows the highest fall-to-fall persistence, with prior years being relatively close respectively (36.4% and 36.0%). When looking at actual student numbers, each year there has been a nominal increase from eight to 10 students from 2015-2017. This may be an indication of the success of support provided to online students as well as consistent improvements in online instruction at the college.</p>	41.7%
Successful Completion Rate	2.1.i	<p>The highest year was 2014-2015, but there has been a slight decline since; This may be accounted for by growing enrollment in BA online courses by non-BA majors, students who may not be as accustomed to online learning. Further student education and support for online education for non-majors may improve this statistic further.</p>	80.5%

2.2 Program Peer Comparison

How does your program compare with peers? (Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)

Based on size, location, and curricula, the three most comparable colleges with Business Programs are Clatsop (CCC), Oregon Coast (OCCC), and Columbia Gorge (CGCC).

- Clatsop (CCC) offers two AAS degrees: 1) Accounting Technician and 2) Business Management; five Career Pathways: 1) Entry-Level Accounting Clerk, 2) Accounting for Business Management, 3) Communications in Business, 4) Business Professional and 5) Entrepreneurship; and one One-Year Certificate: Business Professional.
- Oregon Coast (OCCC) offers two AAS degrees: 1) Accounting and 2) Administrative Assistant (which is within the CAS department); an Accelerated Accounting Certificate; and an Entry-Level Accounting Career Pathway Certificate.
- Columbia Gorge (CGCC) offers two AAS degrees: 1) Accounting and 2) Management; two Certificates: 1) Accounting/Bookkeeping and 2) Marketing; and a Career Pathway Certificate in Entry-level Accounting Clerk.

Program leaders from all three colleges were contacted and they provided information regarding the following questions.

What are the enrollment trends in your program over the past five years?

Due to college-wide financial struggles, CCC had a unique situation in 2012 as they had a college-wide faculty layoff. The college announced plans to suspend the Business Program, although it never actually occurred. However, due to layoffs and faculty contract restrictions, the CCC BA faculty were limited to offering only 22 credits a term for the 30 months after the layoff. This forced students to take a longer time to complete or required them to take summer classes to complete. Many students looked elsewhere for earning their degree, with those students commonly choosing to take classes online through Portland Community College and Linn Benton Community College (because of their connection with Oregon State University). Prior to the layoff, CCC graduated about 15 students per year - currently, they have about seven BA graduates annually.

OCCC is going through self-accreditation with candidacy visit scheduled for February, 2018. They are experiencing low enrollment in accounting courses and even less within the Office Assistant Degree. They offered a hybrid, dual-credit course with one of the high schools, but eventually all but five students dropped the class.

In June, 2017, CGCC completed their five-year Business Program review; they noted that of the most significant findings were department leadership changes, mission revision, course descriptions adjustments, course offering reductions, and four new course additions. Enrollment data showed a decline; however, student retention had increased slightly. Lack of enrollment was explained as a general decrease in the total number of students college-wide, lack of departmental focus, and loss of a full-time faculty member to maintain contact and focus on student success.

What challenges are you seeing for your program in the next three years?

CCC plans to expand offerings by developing an AAOT-Business Guided Pathway to help minimize the loss of credits for students who start out pursuing the AAS degrees but change to the transfer degree. Although their marketing efforts are currently stuck in neutral due to “silo wars”, they hope to expand their promotions. They plan to continue collecting data and to target companies that have tuition reimbursement programs.

OCCC wants to expand enrollment numbers and hopes to achieve this through more hybrid and online classes. Similar to what the TBCC BA department developed in 2015, they would like to streamline their course degree offerings, then offer their degree online.

CGCC looks to establish a BA Advisory Committee to develop strategies and increase outreach to potential students. They recognize the need for better marketing promotions and they hope to open a full-time faculty position.

Analysis:

Through this program review, there are a number of insightful observations. A summary of these include:

- Overall enrollment trends for all four colleges are similar; however, the enrollment at TBCC has been more steady and consistent with less turnover of faculty.
- CCC and CGCC have marketing issues similar to the ones faced by TBCC. In 2015 when the online BA degree was introduced, there were focused, successful marketing efforts to promote it. Ongoing and consistent marketing through multiple media outlets is necessary to see a real impact on enrollment.
- TBCC’s AAS degree’s core curriculum parallels the other peer colleges; however, the TBCC BA degree is unique with a streamlined, combined degree with core classes and areas of emphasis in accounting and management.
- While CCC and CGCC also require a Cooperative Education class within their degree (it is an elective for OCCC), TBCC is unique in requiring both Cooperative Education and a business capstone seminar (which is modeled after COCC).
- TBCC and all the peer colleges offer an Entry-Level Career Pathway Certificate in Accounting with similar course content. However, the BA 211, 212, & 213 sequence at CCC are 4 credit classes.

- TBCC has two comparable Career Pathways Certificates, while other colleges also offer pathways in Business Professional, Entrepreneurship, and Communications.
- TBCC exclusively offers a Basic Computer Literacy Career Pathway. As the TBCC Advisory Committee continues to promote that graduates need to be skilled in computer literacy, this certificate remains relevant and important.
- CGCC's Program Review is a 5-Year review compared with TBCC's 3-year review process. Having five years of comparable data may lead to better data and a broader perspective.

2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity

Analyze the achievement levels for each of the groups listed below. Are there differences in achievement levels across groups? Are there strategies you can implement to provide more support for these populations?

Program Name: Business Administration

Group	Number of Students Enrolled	% Students Retained from Fall to Fall
Males	19	NR
Females	34	NR
Asian-American	NR	NR
African-American	NR	NR
Filipino	NR	NR
Latinx	8	NR
Native American	NR	NR
Other Non-White	NR	NR
Pacific Islander	NR	NR
White	41	35.17%
Unknown	NR	NR

Course Completion Rate	2014-15	2015-16	2016-17
All students	80.50%	77.40%	73%
Women	81.10%	75.50%	70.70%
Men	79.10%	82.00%	75.90%
By Race			
White	81.80%	76.10%	69.10%
Latinx	83.10%	87.10%	84.10%
Unidentified	66%	71.90%	79.70%

Note: This is Unduplicated 2015-2017 Student Data

Analysis:

An initial glance of the data may be a misleading or lead to false conclusions because of the low number of total students (53). With the benefit of longitudinal data for future reviews, more analysis and trends are possible. However, a few observations are worth noting:

- Female students (64%) outnumber male students (36%). This ratio is slightly higher than the general demographics of TBCC students (56% female and 44% male). Furthermore, this female-male ratio is consistent with nationwide research and trends as female enrollment increases and male enrollment declines.
- From information provided by TBCC's Institutional Researcher during the fall 2017 in-service, Tillamook County is less ethnically diverse when compared with statewide data. Throughout the state, 76% of students identify as White. Within Tillamook County, white representation is 84% of the total population. BA students are actually more diverse than the county as only 77% of BA students identify as White.
- It appears that Hispanic students have higher persistence Fall-to-Fall than White students; however, with such a small sample size (8 Hispanic students), caution should be taken in drawing definitive conclusions. When looking at Successful Completion, Hispanic and White students are similar at 11.11% and 11.23% respectively.

It is worth repeating that this is TBCC's first 3-year window of student data. With ongoing years of data, stronger analysis and conclusions are possible.

2.4 (CTE Programs Only) List the certifications students are able to earn through participation in your program.

At this time, there are no certifications associated with the Business Administration degree.

2.5 Other Data

Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.

At this time, besides information referenced later and found within the Appendices, there is no additional data necessary for listing here.

Analysis

The BA curriculum is periodically reviewed in order meet the emerging expectations and economic changes within today's business environment while maintaining a goal to support students in becoming competent business professionals. As technology continues to permeate all aspects of business and learning, efforts have been made to

embrace these changes within the curriculum. The choice of curriculum learning materials have has gradually expanded to offer students a breadth of business knowledge along with the integration of current critical issues like globalization, ethics, social media, and corporate social responsibility.

The BA program has welcomed the opportunity and challenge to develop online courses for a fully-online degree. All the BA faculty have completed the Quality Matters (QM) online instructor training and certification. Quality Matters is a faculty-centered, peer review process designed to certify the quality of online and hybrid courses through course review and improvement processes. By incorporating audio and video lectures to augment traditional in-class instruction, students are more successful in achieving course and weekly learning outcomes.

In order to support student success, the program has implemented an initiative for the degree to exclusively use Open Education Resources (OER). OER's are not only more economical for students (saving over \$400,000 college-wide for students through winter term 2018) but also allows for faculty to edit, add, and customize learning materials. Additionally, the use of OERs ensures that students have texts and supplementary resources on the first day of class which helps to create an environment for student success and retention.

2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)

2.6.1 What are the strengths of your program as indicated in the above data?

- Student persistence rate remains consistent and slightly more successful compared with all other majors.
- Classes are small, compared to other colleges, which allows more one-on-one interaction and support between students and teachers.
- BA classes are guaranteed.
- BA faculty uses OER textbooks in BA courses.
- Business faculty are QM certified and use a QM-based online class template which provides consistency and quality for students.
- Moodle is an effective platform for both the students and teachers to communicate and interact throughout the course.
- Business faculty fully participate in this program review; there are no passive participants.
- TBCC has good relationships with other four-year colleges making it easy and comfortable for students to transfer.
- There is dedicated administrative support for the BA program.

2.6.2 What are the weaknesses of your program as indicated in the above data?

- On-grounds courses are not available for students who prefer this learning environment, which is a function of limited faculty and scheduling along with the

potential for diluting current enrollment across online and on ground courses. However, this dilution could be offset by the potential to attract a larger student base for the program by offering on-ground classes.

- Typically, courses are offered only one section per term, meaning that most classes are only offered once per year.
- There are a limited number of business electives offered each term.

2.6.3 What are the opportunities for your program as indicated in the above data?

- Online classes allow students from across the state and in Washington and Idaho to take TBCC BA courses.
- The BA program could continue partnering with other colleges, universities, and businesses, as well as dual-credit courses with other high schools.
- Work with the TBCC Foundation to develop focused scholarships for BA students.
- Involvement of BA students in more community service-learning activities would expand greater community outreach and involvement.

2.6.4 What challenges exist for your program based on the above data?

- Tillamook County lacks of affordable single dwelling housing; the population is a stagnant and aging demographic. As such, TBCC has less potential for student enrollment growth.
- Students interested in online classes have other options throughout the state at both public and private schools.
- TBCC offers fewer students opportunities, such as social gatherings or clubs, compared with larger institutions.

3.0 Student Learning Outcomes Assessment

3.1 How has assessment of course level SLOs led to improvements in student learning and achievement?

The Program (PLO) and Course Learning Outcomes (CLO) were revised in 2017 to better align them with Institutional Learning Outcomes (ILO) and institutional aims. CLOs are assessed by BA faculty through a Request for Information (RFI) each term utilizing course evaluations, exams, assignments, and student projects. The BA faculty regularly discuss course-level student outcomes and shared best practices associated with teaching and assessing CLOs. As a result, courses are regularly updated with changes implemented to improve teaching strategies and student learning.

While the newly implemented comprehensive assessment process started after the fall of 2017, through prior Request for Information (RFI), the following improvements to student learning were identified or implemented.

- BA 101 – the use of objective exam questions and individual assignments whereby students research actual business ethics and socially responsible practices proved effective; different weekly reading response assessments were developed that require students to recognize ethical implications within other aspects of business decision making.
- BA 111 – assignments were revised to include a faculty- prepared Excel template for homework preparation by students with hints and checkpoints so students can more accurately assess if they are on track.
- BA 211 – assignments were revised to include a faculty- prepared Excel template for homework preparation by students with hints and check points so students can more accurately assess if they are on track.
- BA 212 – assignments were revised to include a faculty-prepared Excel template for homework preparation by students with hints and check points so students can more accurately assess if they are on track.
- BA 213 – assignments were revised to include a faculty-prepared Excel template for homework preparation by students with hints and check points so students can more accurately assess if they are on track.
- BA 226 - exam question statistics revealed a few chapter topics in which students were less successful; improve reading response journal and instructional materials were provided so that students would be more successful.
- BA 277 - assignment instructions were revised with only one main problem so that students can incorporate better research and create better responses.
- BA 285 - another assessment was developed specifically for the third topic: organizational behavior and processes.
- CAS 133 – ongoing video answers to individual student questions on homework assignments were made available to all students, and carried forward to future years.
- CAS 170 – ongoing video answers to individual student questions on homework assignments were made available to all students, and carried forward to future years.
- CAS 171 – ongoing video answers to individual student questions on homework assignments were made available to all students, and carried forward to future years

3.2 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?

Revision of program level outcomes has been a top priority while working with the BA Program Advisory committee. The committee members shared past and current job postings. These job descriptions were compiled and summarized for analysis, then the top skills were identified (see Appendix B). These top skills aided in identifying and narrowing the discussions involving program learning outcomes.

With contribution from the advisory committee, the program outcomes were ranked; the result was four meaningful, yet concise, skills that were approved by the committee: 1) social, 2) information literacy, 3) thinking, and 4) communication (see Appendix C).

Then, all BA courses outcomes were mapped to these program outcomes in order to demonstrate how many core courses have course level outcomes that directly apply to program learning outcomes. A description of the program alignment results were as follows:

- Social Skills: Work effectively and ethically within a diverse business team (5 Courses – 7 Outcomes)
- Information Literacy Skills: Use computer applications for managerial analysis, presentations, and reports (5 Courses – 8 Outcomes)
- Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions (12 Courses – 25 Outcomes)
- Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders. (12 Courses – 23 Outcomes)

It is important to note that more program learning outcomes are addressed within the degree when other accounting and management courses of emphasis are included along with general educational courses.

3.3 What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?

At this time, only two challenges seem to potentially be affecting the whole assessment process. First, based on feedback from the advisory committee, students need professional social skills in order to be effective employees. Social skills, often called soft skills, are challenging to directly assess, especially within an online program. There needs to be continued discussion and research into best practices for assessing this outcome.

Second, while the outcome process was recently instituted, it is new for TBCC and for all faculty at TBCC. Once the full, two-year cycle of classes have been assessed, there will be more information to fully develop an improvement strategy.

4.0 Evaluation of Progress Toward Achievement of Previous Program Plans (Section 4.0 N/A 2017-18)

4.1 Evaluate steps taken to achieve plans established in the last program review.

The program has made numerous improvements since the last review in 2011. The following summarizes and evaluates the most significant improvements.

- Degree Mapping: Previously, TBCC offered two separate degrees: AAS Accounting and AAS Management. These degrees included numerous electives that were challenging for TBCC students to complete within two years. By

identifying core business courses for all business students, regardless of management or accounting emphasis, students are now better prepared with a core knowledge in both management and accounting. Through the revised TBCC BA degree map, students gain both a broad knowledge and focused learning within an area of emphasis. Additionally, students are also now able to complete the degree in two years with classes guaranteed to be offered, regardless of class enrollment numbers.

- Cooperative Education & Business Seminar: Within the curriculum redesign, two prior plans were also achieved. Students emphasizing in both accounting and management are now required to complete an internship (Cooperative Education) prior to graduation. Furthermore, an end-of-program capstone course is required, developed similar to Central Oregon Community College's (COCC) course, which involves students completing a project or simulation. Combined, these courses provide a thorough technical skills assessment in which student demonstrate their business knowledge and skills.
- Advisory Committee: Until 2013, the program did not meet consistently with an advisory committee. Now the program seeks input and feedback twice-a-year through the committee (see section 7.1 for a list of current committee members). Based on advisory committee feedback, two other curriculum improvements were implemented:
 - The baseline requirement for *CAS 121: Keyboarding Skillbuilding* was increased to 45 wpm and a challenge exam was implemented in the fall of 2017.
 - *CAS 170: Beginning Excel* is now required for all business students, with accounting students additionally taking Intermediate Excel. Excel is required early within the degree, prior to taking many of the accounting classes, since the ability to use spreadsheets is essential for both accountants and managers.
- Integrated Ethics: With increased ethical offenses occurring within business, the faculty agreed to integrate aspects of ethics and/or social responsibility into sections of each course. In addition, there is a designated Business Ethics class (BA 277) within the curriculum.

4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.

No extra resources were allocated toward previous program goals; however Title III funds were instrumental in allowing for the development of all BA courses now being offered online.

5.0 Program Plans

5.1 Short-term Plans (three year cycle)

5.1.1 *Based on the above data and analyses, identify 2 or more concrete plans, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next three year cycle.*

- **Expand 1 year and/or less than 1 year college certificates and career pathways.**

Research shows that students benefit when they can acquire incremental certificates while progressing towards a degree. While exploring peer colleges, other schools offer alternative certificates. BA faculty first needs to explore and assess these certificates to confirm which certificates are beneficial and relevant for Tillamook County employers, then review the appropriate certificates with the BA Advisory committee. Finally, any new coursework needs to be assessed and aligned within the current degree map.

- **Engage more teachers and high schools students with dual credit courses.**

While TBCC currently partners with two local high schools (THS & NKN HS) in offering BA dual-credit courses, TBCC BA faculty need to continually meet and network with the local high schools to expand more course opportunities, such as BA 111: Introduction to Accounting (if qualified instructors exist). Further discussions between the college and high schools are needed to better understand how schools schedule and assign course placement in order to better promote BA courses. By building upon the success of the current courses, the BA program needs to develop promotional materials to encourage more high school students to take dual-credit offerings.

- **Review and/or revise courses and curriculum sequencing as appropriate to meet current business trends.**

BA faculty continue to annually review curriculum with the BA Advisory committee to ensure that courses and course outcomes most effectively prepare students for employment. Through ongoing networking and staying aware of statewide curriculum trends, necessary adaptations may need to be made within the BA degrees. Also, faculty continue to actively participate in Oregon's Unified State Transfer Agreement (USTA) discussions in case course outcomes need to align with statewide outcomes.

5.1.2 *What specific aspects of these plans can be accomplished without additional financial resources? (See 5.1.1 above)*

At this time, most of these plans can be addressed without additional resources; however, if the development of additional classes, promotional materials, or meeting expenses are required, additional resources to build these classes would be necessary.

5.2 Long-term Plans (six year cycle)

5.2.1 *Based on the above data and analyses, identify 2 or more concrete plans, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next six years.*

- **Develop competency tests to allow students to test out of Beginning Word, Beginning Excel, and maybe others as requested.**

BA faculty need to research standard and best practices available for competency tests. If there are adequate, recognized existing tests available, faculty could implement these, but at this time, tests that involve both knowledge of the software and demonstrated skills when using the software do not exist. A plan would need to be developed for an assessment that combines both test questions and practical exercises. Finally, processes and coordination, similar to the keyboarding challenge exam, need to be coordinated with the Library, Business Office, and Student Services.

- **Build and maintain an Alumni connections network to identify opportunities that will further increase student success and promote the college.**

This plan should and would benefit from partnering with the college's Advancement and Business Offices as this network could support other advancement and foundation efforts. While meeting together, there would be a need to map a process for gathering Alumni information while looking at potential opportunities and obstacles. Simultaneously, other colleges would be contacted to understand how they have developed their Alumni networks. Finally, there needs to be the development and maintenance of an Alumni database.

- **Institute a post-graduate survey for alumni regarding which courses were most helpful for job-readiness and work-related skills.**

First, other schools already have similar surveys, so BA faculty need to assess and learn from their best practices along with the types of questions within the surveys. As these surveys are collected, sorting and developing a TBCC survey is necessary. Finally, BA faculty will collaborate with TBCC's Institutional Researcher to ensure consistent practices and implementation with other college surveys. As survey data is collected, the information needs to be maintained and reviewed.

5.2.2 What specific aspects of these plans can be accomplished without additional financial resources?

The areas of researching, meeting, collaborating, and discussing should not require additional resources. Although some of the planning activities would require release time for BA faculty from their existing busy responsibilities.

6.0 Requests for Resources

For any specific aspect of a plan listed in 5.0 that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source

Personnel	\$3,000	Professional development general fund or through a grant to support faculty development/adoption of proficiency tests
Other (promotion)	\$1,000	College Advancement & Foundation Partnership
Total Requested Amount	\$4,000	

6.1 Describe the resource request.

Based upon the short and long-term plans, future resources would support growth within the BA program.

First, as no satisfactory competency tests exist for Beginning Word and Excel, BA faculty request professional development resources to design and develop such tests. Historically, course development was paid at a rate of \$1,500 per class.

Second, in order to maintain information and data provided by alumni, an effective database system needs to be developed (or discovered) along with someone assigned to maintain it. One database would maintain current contact information and another data system would maintain post-graduate survey feedback. These databases could be developed internally through the use of MS Access and/or MiniTab or another data retention system could be sourced so that it integrates with other departmental needs.

Third, as new certificates and pathways are developed as well as promoting dual credit courses, updated marketing materials would support steady growth for the BA program. Additionally, it has been three years since the online BA program has been actively promoted. Therefore, it would be beneficial to reinvigorate the program by promoting it again, reminding potential students the benefits of this online program.

6.2 What measurable outcome(s) will result from filling this resource request?

As faculty review and/or revise courses and curriculum sequencing as appropriate to meeting current business trends, course outcomes will satisfy both employer and student needs. While the revision focus is to ensure students are gaining relevant skills, it will also address student success in completing courses which further leads to students successfully completing the degree. As such, there are two measures within TBCC's strategic plan that are calculated annually: 1) EE2.1 - Degree Completion - Measured by the overall percentage of students completing a degree within 150% of normal time and 2) EE3.1 Course Learning Outcomes - Measured by the percentage of students satisfactorily achieving Course Learning Outcomes. Any course or curriculum changes will be benchmarked by student success measures.

The competency exam's purpose is to benefit students in earning course credits within content and/or skills that they can already demonstrate. By having the exams, students can complete their degree more quickly as it reduces the number of credits needed to

complete, which also saves students money. Degree completion is annually measured by the overall percentage of students completing a degree within 150% of normal time (EE2.1 - Degree Completion). Additionally, for students pursuing only a certificate, the TBCC strategic plan includes a separate measure (EE2.2- Certificate Completion), which is measured by the percentage of students completing certificates.

It is reasonable to assume that in order for students to complete the degree in a timely manner, students also need to persist term-to-term and year-to-year. The following two measures are also included with the strategic plan as measured outcomes: 1) EE1.2: Term-to-Term Retention - measured by the increase in the percentage of degree seeking students enrolled in credit courses in their first fall term at TBCC, who re-enroll in the winter term, and 2) EE1.3: Year-to-Year Retention - measured by the increase in the percentage of degree seeking students enrolled in credit courses in their first fall term at TBCC, who re-enroll the following fall.

By having both an alumni network and post-graduate survey, BA Advisory committee members and alumni could demonstrate ongoing support for TBCC's success, particularly the BA program. The information provided by alumni will assist in program improvement by providing feedback from program completers. As this information is gathered and shared, it will assist with ongoing, increased knowledge of the work skills needed in today's workplace. The faculty are able to integrate these skills into the appropriate courses within the BA Program. As described in the 3.2 section of this program review, through ongoing program assessment, the program learning outcomes are continuously evaluated. This leads to more successful student achievement of the program outcomes. Program Learning Outcomes (EE3.2) are measured by the percentage of students satisfactorily achieving program outcomes within the strategic plan. Indirectly, having increased alumni's support, the college and BA program will benefit as they promote the program, which is a measure within the Self-Evaluation (see Appendix D).

6.3 How does this request further college fulfillment of the college mission and its Core Theme objectives?

With these resources, the BA program will continue to create bridge opportunities for student success with existing and improved degrees and certificates, along with the potential for more certificates and updated coursework. Through alumni information and feedback, the program can continue to respond to student and employer needs with curriculum that demonstrates educational excellence. Furthermore, these resources are focused on improving student success, persistence, and degree completion. Finally, through research and by keeping aligned with best practices, the program will continue achieving academic excellence.

7.0 Advisory Committee and Employer Input (CTE Programs Only):

7.1 List Current Advisory Program Membership

<u>Community Partners</u>	
Amy Blackburn	EDC & Tourism Accountant
David Hollandsworth	State Farm
Diane Lyda	Retired/Till. County
Kimber Hall	FibreFederal
Kristine Hayes	SAI
Meghan Wismer	US Bank
Mike Arseneault	ReCreateNow
Nikki Underwood	FibreFederal
Stephanie Hurliman	OED
Terri Filosi	Till PUD
Tim Lyda	City of Till.
<u>Community Partners & Alumni</u>	
Amber Stein	Zwald Trucking
Joanna Stelzig	Till PUD
Robin Pepper	Bookkeeper
Wendy-Jo Wolf	TCCA

7.2 Discuss the process your program followed to ensure advisory committee membership involvement in and contributions to this program review. Report on comments and concerns shared by members of the advisory committee.

An important partner of the BA program is the advisory committee which provides advice and input related to current and future curriculum. The committee members are instrumental in ensuring that the curriculum is current to meet the needs of business and industry. Members discuss general program content, skills graduates need, job opportunities, career trends, and strategic planning.

The committee consistently meets twice each academic year and is attended by representatives from business and industry, TBCC faculty, local high school partners, and the Regional Coordinator of Career and Technical Education. Agendas are based on topics pertinent to members and meetings are facilitated to encourage discussion, feedback, and dialogue on emerging issues. Current activities with the advisory committee include creating a better understanding of their role and the implementation of self-evaluations (see Appendix D for a sample self-evaluation).

During the last four years, the advisory committee began by learning about the courses and curriculum which led to discussions involving the program's redesign. With their support and approval, the program received state approval and adaptation for online implementation. Employers emphasized the need for the BA program being available for incumbent workers; expressed concern over student readiness and professionalism; and encouraged the importance of job fairs, job shadowing opportunities, and cooperative educational experiences.

When asked about the value of industry certifications, the advisory committee's response was that they are not valued or important at this time. The committee urged the program to further emphasize basic computer skills, soft skills, teamwork, communication, interviewing preparation, and professionalism.

Finally, the advisory committee provided examples of 10 management-oriented and four accounting-oriented job positions (see Appendix B). The qualifications guided the BA program faculty when developing course and program learning outcomes (see Appendix C).

7.3 Date final program review to be shared with advisory committee membership:

This program review will be shared in draft form via email prior to the spring meeting. During the spring meeting (May 17, 2018), the advisory committee will have an opportunity to provide feedback. Afterwards, the final version will be shared during the fall meeting (tentatively, November 8, 2018).

8.0 High School, Community, and Employer Outreach

8.1 (CTE Programs Only) List the largest employers within the service area for your program completers. How do these employers provide input to the program curriculum and information about industry trends?

Some of the largest employers in Tillamook County include the TCCA, Kiwanda Hospitality Group, Tillamook County, Tillamook PUD, and Tillamook Regional Medical Center. Representatives from some of these largest employers are currently advisory committee members. Efforts continue to be made to expand the committee membership with more large and smaller employers.

8.2: (CTE Programs Only) Discuss local employer perceptions of your program and its graduates. What mechanism did you use to gather this input during the program review process?

Through the advisory committee, feedback about the program and graduates is sought as the committee includes several TBCC graduates. One member shared how TBCC has assisted her personally and professionally with more job opportunities. Furthermore, when the TCCA needed Project Management and Six Sigma training, they collaborated with the college. The BA faculty responded quickly by developing course

outcomes, finding an industry qualified instructor, then provided these trainings as an accredited college course (BA 120: Project Management and BA 214: Lean Manufacturing and Process Controls).

As discussed in section 7.2, employers responded positively to the program's redesign and online degree offering. Through email and meetings, employers provide input, direction, guidance, and affirmation for courses, course outcomes, and program outcomes.

It is further worth noting that recently, an advisory committee member suggested that the BA faculty follow-up with more alumni regarding the key skills and knowledge learned while at TBCC, and then, to solicit these alumni to participate in the Advisory committee.

8.3 (CTE Programs Only) What employment opportunities are available to your program completers (list specific positions)? To your certificate completers?

For students earning the Business Administration with an Accounting emphasis, the program draws information from O*Net (<https://www.onetonline.org/link/summary/43-3031.00>) for jobs in Bookkeeping, Accounting, and Auditing Clerks. The important skills and knowledge necessary include computing, classifying, and recording numerical data to keep financial records complete; performing any combination of routine calculations, posts, and verifications to obtain primary financial data for use in maintaining accounting records; and checking the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers. Sample jobs include Accounting Clerk, Accounting Assistant, Accounts Payables Clerk, Bookkeeper, Account Clerk, Accounts Payable Clerk, Accounts Receivable Clerk, Account Receivable Clerk, Accounts Payable Specialist, and Accounting Associate.

For students earning the Business Administration with a Management emphasis, the program draws information from O*Net (<https://www.onetonline.org/link/summary/11-1021.00>) for jobs as General and Operations Managers. The important skills and knowledge necessary include planning, directing, or coordinating the operations of public or private sector organizations; formulating policies, managing daily operations, and planning the use of materials and human resources. Sample jobs include Business Manager, Facilities Manager, Facility Manager, General Manager (GM), Operations Director, Operations Manager, Plant Manager, Production Manager, and Store Manager.

8.4 (CTE Programs Only) Provide labor market data regarding the projected number of job openings in the region (northwest Oregon and Portland metropolitan area). Cite the source of this data.

Labor market data was collect from the Oregon Labor Information System (OLMIS) at www.qualityinfo.org. The data is projected information including the Tillamook region

(Northwest Oregon), Portland-Metro area, and the state of Oregon. The data was collected based on the BA Advisory committee positions, peer community colleges, and comparable occupations. Then jobs were sorted by the recommended level of education: Certificate, Associate, and Bachelor (See Appendix E and Appendix F).

At the Certificate level, the largest number of annual replacement openings (131) is in Retail Sales with an expected increase of 8.8% (however these tend to be low paying jobs). The largest percent increase change (11.3%) will be within Billing and Posting Clerks, but annual replacement openings will be 7 positions. Finally, while annual replacement openings within Bookkeeping, Accounting, and Auditing clerks will be 13, it represents a 7.8% decrease in employment.

For Associates degrees, two job sectors (General & Operations Managers and Accounting & Auditors) are anticipating increases around 8.0%. General and Operations Managers anticipate an annual replacement of 29 jobs, while Accounting and Auditors will be 16. Another job sector (Secretaries and Administrative Assistants, Except Legal, Medical, & Executive) anticipates a 2.7% increase with annual replacement opening of 16 positions.

Finally, while looking through the Bachelor degree level, General & Operations Managers will have the most annual replacement openings (29) and a 7.8% increase in jobs. The largest percent increase (8.1%) will be within Accounting & Auditors; there are 16 annual replacement openings. Other jobs – Financial Managers (6.5%), Marketing Managers (4.0%), and Human Resource Specialists (2.2%) – are expecting growth, but only anticipate single-digit replacement openings.

8.5 (CTE and Transfer Programs) What dual credit offerings does your program support? In which area high schools are these dual credit courses offered? How will your program support the expansion of dual credit offerings at area high schools?

The program maintains dual credit offerings for BA 101: Introduction to Business and BA 150: Introduction to Entrepreneurship. These agreements allow students to dual enroll in a high school course and a TBCC course. As part of the agreement, the high school faculty members agree to maintain TBCC's standards of achievement in the high school course. TBCC faculty has shared instructional and assessment materials along with online Moodle shells in order to aid the high school teachers and promote consistency between schools. The TBCC BA program faculty assesses the courses to ensure quality and consistency in the course offerings and maintains on-going relationships with the high school faculty. The two schools currently participating are Tillamook High School and Neah-Kah-Nie High School. The BA program would expand dual credit offerings in BA 111 (Introduction to Accounting) if there is interest and sufficient enrollment numbers from the high school (if teachers are qualified).

9.0 Executive Summary

The Business Administration (BA) at Tillamook Bay Community College (TBCC) prepares future accountants and managers with curriculum shaped and reviewed by local employers. The program is designed for a wide range of students including recent high school graduates, incumbent workers, and people seeking a new career.

The BA program fulfills the mission and vision of TBCC by offering courses and curriculum that engages diverse students in order for them to fulfill their educational goals. Program data showed:

- 80% of the students successfully complete BA courses, showing that these students are making consistent and timely progress toward their individual educational goals.
- Female students (64%) outnumber male students (36%) which is slightly higher than the general demographics of TBCC students.
- BA students are more demographically diverse than the county in general.
- Although it was a small sample size, Latinx students persist Fall-to-Fall at a greater rate than White students.

The BA program was the first program to offer fully-online courses, and the BA faculty welcomed the opportunity to develop online courses for the online degree. BA faculty completed the Quality Matters (QM) online instructor training and certification, which represents educational excellence as course are developed and taught utilizing nationally recognized educational standards and outcomes comparable with statewide schools.

When comparing the TBCC BA program with peer colleges a couple key findings include:

- Overall enrollment trends for all four colleges are similar; however, the enrollment at TBCC has been more consistent.
- TBCC has experienced significantly less faculty turnover than peer colleges.
- TBCC's BA degree has a core curriculum that parallels the peer colleges; however, TBCC's degree is unique with a streamlined, combined degree with core classes and areas of emphasis in accounting and management.

The BA program is vital for students and the Tillamook business community by offering an Associates of Applied Science (AAS) degree and three certificate programs as well as providing the essential coursework for the Associate of Science Oregon Transfer - Business degree. The BA curriculum is periodically reviewed in order meet the emerging expectations and economic changes within today's business environment while maintaining a goal to assist students become competent business professionals.

Important partners for the BA program include dual credit course instructors with two local high schools, and the BA advisory committee which provides advice and input related to current and future curriculum. The committee members are instrumental in ensuring that the curriculum meets the current needs of business and industry. Members discuss general program content, skills that graduates need, job

opportunities, career trends, and strategic planning. With their guidance, new program outcomes were created in the areas of:

- Social Skills: Work effectively and ethically within a diverse business team.
- Information Literacy Skills: Use computer applications for managerial analysis, presentations, and reports.
- Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions.
- Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders.

Finally, BA faculty identified both short-term and long-term goals as follows:

- 5.1 Short-term Plans (three year cycle)
 - Expand 1 year and/or less than 1 year college certificates and career pathways.
 - Engage more teachers and high schools students with dual credit courses.
 - Review and/or revise courses and curriculum sequencing as appropriate to meet current business trends.
- 5.2 Long-term Plans (six year cycle)
 - Develop competency tests to allow students to test out of Beginning Word, Beginning Excel, and maybe others as requested.
 - Build and maintain an alumni connections network to identify opportunities that will further increase student success and promote the college.
 - Institute a post-graduate survey for alumni regarding which courses were most helpful for job-readiness and work-related skills.

Chief Academic Officer Program Review Summary Page

The BA program faces some challenges as it seeks to grow in the coming years. These are vividly illustrated by the fact that the two full-time faculty are carrying the teaching load of 2.4 full-time faculty, as evidenced by the FTEF calculation. This measure does not take into account the multiple additional responsibilities carried by the faculty around the college, some of which go beyond the typical full-time faculty assignments.

While the sections taught by the current faculty do have excess available capacity, as shown by the average fill rate, the potential for growth which could be taken advantage of by serving a new group of students in on-ground sections is beyond the current capacity of the faculty to offer and teach. This is also likely to be the case if additional certificates are identified and developed with the degree “umbrella.”

Therefore if on-ground section offerings are to be contemplated, or new courses developed for new certificate programs, these sections will need to be taught by adjunct faculty, thus increasing the operating costs of the program. Allowances and adjustments would need to be made in future years’ budget formulation for this to occur.

For the short-term goals of the program which involve the exploration of new certificate development, the budget ramifications need to be considered, with support from college leadership for the additional operational costs. Nevertheless, as this could lead to enrollment growth and higher FTE, this consideration should be encouraged.

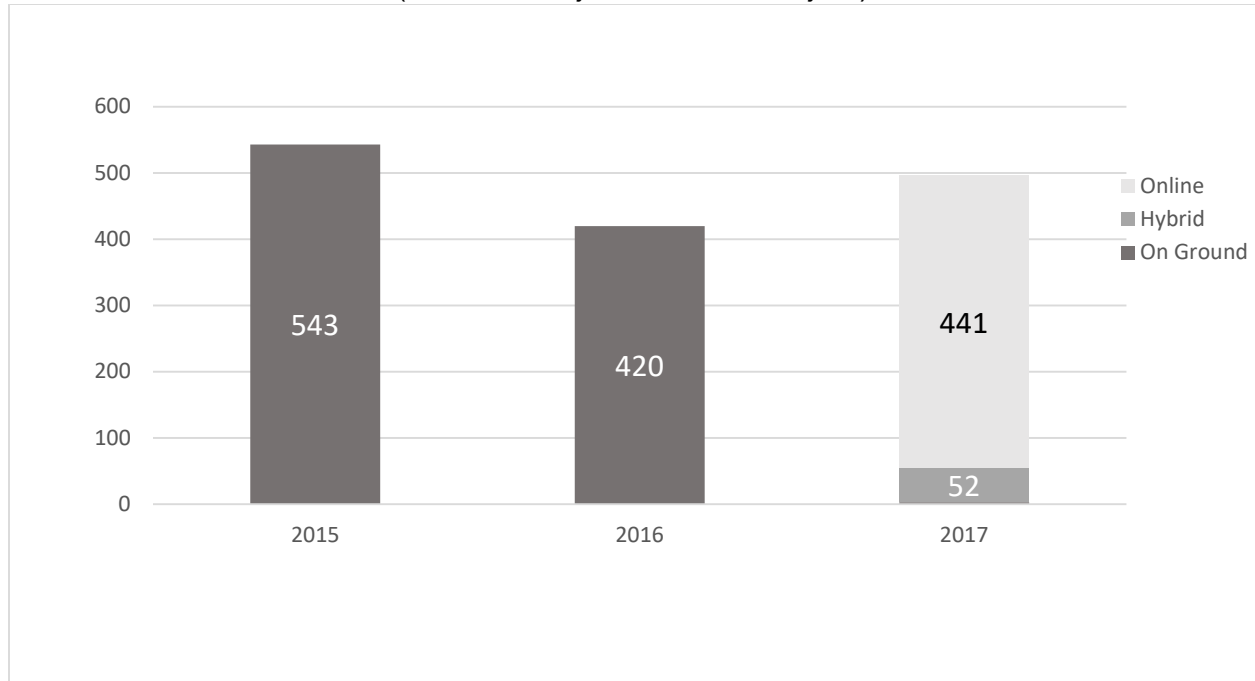
Long-range goals including the development of new proficiency exams and the development of an alumni network are solid plans, and should be encouraged.

Appendix A: Program Review Data and Trends

Business Administration

Section 2.1.a: Program Enrollment

Table 2.1.a: Enrollment in BA program courses, 2015 – 2017
(includes majors and non-majors)



*Includes BA (Business Administration) and CAS (Computer Application Systems) courses, which support multiple degrees.

Source: TBCC Student Information System.

Note: The Business Administration became a fully online program in the fall of 2015. However the college's data system was not at that time set up to be able to distinguish between enrollments in on-ground, hybrid and online courses. By the year 2016-17, courses had been coded to make this distinction.

Section 2.1.b: Program Majors

2.1.b.1: Annual Number of Business Administration Program Majors (Duplicated Headcount – see note)

Row Labels	2015 Count	%	2016 Count	%	2017 Count	%	Total Count	Total %
Business Administration	22	8.7%	25	11.5%	24	12.0%	71	10.6%
Students in all other majors	232	91.3%	193	88.5%	177	88.1%	602	89.5%
Grand Total	254	100.0	218	100.0	201	100.0	673	100.0

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding.

Note: Duplicated Headcount: Students are counted in each year they are enrolled and thus may be counted in more than one year.

2.1.b.2: Business Administration Annual Number of Program Majors Disaggregated by Gender

Row Labels	2015 Count	%	2016 Count	%	2017 Count	%	Total Count	Total %
Business Administration								
F	13	5.1%	16	7.3%	16	8.0%	45	6.7%
M	9	3.5%	9	4.1%	8	4.0%	26	3.9%
Students in all other majors								
F	122	48.0%	109	50.0%	96	47.8%	327	48.6%
M	110	43.3%	84	38.5%	81	40.3%	275	40.9%
Grand Total	254	100.0	218	100.0	201	100.0	673	100.0

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding.

Note: Duplicated Headcount: Students are counted in each year they are enrolled and thus may be counted in more than one year.

**2.1.b.3: Business Administration Annual Enrollment of Program Majors
Disaggregated by Race/Ethnicity**

Row Labels	2015 Count	%	2016 Count	%	2017 Count	%	Total Count	Total %
Business Administration								
Hispanic	4	1.6%	NR	NR	NR	NR	12	1.8%
White	18	7.1%	18	8.3%	18	9.0%	54	8.0%
Asian	NR	NR	NR	NR	NR	NR	NR	NR
Unknown	NR	NR	NR	NR	NR	NR	NR	NR
Students in all other majors								
Native American	5	2.0%	NR	NR	NR	NR	12	1.8%
Hispanic	29	11.4%	34	15.6%	33	16.4%	96	14.3%
White	162	63.8%	136	62.4%	119	59.2%	417	62.0%
MultiRacial	6	2.4%	6	2.8%	7	3.5%	19	2.8%
Asian	NR	NR	NR	NR	NR	NR	NR	NR
Unknown	29	11.4%	12	5.5%	13	6.5%	54	8.0%
Grand Total	254	100.0	218	100.0	201	100.0	673	100.0

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality.

**Table 2.1.b.4: Business Administration Program Majors,
for Combined Years 2015-2017**

Row Labels		
Business Administration		
Student Majors Count		53
Student Majors as %age of all college majors		10.5%
Students in all other majors		
Count		451
%age of all other majors		89.5%
Total Count	504	
Total %	100.0	

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding.

**Table 2.1.b.5: Business Administration Program Majors,
for Combined Years 2015-2017, Disaggregated by Gender**

Row Labels	F	M	Grand Total
Business Administration			
Count	34	19	53
%	12.1%	8.5%	10.5%
Students in all other majors			
Count	246	205	451
%	87.9%	91.5%	89.5%
Total Count	280	224	504
Total %	100.0	100.0	100.0

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding.

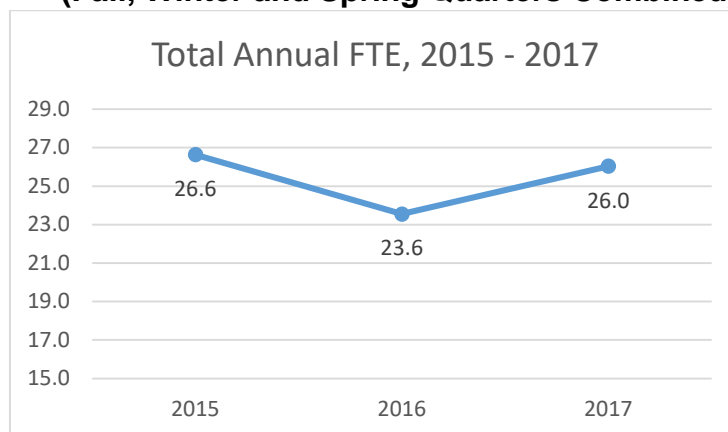
**Table 2.1.b.6: Business Administration Program Majors,
for Combined Years 2015-2017, Disaggregated by Race/Ethnicity**

Row Labels	Unknown	Hispanic	Native American	Asian	White	MultiRacial	Grand Total
Business Administration							
Count	NR	8	NR	NR	41	0	53
%	NR	11.1%	NR	NR	11.3%	0.0%	10.2%
Students in all other majors							
Count	38	64	NR	9	324	14	451
%	92.7%	88.9%	NR	100.0%	88.8%	100.0%	89.5%
Total Count	41	72	NR	9	365	14	504
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality.

Section 2.1.c: Program FTE

**Table 2.1.c: Total Business Administration Program Annual FTE
(Fall, Winter and Spring Quarters Combined)**



Source: TBCC Student Information System.

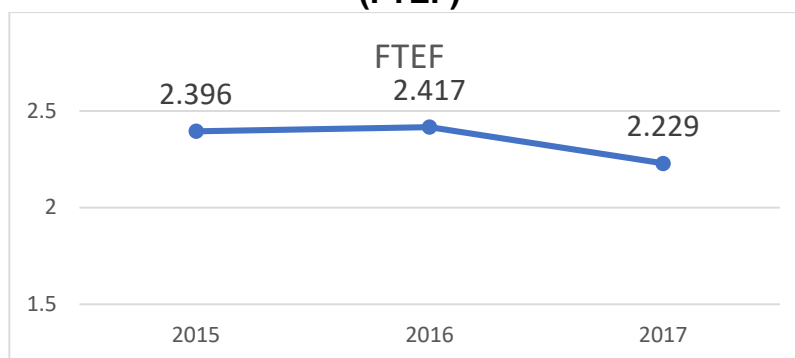
Section 2.1.d: Annual Program Sections/Courses Offered

2.1.d: Number of Business Administration Program Courses and Sections Offered, 2015 – 2017

2015 – 26 courses with 35 total sections
2016 – 30 courses with 39 total sections
2017 – 28 courses with 37 total sections

Section 2.1.e: Program FTEF

**Table 2.1.e: Business Administration Program Full Time Equivalent Faculty
(FTEF)**

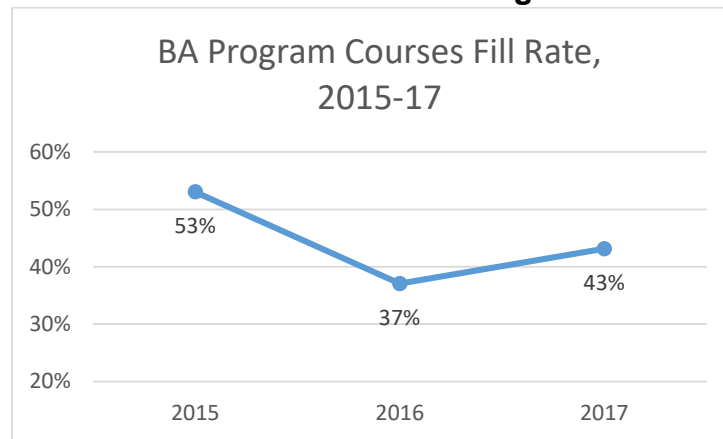


Source: TBCC Student Information System.

Note: FTEF is calculated on the basis of an average full-time faculty load of teaching 16 credits per quarter, or 48 credits over fall, winter, and spring quarters. The BA program has two full-time faculty and no adjunct faculty. Therefore the two full-time faculty are carrying the equivalent load of 2.229 full-time faculty.

Section 2.1.f: Program Section Fill Rate

Table 2.1.f: Business Administration Program Section Fill Rate

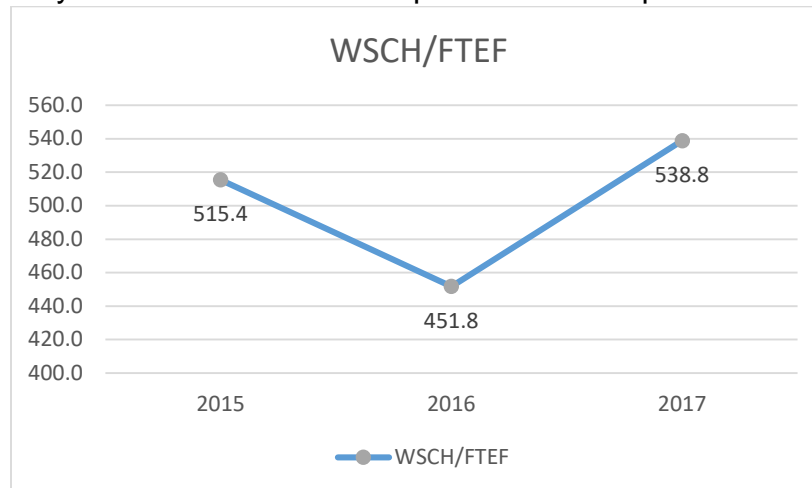


Source: TBCC Student Information System.

Note: Fill rate represents the total enrollment in BA program course sections as a percentage of available seats. As such it is an indication of capacity available within the program to accommodate increases in enrollment.

Section 2.1.g: Program WSCH/FTEF

Table 2.1.g: Business Administration Program WSCH/FTEF
(Weekly Student Contact Hours per Full Time Equivalent Faculty)



Source: TBCC Student Information System.

Note: WSCH/FTEF equals the total number of students enrolled in BA courses multiplied by total weekly contact hours, divided by the FTEF number. As such it is an indication of the weekly FTE generated by full-time faculty within the program. 510 contact hours = one FTE student.

	2015	2016	2017
WSCH/FTEF	515.4	451.8	538.8
FTEF	2.396	2.417	2.229
WSCH	1235.0	1092.0	1201.0

Section 2.1.h: Program Student Retention

Table 2.1.h.1: Business Administration Student Retention – Fall-to-Fall, 2015-17

Returned Next Fall	Business Administration	Students in all other majors
yes	38.0%	36.2%
no	62.0%	63.8%
Grand Total	100.0	100.0

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Students are aggregated across years 2015-2017. Students may be duplicated across years since enrolled in more than one year.

Table 2.1.h.2: Business Administration Annual Student Retention Rates, 2015-2017

Returned Next Fall	2015		2016		2017		Total n	Total %
	n	%	n	%	n	%		
Business Administration								
yes	8	36.4%	9	36.0%	10	41.7%	27	38.0%
no	14	63.6%	16	64.0%	14	58.3%	44	62.0%
Students in all other majors								
yes	85	36.6%	58	30.1%	75	42.4%	218	36.2%
no	147	63.4%	135	70.0%	102	57.6%	384	63.8%

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality. Students may be duplicated across years since enrolled in more than one year.

Table 2.1.h.3: Business Administration Program Fall-to-Fall Student Retention Rates Disaggregated by Year and by Gender

Returned Next Fall	2015				2016				2017			
	F		M		F		M		F		M	
	n	%	n	%	n	%	n	%	n	%	n	%
yes	5	38.5%	NR	NR	NR	NR	NR	NR	6	37.5%	NR	NR
no	8	61.5%	6	66.7%	11	68.8%	5	55.6%	10	62.5%	NR	NR

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality.

**Table 2.1.h.4: Business Administration Program Fall-to-Fall
Student Retention Rates
Disaggregated by Year and by Race/Ethnicity**

Returne d Next Fall	Unknow n		Hispanic		Asian		Whit e	
	n	%	n	%	n	%	n	%
2015								
yes			NR	NR			6	33.3 %
no			NR	NR			12	66.7 %
2016								
yes	NR	NR	NR	NR	NR	NR	6	33.3 %
no	NR	NR	NR	NR	NR	NR	12	66.7 %
2017								
yes	NR	NR	NR	NR			7	38.9 %
no	NR	NR	NR	NR			11	61.1 %

Source: TBCC Student Information System. Percentages may add to more than 100% due to rounding. Figures reported as NR (for not reported) follow the FERPA convention of not reporting student figures lower than 5, to preserve student confidentiality.

Section 2.1.i: Successful Completion rate

**Table 2.1.i: Successful Program Course Completion Rate (includes BA and
CAS courses)**

	2014-15	2015-16	2016-17
Successful Completion Rate	80.5%	77.4%	73.0%
Number of enrollments	543	420	441

Source: TBCC Student Information System. Completion rate is percentage of students on class roster at census date who complete the class with a grade of A, B, C or P. The percentage of students who were unsuccessful includes students who received a grade of D, F, NP, AU (audit) or W for the course.

Appendix B: Advisory-Committee - Job Position Examples

Advisory Committee Job Positions - Accounting Emphasis

	TCCA: Bookkeeper	TCCA: A/P Spec	TPUD: Accountant	FFCU: A/P Specialist
Duties/Responsibilities				
Maintain A/R, A/P, payroll files	X	X	X	
Reconcile general ledger, A/R, A/P, payroll		X	X	X
Prepare 1090 &/or 1099		X	X	X
Review billings & adjustments		X	X	X
Assist in month-end closing		X		X
Balance daily cash & reconcile totals	X			X
Prepare A/P payments		X		X
Maintain sufficient inventory	X			
Oversee A/R	X			
Post & document information	X			
Review invoices		X		
Maintain vendor records				X
Qualifications				
Education				
HS Diploma or GED	X	X	X	X
Assoc. Degree	preferred	preferred	required	
Experience				
Bookkeeping or accounting	3 yrs.	2 yrs.	2 yrs.	
POS system	preferred			
Handling cash	1 yr.			
Job Knowledge				
GAAP		X	X	
Filing procedures & record keeping			X	
Skills				
MS Office; comp. literacy	Interm.	Interm.	X	
10-key			X	
Math: fractions, %, ratios			X	
Auditing procedures			X	
Abilities				
Communicate effectively	X	X	X	X
Work independently	X	X	X	X
Attention to details, accuracy		X	X	X
Maintain quality employee relationships	X	X		X
Manage & prioritize time		X	X	X
Identify & solve problems			X	X
Work as a team player	X	X		
Handle confidential info		X		
Work under pressure/deadlines		X		
Physical				
Standing & walking	X		X	
Sitting	X		X	
Hearing & Vision	X		X	
Lifting 25 lbs.	X			
Travel (some, local & regional)			X	

Advisory Committee Job Positions - Management Emphasis

	TCC A: Asst. Retail Mgr.	TPU D: Admin Asst. to HR	TPUD: Engineer. Field Rep.	TPUD: Engineer. Coord.	TPUD: Utility Asst. Coordinator	TPUD: Energy Program Represent	FFCU : Jr Loan Officer	FFCU: Member Serv Rep	FFCU : Jr Loan Officer	Insur : Prod Assist
Duties/Responsibilities										
Maintain accurate records		X	X		X			X	X	X
Prepare and proofread documents & reports		X		X	X	X		X		
Assist manager	X						X			
Coordinate projects & work flow				X	X					
Customer service							X	X		
Accept loan applications							X			
Administer quality program						X				
Analyze data						X				
Approve, deny, or recommend loans							X			
Calculate and track costs & payments					X					
Communicate clear expectations	X									
Design & stake extensions			X							
Execute business goals	X									
Identify, track, and analyze sales & marketing trends	X									
Investigate bill inquiries						X				
Manage rebate programs						X				
Monitor records & licenses (CDL)		X								
Open new accounts								X		
Perform audits & inspections						X				
Perform field & load checks			X							
Prepare & schedule field work	X									
Prepare & transcribe meeting minutes				X						
Prepare annual billings					X					
Recruit talent	X									
Schedule appointments				X						
Train staff	X									

Qualifications

Education

Assoc. Degree		X		X	X	X	X		
HS Diploma or GED	X	X	X						
Bach. Degree	preferred								
ODL			w/in 30 days		w/in 30 days	X			
Public Notary				required				if needed	
Related experience						3 to 5 yrs.			

Experience

Customer service	4+ yrs.					X	X	X	4 yrs.
Office support		2 yrs.		2 yrs.	1 yr.				
Utility or telecom. industry				desired	desired				
Clerical							X		
Construction standards			X						
Financial or credit union							X		
Food handler's card	X								
Supervision	1 yr.								

Job Knowledge

General office practices				X	X		X	X	X
Record-keeping methods		X		X	X		X		X
Office support work flow				X	X				
Construction techniques						X			
Electric service industry practices						X			
Open meeting protocols		X							
Project management						X			
Utility code specifications			X						

Skills

MS Office	Interm.	Interm.	Basic	Basic	Interm.	Interm.			
Standard office equipment		X	X	X	X		X	X	
Basic math			X	X	X	X			
Calculator						X	proficient	proficient	
Typing							proficient	proficient	
Filing		X							
POS Systems	X								
Property & casualty license									pass
Staking & surveying software			X						

Abilities

Build & maintain effective relationships	X	X	X	X	X	X	X	X	X	X
Communicate effectively	X	X	X	X	X	X	X		X	X
Comply and follow policies/guidelines		X	X	X	X	X		X	X	

Develop & maintain alliances with leadership	X	X	X	X	X		X	X	
Identify & solve problems			X	X	X	X	X		X
Make decision independently		X	X	X	X	X			X
Plan & organize multiple tasks simultaneously		X		X	X	X	X		X
Responsive to customers				X	X	X	X	X	X
Meet deadlines			X	X	X				X
Maintain records		X	X	X					
Maintain confidentiality		X							
Read maps & blueprints			X						
Prepare estimates			X						
Physical									
Standing & walking	X	X		X	X	X			X
Travel (some, local & regional)		X	X	X	X	X			
Lifting 25 lbs.	X			X	X				X
Hand & finger use (some repetitive motion)	X	X			X				
Hearing & Vision		X	X				X		
Maneuver in exterior field environment			X		X	X			

Appendix C: TBCC BA Program Outcomes

Results of your top five (5) outcomes:

Rank	Outcome
	Access, use and evaluate information in business decision making.
4	Analyze business situations and evaluate possible solutions in the context of the business setting.
5	Apply an understanding of the management process inclusive of planning, organizing, leading, and controlling resources within organizations.
3	Communicate effectively in various forms.
	Communicate effectively with customers, suppliers, employees, and other stakeholders, using standard business terminology.
	Demonstrate knowledge and application of prescribed ethical codes and behaviors in the workplace.
	Demonstrate the ability to apply and synthesize the functional areas of business to make sound business decisions.
	Practice within the legal, ethical, and economic standards of the business environment.
2	Use quantitative and qualitative analytical and critical thinking skills to evaluate information, solve problems and make sound decisions.
2	Utilize computer applications for appropriate managerial analysis, presentations, and reports.
1	Work effectively in a team and group setting.
	Other:

Appendix D: Advisory-Committee Self-Evaluation

Criteria

Yes

No

Unsure

The committee has held at least two meetings.

The committee membership is diverse in gender and ethnicity and is composed of individuals whose occupational areas include: labor, supervisors, managers, educators, past/current students.

The committee meeting minutes are maintained as a permanent record and are distributed to the members of the advisory committee.

The agendas are prepared and distributed in advance of each meeting.

Members are notified of meetings in a timely manner.

Committee members are aware of the specific purposes of the committee and are familiar with related school policies.

Instructors and administrators attend the committee meetings regularly.

Committee meetings are well attended by members.

The committee has been involved in the development and review of the program curriculum.

The committee has reviewed the current program curriculum to determine if it is meeting the needs of the students and the projected employment needs of business and industry.

The committee promotes and publicizes the program.

The committee develops and carries out a yearly plan of action/program of work.

The committee assesses the impact of recommendations yearly.

The committee reviews yearly outcome data from the program, including student competencies achieved, placement rates, etc.

Note: The yellow shaded areas represent high response scores within the "No or Unsure" column. These criteria are targeted items currently being discussed within the BA Advisory Committee for improvement.

Appendix E: Business Administration Occupations

Certificate

Entry-Level Accounting Clerk
Bookkeeping, Accounting, and Auditing Clerks
Supervisors and Managers of Sales Associates
Acct. Payable Specialist #
Billing and Posting Clerk (CGCC) *
Account Collector (CGCC) *
Payroll and Timekeeping Clerk (CGCC) *
Sales Associate (CGCC) *

Associate Degree

Administrative Assistant
Tax Preparer
Payroll and Timekeeping Clerk
Supervisors (Office and Administrative Support)
Hotel Manager
Accountant #
Assistant Retail Manager #
Administrative Assistant to Human Resources #
Engineering Coordinator #
Utility Assistant Coordinator #
Loan Officer #
Supervisors and Managers of Office and Administrative Support Workers (431011) (CCC) *
Accounts Payable Administrator (CGCC) *
Payroll Specialist (CGCC) *
Administrative Services Manager (CGCC) *
Managers, All Other (CGCC) *

Bachelor Degree

Human Resource Specialist
Accountants and Auditors
Public Relations Specialists
Certified Public Accountant, Auditor (CGCC) *
Management Accountant (CGCC) *
Chief Financial Officer (CGCC) *
General and Operations Manager (CGCC) *
Marketing Managers (CGCC) *

Source: # - Advisory Committee Submitted Job Positions / * - Comparable Community Colleges

Appendix F: Area Employment Projects from OLMIS

Wage Range 2017- Certificate Level

Note: These occupations have a large share of part-time workers. Annual wages for occupations with a large share of part-time workers may overstate actual income.

Bookkeeping, Accounting, and Auditing Clerks

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	25,555	25,123	-432	-1.7%	0	251	251
Northwest Oregon	1,294	1,193	-101	-7.8%	0	13	13
Portland-Metro	9,673	10,432	759	7.8%	112	95	207

Note: for Bookkeeping, Accounting, and Auditing Clerks Includes Payroll, Timekeeping, Accounts payable – includes many certificate level positions when looking at job postings.

Retail Salespersons

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	63,827	73,621	9,794	15.3%	979	2,212	3,191
Northwest Oregon	3,789	4,123	334	8.8%	33	131	164
Portland-Metro	26,078	30,553	4,475	17.2%	448	904	1,352
Southwestern Oregon	2,096	2,332	236	11.3%	24	73	97

Supervisors and Managers of Retail Sales Workers

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,344	15,860	1,516	10.6%	152	321	473
Portland-Metro	5,177	5,883	706	13.6%	71	116	187

No Projections for NW OREGON

Billing and Posting Clerks

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	6,251	7,463	1,212	19.4%	121	131	252
Northwest Oregon	328	365	37	11.3%	4	7	11
Portland-Metro	3,008	3,555	547	18.2%	54	63	117

Bill and Account Collectors

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,888	3,867	-21	-0.5%	0	95	95
Northwest Oregon	80	78	-2	-2.5%	0	2	2
Portland-Metro	2,307	2,342	35	1.5%	3	56	59

Occupation Profiles Report - AAS Degree Level

Secretaries and Administrative Assistants, Except Legal, Medical, & Executive (436014)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	27,035	29,039	2,004	7.4%	200	285	485
Northwest Oregon	1,494	1,534	40	2.7%	4	16	20
Portland-Metro	10,231	10,987	756	7.4%	74	108	182

Tax Preparers (132082)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,566	1,827	261	16.7%	26	39	65
Northwest Oregon	42	41	-1	-2.4%	0	1	1
Portland-Metro	543	602	59	10.9%	5	14	19

Supervisors and Managers of Office and Administrative Support Workers (431011)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,649	16,510	1,861	12.7%	186	221	407
Portland-Metro	6,319	7,199	880	13.9%	87	96	183

No Projections for NW OREGON

Accountants and Auditors (132011)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	12,623	15,328	2,705	21.4%	270	337	607
Northwest Oregon	604	653	49	8.1%	5	16	21
Portland-Metro	6,496	7,814	1,318	20.3%	130	173	303

Lodging Managers (119081)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	466	527	61	13.1%	6	9	15
Northwest Oregon	109	116	7	6.4%	1	2	3
Portland-Metro	111	121	10	9.0%	1	2	3

Supervisors and Managers of Retail Sales Workers (411011)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	14,344	15,860	1,516	10.6%	152	321	473
Portland-Metro	5,177	5,883	706	13.6%	71	116	187

No Projections for NW OREGON

General and Operations Managers (111021)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	27,869	32,029	4,160	14.9%	416	705	1,121
Northwest Oregon	1,140	1,229	89	7.8%	9	29	38
Portland-Metro	12,676	14,689	2,013	15.9%	200	321	521

Loan Officers (132072)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,628	4,143	515	14.2%	52	60	112
Northwest Oregon	54	57	3	5.6%	0	1	1
Portland-Metro	1,684	1,942	258	15.3%	26	28	54

Human Resources Assistants, Except Payroll and Timekeeping (434161)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	1,384	1,427	43	3.1%	4	16	20
Northwest Oregon	39	38	-1	-2.6%	0	0	0
Portland-Metro	622	650	28	4.5%	3	7	10

Payroll and Timekeeping Clerks (433051)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	2,044	2,150	106	5.2%	11	55	66
Northwest Oregon	105	100	-5	-4.8%	0	3	3
Portland-Metro	817	869	52	6.4%	5	22	27

Administrative Services Managers (113011)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	3,274	3,707	433	13.2%	43	61	104
Northwest Oregon	162	170	8	4.9%	1	3	4
Portland-Metro	1,610	1,835	225	14.0%	22	30	52

Occupation Profiles Report - BACHELOR Degree Level

Human Resources Specialists (131071)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	5,755	6,378	623	10.8%	62	140	202
Northwest Oregon	272	278	6	2.2%	1	7	8
Portland-Metro	3,130	3,560	430	13.7%	43	76	119

Accountants and Auditors (132011)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	12,623	15,328	2,705	21.4%	270	337	607
Northwest Oregon	604	653	49	8.1%	5	16	21
Portland-Metro	6,496	7,814	1,318	20.3%	130	173	303

Public Relations Specialists (273031)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	2,281	2,567	286	12.5%	29	27	56
Northwest Oregon	122	134	12	9.8%	1	2	3
Portland-Metro	1,343	1,547	204	15.2%	20	16	36

Financial Managers (113031)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	6,308	7,275	967	15.3%	97	149	246
Northwest Oregon	217	231	14	6.5%	1	5	6
Portland-Metro	3,574	4,139	565	15.8%	56	85	141
Southwestern Oregon	136	145	9	6.6%	1	3	4

General and Operations Managers (111021)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	27,869	32,029	4,160	14.9%	416	705	1,121
Northwest Oregon	1,140	1,229	89	7.8%	9	29	38
Southwestern Oregon	895	927	32	3.6%	3	23	26

Marketing Managers (112021)

Area	2014 Employment	2024 Employment	Change	% Change	Annual Growth Openings	Annual Replacement Openings	Total Annual Openings
Oregon	4,185	4,981	796	19.0%	80	99	179
Northwest Oregon	149	155	6	4.0%	1	4	5
Portland-Metro	2,552	3,040	488	19.1%	49	60	109

Equity Update

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATIONANALYST MCCARLEY

The TBCC Equity and Inclusion committee begins its second year with a focus on building cultural competence in staff and faculty, improving access and representation of under-represented groups, fostering a safe, respectful, and inclusive climate, and collaborating with the larger community. We held an extended retreat in July during which we identified essential strategies to meet these goals. During our August meeting we scaled back this aspirational list to a set of core activities for 2018-2019. We are working under the guidance of HB3308 and HB2864 which steer us toward the above goals.

Key activities this year include:

- Addressing food insecurity through an improved food box or pantry
- Developing a strategy for translating materials into Spanish which includes a process for identifying which materials should be translated, how the translation occurs, and a timeline for implementation
- Increasing options for financial aid and scholarships to include emergency funds
- Increasing the visibility of existing campus harassment and discrimination policies
- Developing an 'equity lens' as a tool to evaluate new programs, initiatives, and strategies at the college
- Coordinating staff and faculty training designed to increase cultural competency
- Building relationships with the local community that includes schools, city groups, and non-profit partners which empower the community and expand our conversations around equity.



Financial Report

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATIONCFO WILLIAMS

The report for the month of July 2018 is available for your review.



Tillamook Bay Community College

Unaudited Summary Financial Information

General Fund

Fiscal Year-to-Date Ended July 2018

8.33% of fiscal year elapsed

	FY 2017-2018			FY 2018-2019		
	Annual Budget	07/31/17 Actual	Percentage of Budget	Annual Budget	07/31/18 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	\$ 950,000	\$ 1,413,149.07	148.75%	\$ 1,780,713	\$ 1,529,648.80	85.90%
State	\$ 1,356,106	\$ -	0.00%	\$ 1,719,525	\$ -	0.00%
Property Taxes	\$ 1,241,050	\$ -	0.00%	\$ 1,285,647	\$ -	0.00%
Tuition	\$ 881,855	\$ -	0.00%	\$ 944,489	\$ 55.00	0.01%
Fees	\$ 154,296	\$ 11,575.00	7.50%	\$ 182,090	\$ 18,208.40	10.00%
Sale of Goods	\$ 2,000	\$ 105.00	5.25%	\$ 2,000	\$ 80.00	4.00%
Interest	\$ 5,500	\$ 2,764.11	50.26%	\$ 48,000	\$ 6,357.15	13.24%
Rental	\$ 12,000	\$ 1,275.00	10.63%	\$ 17,000	\$ 1,737.50	10.22%
Miscellaneous	\$ 7,000	\$ 61.00	0.87%	\$ 7,000	\$ 262.60	3.75%
Transfers	\$ 493,829	\$ 3,116.39	0.63%	\$ 88,995	\$ 3,194.84	3.59%
Total resources	\$ 5,103,636	\$ 1,432,045.57	28.06%	\$ 6,075,459	\$ 1,559,544.29	25.67%
Expenditures						
Instruction	\$ 1,403,246	\$ 27,612.29	1.97%	\$ 1,499,878	\$ 37,633.54	2.51%
Instructional Support	\$ 344,629	\$ 28,208.07	8.19%	\$ 387,671	\$ 25,168.99	6.49%
Student Services	\$ 463,665	\$ 35,343.06	7.62%	\$ 468,023	\$ 39,214.18	8.38%
College Support	\$ 1,365,563	\$ 154,697.67	11.33%	\$ 1,464,684	\$ 147,455.30	10.07%
Plant Operation	\$ 288,533	\$ 31,132.78	10.79%	\$ 367,593	\$ 49,875.85	13.57%
Transfers	\$ 288,000	\$ 12,108.93	4.20%	\$ 288,000	\$ 13,211.40	4.59%
Contingency	\$ 50,000	\$ -	0.00%	\$ 100,000	\$ -	0.00%
Total expenditures	\$ 4,203,636	\$ 289,102.80	6.88%	\$ 4,575,849	\$ 312,559.26	6.83%
Ending fund balance	\$ 900,000	\$ 1,142,942.77	126.99%	\$ 1,499,610	\$ 1,246,985.03	83.15%

Agenda Item 5.F. Attachment #2
Tillamook Bay Community College
Unaudited Summary Financial Information (Modified Accrual Basis)
Fiscal Year-to-Date Ended July 2018

	Fund No.	Beginning Fund Balance	2018-2019 Revenue	2018-2019 Expenditures	Ending Fund Balance	2018-2019 Spendable Budget	2017-2018 Prior Year Expenditures 7/31/2018
United Way Literacy Grant	216	\$ 1,855.13	\$ -	\$ -	\$ 1,855.13	\$ 3,000	\$ -
Title III Grant	220	\$ (369.90)	\$ -	\$ 49,241.50	\$ (49,611.40)	\$ 292,751	\$ 74,843.28
Pathways Grant	225	\$ -	\$ -	\$ 2,401.48	\$ (2,401.48)	\$ 29,707	\$ 2,346.27
Industrial Maintenance Tech	226	\$ 36,475.16	\$ 500.00	\$ 3,141.84	\$ 33,833.32	\$ 58,759	\$ 2,338.56
SBDC Federal Grant	230	\$ -	\$ -	\$ 141.24	\$ (141.24)	\$ 33,000	\$ 2,370.72
SBDC State Grant	231	\$ -	\$ -	\$ 4,968.69	\$ (4,968.69)	\$ 120,000	\$ 2,897.91
SBDC Program Income	232	\$ 38,197.03	\$ 160.00	\$ -	\$ 38,357.03	\$ 15,273	\$ 23.00
SBDC Rural Outreach Grant	233	\$ -	\$ -	\$ 2,176.00	\$ (2,176.00)	\$ 7,000	\$ -
TEC Vocational Education Grant	240	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ -
Connect2Complete	253	\$ 6,242.49	\$ -	\$ -	\$ 6,242.49	\$ 6,574	\$ -
ASPIRE Program	254	\$ 6,107.09	\$ -	\$ 360.80	\$ 5,746.29	\$ 8,567	\$ -
Student Success Grant	256	\$ -	\$ -	\$ 8,965.46	\$ (8,965.46)	\$ 125,000	\$ -
Partners for Rural Innovation Operations	289	\$ 5,321.47	\$ -	\$ 6,576.67	\$ (1,255.20)	\$ 35,000	\$ 6,535.75
Capital Depreciation & Maintenance Fund	290	\$ 765,217.45	\$ 1,464.45	\$ -	\$ 766,681.90	\$ 20,000	\$ -
Timber Tax Reserve Fund	291	\$ 2,276,682.08	\$ -	\$ -	\$ 2,276,682.08	\$ -	\$ -
PRI Capital Maintenance Fund	292	\$ 20,000.00	\$ -	\$ -	\$ 20,000.00	\$ 10,000	\$ -
Strategic Investment Fund	295	\$ 1,347,379.59	\$ 2,578.57	\$ -	\$ 1,349,958.16	\$ -	\$ -
State IGA Fund	296	\$ -	\$ -	\$ -	\$ -	\$ 49,500	\$ -
Total Special Fund		\$ 4,503,107.59	\$ 4,703.02	\$ 77,973.68	\$ 4,429,836.93	\$ 854,131	\$ 91,355.49
Schedule of Special Fund borrowing from General Fund							
		Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 7/31/2018		
Total of Grants that borrow from the General Fund		\$ (59,298.81)	\$ 2,500.00	\$ -	\$ (61,798.81)		
Total of Grants that are not borrowing from the General Fund		\$ 4,489,135.74	\$ 216,813.81	\$ -	\$ 4,272,321.93		
Total Special Fund		\$ 4,429,836.93	\$ 219,313.81	\$ -	\$ 4,210,523.12		
	Fund No.	Beginning Fund Balance	2018-2019 Revenue	2018-2019 Expenditures	Ending Fund Balance	2018-2019 Spendable Budget	2017-2018 Prior Year Expenditures
Community Education	310	\$ 18,226.30	\$ 225.00	\$ 125.54	\$ 18,325.76	\$ 7,823	\$ 21.16
Driver Education Program	311	\$ 696.28	\$ 1,840.00	\$ 1,356.29	\$ 1,179.99	\$ 14,171	\$ 1,801.87
Summer Term Fund	312	\$ 10,103.28	\$ 80,521.00	\$ 19,717.57	\$ 70,906.71	\$ 64,775	\$ 21,599.97
TBCC Store	320	\$ 3,049.03	\$ 87.60	\$ 2.98	\$ 3,133.65	\$ 3,220	\$ 139.29
Customized Training Projects	330	\$ 38,185.82	\$ -	\$ 410.62	\$ 37,775.20	\$ 79,577	\$ 780.98
Truck Driving Program	331	\$ -	\$ -	\$ 1,535.88	\$ (1,535.88)	\$ -	\$ -
TBCC Vending	340	\$ 5,384.77	\$ 241.80	\$ 99.45	\$ 5,527.12	\$ 6,500	\$ 103.44
Total Enterprise Fund		\$ 75,645.48	\$ 82,915.40	\$ 23,248.33	\$ 135,312.55	\$ 176,066	\$ 24,446.71
PERS Pension Bond Fund	410	\$ 13,676.40	\$ 12,648.98	\$ 1,600.00	\$ 24,725.38	\$ 144,316	\$ 1,600.00
General Obligation Bond Fund	420	\$ 133,009.26	\$ 286.90	\$ -	\$ 133,296.16	\$ 700,725	\$ -
Total Debt Service Fund		\$ 146,685.66	\$ 12,935.88	\$ 1,600.00	\$ 158,021.54	\$ 845,041	\$ 1,600.00
Local Match Fund	525	\$ 313,533.67	\$ 600.03	\$ -	\$ 314,133.70	\$ 50,000	\$ -
Grant Construction Fund	555	\$ (313,308.57)	\$ -	\$ -	\$ (313,308.57)	\$ -	\$ 1,601.64
Total Capital Projects Fund		\$ 225.10	\$ 600.03	\$ -	\$ 825.13	\$ 50,000	\$ 1,601.64
Associated Students of TBCC	710	\$ 4,182.39	\$ 478.80	\$ 133.36	\$ 4,527.83	\$ 9,000	\$ 166.76
Phi Theta Kappa Honorary Society Fund	720	\$ 2,157.32	\$ -	\$ 94.49	\$ 2,062.83	\$ 5,700	\$ 231.47
Economic Development Council	730	\$ 81,702.65	\$ 42,119.65	\$ 854.39	\$ 122,967.91	\$ 182,229	\$ 6,734.22
Economic Development Council - USDA Grant	731	\$ 26,523.77	\$ -	\$ -	\$ 26,523.77	\$ 22,463	\$ 486.16
Visit Tillamook Coast	740	\$ 829,288.31	\$ 6,199.32	\$ 123,676.00	\$ 711,811.63	\$ 1,592,555	\$ 52,709.91
Visit Tillamook Coast - Non-TLT Funds	741	\$ 33,026.41	\$ 1,057.29	\$ 4,097.07	\$ 29,986.63	\$ 77,100	\$ 1,436.39
Visit Tillamook Coast - RTM Grant	742	\$ 27,000.00	\$ -	\$ -	\$ 27,000.00	\$ -	\$ -
Total Agency Fund		\$ 1,003,880.85	\$ 49,855.06	\$ 128,855.31	\$ 924,880.60	\$ 1,889,047	\$ 61,764.91
PELL Grant	801	\$ -	\$ 67,198.00	\$ 67,198.00	\$ -	\$ 751,150	\$ 35,588.00
Supplemental Education Opportunity Grant	802	\$ -	\$ 866.00	\$ 866.00	\$ -	\$ 16,875	\$ -
Direct Loans	810	\$ -	\$ 22,649.00	\$ 23,392.00	\$ (743.00)	\$ 350,000	\$ 20,604.00
Federal Work Study	819	\$ -	\$ -	\$ 1,286.41	\$ (1,286.41)	\$ 16,944	\$ -
Oregon Opportunity Grant	821	\$ -	\$ -	\$ -	\$ -	\$ 190,000	\$ -
Chafee Grant	822	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -
Oregon Promise Grant	823	\$ (794.00)	\$ -	\$ -	\$ (794.00)	\$ 65,000	\$ -
Tuition Waivers	831	\$ 16,733.89	\$ -	\$ -	\$ 16,733.89	\$ 10,000	\$ -
Board Scholarships	832	\$ 74,600.21	\$ -	\$ 7,275.00	\$ 67,325.21	\$ 160,000	\$ -
Institutional Work Study	833	\$ 44,892.39	\$ 216.50	\$ -	\$ 45,108.89	\$ 10,072	\$ -
Foundation Scholarships	834	\$ -	\$ 2,750.00	\$ 2,750.00	\$ -	\$ 85,000	\$ 193.20
Student Employees	835	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Non-Institutional Scholarships	840	\$ 506.00	\$ -	\$ 151.00	\$ 355.00	\$ 53,328	\$ 2,210.84
Total Financial Aid Fund		\$ 135,938.49	\$ 93,679.50	\$ 102,918.41	\$ 126,699.58	\$ 1,723,369	\$ 58,596.04

Agenda Item 5.F. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended July 2018

8.33% of Budget Period Expended

	General Fund			Special Fund			Enterprise Fund			Debt Service Funds		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 1,940,740			\$ 4,152,051			\$ 76,318			\$ 138,010	
Beginning Fund Balance	\$ 1,780,713	\$ 1,529,649	85.90%	\$ 4,105,217	\$ 4,503,108	109.69%	\$ 71,307	\$ 75,645	106.08%	\$ 43,939	\$ 146,686	0.00%
Resources												
State Aid	\$ 1,719,525	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ -	\$ -	0.00%	\$ 742,958	\$ 500	0.07%	\$ 35,000	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,126,579	\$ 18,263	1.62%	\$ 9,000	\$ 160	1.78%	\$ 79,811	\$ 82,586	103.48%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,285,647	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 661,725	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ 520,172	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 2,000	\$ 80	4.00%	\$ -	\$ -	0.00%	\$ 5,700	\$ 329	5.77%	\$ -	\$ -	0.00%
Interest	\$ 48,000	\$ 6,357	13.24%	\$ 22,000	\$ 4,043	18.38%	\$ -	\$ -	0.00%	\$ 4,250	\$ 420	9.88%
Rental	\$ 17,000	\$ 1,738	10.22%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 7,000	\$ 263	3.76%	\$ 58,100	\$ -	0.00%	\$ 7,000	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 88,995	\$ 3,195	3.59%	\$ 50,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 150,000	\$ 12,515	8.34%
Total Revenues	\$ 4,294,746	\$ 29,896	0.70%	\$ 1,402,230	\$ 4,703	0.34%	\$ 127,511	\$ 82,915	65.03%	\$ 815,975	\$ 12,935	1.59%
Expenditures												
Salaries and Wages	\$ 3,198,689	\$ 172,279	5.39%	\$ 374,307	\$ 42,187	11.27%	\$ 128,187	\$ 20,576	16.05%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 969,160	\$ 127,069	13.11%	\$ 423,234	\$ 34,366	8.12%	\$ 41,753	\$ 1,947	4.66%	\$ 1,600	\$ 1,600	100.00%
Capital Outlay	\$ 20,000	\$ -	0.00%	\$ -	\$ -	#DIV/0!	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 843,441	\$ -	0.00%
Transfers	\$ 288,000	\$ 13,211	4.59%	\$ 56,590	\$ 1,421	2.51%	\$ 6,126	\$ 725	11.83%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 1)	\$ 100,000	\$ -	0.00%	\$ 4,604,853	\$ -	0.00%	\$ 22,752	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 4,575,849	\$ 312,559	6.83%	\$ 5,458,984	\$ 77,974	1.43%	\$ 198,818	\$ 23,248	11.69%	\$ 845,041	\$ 1,600	0.19%
Ending Fund Balance	\$ 1,499,610	\$ 1,246,986		\$ 48,463	\$ 4,429,837		\$ -	\$ 135,312		\$ 14,873	\$ 158,021	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 228,132			\$ 219,314			\$ -			\$ 48,379	
Inventories		\$ 1,283			\$ -			\$ 1,288			\$ -	
NET EFFECT ON CASH		\$ (229,415)			\$ (219,314)			\$ (1,288)			\$ (48,379)	
Liabilities												
Accounts Payable		\$ 122,676			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 72,690			\$ -			\$ -			\$ 45,147	
Payroll		\$ 143,883			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ 339,249			\$ -			\$ -			\$ 45,147	
NET ADJUSTMENTS		\$ 109,834			\$ (219,314)			\$ (1,288)			\$ (3,232)	
ENDING CASH BALANCE		\$ 1,356,820			\$ 4,210,523			\$ 134,024			\$ 154,789	

Agenda Item 5.F. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended July 2018

8.33% of Budget Period Expended

	Capital Projects Funds			Agency Fund			Financial Aid Fund		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ (69,890)			\$ 809,869			\$ 135,938	
Beginning Fund Balance	\$ 480,000	\$ 225	0.05%	\$ 977,068	\$ 1,003,881	102.74%	\$ 116,443	\$ 135,938	116.74%
Resources									
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ -	\$ -	0.00%	\$ 1,287,772	\$ 22,500	0.00%	\$ 1,398,150	\$ 90,713	6.49%
Tuition and Fees	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Local Taxes	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ -	\$ -	0.00%	\$ 2,000	\$ 10	0.00%	\$ -	\$ -	0.00%
Interest	\$ 10,000	\$ 600	6.00%	\$ 16,700	\$ 1,458	0.00%	\$ -	\$ -	0.00%
Rental	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ -	\$ -	0.00%	\$ 73,000	\$ 25,408	34.81%	\$ 135,000	\$ 2,750	2.04%
Transfers	\$ -	\$ -	0.00%	\$ 8,000	\$ 479	5.99%	\$ 130,000	\$ 216	0.17%
Total Revenues	\$ 10,000	\$ 600	6.00%	\$ 1,387,472	\$ 49,855	3.59%	\$ 1,663,150	\$ 93,679	5.63%
Expenditures									
Salaries and Wages	\$ -	\$ -	0.00%	\$ 502,303	\$ 24,749	4.93%	\$ 26,341	\$ 1,286	4.88%
Operating Expenditures	\$ -	\$ -	0.00%	\$ 1,362,965	\$ 103,058	7.56%	\$ 1,694,528	\$ 101,632	6.00%
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 50,000	\$ -	0.00%	\$ 23,779	\$ 1,048	0.00%	\$ 2,500	\$ -	0.00%
Other budgetary accounts (Note 1)	\$ -	\$ -	0.00%	\$ 117,983	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 50,000	\$ -	0.00%	\$ 2,007,030	\$ 128,855	6.42%	\$ 1,723,369	\$ 102,918	5.97%
Ending Fund Balance	\$ 440,000	\$ 825		\$ 357,510	\$ 924,881		\$ 56,224	\$ 126,699	
Adjustments to bring Ending Fund Balance to Ending Cash Balance									
Assets									
Receivables		\$ 70,115			\$ -			\$ -	
Inventories		\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ (70,115)			\$ -			\$ -	
Liabilities									
Accounts Payable		\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ -			\$ -			\$ -	
Payroll		\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -			\$ -	
NET ADJUSTMENTS		\$ (70,115)			\$ -			\$ -	
ENDING CASH BALANCE		\$ (69,290)			\$ 924,881			\$ 126,699	

\$ 6,838,445

Cell: A33

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

Cell: A47

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

President's Report

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONPRESIDENT TOMLIN

UPCOMING DATES

- TBCC Fall In-service will be Thursday and Friday mornings, September 13-14. All Board members are welcome to attend any part of the sessions
- Next Board Meeting and Board Retreat is Monday, October 1
- OPC meeting is Thursday and Friday, Oct 4-5 at OCCC
- OCCA Board Meeting is Friday afternoon, Oct 5 at OCCC
- OCCA Conference at Sunriver is November 7-9

Reports

- Leadership Team Retreat
- OPC Summer Retreat
- New Student Orientation on Aug 21
- FTE for 2017-18 and beginning numbers for 2018-19
- OCCA Report
 - OCCA Transformation Workshop at Oregon Gardens
 - OCCA Executive Director



Board Member Discussion Items

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ----- Chair Gervasi



Adjournment

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION------(Action)Chair Gervasi
MOTION TO ADJOURN THE MEETING.

