



Board of Education Meeting Agenda

Date: Monday, April 1, 2019

Executive Session – TBCC Campus – 5:30pm - 6:00pm

Pursuant to O.R.S. § 192.660 (2)(a)(b) and (e) legal notice is hereby given to the members of the Tillamook Bay Community College Board of Education (Board) and to the general public that the Board has elected to go into Executive Session for the purpose of employee evaluation on Monday April 1, 2019 at 5:30 p.m. in Room 214 at the TBCC Central Campus, 4301 Third Street, Tillamook Oregon.

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 March 4, 2019 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. Board Self-Evaluation Results.....	Chair Gervasi
	b. Board Meeting Schedule for 2019-20- First Reading.....	President Tomlin
	c. 400 Board Policy revisions- First Reading.....	CAO Rivenes
	d. Completion and Transfer Rate Measures.....	Director McCarley
	e. Academic Calendar- Second Reading.....	(ACTION) CAO Rivenes
	f. President Evaluation and Contract Renewal.....	(ACTION) Chair Gervasi
	g. President Goals for 2019-20.....	(ACTION) Chair Gervasi
	h. Preliminary Budget for 2019-20.....	CFO Williams
	i. Tuition and Fees 2019-20- Second Reading.....	(ACTION) CFO Williams
5.	Information-Only Items (Board members may request any item be placed on the discussion agenda)	
	a. Measure Narrative ES 3.1, 3.2.....	Directors Ryan, Neu
	b. Legislative Summit Report.....	Board Member McMahon, Executive Director Luquette, President Tomlin
	c. ASTBCC Report.....	President Christy
	d. Financial Report.....	CFO Williams
	e. President's Report.....	President Tomlin
6.	Board Member Discussion Items -----	Chair Gervasi
7.	Adjournment -----	(Action) Chair Gervasi

Executive Session

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION-----Chair Gervasi

Pursuant to O.R.S. § 192.660 (2) (a) (b) legal notice is hereby given to the members of the Tillamook Bay Community College Board of Education (Board) and to the general public that the Board has elected to go into Executive Session for the purpose of employee evaluation.



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 APRIL MEETING.

Items for approval:

- a. Approval of Agenda
- b. Approval of March Minutes
- c. Approval of the Personnel Report



Approval of the Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE APRIL MEETING.

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	c. ASTBCC Report.....	President Christy
	d. Financial Report.....	CFO Williams
	e. President’s Report.....	President Tomlin
6.	Board Member Discussion Items -----	Chair Gervasi
7.	Adjournment -----	(Action) Chair Gervasi



March 4 Board of Education Meeting Minutes

Date: Monday, March 4, 2019

TBCC Board Meeting– TBCC Campus – 6:00pm – 7:30pm

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

TBCC Board Members not in Attendance: Tamra Gammon, Jennifer Purcell

TBCC Staff in Attendance: Ross Tomlin, Heidi Luquette, Kyra Williams, Pat Ryan, Sheryl Neu, Erin McCarley, Rhoda Hanson, Britney Noel, Teresa Rivenes, Michael Weissenfluh, Amy Alday-Murray, Isa De Quesada.

TBCC Students in Attendance: Isabella Christy, Debbie Cox, and Logan Laity

Description

Resource

Call to Order • Acknowledge Guests (agenda item 1)----- Chair Gervasi
Chair Gervasi called the Board meeting to order at 6:00 pm.

Debbie Cox introduced herself. She is attending the Board meeting to fulfill her scholarship requirement.

Consent Agenda (agenda items 2, 2.a, 2.b, 2.c) ----- (ACTION) Chair Gervasi
No changes were requested to the February 4, 2019 minutes or to the March 4, 2019 meeting agenda. Director Ryan advised that the new Career Education Advisor and Truck Driving Coordinator would start on March 11, 2019. Additionally, we are advertising a new full-time math faculty position that would begin in the fall.

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)

Tuition and Fees for 2019-20 - Second Reading (agenda item 4.a) ----- (ACTION) CFO Williams
President Tomlin asked that the Board postpone the second reading of the 2019-20 tuition and fees to the April Board meeting. He recommends this because TBCC should have a better idea of the state Community College budget by then, and there are conversations going on across the state at other community colleges about the need to increase tuition more than we want due to a lack of funding being recommended by the legislature.



CFO Williams advised that the other Community Colleges have not approved their tuition and fees for 2019-20 and their increases range from \$3 to \$18. The lowest tuition in the state is \$87 per credit and the highest is \$113.75 per credit. TBCC is well below the average at \$97 per credit.

Mary Faith Bell motioned to table/postpone the second reading to the April Board meeting. Pam Zweifel seconded the motion. The motion carried.

Policy 201 – Equity - Second Reading (agenda item 4.b) ----- (ACTION) Director McCarley
Director McCarley advised that this is the second reading on Policy 201- Equity. Changes made since the first reading include the addition of religious affiliation to the list of characteristics identified in the policy.

Mary Faith Bell motioned to approve Policy 201 with the changes. Betsy McMahon seconded the motion. The motion carried.

Academic Calendar – First Reading (agenda item 4.c) ----- CAO Rivenes
President Tomlin advised that CAO Rivenes is away at an Accreditation Workshop in Seattle. Therefore, he would be presenting the first reading of the 2019-20 Academic Calendar. President Tomlin advised that we typically have 11 non-contract days that allow TBCC staff to have Fridays off in July and August and a few days off in December. This year there was an additional Friday in August so he approved 12 non-contract days for the coming year. In addition, there is an extra day during the Holiday week in late December that cannot be a non-contract day but it would make sense to close the college to save on heating costs. We took a college-wide vote on how to handle that extra day, the staff clearly wanted to have the college closed, and everyone would be required to take leave. Therefore, on December 23, the college will be closed, and all staff will have to use some kind of leave. Another change from the previous year is faculty will come back 1 day earlier in the winter and spring terms so CAO Rivenes can have a faculty in-service training. To make up for those days, they will come back in the fall two days later. The final change was to acknowledge that 2019-20 is a leap year. This is the first reading of the academic calendar and it will return for a second reading in April.

Budget Committee Membership (agenda item 4.d) ----- (ACTION) CFO Williams
CFO Williams advised that Steve Vanderhoef and Christian Weber's term ended and they need to be reappointed to their new term. Additionally, the zone 6 position has become vacant and CFO Williams asked that we appoint Janet Riedel as the new zone 6 position.

Pam Zweifel motioned to reappoint Steve Vanderhoef, Christian Weber and appoint Janet Riedel as the new zone 6 budget committee member. Mary Jones seconded the motion. The motion carried.

Information-Only Items (agenda item 5)

Measure Narratives ES 1, 2 (agenda item 5.a)-----Director Soto, CFO Williams
Director Soto advised that the SBDC has advised 131 businesses, hosted 21 workshops with 156 attendees. They have advised 38 businesses for five or more hours. The TBCC SBDC received three impact validation forms showing \$92,941 in capital formation and \$48,500 in increased sales. Measure Narrative ES 1.3 Quality training and business advising is measured by the percentage of businesses served by the SBDC and calculated as a three-year average compared to the national annual rate



from internal reports/national data. The green indicator threshold was 2.5 % or higher and for 2017-18. We achieved 4.6%, meeting the green level for this measure.

CFO Williams presented measure narrative ES2.1 State Reimbursable Student FTE that is measured by the percentage increase in State Reimbursable Student FTE for the academic year. We achieved a +7% increase from previous year which means we more than met the green threshold indicator.

CFO Williams presented measure narrative ES2.2 Ending Fund Balance in the General Fund, which is measured by ending fund balance compared to beginning fund balance for a fiscal year. TBCC's 2017-18 ending fund balance was \$1,530,006M, which was \$145,087K increase from 2016-17. This represents an increase of over 10% from the previous year. Having an ending fund balance greater than \$1M means we met the green indicator threshold.

Spanish GED Update (agenda item 5.b) ----- CAO Rivenes, Amy Alday-Murray, Isa De Quesada Curriculum and Career Pathways Specialist Amy Alday-Murray advised that she is very excited about what is happening with Spanish GED. She advised that TBCC is in the middle of its 5th year with the program. Amy introduced Isa De Quesada who teaches the Spanish GED courses. Isa informed us the enrollment for fall term started at five students and grew to 14 students by December. Winter term enrollment started at 12 students and grew by 42.8% to 20 students. The program is now taught bilingually, includes computer skills, and keyboarding. Jenny Case, the SNAP/STEP advisor, and Masyn Phoenix provide information for test funding. She advises that so far, four students have passed exams and several are ready to test. Additionally the Spanish GED program Includes whole class and individualized instruction on test taking skills, reading comprehension, essay writing, basic computer skills, and vocabulary development. Independent learning is provided as well as tutorial time for Math. Students receive an at-home study program every Wednesday.

Legislative Update (agenda item 5.c) ----- President Tomlin President Tomlin advised that the legislative session is in full swing. SB3 is a bill that will allow Community Colleges to offer applied baccalaureate degrees. SB3 was passed unanimously by the Senate and will be going to the House. President Tomin, Betsy McMahon and Executive Director Luquette will be attending the Legislative Summit on March 6 & 7 in Salem. Representative Mitchell will be on campus on March 15, 2019 from 1:00-3:00 PM and Senator Roblan will be here on March 22, 2019 from 12:00-2:00

Facilities and Safety Update (agenda item 5.d) ----- Director Ryan Director Ryan advised that the TBCC main campus building is in its tenth year of operation and the PRI building is starting its third year of operation. The main campus and PRI buildings have been well maintained over the years. As the main building is now in its tenth year of operation, we are starting to see some wear and tear. He advises that interior and exterior painting is planned for the upcoming summer. Director Ryan is also anticipating that, as the buildings age, bigger projects and more maintenance/repairs will be needed.

ASTBCC Update (agenda item 5.e) ----- President Christy ASTBCC President Isabella Christy and ASTBCC Vice President Logan Laity attended the OSA Northwest Leadership Conference in Salem and advised that they really enjoyed the conference. There were a variety of different sessions such as tuition advocacy, student government, urban



planning, and elections. President Christy advised that they also learned how to lobby and got to lobby various representatives like Representative Gomberg and Representative Mitchell. She informed that this was an awesome opportunity and really appreciates everyone that made it possible.

Financial Report (agenda item 5.f) ----- CFO Williams
CFO Williams advises that the financials for the month of January are included. She pointed out that the tuition number this year compared to last year is less even though FTE has increased because not all FTE is revenue generating. The Budget Committee meeting will be on April 8, 2019 at 6:00 PM.

President's Report (agenda item 5.g) ----- President Tomlin
President Tomlin informed that the facilities master plan committee would be working with Eileen Casey White to help with the community engagement piece of the process in the next month or so. We will also be submitting an RFP for the architect in the next 6 weeks. We are also in the process of developing the budget based on Community College's receiving \$590M from the state.

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

Adjournment (agenda item 7)-----Chair Gervasi
Pam Zweifel motioned to adjourn the meeting at 7:35 PM. Mary Faith Bell seconded the motion. The meeting was adjourned.

Executive Session -----Chair Gervasi
The Board met in Executive Session after the regular Board meeting for the purposes of employee evaluation.

The executive session was adjourned 8:09 PM



Personnel

RECOMMENDATION

CONSENT AGENDA

BACKGROUND INFORMATION----- Director Ryan

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	
Math Faculty	April 30, 2019	Fall Term		Teresa Rivenes	



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



Board Self Evaluation Results

RECOMMENDATION

Information Only

BACKGROUND INFORMATION CHAIR GERVASI

We will share the summarized results of the 2018-19 Board Self-Evaluation. Britney collected all the evaluation forms last month and summarized the results to show average scores for the list of items along with all of the written comments. The Board members will review and discuss the results.



Board Self-Evaluation Results

RECOMMENDATION

Information Only

Board Self-Evaluations 2018-19

Issue	Average Score
A.) Board professional development opportunities	3.5
B.) Policy review/development	3.3
C.) Training of new board members	4.0
D.) Understanding of the budget and budget process	4.2
E.) Communication with each other and the president	4.5
F.) College reporting on student success data, processes	4.5
G.) Understanding the role and responsibilities of the president	3.8
H.) Understanding shared or participatory governance	3.5
I.) Partnerships with school districts	3.8
J.) Strategic Alignment with the Foundation	4
How effective do you feel the Board was this year in accomplishing the goals/priorities set for the year?	4.4

Question	Comments
What is the most pressing issue(s) that the board should address this coming year?	Planning for the next phase of growth an continue to increase enrollment
	Communication lines need to be more open between board members and faculty (full and adjunct). More areas of potential major study to be explored. For example, what are needs in our community and in out area.
	Facilitie's Plan: do we build or not? Less money coming from the State.
	I would like to see increased opportunities for Board members to communicate with each other and the President. Possibly a monthly brown bag with Ross and 2-3 Board members.
	I would also like to hear from the business community about their training needs and how they are using TBCC to meet those needs, as well as identifying opportunities to improve these relationships. Is there an employer advisory board? Could we have a representative present at a Board meeting?
	Additional priorities for the coming year include professional development opportunities for the Board; strategic alignment with the Foundation; and partnerships with school districts. These priorities reflect my interest in capitalizing upon existing partnerships as well as building new ones.



<p>What should be the goals/priorities of the college this coming year?</p>	<p>Addressing the budget if state funding is low; continuing to grow enrollment, focus on the foundation, translating materials to Spanish, developing opportunity for outreach to Spanish community.</p>
	<p>Continue to expand into opening fields of study, continue to be strong financially and academically.</p>
	<p>Addressing future tuition costs. Continue to work on retention of students and follow up on students after they leave TBCC. Community survey.</p>
	<p>Partnerships, partnerships, partnerships! Capitalize upon existing partnerships as well as build new ones. I am interested in how we are currently engaging with Tillamook County employers and what can be done to increase those connections. Can Board members be supportive by connecting with employers in their districts, for instance?</p>
	<p>Identify outreach opportunities for Board members, whether to build partnerships or to represent the college in the community. If Ross is going to be on the radio or present at a community meeting, consider bringing a Board member with. How can Board members be ambassadors for the college? It would be helpful to have Ross and Heidi provide a brief training, with talking points, program and institutional highlights, valuable factoids, etc.</p>

Support continuity of ASTBCC campus community engagement events, services, and visibility.



Board Meeting Schedule 2019-20 (First Reading)

RECOMMENDATION

Information Only

BACKGROUND INFORMATION..... PRESIDENT TOMLIN

Below is the draft list of dates and times for the TBCC Board meetings in 2019-20. We will need to have a meeting in July to swear in the four board members who ran for open positions in the May County election. There will be no Board meeting in the month of August.

One thing to discuss for 2019-20 will be whether we want to schedule meetings with the three school district boards as was done two years ago.

2019-20 Board of Education Meeting Schedule

Date	Time / Location
July 1, 2019	6:00 PM / TBCC 214/215
August 5, 2019	NO MEEETING
September 2, 2019	6:00 PM / TBCC 214/215
October 7, 2019	6:00 PM / TBCC 214/215
November 4, 2019	6:00 PM / TBCC 214/215
December 2, 2019	6:00 PM / TBCC 214/215
January 6, 2020	6:00 PM / TBCC 214/215
February 3, 2020	6:00 PM / TBCC 214/215
March 2, 2020	6:00 PM / TBCC 214/215
April 6, 2020	Executive Session – 5:30 PM 6:00 PM / TBCC 214/215
May 4, 2020	6:00 PM / TBCC 214/215
June 1, 2020	6:00 PM / TBCC 214/215



Board Policy Revisions Revisions (First Reading)

RECOMMENDATION

First Reading

BACKGROUND INFORMATION CAO RIVENES

Typically, all TBCC policies are reviewed on even years and TBCC administrative rules are reviewed on odd years. However, as the new CAO, I quickly found that I could not review TBCC Administrative Rules for Instruction/Academics (series 400) without a complete overhaul of the policies that govern them. In order to do this most efficiently, I started by listing out all policies needed by the Department of Education, the Higher Education Coordinating Commission, the Board of Nursing, State EMS Consortium, the state Accelerated Learning standards and the Northwest Commission on Colleges and Universities. I then mapped these to both our current policies and best practices in the field. The result is a completely revised series of 400 policy. Of the forty-two new policies, some are brand new, some are old, and some are pulled from administrative rule or other handbooks. All have been re-ordered.

All policies have been reviewed by Faculty, College Council, and the Leadership Team. The goal will be to return with administrative rules once the policies have been approved.

400 ACADEMIC CALENDAR

Tillamook Bay Community College follows the academic calendar approved by the Tillamook Bay Community College Board of Education. A current calendar is published in the College Catalog as well as on the college website.

401 ACADEMIC RULES AND REGULATIONS

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

402 ACADEMIC CATALOG

Tillamook Bay Community College maintains an annual catalog which outlines the college mission, core themes, programs, program requirements, courses, and course requirements. Included in the college catalog is the name and titles of all faculty and administrative positions. The college catalog also contains the academic calendar, admission requirements, financial aid information, costs, refund policies, and the student code of conduct. Other policies may be included as deemed necessary by College Leadership.

403 DEGREES AND CERTIFICATES



Degrees and Certificates are awarded by Tillamook Bay Community College (TBCC) for programs and courses of study in accordance with the Oregon Higher Education Coordinating Commission (HECC) definitions contained in HECC Division 6 Community College Course Approval 589-006-0050 and Standards and Policies of the Northwest Commission on Colleges and Universities (NWCCU). Academic awards offered by the College include the following:

Associate of Science (AS)	90-108 credits	Residency	Reverse transfer allowed	Grad requirements published in catalog
Associate Science Oregon Transfer Degree (ASOT)	90-108 credits	30 credits	Yes	Yes
Associate of Applied Science (AAS)	90-108 credits	30 credits, 24 of which must be in concentration area	Yes	Yes
Associate of Arts Oregon Transfer Degree (AAOT)	90-108 credits	30 credits	Yes	Yes
Associate of General Studies (AGS)	90-108 credits	30 credits, 24 of which must be in concentration area or stand alone	Yes	Yes
Certificates (credit)	6-89 credits	LTOY: 6 credits, all of which must apply to cert 1 YR Cert: 12 credits, 9 of which must be for cert 2 YR Cert: 24 credits, 18 of which must be for cert	Evaluated by faculty	Yes
Business and Industry Based program (AAS or Certificate)	Same as other AAS & Certs	30 credits, 24 of which must be in concentration area or stand alone	Evaluated by faculty	Yes
Career Pathways Certificate of Completion	6-24 credits	100% unless evaluated by faculty	Yes	Yes



Non-Credit Training Certificates (NCTC)	Vary/not credit based	100% unless evaluated by faculty	Evaluated by faculty	Not required; short term; vary
Lifelong learning and professional leisure courses	Not credit based	N/A	N/A	N/A

The College has defined course and credit requirements, credits in residence required, award of degree by reverse transfer, and graduation requirements for all degree and certificate awards. All degrees and certificates longer than one year in length contain a general education core that has been decided by faculty and is aligned with the college mission, vision and goals.

404 PROGRAM REQUIREMENTS

Program requirements are detailed in the academic catalog. On occasion, due to a catalog change or other unforeseen circumstance, a course waiver may be needed. If warranted, course waivers will be approved in writing by the Department Faculty, Chief Academic Officer, and Chief of Student Services (or his/her designee).

405 CREDIT HOUR POLICY

The definition of a credit hour at Tillamook Bay Community College shall agree with that of the federal government as stated in 34 CFR §600.2, restated below:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates:

1. Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or
2. At least an equivalent amount of work as required outlined in item (1) above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Course modalities include face to face, online and hybrid instruction. Hybrid instruction is defined as at least 25%, but no more than 49%, of the content delivered online. Typically, hybrid classes meet the first and last week of classes, and every other session in between.

The College awards academic credit consistent with federal, state and accreditation guidelines and rules.

Currently the following may be offered;

Generating One Credit	
Lecture	10-12 hours/term
Lab	30-36 hours/term
Lecture-Lab	20-24 hours/term
Physical Education Activity Course	30-36 hours/term
Cooperative Work Experience Seminar	10-12 hours/term
Cooperative Work Experience (CWE)	30-36 hours/term



406 TRANSFER AND ARTICULATION

Tillamook Bay Community College (TBCC) develops and implements a wide variety of transfer articulation pathways and partnerships for student success and completion. These pathways support curricular alignment between TBCC and our partner institutions, and maximize the efficiency of transfer for TBCC's students. Transfers and Articulation agreements are developed through the Office of Instruction and are governed by related procedures which comply with the state transfer-articulation guidelines as outlined in the Oregon Community College Handbook and Planning Guide.

407 DUAL CREDIT

Tillamook Bay Community College's Dual Credit standards are modeled after the Oregon Dual Credit Standards. They are intended to broaden the options for offering college courses at the high school by providing explicit standards for faculty/teacher partnerships to ensure appropriate expertise, oversight and alignment. Dual credit allows a high school the opportunity to work closely with Tillamook Bay Community College (TBCC) to offer courses in a variety of methods.

In all circumstances, regardless of method of delivery;

1. TBCC will maintain an annual contract with the participating school/school districts that outlines school, student, TBCC, and district responsibilities (including required training such as mandatory reporting, FERPA, sexual harassment, and substance abuse prevention, and pertinent payment information if applicable).
2. Student participants may be awarded secondary and postsecondary credit for Dual Credit courses offered in a high school during regular school hours, as determined by local school board and community college board policy.
3. Students will take a proctored placement exam, or meet qualifications under college accepted multiple measures, so that they are deemed qualified, prepared and approved to take college level courses and benefit from this instruction.
4. All high school students who enroll in approved classes will have the course and grade transcribed by TBCC.
5. All courses and subject matter taught are college level and aligned to the college course.
6. All students who register are admitted and registered according to TBCC policies, and procedures, and are subject to all TBCC policies, procedures, and standards. This includes adherence to the Dual Credit Faculty, and Student, handbooks.
7. Dual credit may be awarded to a student transcript within one year of receiving the dual credit course with approval of the Chief Academic Officer.



8. All dual credit faculty will meet qualifications for teaching that are the same as the TBCC college faculty qualifications. If they do not, they may still be allowed to teach under the Sponsored Dual Credit model.

Tillamook Bay Community College follows all directions, guidelines and practices outlined in the Oregon Dual Credit Guidelines, and is audited on these standards as the state deems necessary.

408 EXPERIENTIAL LEARNING

Experiential learning is the process where by a student receives credit for experience, or information, gained outside of the traditional academic setting. Tillamook Bay Community College awards experiential learning credit for;

- Cooperative Education and Experience courses within the college catalog (e.g. Internships, work experiences and clinical practices as defined in the college catalog for individual programs);
- Credit by Examination (AP, IB, Clep/DPTTS); and,
- Credit for Prior Learning (CPL) according to state guidelines

Credit for Prior Learning (CPL) is a process that students may use to demonstrate knowledge and/or skill to earn college credit for existing TBCC classes by submitting descriptions, documents, tests, and other evidence of learning to department heads and/or faculty for assessment. CPL is based only on the assessment of documents; it is not a graded process. If students wish to receive a letter grade, they may apply for credit through the Credit by Examination process or register for the class. Credit for Prior Learning is documented, and noted, on the college transcript as such. Students who intend to transfer CPL credits to a four-year institution should check that institution's policies for acceptance of CPL credit.

All experiential learning;

1. Conforms to Standards of the Council for Adult and Experiential Learning (www.cael.org/), including:
 - a. Credit should be awarded only for learning, not for experience.
 - b. College credit should be awarded only for college-level learning.
 - c. Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
 - d. The determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts.
 - e. Awards credit course-by-course, not in blocks.

409 CURRICULUM DEVELOPMENT

Instruction is the primary task of the College. The Tillamook Bay Community College (TBCC) administration promotes teaching to facilitate the learning, growth and development process. It is the desire of the TBCC Board of Education to develop an environment where excellent teaching is the norm. New curricula at TBCC shall be approved according to policies formulated by the appropriate state agency in conjunction with college procedure.



The administration may organize a certificate, diploma, or short-term training program of fewer than the number of units required for an associate degree to accommodate those students who have a strong need for a program leading to a specific occupational competence.

In accordance with the college mission, the College shall remain responsive to changing needs and alter programs and services as required, including:

1. Preparatory professional technical programs for those who wish to enter careers in technology, business and industry. The administration shall not pursue the development of any career technical training program until it has been determined there is a reasonable prospect of employment for persons trained in that program. Career technical advisory committees shall be appointed and consulted when programs are revised or when new programs are proposed.
2. Professional technical programs that provide an opportunity for people to upgrade existing job skills and acquire new skills required by the job market.
3. Lower division transfer programs.
4. Personal development and enrichment programs.
5. Cultural and community services including partnerships with business, industry, labor and others.
6. Remediation instruction to assist those adults seeking to achieve basic levels of occupational and educational competence, including GED preparation, as well as readiness for post-secondary education.
7. English Speakers of Other Languages (ESOL) programs.
8. Development and delivery of learning opportunities in various settings, cooperative work experiences, on-the-job learning, internships, as well as computer-assisted learning and distance learning.
9. With respect to apprenticeship programs, TBCC shall cooperate with the State Apprenticeship and Training Council and with the appropriate apprenticeship committees to provide training opportunities of mutual benefit to all parties. TBCC will set tuition fees in compliance with Oregon Revised Statutes (ORS) that pertain to apprenticeship and training programs. TBCC will work toward reciprocal agreements to facilitate movement of apprentices without additional out-of-district costs. Tuition for out-of-district apprentices will be agreed upon by contract.

TBCC does not discriminate against applicants of any program for any reason including race, religion, color, age, national origin, disability, marital status, sex/gender, or sexual orientation. Further, TBCC encourages enrollment diversity.



410 CURRICULUM REVIEWS

Tillamook Bay Community College reviews curriculum regularly to ensure relevance, rigor, quality, and need. Course outlines are reviewed and approved, at minimum, every three years by the faculty. Program curriculum, including degrees and certificates, are reviewed annually. Program area reviews are conducted every 3-5 years.

411 LEARNING OUTCOMES

Tillamook Bay Community College (TBCC) has established course, program and institutional level learning outcomes. In conjunction with guidelines published by the Northwest Commission on Colleges and Universities, TBCC requires faculty to establish, review and assess learning objectives for all courses and programs taught. Faculty also play a major role in developing institutional level learning outcomes, in partnership with TBCC administration.

412 GENERAL EDUCATION PROGRAM

Tillamook Bay Community College (TBCC) has established a recognizable core of General Education courses for all degrees and certificates greater than 45 credits in length. These outcomes are published in the college catalog and on the course syllabus for applicable courses.

413 ASSESSING LEARNING OUTCOMES

Assessment is the systematic process of gathering, interpreting, and acting upon data related to student learning and experience for the purposes of course and program improvement. The connection between teaching and learning is a complex one, and it is necessary to use multiple measures to develop a comprehensive understanding of how curriculum design and delivery relate to student learning.

Assessment is an iterative and adaptive process in which results inform changes to instructional and assessment practices. The critical element is the use of results in decision-making. Finally, the basis of good assessment practice is a shared understanding of program goals to ensure that all those involved in curriculum delivery are working toward the same ends.

In conjunction with guidelines published by the Northwest Commission on Colleges and Universities, Tillamook Bay Community College (TBCC) requires faculty to establish learning outcomes for all courses and programs, and to develop plans for evaluating the extent to which students are achieving the outcomes. TBCC requires faculty to assess course, program, and institutional level learning outcomes for each course taught. The faculty review these results annually and use results to inform curricular changes. The administration's role is to coordinate, conduct surveys and provide data of institutional scope.

414 TEACH OUT

A teach-out plan is required in the event that Tillamook Bay Community College (TBCC) ceases to operate or ceases instruction at one or more locations that provide 100% of at least one degree program or in one or more degree programs before all students have completed their program of study. When a teach-out is deemed necessary, a teach-out plan must be developed following the requirements set forth by the Higher Education Coordinating Commission (HECC).

Teach-out plans must ensure that TBCC will maintain the necessary experience, resources, and support services to provide an educational program that is of acceptable quality and reasonably similar in content,



structure, and scheduling to that promised to the students upon enrollment. Teach out plans must also demonstrate the institution's stability and the ability to carry out its mission and meet all obligations to existing students. Plans must ensure that the program is offered to students without additional charge over what had been previously in place. If another entity is involved in the teach-out, TBCC agrees to provide notification to students of any additional charges. TBCC endeavors to complete all teach-out plans for students. Only in the direst of circumstances would the assistance of another recognized, accredited, college be contacted to provide assistance.

All teach-out plans must be approved by college leadership, the TBCC Board, and the Community College and Workforce Development (CCWD) division of the Higher Education Coordinating Commission (HECC) via WebForms submission. Following approval of a teach-out plan, the Accreditation Liaison Officer will notify the TBCC accreditation body and other stakeholders of the substantive change.

415 ADVISORY COMMITTEES

The Oregon Department of Education in Chapter 581, Division 42, (November 1983) of the Oregon Administrative Rules states that for career technical (occupational) programs, standards for course approval procedures require that courses and curriculum (career technical programs) shall be developed and operated with the advice and council of employers, employees, and other persons knowledgeable of the requirements of the occupation involved. Tillamook Bay Community College (TBCC) establishes an ad hoc advisory committee when a new career technical program is under consideration by the College. Further, the membership of the advisory committee maintains an important role by providing continual and on-going advice and counsel in the development, assessment, and revision of curriculum.

416 FACULTY POSITIONS AND QUALIFICATIONS

Tillamook Bay Community College (TBCC) recognizes and supports the central role that faculty play in fulfilling the mission of the college. Faculty assume important responsibilities related to teaching, scholarship, and service that are essential. TBCC employs both regular faculty who maintain full time teaching loads during fall, winter and spring terms, and adjuncts who are hired term by term on a Notice of Teaching Assignment (NOTA) or Special Employee Agreement (SEA) to fulfill the college mission. Where the term "faculty" is used, it refers to both types of employees.

Tillamook Bay Community College (TBCC) recognizes that qualified faculty are key to academic success. Thus, all faculty must meet establish qualifications for the courses they teach. On occasion, as deemed necessary, a non-qualified faculty may be approved to teach a course on an emergency basis or as part of a professional development plan. These non-typical scenarios necessitate a waiver by the college President at the request of the Chief Academic Officer.

417 FACULTY WORKLOADS AND COMPENSATION

Tillamook Bay Community College (TBCC) recognizes that quality of learning is dependent upon the quality of the faculty. Therefore, a continued endeavor is made to discover, attract, and retain the best teaching talent available. TBCC recognizes that attracting and retaining qualified faculty requires a multiple pronged approach;



- Compensation: Consistent with this policy, a regular and adjunct faculty salary schedule is adopted (see Appendix C-1), with the Board of Education reserving the right to consider and modify this schedule annually.
- Benefits: TBCC provides employee benefits as required by current laws. TBCC shall provide all eligible employees as described in the Summary of Employee Benefits Chart contained in Appendix B-1, with a monthly stipend, defined in Appendix A-2 and C-1 which shall be reviewed and adopted each fiscal year by the Board of Education for health insurance. TBCC shall contribute to the Public Employees Retirement System (PERS), for eligible employees, in compliance with PERS Rules. TBCC will also maintain its required contributions of FICA, Unemployment Insurance, and Workers' Compensation Insurance for all employees. Eligible employees also have access to tuition waivers as defined in college procedure.
- Professional Development: TBCC will provide funds, as budget allows, for faculty professional development on an annual basis. The term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, faculty, and others working in the field of education to improve their professional knowledge, competence, skill, and effectiveness. To be done well, professional development should be; tied to an annual professional development plan, realistic, relevant, monitored, agreed and reviewed, evidence based, and aligned to institutional and/or personal goals that help further increased student success. Faculty wishing to access professional development funding should first complete a professional development plan with their supervisor.
- Voice: TBCC endeavors to give faculty a voice on college committees and leadership opportunities so that their voice is heard, recognized, and acknowledged as an important part of college governance.

418 FACULTY APPRAISALS

Instruction is the core of the College's mission. Therefore, a regular faculty's first year is considered a trial period during which he/she can demonstrate his/her ability to meet the needs of our students and fulfill the duties and responsibilities as outlined in the job description. All faculty will be evaluated annually. The Chief Academic Officer, or his/her designee, is responsible for determining whether performance is satisfactory, unsatisfactory or exemplary. If the faculty member does not agree with the performance appraisal, he/she may grieve the appraisal according to policy.

Any faculty who receives an unsatisfactory Performance Appraisal will be placed on a probationary period of at least one term but no more than one year. Before the probationary period begins, the faculty and the Chief Academic Officer will develop a plan for improvement.

Contingent upon satisfactory performance appraisals, adjunct faculty will be offered employment agreements, with the approval of the Chief Academic Officer, only as availability of funding and college need for courses allows.



419 FACULTY CONFLICT OF INTEREST

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

A faculty who is concerned that a conflict of interest may exist, or who is uncertain as to the impact or appearance of his/her activity, should consult the Chief Academic Officer prior to engaging in the activity. Books, tools, equipment, clothing and supplies required by Tillamook Bay Community College students shall be obtained by the students from sources other than the faculty, whenever possible. No faculty of Tillamook Bay Community College shall provide Tillamook Bay Community College students with books, tools, equipment, clothing and supplies (for charge), unless written consent of the Chief Academic Officer, or his/her designee, is first obtained by the faculty. This policy is not to be interpreted or applied in such a manner as to restrict any faculty who is normally engaged in retail business from making sales in the usual and ordinary course of their business to students. However, faculty shall be impartial in recommending sources of supply for books, tools, equipment, clothing and supplies.

Faculty may suggest textbooks, tools, equipment, clothing and supplies for courses with the approval of Tillamook Bay Community College's Chief Academic Officer and Curriculum Committee, via the approved Course Outline Guide (CCOG), to ensure instructional consistency.

420 ACADEMIC FREEDOM

The purpose of this policy is to promote understanding and support of academic freedom and professional responsibility to the students, to the community, and to Tillamook Bay Community College (TBCC). Academic freedom is applied to teaching and other college-related activities. It is fundamental for the protection of the rights of the faculty in teaching and of the student to freedom in learning. This institution is being operated for the common good and not to further the interest of either the individual faculty or the institution. The common good depends upon the free search for truth and its free exposition.

1. Faculty are entitled to freedom in their presentation and discussion of the subject matter, as outlined in the Course Content Outcome Guide (CCOG).
2. Faculty are entitled to freedom in professional development activities, if such activities further their skills and knowledge as determined by their self-evaluation and/or professional improvement plan.
3. Faculty are citizens, members of a learned profession, and members of the educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes responsibilities. Thus, a faculty should clearly state to a public audience that he/she is communicating as a private citizen and not as a representative of the



College. All employees should consider that the public may judge Tillamook Bay Community College by their communications.

4. As members of the Institution, faculty seek above all to be effective teachers. Although they observe the stated regulations of the institution, they maintain their right to disagree and seek possible revisions.

5. Faculty are encouraged to be involved in their community and, as members of the community, have the rights and obligations of any citizen. They determine the amount and character of their civic and community involvement outside the institution with due regard to their responsibilities within it. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

421 PERSONAL FREEDOM

Faculty who have citizenship and exercise their rights, as well as race, religion, color, age, national origin, disability, marital status, sex, or sexual orientation shall not be grounds for discipline or discrimination. The Board recognizes that the personal lives of faculty are of concern to the Board only as it affects job performance.

422 FREEDOM OF EXPRESSION

Tillamook Bay Community College (TBCC) believes that freedom of expression is essential to the fulfillment of our mission, values and goals. We believe that engaging with individuals and groups with beliefs and perspectives different from our own is a learning experience that enhances our understanding of the world and ourselves. TBCC commits to protecting and creating the opportunity for expression by all of us in a manner that fosters equity, inquiry, debate and understanding. We accept that we will encounter expression that may create a wide range of feelings, including discomfort, anger, frustration and offense. We value the learning experience that results from thoughtful engagement with all protected expression and the college is committed to making space for free expression in all its forms.

423 PLAGIARISM

It is the policy of Tillamook Bay Community College (TBCC) to require the highest ethical standards of its faculty and staff; to inquire into and, if necessary, investigate and resolve promptly and fairly all instances of alleged or apparent misconduct; and, as appropriate, to comply in a timely manner with requirements for reporting cases of possible misconduct to sponsoring agencies if deemed applicable. This policy prohibits acts of plagiarism by faculty and/or staff. Cases of research/academic misconduct involving students are subject to the disciplinary rules governing students, but may be reviewed, where appropriate, under this policy.

424 LIBRARY AND ACADEMIC RESOURCES

Tillamook Bay Community College recognizes that students, and faculty, need appropriate resources to support academic learning. The college thus provides academic resources, such as tutoring, and a Library that is open to staff, faculty, students and the public. The primary mission of the Library and tutoring



resources is to support the instructional process by providing and promoting use of materials relevant to Tillamook Bay Community College's curriculum. The Library has an obligation to protect/guard/retrieve public property. They adhere to all laws relevant to copyright and privacy issues. The Library and Tutoring staff are aware of copyright restrictions. The staff will post the restrictions and limit services accordingly. Patron information and the use of resources is confidential.

425 CONTINUING EDUCATION

Continuing and community education courses are non-credit and designed to meet the lifelong learning needs of the community consistent with the mission and goals of Tillamook Bay Community College. These courses do not satisfy college credit or Continuing Education Unit (CEU) requirements and do not typically apply to any degrees or credit certificates at Tillamook Bay Community College.

The College's Continuing Education Program is a self-supporting program as determined by the receipts and expenditures of funds designated for this purpose. The Continuing Education department houses a number of similar programs including, but not limited to;

- Community Education courses
- Continuing Education courses
- Continuing Education Units
- Non-Credit Training Courses and Certificates
- Children's Programs
- Driver's Education

To facilitate this objective, the Chief Academic Officer or designee is authorized to:

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

All courses in Continuing and Community Education will have a course outline, learning outcome(s), instructor qualifications, and evaluation mechanisms for students as appropriate. The Chief Academic Officer or designee will approve all instructors. Instructors must satisfy TBCC faculty qualifications and teaching guidelines as determined by the Chief Academic Officer or designee. Documentation of the instructor's qualifications will be kept on file in the TBCC Office of Instruction or by the partner agency offering the course. The TBCC Office of Instruction is responsible for the evaluation of course content and instruction. Evaluation procedures must include feedback from students, faculty, employers and/or agencies as appropriate. Evaluations will be kept on file with the Office of Instruction.

Early registration is encouraged for all courses. A decision to cancel a course, based on enrollment or instructor availability, may be made at least two days prior to the start date. Courses are canceled by the Chief Academic Officer or his/her designee. Generally, the criterion for such cancellation is an enrollment



of less than ten students or the guarantee set by the College. However, depending upon individual course circumstances, courses may be offered with fewer students. Refunds will be made if the course is cancelled by TBCC. Students must drop a course three days before the start date to receive a refund. Students requesting special consideration for refunds after the refund deadline should submit a Student Account Petition Form to the Business Office. Agencies offering courses in partnership with TBCC have their own refund policies.

426 CEU

The Continuing Education Unit (CEU) is designed as a uniform unit of measurement to facilitate the accumulation and exchange of standardized information about individual participation in non-credit continuing education. CEUs must be consistent with the Mission and Goals of TBCC, and characterized by high quality instruction with qualified instructors.

CEUs provide the opportunity for individuals to have recognition of their efforts to update/broaden their occupational knowledge, skills, or attitudes. Records of CEUs successfully completed provide a framework within which individuals can develop and achieve long-range educational goals through a variety of educational options. Having readily available permanent records permits individuals to maintain and transmit to others a record of their life-long occupationally related learning experiences.

The most common uses of a CEU record or transcript by an individual are to supply an employer or prospective employer with information on continuing education and training experiences pertinent to an occupational competence; and to provide documentation to registration boards, certification bodies, or professional and occupational societies, of continuing education undertaken to maintain or increase professional competence. CEUs are only available for occupational upgrading purposes.

One Continuing Education Unit is defined as ten contact hours of participation (with one contact hour defined as 60 minutes), in an organized continuing education experience, under responsible sponsorship, capable direction, and qualified instruction. The State of Oregon's Community Colleges & Workforce Development Department [<http://www.oregon.gov/CCWD>] requires that CEU courses be between 1 and 210 contact hours. Fractional CEUs may be awarded down to the minimum increment of 0.3 CEU for the successful completion of three lecture hours.

A Course Content & Outcomes Guide (CCOG) and a course outline must be developed according to TBCC's "Guidelines for Course Content & Outcomes Guides." CCOG's must be completed and on file with the Office of Instruction prior to offering the CEU instruction. CEUs may not be awarded for anything less than what was originally approved for a given CEU number and title. Documentation of the faculty's qualifications will be kept on file in the department offering the CEU course.

427 REGISTRATION AND CANCELLATION OF CREDIT CLASSES

Early registration is encouraged for all courses. A decision to cancel a course, based on enrollment or faculty availability may be made up to two days prior to the start date for credit courses, and 24 hours prior to a Continuing Education course. Courses are canceled by the Chief Academic Officer or his/her designee. Generally, the criterion for such cancellation is an enrollment of less than ten students or the



guarantee set by the College. However, depending upon individual course circumstances, courses may be offered with fewer students.

428 STUDENT CONTACT INFORMATION & CLASS CANCELLATION

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

429 COURSE EVALUATION POLICY

All courses are subject to evaluation by the Office of Instruction. Such an evaluation might take various forms including, but not limited to, student interviews or questionnaires, paper review, review of outcomes and assessments, and/or a visit by the Chief Academic Officer or designee.

430 FACULTY RESPONSIBILITIES AND COURSE EXPECTATIONS

The general content of a course or academic program must be described with reasonable accuracy in catalogs and other written documents available to students. Faculty must state, in writing or by electronic means, the course content and outcomes. This material must be given (or otherwise made available) to the students at the first class meeting.

A. Classroom Behavior

Faculty may establish additional reasonable rules for classroom behavior and must articulate such rules as part of the other course materials provided to the students. In the absence of any such written expectations, the expectations outlined in in the Student Code of Conduct shall apply.

B. Collaboration Among Students

Unless otherwise specified, students may not collaborate on individually graded material. Faculty are encouraged to provide collaborative learning opportunities but must state, in writing or by electronic means, the limits of assistance permitted between and among students in a course assignment or academic evaluation.

C. Instruction Responsibilities

Unless otherwise stated, students are expected to be prompt and regular in attending classes, turning in assignments on time and in taking exams when scheduled. Faculty may establish additional rules for attendance and make-up exams and must articulate these clearly in writing. Faculty must be prompt in meeting their scheduled classes, be available for appointments with students at designated times, be well prepared for classes, and be fair and prompt in grading class assignments and tests. The scheduled final examination period must be used for final examinations in the class or other instruction.

Factors such as race, creed, color, religion, sex, age, national origin, disability, political beliefs or personal relationships must not be considered in matters of academic evaluation, academic assignments, or



classroom procedures. If a faculty learns personal information about the student (religious and political views, sexual orientation, etc.) during the progress of the course, he or she must not share such information with the other students nor should such knowledge influence the evaluation of the student. Additionally, all college employees—including faculty and staff—must abide by the Family Educational Rights and Privacy Act of 1974 (FERPA). This Act affords students certain rights with respect to their education records. While FERPA is guaranteed, all faculty, and school employees, are mandated reporters and must report all known, or suspected abuse and violence following accepted procedures and while ensuring personal, and student, safety.

Full time faculty are required to make time available for student conferences through regularly scheduled office hours. Office hours should be convenient to both students and the faculty with the opportunity provided for prearranged appointments. Available office hours should be communicated to students and should be posted on the faculty member's office door and syllabus. Adjunct faculty are asked to assist students in-line with the adjunct faculty job description.

Faculty are required to meet their classes regularly and at scheduled times. In case of illness or emergency, the Office of Instruction must be notified and arrangements should be made to have another staff member instruct the class or promptly notify students of cancellation. Classes may not be canceled for the convenience of the faculty. When a faculty knows in advance that he or she will miss a class, arrangements must be made to have the work of the class continue, either by arranging for a substitute instructor, by scheduling an examination for that day, or by providing some alternate work assignment for the students as approved by the Chief Academic Officer.

431 GRADING SYSTEM

The traditional grading system uses “A,” “B,” “C,” “D,” “F,” “P,” “NP,” and “I” as defined under Grade Definitions. A change to the student's enrollment option is available at any time before the published deadlines for the quarter by completing the approved process. The Faculty Curriculum Committee specifies grading options for courses, degrees and certificates. Transfer students should be aware that four-year institutions limit the number of pass/no pass credits that may be applied to a degree and frequently recalculate the student's grade point average by weighing each “P” as if it were a “C” or “D,” and each “NP” as if it were an “F” from the traditional enrollment option.

Grade definitions;

A Superior. Honor grade indicating excellence. Earned as a result of a combination of some or all of the following as outlined by the Faculty in the course syllabus: superior examination scores, consistently accurate and prompt completion of assignments, ability to deal resourcefully with abstract ideas, and/or superior mastery of pertinent skills. Additional considerations include probable success in a field relating to the subject and/or probable continued success in subsequent courses.

B Above average. Honor grade indicating competence. Earned as a result of a combination of some or all of the following as outlined by the Faculty in the course syllabus: high examination scores, accurate and



prompt completion of assignments, ability to deal well with abstract ideas, commendable mastery of pertinent skills. Additional considerations include probable continued success in subsequent courses.

C Average. Standard college grade indicating successful performance earned as a result of a combination of some or all of the following as outlined by the Faculty in the course syllabus: satisfactory examination scores, generally accurate and prompt completion of assignments, ability to deal with abstract ideas, fair mastery of pertinent skills. Additional considerations include sufficient evidence of ability to succeed in subsequent courses.

D Substandard but receiving credit. Substandard grade indicating the Student has met only minimum requirements as outlined by the Faculty in the course syllabus. Earned as a result of some or all of the following: low examination scores, generally inaccurate, incomplete or late assignments, inadequate grasp of abstract ideas, barely acceptable mastery of pertinent skills, insufficient evidence of ability to succeed in subsequent courses. Does not satisfy requirements for entry into courses where prerequisites are specified.

F Failure. Non-passing grade indicating failure to meet minimum requirements as defined by the Faculty in the course syllabus. Earned as a result of some or all of the following: non-passing examination scores, inaccurate, incomplete or late assignments, failure to cope with abstract ideas, inadequate mastery of pertinent skills. Does not satisfy requirements for entry into courses where prerequisites are specified. Faculty must record the last date attended for students who earn an "F."

P Pass. Acceptable performance. A grade of "P" represents satisfactory achievement which would have been graded "C" or better on the traditional grading scale. The "P" grade is disregarded in the computation of Tillamook Bay Community College grade point average. This grade is available only when a student has selected the pass/no pass option prior to the published drop or withdrawal deadlines for the quarter.

NP No Pass. Unacceptable performance. A grade of "NP" represents unsatisfactory achievement which would have been graded "D" or lower under the traditional grading system. The "NP" grade is disregarded in the computation of the grade point average. Faculty must record the last date attended for students who earn an "NP." This grade is available only when a student has selected the pass/no pass option prior to the published drop or withdrawal deadlines for the quarter.

SC Satisfactory completion. Mark used when a student satisfactorily completes continuing education units (CEUs).

NSC Not satisfactory completion. Mark used when a student does not satisfactorily complete continuing education units (CEUs).

I Incomplete. At the time the final course grades are recorded, the Faculty may, with the consent of the student, record an "I" mark and grant additional time for the completion of a minor but essential requirement for the student who is otherwise making satisfactory progress. If no replacement grade for an "I" mark is provided within one calendar year, the "I" mark will automatically be changed to an "F" or



“NP” (depending on the grade option chosen by the student). This mark does not entitle a student to repeat a course without paying tuition.

W Withdrawal. This mark is to be used only by Student Services when the student has completed the official withdraw process prior to the published drop or withdrawal deadlines for the quarter.

CIPR Course in Progress, Re-Register. A mark used only for designated classes. This may include courses in modular or self-paced programs. This mark may also be used in a skills based course to indicate that the student has not attained the skills required to advance to the next level. If the course is not completed within a year, the “CIPR” changes to an “AUD” (Audit) on the transcript unless the course was repeated and a grade earned.

CIP Course in Progress. A mark used only for designated classes in modular or self-paced programs that do not conform to the normal academic calendar. If the course is not completed within a year, the “CIP” changes to an “F” or “NP” (based on the student’s prior enrollment option choice) on the transcript unless the course was repeated and a grade earned. A student does not need to re-register for the course.

AUD Audit. This mark may be used only by Student Services. The “AUD” mark, when allowed, permits a student to attend a course without receiving a grade or credit for the course even though tuition and fees must be paid. To be assigned an “AUD” mark, a student must obtain permission from the Faculty and notify Student Services prior to the published drop deadlines. The Faculty Curriculum Committee may specify whether this mark is available for each course. The “AUD” mark does not satisfy requirements for entry into courses where prerequisites are specified.

NS No Show. This mark may be assigned by Faculty during the first week of the quarter to indicate that a student has never attended class. These students will be dropped by Student Services. If Faculty fail to assign an NS mark to students who never attend class, and if those students fail to drop or withdraw before the published deadlines, a grade of F or NP will be assigned according to the enrollment option they selected at registration.

R Repeated. This mark may only be used by Student Services. See “Repeated Courses.” All grades earned will appear on the transcript. The highest grade earned for a course will be calculated into the GPA; all other grades earned for that course will be excluded from the GPA. If a course can be taken more than once for credit, the oldest grade for that course will be excluded only when the repeat limit is exceeded. A student’s grade point average is calculated in the following way:

The point value for a grade is multiplied by the number of credit hours earned for that course. Total grade point values are divided by the total number of credit hours taken by the student.

Grades of “P” and “NP” and marks of “SC,” “NSC,” “I,” “W,” “X” (no longer available for use), “CIP,” “CIPR,” “R,” “NS,” and “AUD” are disregarded in the computation of the grade point average.



432 GRADING POLICY

Faculty must specify in writing, as part of the syllabus, the specific grading policies for the class. Grading is the prerogative and responsibility of the faculty. Faculty are responsible for the assignment of the final course grade. The assigned grade must reflect the performance of the student in the course commensurate with the content and objectives of the course. If a student questions his or her grade, the faculty has a responsibility to discuss the matter with the student. If the faculty cannot satisfactorily resolve the matter, the student must be advised of the grievance procedures.

Should a grievance be filed, the faculty will provide assistance as necessary to process the grievance. Graded examinations, papers, and other sources of evaluation are to be available to the student for inspection and discussion. If the faculty chooses ultimately to retain these materials, they must be kept for a period of one year. If graded materials become the property of the student, then uncollected materials must be kept for one term. Adjunct faculty should arrange for storage with the department in their absence. The grade records will be retained for at least one year to provide the opportunity for review and resolution of grade disputes. In the event that through the student grievance procedure, a grade change is indicated, this change can be initiated only by the faculty, the Chief Academic Officer or College President as appropriate to the grievance procedure and organizational structure of the college. In the event the faculty is no longer employed by the college, grade changes can be made by the Chief Academic Officer providing there is sufficient evidence to make a change and that the faculty is not readily available for consultation.

433 SATISFACTORY ACADEMIC PROGRESS

Tillamook Bay Community College students who are not making satisfactory academic progress will be provided the opportunity to access services and resources designed to support learning and achievement of academic goals. Individuals not making satisfactory academic progress, as defined in this policy, may be denied early registration opportunities or continued admission. Students have the right to appeal these sanctions following the college procedure.

Currently enrolled students who have declared a major must maintain Satisfactory Academic Progress in the following two ways:

1. Maintain a cumulative Grade Point Average (GPA) of 2.0 or higher AND
2. Successfully complete 2/3 (66.67%) of attempted credits per term

Students will be classified in one of four levels of academic standing, based on their academic progress:

1. Good standing
2. Academic probation or continued probation
3. Academic suspension



Students failing to achieve Satisfactory Academic Progress shall be alerted by the college and provided information regarding resources, as well as procedures designed to support improved academic performance.

434 ACADEMIC MISCONDUCT AND CLASSROOM DISRUPTIONS

The administration, faculty and students of Tillamook Bay Community College (TBCC) believe that academic honesty, integrity and appropriate behavior in the classroom are fundamental to the mission of higher education. TBCC has a responsibility to promote academic honesty and integrity and to assure the highest ethical and professional standards and behavior in the classroom. Accordingly, the college has developed procedures that address instances of academic misconduct and disruptions in the classroom. Students who violate these standards violate this policy and will be subject to academic and/or disciplinary sanctions.

Academic misconduct and disruptions in the classroom includes, but may not be limited to, cheating, plagiarism, forgery, falsification, facilitation or aiding academic dishonesty; multiple submission, theft of instructional materials or tests; unauthorized access to, manipulation of or tampering with laboratory equipment, experiments, computer programs, without proper authorization; alteration of grades or files; misuse of data; use of personal relationships to gain grades or favors, utilizing false identification, or otherwise attempting to obtain grades or credit through fraudulent means.

A description of some forms of academic dishonesty and some examples are provided to help the student understand their responsibilities for academic honesty:

A. Cheating - giving, using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise including unauthorized communication of information. Examples of cheating include copying from another student's paper or receiving unauthorized assistance during a quiz, test or examination; using books, notes or other devices such as calculators, unless authorized; acquiring without authorization copies of tests or examinations before the scheduled exercise; or copying reports, laboratory work or computer programs or files from other students.

B. Falsification / fabrication - the invention or unauthorized alteration of any information or citation in an academic exercise. Examples of falsification include the false citation of a source of information; altering the record of, or reporting false information about practicum or clinical experiences; altering grade reports or other academic records; submitting a false excuse for absence or tardiness; or altering a returned examination paper and seeking a better grade.

C. Tampering - interfering with, altering or attempting to alter university records, grades, assignments, laboratory experiments or other documents without authorization. Examples of tampering include using a computer or false-written document to change or affect the grade recorded for a student; forging the signature of a college official on a drop/add sheet or other official university record; erasing records or information of a student; unauthorized access to a university record by computer or unauthorized entry into an office or file; or obtaining information from the university without proper authorization.



D. Plagiarism - presenting the work of another as one's own without proper acknowledgment. Examples of plagiarism include submitting as one's own work the work of another student, ghost writer or commercial writing service; directly quoting from a source without acknowledgment; paraphrasing or summarizing another's work without acknowledging the source; or using facts, figures, graphs, charts or information without acknowledging the source. Plagiarism may occur orally or in writing and may involve computer programs and files, research designs, distinctive figures of speech, ideas and images or any other information that belongs to another person and is not acknowledged as such. Inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is still considered plagiarism. It is also considered Plagiarism when collaborating on work with the knowledge that the collaboration is not authorized or will not be reported.

E. Facilitating academic misconduct - giving assistance or attempting to assist another in the commitment of academic misconduct.

F. Multiple submission - submitting the same paper or oral report for credit in two courses without the faculty's permission; making minor revisions in a paper or report for which credit has already been received and submitting it again as a new piece of work.

G. Other Academic Misconduct - Examples of academic misconduct include allowing another student to copy from one's paper during an examination or test; distributing test questions or substantive information about the material to be covered on a test before the scheduled exercise; or taking an examination or test for another student or signing a false name on an academic exercise.

H. Disruptive Classroom Behavior – Examples of disruptive classroom behavior includes behavior prohibited by the faculty, including but not limited to: smoking in the classroom, persistently speaking without being recognized or called upon, refusing to be seated, unauthorized use of cell phones, laptops or other relevant technology, and disrupting the class by repeatedly leaving and entering the room without authorization. It must be emphasized that this provision is not designed to be used as a means to punish classroom dissent. The expression of disagreement with the faculty or classmates is not in itself disruptive behavior.

The primary responsibility for managing the classroom environment rests with the faculty. Students who engage in any prohibited or unlawful acts that result in disruption of a class may be directed by the faculty to leave the class for the remainder of the class period.

Longer suspensions from a class or dismissal from a course on disciplinary grounds must be preceded by a charge of a violation of the Student Conduct Code. A student dismissed from a class as the result of a Student Conduct Code violation will be assigned a grade of F (Failing). The student may register to re-take the course at a later date in accordance with existing college policy.

The following sanctions may be imposed for academic misconduct and disruptive students. The faculty-imposed sanctions are limited to items A through D. Sanctions E through I, due to academic misconduct, require administrator support and approval.



- A. Oral reprimand;
- B. Written reprimand;
- C. An assignment to repeat the work or an alternate assignment;
- D. A lower or failing grade on the particular assignment or test;
- E. A lower grade or failing grade in the course;
- F. Removal of the student from the course in progress;
- G. Removal of the student from a major, college or program;
- H. Withdrawal of degree or academic credit previously bestowed; and
- I. Any sanction that may be imposed for violation of the Student Conduct Code including disciplinary probation, suspension or expulsion from the college.

A student has the right to grieve any academic sanction following college policy and procedure.

435 HONOR ROLL

Tillamook Bay Community College (TBCC) recognizes academic excellence in students pursuing a declared major, who have earned a 3.5 or higher GPA on a minimum of 12 graded credits (excluding pass/no pass), in a given term and are making satisfactory academic progress as defined by the College.

Term Honors

Honor's List: 3.25-3.74 GPA

High Honor's List: 3.75-4.0 GPA

Graduation Honors

Highest Honor's: 3.75-4.0 cumulative GPA

All transcribed certificates are eligible for Highest Honors. Students using credits from other institutions are eligible for Highest Honors only if both Tillamook Bay Community College GPA and their cumulative GPA (all credits from all sources) are 3.75 or higher.

436 DROP, ADD, WITHDRAW

Prior to the published drop deadlines, students shall be able to drop any registered class by completing the official drop process. Such action by the Student shall result in no charges for the course or courses (or reimbursement if charges have already been paid); the course shall be removed from the transcript. Students shall be able to withdraw from any registered class by completing the official withdraw process before the published withdraw deadline. This action shall result in a mark of "W" appearing for the course or courses on the transcript. Students must withdraw before the published withdraw deadline or a grade will be assigned by the Faculty.

All students are encouraged to work with, and talk with, their faculty member prior to dropping and/or withdrawing. Students are required to submit the college withdraw form in order to be removed from the class roster.



437 SPECIAL CIRCUMSTANCES

Tillamook Bay Community College (TBCC) reserves the right to establish procedures for unusual circumstances. Such procedures may be, but not limited to, the following:

1. Experimental Courses

All programs are authorized to offer experimental Special Topics Courses for the purpose of introducing new materials on a trial basis. The following designations shall be used:
XX 199X or XX 299X, Course Title (e.g., ART 299B History of Photography)

Experimental courses shall be approved by the appropriate Faculty Curriculum Committee, and/or the Chief Academic Officer. A course outline, including the course description and learning outcomes, must be filed with the Office of Instruction, but no other approvals will be required.

Experimental Courses shall be offered a maximum of two terms, after which the course material must be offered in a conventionally numbered course having the normal course approval. Except as provided in the "Granting Degrees and Certificates Policy," degree and certificate candidates shall be limited to 9 credits of 199-299 Experimental Courses.

2. Student Enrollment in Concurrent and/or Overlapping Courses

Students may not enroll in concurrent or overlapping courses. Exceptions may be granted only after approval by the Chief Academic Officer.

3. Student Overload

Students are allowed to enroll in a maximum of 19 credits hours. Special permission must be obtained from the Chief Academic Officer to increase registration above 19 credit hours.

4. Course Substitutions

Students have the right to petition for the following:

1. Waiver of comprehensive degree and/or certificate requirements
2. Substitution of course work to meet the General Education requirements
3. Substitution of course work to meet degree and/or certificate requirements
4. Awarding of non-traditional credit

Substitution of course work to meet General Education requirements or waivers of comprehensive degree and/or certificate requirements shall be approved/disapproved by the Chief Academic Officer or a designee. For substitutions of course work to meet degree and/or certificate requirements, and/or for awarding of non-traditional credit, the campus designee shall approve/disapprove petitions in accordance with guidelines established by the Faculty Curriculum Committee. No student can graduate for less than the required number of credits. Credit can be given for equal course work, but it cannot be waived entirely.

5. Independent Study



Independent Studies are allowed in rare and unusual circumstances (e.g. a course is needed for graduation and/or the course is guaranteed on a student's degree map and there is insufficient enrollment to run the course as a normal section). In these circumstances an Independent Study Application will be completed and submitted for approval to the Chief Academic Officer. The course must run during a regularly scheduled term and include a written plan for course expectations and meeting the course learning outcomes.

6. Student Membership on College Committees

Student input on college committees is valuable for the student, staff and community. Committee work provides a learning experience for students as well as an opportunity to be an active participant in the policy-making and environment shaping of the college community. Policies have a major impact on Tillamook Bay Community College's mission to recruit and retain students, and student input provides staff with the viewpoint of the individuals we are hired to serve. It also provides employees the opportunity, as educators, to mentor and pass on "lab experience" in group process, communication, decision-making and other life-long skills. Committees are an integral part of the Tillamook Bay Community College's policy-making process; therefore, Tillamook Bay Community College committees that recommend, formulate, or review student affairs policy shall include student membership. College Council will always ask for a student member.

7. Student Identity

TBCC reserves, and exercises, the right to verify student identity, particularly students who enroll, register and complete courses at a distance.

438 ADMISSION & GRADUATION

Students enrolling in credit courses at Tillamook Bay Community College for the first time will be expected to enroll and register following college procedures. Students enrolling for a certificate, degree, or diploma will attend an orientation designed specifically for new students and complete an assessment of their basic skills before they register. Students performing below requisite skill level will be advised to enroll in courses to upgrade their skills. Students, once admitted, must meet prerequisites for courses and programs, as required.

Students must petition for a degree and/or certificate within one year of completing applicable course work. The final nine credits that apply to a degree and/or certificate must be taken at Tillamook Bay Community College. The College reserves the right to auto-award certificates and/or degrees. Students will be graduated and/or certified according to the requirements of the catalog in force when they enroll unless they choose to graduate and/or certify under a later catalog. No catalog is valid for longer than the summer term following the sixth academic year after the issuance of the catalog. Students not enrolled for two or more continuous terms will be graduated and/or certified according to the requirements in force when they re-enroll unless they choose to graduate and/or certify under a later catalog. For students enrolled in programs that are accredited or licensed, students must graduate and/or certify under the program requirements most recently approved by the accrediting agency and/or licensing authority.



439 DETERMINING STUDENT NEEDS

Tillamook Bay Community College (TBCC) values the voices of TBCC students. As such, students will be surveyed about the college processes and experience on occasion, but no less than every two years. All feedback is considered for improvement.

440 ACADEMIC RECORD KEEPING

Students are granted the right to inspect their educational records under FERPA. Therefore, graded examinations, papers, and other records of evaluation will be made available to the student for inspection. If the faculty chooses to retain these materials rather than return them to students, they must be kept for a period of one (1) year to provide the opportunity for review and to resolve any grade or other academic decision disputes. If graded materials are returned to the student, then any uncollected materials must be kept for one (1) term. Faculty are strongly encouraged to return, scan and archive material within the Learning Management System, as this system is maintained for the required timeframe.

441 ACADEMIC SAFETY

Tillamook Bay Community College adheres to industry standards in its academic programs, particularly when industry milestones must be met for clinical placement. This means that for Allied Health, Criminal Justice, Transportation programs (and others) students may be required to complete a variety of background checks and/or vaccination evaluations at their own expense. Programs with these requirements will clearly explain this on printed materials and/or on the program web page. Students will not be allowed to enroll in an academic program that requires additional admission materials (e.g. vaccination records, background checks, driving records) without completing these steps.

Additionally, best practices are maintained for both cleanliness and safety in classrooms, science labs, and clinical sites. Students and faculty are expected to be aware of, and follow, policies and procedures for cleanliness and safety in their discipline.

442 PROFESSIONAL IMPROVEMENT LEAVE

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



Completion and Transfer Rate Measures

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONDIRECTOR MCCARLEY

The TBCC Data Team is recommending updates to the Completion Rate and Transfer Rate measures in our strategic plan. The updated degree/certificate completion rate measure is designed to improve the validity of the measure for our unique student populations. Completion rate is typically measured and benchmarked for first-time full-time students who begin in the fall term – but this does not include most of our students. TBCC students are more likely to study part-time and to begin at any point in the academic year. The revised measure assesses completion rate for full-time and part-time students separately, and gives part-time students longer to complete. These measures also include all students, regardless of which term they begin at TBCC.

TBCC has not previously measured Transfer Rate, in great part because while we were accredited under PCC, there was no way to distinguish TBCC students from PCC students in the National Student Clearinghouse. The NSC is a system that tracks student movement across colleges – with over 98% of colleges and universities in the US submitting data. Beginning with the 2014-2015 academic year, TBCC students can be identified – and we now have 4 years of data of their transfers across colleges, as well as degrees earned.

We are recommending the following language for the revised Completion Rate and Transfer Rate strategic plan measures:

1. Replace existing strategic plan measure EE2.1 with revised EE2.1a and b:
 - a. EE2.1a - The percentage of first-time at TBCC students enrolled full-time (in their first term), who are awarded a certificate/degree within 3 years (12 quarters)
 - b. EE2.1b - The percentage of first-time at TBCC students enrolled part-time (in their first term), who are awarded a certificate/degree within 4 years (16 quarters)
2. Establish strategic plan measure EE2.2 as:
 - a. EE2.2 The percentage of first-time at TBCC students with the intent to transfer, who transfer to a 4 year university within 4 years (16 quarters from first term)



Updated Completion Rate Measure:

EE2.1a - The percentage of first-time at TBCC students enrolled full-time (in their first term), who are awarded a certificate/degree within 3 years (12 quarters)

EE2.1b - The percentage of first-time at TBCC students enrolled part-time (in their first term), who are awarded a certificate/degree within 4 years (16 quarters)

EE2.1a - Completion Rate of the 67 Full Time Students beginning in 2014-2015

Awarded in 150% of Normal Time:

<u>Degree Intent:</u>	<u>%</u>	<u>#</u>
A. Science Transfer (n=12)	50.0%	6
A. Arts Transfer (n=21)	28.6%	6
A. General Studies (n=19)	21.1%	4
A. Science Business (n=4)	0.0%	
A. Applied Science (n=10)	30.0%	3
Certificates (n=1)	100.0%	1
Overall Completion Rate:	29.9%	20

EE2.1b - Completion Rate of the 114 Part Time Students beginning in 2014-2015

Awarded in 200% of Normal Time:

Degree Intent:	%	#
A. Science Transfer (n=8)	0.0%	
A. Arts Transfer (n=16)	12.5%	2
A. General Studies (n=47)	2.1%	1
A. Science Business (n=4)	0.0%	
A. Applied Science (n=24)	0.0%	
Certificates (n=15)	0.0%	
Overall Completion Rate:	2.6%	3

Transfer Rate Measure:

EE2.2 The percentage of first-time at TBCC students with the intent to transfer, who transfer to a 4 year university within 4 years (16 quarters from first term)

EE2.2 - Transfer Rate of the 131 Students with the intent to transfer who began at TBCC in 2014-2015

Transferred within four-years:

Degree Intent:	%	#
A. Science Transfer (n=20)	30.0%	6
A. Arts Transfer (n=37)	35.1%	13
A. General Studies (n=66)	12.1%	8
A. Science Transfer in Business (n=8)	37.5%	3
Overall Transfer Rate:	22.9%	30

Academic Calendar (Second Reading – ACTION)

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION CAO RIVENES

Attached please find the one-year academic calendar for your approval (second reading). The only change from the first reading was a shift in fall in-service dates from Wednesday, Thursday and Friday to Monday, Tuesday and Wednesday mornings. We will be working on a three-year calendar for your review within the next few months.

As currently proposed;

ACADEMIC YEAR	
SUMMER TERM (Adjunct)	
Registration Opens	May 20, 2019
Last Day to Register (SUN before term)	June 23, 2019
Adjunct Faculty In Service	June 21, 2019
Term Begins (Monday)	June 24, 2019
Last Day to Drop (Friday week 1)	June 28, 2019
Payment Due (Friday week 1)	June 28, 2019
8 Week Term Ends (SAT)	Aug 17, 2019
10 Week Term Ends (SAT)	Aug 31, 2019
Finals Week	Aug 12-15 & 26-29, 2019
Grades & Assessments Due (NLT Monday following term end)	August 29, 2019
Faculty Off (when G/A Done)	NLT September 3, 2019
HOLIDAY (College Closed)	July 4, 2019, Sep. 2, 2019
CLOSED	7/5, 7/12, 7/19, 7/26, 8/2, 8/9, 8/16, 8/23, 8/30
Faculty Inservice (Week before term)	September 16-20, 2019
FALL TERM	
Early Registration Opens	May 20, 2019
Registration Opens	August 19, 2019
Last Day to Register (SUN before term)	September 22, 2019
All Faculty In Service	September 16-20, 2019
All Campus Inservice (Campus closed)	September 16, 17 18 AM ONLY
Term Begins (Monday)	September 23, 2019
Last Day to Drop (Friday week 1)	September 27, 2019
Payment Due (Friday week 1)	September 27, 2019
Term Ends (Sat)	December 7, 2019



Finals Week	December 2-6, 2019
Grades & Assessments Due (NLT Monday following term end)	December 6, 2019
Faculty Off (when G/A Done)	NLT December 9, 2019
HOLIDAY (College Closed)	November 11, 28-29, 2019
Other/Holiday Break	December 23-January 1, 2020 (leave required for 12/23)
Registration Opens	November 25, 2019
Last Day to Register (SUN before term)	January 5, 2020
Faculty In Service	January 3, 2020
Term Begins (Monday)	January 6, 2020
Last Day to Drop (Friday week 1)	January 10, 2020
Payment Due (Friday week 1)	January 10, 2020
Term Ends (Sat)	March 21, 2020
Finals Week	March 16-20, 2020
Grades & Assessments Due	March 20, 2020
Faculty Off (when G/A Done)	March 23, 2020
HOLIDAY (College Closed)	January 20, 2020
Spring Break	March 23- March 27, 2020
SPRING TERM	
Registration Opens	March 2, 2020
Last Day to Register (SUN before term)	March 29, 2020
Faculty In Service	March 27, 2020
Term Begins (Monday)	March 30, 2020
Last Day to Drop (Friday week 1)	April 3, 2020
Payment Due (Friday week 1)	April 3, 2020
Term Ends (Sat)	June 13, 2020
Finals Week	June 8-12, 2020
Grades & Assessments Due (NLT Monday following term end)	June 12, 2020
Faculty Off (when G/A Done)	NLT June 15, 2020
HOLIDAY (College Closed)	May 25, 2020
	Commencement: June 12, 2020



President Evaluation and Contract Renewal (ACTION)

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATIONCHAIR GERVASI

The Board will meet in Executive Session prior to the Board meeting to discuss the summary results of the evaluation for President Tomlin this year. Those results will be shared with the President in the executive session. The President's contract for 2019-20 will also be discussed in the Executive Session.

The Board Chair will share the summary results of the President's evaluation in open session and the Board will vote on the 2019-20 President's contract language.



President Goals for 2019-20 (ACTION)

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION CHAIR GERVASI

Draft 2019-20 goals for President Tomlin were shared with the Board during the March Board Executive Session. The Board will then discuss the goals and any suggested changes during the Executive Session prior to this Board meeting. The Board will then vote on the Draft Goals for the President this coming year.



Preliminary Budget for 2019-20

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION CFO WILLIAMS

CFO Williams will be prepared to present information about the Proposed TBCC Budget for 2019-20 that will be reviewed at the Budget Committee meeting on April 8.



College Tuition and Fees

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION -----CFO Williams

Presented here for second reading is the proposed 2019-2020 Tuition and Fee Schedule. Proposed changes from 2018-19 are in red. The proposed credit tuition rate has been increased since the first reading. In order to balance the Proposed Budget, transfers from reserves will be required. The current average tuition rate for Community Colleges in Oregon is \$102.39. At one point, TBCC's Board goal was to be close to the average rate. Over the last couple years, we have slid well below the average and even with a \$3 increase will remain below the current average. The only community college in the state that we expect to not implement any change to their current tuition rate is Blue Mountain and most of the others are still proposing a minimum of \$3 increase. If the State adopts a Community College appropriation higher than the Ways and Means Committee budget of \$590M, a proposal to decrease the tuition rate may be brought to the Board for approval by the June board meeting.

Tuition or Fee Item	Current 2018-2019	Proposed 2019-2020
<i>Tuition</i>		
In-State Tuition per Credit Hour	\$97	\$98 \$100
Out-of-State Tuition per Credit Hour	\$117	\$118 \$120
<i>Fees</i>		
Base Course Fee (per credit)	\$4	\$4
Student Services Fee (per credit)	\$2	\$2
Technology Fee (per credit)	\$5	\$5
Online Course Fee (per course)	\$35	\$35
Hybrid Course Fee (per course)	\$15	\$15
Adult Basic Skills Instructional Course Fee (includes ABE/GED/ESOL courses)	\$15	\$15
Self Improvement Course Fees	market or self support	market or self support
Late Payment Fee	\$75	\$75
Placement Test	\$20	\$20
Placement Test Retest	\$20	\$20
Proctored Testing per test for non-TBCC credit students or staff	\$30	\$30
EMT Practical Exams Fee for non-TBCC student, former student or staff	\$30/station	\$30/station
Credit for Prior Learning:		
College Level Exam Program (CLEP) Administration Fee	\$25	\$25
Challenge Exam (per Credit Hour)	40% of Credit Tuition	40% of Credit Tuition
Department of Public Safety Standards and Training (DPSST) Credits	\$75	\$75



Military Credit Administration Fee	\$25	\$25
Printed Catalog (first copy from academic advisor free)	\$5	\$5
Official Transcript Fee (per transcript) (one free when degree or certificate is mailed)	\$5	\$5
Expedited Transcript Fee (per transcript)	\$30	\$30
Return Check Fee	\$25	\$25



Information Only Items

RECOMMENDATION

Information Only

BACKGROUND INFORMATION ----- Chair Gervasi



Measure Narrative ES 3.1, 3.2

RECOMMENDATION

Information Only

BACKGROUND INFORMATION DIRECTOR RYAN, DIRECTOR NEU

ES3.1 Instructional infrastructure and services are appropriate to meet educational goals

ACHIEVEMENT 80% (Green)

CORE THEME Economic Success

OBJECTIVE ES3: TBCC maintains its educational infrastructure to support effective teaching and learning.

INDICATOR Measured by the percentage of students who agree that 'instructional infrastructure and services are appropriate to meet my educational goals'.

Indicator Thresholds: >80%: Green, 70-79%: Yellow, <69%: Red

Purpose and Meaning: A safe and well-functioning facility are essential for an effective teaching/learning environment. The ability to access, navigate, and operate in this type of setting helps to mitigate possible stressors that potentially detract from the educational environment and impact results.

WHAT WAS ACHIEVED? This is a new measure, added to the Student Climate Survey in the spring of 2018. I will be collected annually, and the thresholds may be adjusted upward based on more data.

80% of employees and over 90% of students feel safe on campus. That leaves 20% of employees and approximately 10% of student who do not. We need to learn and address the concerns that lead to their response. As a result of the survey we learned 20% of employees and almost 50 percent of students are not familiar with how to respond in the event of an emergency. Likewise, over 20% of employees and 60% of students are not currently using the FlashAlert notification system

WHAT ARE NEXT STEPS? Continue to educate our campus community regarding possible situations on campus and appropriate responses to those situations. Run various emergency drills each term; ALICE training will be offered again in the spring for new employees and those interested in a refresher training; working with PACE to implement a 24/7 Tip Reporting System for students and employees.

Work in partnership with agencies in proximity to TBCC to develop response procedures/protocol in the event of emergency situations.

Ongoing inspections and maintenance of facilities to continue to provide a quality environment for our campus community.



DATA DOCUMENTATION

The Student Climate Survey is conducted in the spring, and analysis is conducted by the college's Institutional Researcher.

ABOUT THIS SUMMARY

Pat Ryan is the lead for this measure, with data support from Erin McCarley.

For more detailed information, contact the Institutional Researcher – erinmccarley@tillamookbaycc.edu

ES3.2 Network backbone and hosted services uptime'

ACHIEVEMENT 99% (Green)

CORE THEME Economic Success

OBJECTIVE ES3: TBCC maintains its educational infrastructure to support effective teaching and learning.

INDICATOR Measured by the percentage of time that TBCC hosted online services are available for use.

Indicator Thresholds: $\geq 99\%$: Green, 97-99%: Yellow, $< 97\%$ Red

Purpose and Meaning: In today's world of everything online and always available, the expectation of our constituents is that what they need is always available. Many of our students work in addition to going to school which means they must be able to access services outside of traditional hours. If any of these services are down, it puts their educational plans in jeopardy.

WHAT WAS ACHIEVED? We did not track data in 2016-17 the way we do now. The 2016-17 year was one of transition for us. We moved to Office 365, went to hosted email, and built an online program. The changes themselves created down time and struggles of their own as people got used to them. 2017-18 will really be our benchmark year which should mean that there is no drop in the service level. Part of the way we vet vendors is to make sure they can offer services with little to no downtime.

WHAT ARE NEXT STEPS? I feel confident in our providers. They have shown to be reliable and can deliver the services they advertised. We will continue to monitor services to keep them at our acceptable level (Green).

DATA DOCUMENTATION

Each site we contract with has tracking software so we can monitor and measure the success and effectiveness (by how much it is accessed or how long it is up without interruption). These tools have been improved upon in the last 2 years so we can get very good information not only on how long services are up but how many people access them and in some cases, when they access them.

ABOUT THIS SUMMARY

Sheryl Neu is the lead for this measure.



Legislative Summit Report

RECOMMENDATION

Information Only

BACKGROUND INFORMATION BOARD MEMBER BESTY MCMAHON,
EXECUTIVE DIRECTOR LUQUETTE, PRESIDENT TOMLIN

Board Member Betsy McMahon, Executive Director Luquette, and President Tomlin all attended a Legislative Summit at the Salem Convention Center on March 6. The three attendees will share the highlights of this summit, which included speeches by several legislators, as well as some training in how to most effectively lobby our position with individual legislators. We were also fortunate to be able to talk to two of the TBCC legislators, David Gomberg and Betsy Johnson, to get their thoughts about the community college budget situation in this session.

On March 7, the Oregon Community College Association organized a caravan from Chemeketa Community College to the Capitol building. Then there was an organized march of community college staff and students around the Capitol to call attention to the importance of community colleges to our state. We also had a short meeting with Representative Gomberg in his office. Overall, a very useful and effective time spent in Salem these two days.



ASTBCC Report

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATIONPRESIDENT ISABELLA CHRISTY

President Christy will give an update on ASTBCC activities over the past month.



Financial Report

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATIONCFO WILLIAMS

The report for the month of February 2019 is available for your review.



Tillamook Bay Community College

Unaudited Summary Financial Information

General Fund

Fiscal Year-to-Date Ended February 2019

66.67% of fiscal year elapsed

	FY 2017-2018			FY 2018-2019		
	Annual Budget	02/28/18 Actual	Percentage of Budget	Annual Budget	02/28/19 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	\$ 950,000	\$ 1,384,918.66	145.78%	\$ 1,780,713	\$ 1,530,006.38	85.92%
State	\$ 1,356,106	\$ 1,205,835.87	88.92%	\$ 1,719,525	\$ 1,333,235.59	77.54%
Property Taxes	\$ 1,241,050	\$ 1,107,381.94	89.23%	\$ 1,285,647	\$ 1,157,616.56	90.04%
Tuition	\$ 881,855	\$ 605,354.00	68.65%	\$ 944,489	\$ 558,515.00	59.13%
Fees	\$ 154,296	\$ 129,256.93	83.77%	\$ 182,090	\$ 135,111.20	74.20%
Sale of Goods	\$ 2,000	\$ 2,451.62	122.58%	\$ 2,000	\$ 3,301.36	165.07%
Interest	\$ 5,500	\$ 31,091.48	565.30%	\$ 48,000	\$ 68,679.04	143.08%
Rental	\$ 12,000	\$ 10,700.00	89.17%	\$ 17,000	\$ 11,027.50	64.87%
Miscellaneous	\$ 7,000	\$ 9,132.56	130.47%	\$ 7,000	\$ 12,718.47	181.69%
Transfers	\$ 493,829	\$ 20,142.18	4.08%	\$ 88,995	\$ 39,842.73	44.77%
Total resources	\$ 5,103,636	\$ 4,506,265.24	88.30%	\$ 6,075,459	\$ 4,850,053.83	79.83%
Expenditures						
Instruction	\$ 1,403,246	\$ 743,665.26	53.00%	\$ 1,499,878	\$ 815,944.11	54.40%
Instructional Support	\$ 344,629	\$ 207,088.77	60.09%	\$ 387,671	\$ 219,147.73	56.53%
Student Services	\$ 463,665	\$ 298,440.67	64.37%	\$ 468,023	\$ 310,791.46	66.41%
College Support	\$ 1,365,563	\$ 932,647.52	68.30%	\$ 1,464,684	\$ 884,144.51	60.36%
Plant Operation	\$ 288,533	\$ 186,616.36	64.68%	\$ 367,593	\$ 201,463.61	54.81%
Transfers	\$ 288,000	\$ 102,737.40	35.67%	\$ 288,000	\$ 112,186.91	38.95%
Contingency	\$ 50,000	\$ -	0.00%	\$ 100,000	\$ -	0.00%
Total expenditures	\$ 4,203,636	\$ 2,471,195.98	58.79%	\$ 4,575,849	\$ 2,543,678.33	55.59%
Ending fund balance	\$ 900,000	\$ 2,035,069.26	226.12%	\$ 1,499,610	\$ 2,306,375.50	153.80%

Agenda Item 5.D. Attachment #2
Tillamook Bay Community College
Unaudited Summary Financial Information (Modified Accrual Basis)
Fiscal Year-to-Date Ended February 2019

	Fund No.	Beginning Fund Balance	2018-2019 Revenue	2018-2019 Expenditures	Ending Fund Balance	2018-2019 Spendable Budget	2017-2018 Prior Year Expenditures 2/28/2018
United Way Literacy Grant	216	\$ 1,855.13	\$ 500.00	\$ 1,605.00	\$ 750.13	\$ 3,000	\$ 722.00
Title III Grant	220	\$ -	\$ 209,134.96	\$ 209,134.96	\$ -	\$ 292,751	\$ 438,854.96
Pathways Grant	225	\$ -	\$ 15,218.70	\$ 20,035.28	\$ (4,816.58)	\$ 29,707	\$ 19,583.13
Industrial Maintenance Tech	226	\$ 36,975.16	\$ 22,750.00	\$ 35,403.79	\$ 24,321.37	\$ 58,759	\$ 21,315.62
SBDC Federal Grant	230	\$ -	\$ 16,500.00	\$ 16,500.00	\$ -	\$ 33,000	\$ 21,701.58
SBDC State Grant	231	\$ -	\$ 40,567.94	\$ 66,154.92	\$ (25,586.98)	\$ 120,000	\$ 25,994.64
SBDC Program Income	232	\$ 38,197.03	\$ 34,309.00	\$ 1,334.34	\$ 71,171.69	\$ 15,273	\$ 628.29
SBDC Rural Outreach Grant	233	\$ -	\$ 27,500.00	\$ 27,500.00	\$ -	\$ 7,000	\$ -
TEC Vocational Education Grant	240	\$ -	\$ 29,619.00	\$ 29,619.00	\$ -	\$ 40,000	\$ 27,487.00
Food Pantry	248	\$ -	\$ 500.00	\$ 324.82	\$ 175.18	\$ -	\$ -
Connect2Complete	253	\$ 6,242.49	\$ -	\$ -	\$ 6,242.49	\$ 6,574	\$ -
ASPIRE Program	254	\$ 6,107.09	\$ -	\$ 1,288.39	\$ 4,818.70	\$ 8,567	\$ 1,077.65
Student Success Grant	256	\$ -	\$ 79,172.11	\$ 51,682.21	\$ 27,489.90	\$ 125,000	\$ -
STEP Grant	258	\$ -	\$ 8,120.83	\$ 11,569.61	\$ (3,448.78)	\$ -	\$ -
Pathways to Opportunity	259	\$ -	\$ 10,000.00	\$ 4,277.47	\$ 5,722.53	\$ -	\$ -
Partners for Rural Innovation Operations	289	\$ 7,827.74	\$ 20,552.90	\$ 22,024.87	\$ 6,355.77	\$ 35,000	\$ 23,872.76
Capital Depreciation & Maintenance Fund	290	\$ 765,217.45	\$ 12,260.30	\$ 17,338.00	\$ 760,139.75	\$ 20,000	\$ -
Timber Tax Reserve Fund	291	\$ 2,276,682.08	\$ 348,092.21	\$ -	\$ 2,624,774.29	\$ -	\$ -
PRI Capital Maintenance Fund	292	\$ 20,000.00	\$ 20,000.00	\$ -	\$ 40,000.00	\$ 10,000	\$ -
Strategic Investment Fund	295	\$ 1,347,379.59	\$ 21,787.98	\$ -	\$ 1,369,167.57	\$ -	\$ -
State IGA Fund	296	\$ -	\$ -	\$ -	\$ -	\$ 49,500	\$ -
Total Special Fund		\$ 4,506,483.76	\$ 916,585.93	\$ 515,792.66	\$ 4,907,277.03	\$ 854,131	\$ 581,237.63
Schedule of Special Fund borrowing from General Fund							
		Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 2/28/2019		
Total of Grants that borrow from the General Fund		\$ (33,852.34)	\$ 15,771.01	\$ -	\$ (49,623.35)		
Total of Grants that are not borrowing from the General Fund		\$ 4,941,129.37	\$ 12,655.00	\$ -	\$ 4,928,474.37		
Total Special Fund		\$ 4,907,277.03	\$ 28,426.01	\$ -	\$ 4,878,851.02		
		Beginning Fund Balance	2018-2019 Revenue	2018-2019 Expenditures	Ending Fund Balance	2018-2019 Spendable Budget	2017-2018 Prior Year Expenditures
Community Education	310	\$ 18,147.30	\$ 1,410.00	\$ 692.38	\$ 18,864.92	\$ 7,823	\$ 1,084.72
Driver Education Program	311	\$ 4,059.35	\$ 7,335.00	\$ 6,522.35	\$ 4,872.00	\$ 14,171	\$ 6,651.64
Summer Term Fund	312	\$ 10,103.28	\$ 81,017.00	\$ 59,537.46	\$ 31,582.82	\$ 64,775	\$ 43,797.56
TBCC Store	320	\$ 3,215.27	\$ 2,265.22	\$ 532.27	\$ 4,948.22	\$ 3,220	\$ 1,468.30
Customized Training Projects	330	\$ 38,185.82	\$ 2,440.00	\$ 9,222.60	\$ 31,403.22	\$ 79,577	\$ 10,633.47
Truck Driving Program	331	\$ -	\$ 65,000.00	\$ 43,540.92	\$ 21,459.08	\$ -	\$ -
TBCC Vending	340	\$ 5,384.77	\$ 3,261.41	\$ 4,986.44	\$ 3,659.74	\$ 6,500	\$ 1,753.04
Total Enterprise Fund		\$ 79,095.79	\$ 162,728.63	\$ 125,034.42	\$ 116,790.00	\$ 176,066	\$ 65,388.73
PERS Pension Bond Fund	410	\$ 13,410.45	\$ 104,206.66	\$ 32,957.78	\$ 84,659.33	\$ 144,316	\$ 34,582.83
General Obligation Bond Fund	420	\$ 133,009.26	\$ 624,854.01	\$ 55,042.06	\$ 702,821.21	\$ 700,725	\$ 59,848.21
Total Debt Service Fund		\$ 146,419.71	\$ 729,060.67	\$ 87,999.84	\$ 787,480.54	\$ 845,041	\$ 94,431.04
Local Match Fund	525	\$ 313,533.67	\$ 5,070.03	\$ -	\$ 318,603.70	\$ 50,000	\$ -
Grant Construction Fund	555	\$ (313,308.57)	\$ 45,000.00	\$ 6,700.00	\$ (275,008.57)	\$ -	\$ 118,793.90
Total Capital Projects Fund		\$ 225.10	\$ 50,070.03	\$ 6,700.00	\$ 43,595.13	\$ 50,000	\$ 118,793.90
Associated Students of TBCC	710	\$ 4,182.39	\$ 3,950.40	\$ 3,830.47	\$ 4,302.32	\$ 9,000	\$ 2,415.20
Phi Theta Kappa Honorary Society Fund	720	\$ 2,157.32	\$ 921.93	\$ 741.45	\$ 2,337.80	\$ 5,700	\$ 1,454.69
Economic Development Council	730	\$ 81,702.65	\$ 124,768.95	\$ 38,436.67	\$ 168,034.93	\$ 182,229	\$ 53,675.92
Economic Development Council - USDA Grant	731	\$ 26,523.77	\$ -	\$ 643.48	\$ 25,880.29	\$ 22,463	\$ 4,336.17
Visit Tillamook Coast	740	\$ 829,288.31	\$ 957,166.80	\$ 1,055,367.40	\$ 731,087.71	\$ 1,592,555	\$ 872,107.93
Visit Tillamook Coast - Non-TLT Funds	741	\$ 33,026.41	\$ 47,519.17	\$ 42,450.22	\$ 38,095.36	\$ 77,100	\$ 62,714.54
Visit Tillamook Coast - RTM Grant	742	\$ 27,000.00	\$ 5,000.00	\$ 12,329.30	\$ 19,670.70	\$ -	\$ -
Total Agency Fund		\$ 1,003,880.85	\$ 1,139,327.25	\$ 1,153,798.99	\$ 989,409.11	\$ 1,889,047	\$ 996,704.45
PELL Grant	801	\$ -	\$ 455,565.00	\$ 455,565.00	\$ -	\$ 751,150	\$ 466,771.00
Supplemental Education Opportunity Grant	802	\$ -	\$ 9,800.00	\$ 9,800.00	\$ -	\$ 16,875	\$ 8,200.00
Direct Loans	810	\$ -	\$ 109,793.00	\$ 109,793.00	\$ -	\$ 350,000	\$ 149,644.00
Federal Work Study	819	\$ -	\$ 9,685.72	\$ 11,879.83	\$ (2,194.11)	\$ 16,944	\$ 5,869.80
Oregon Opportunity Grant	821	\$ -	\$ 94,800.00	\$ 100,577.00	\$ (5,777.00)	\$ 190,000	\$ 122,250.00
Chafee Grant	822	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ 8,335.00
Oregon Promise Grant	823	\$ -	\$ 73,000.00	\$ 69,117.00	\$ 3,883.00	\$ 65,000	\$ 43,374.00
Tuition Waivers	831	\$ 16,733.89	\$ -	\$ 3,324.50	\$ 13,409.39	\$ 10,000	\$ 4,299.50
Board Scholarships	832	\$ 74,600.21	\$ -	\$ 70,206.75	\$ 4,393.46	\$ 160,000	\$ 76,236.00
Institutional Work Study	833	\$ 44,892.39	\$ 4,804.38	\$ 1,529.54	\$ 48,167.23	\$ 10,072	\$ 1,729.14
Foundation Scholarships	834	\$ -	\$ 51,940.24	\$ 51,940.24	\$ -	\$ 85,000	\$ 51,960.86
Student Employees	835	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,468.80
Non-Institutional Scholarships	840	\$ 506.00	\$ 49,686.38	\$ 31,649.57	\$ 18,542.81	\$ 53,328	\$ 29,838.84
Total Financial Aid Fund		\$ 136,732.49	\$ 859,074.72	\$ 915,382.43	\$ 80,424.78	\$ 1,723,369	\$ 969,976.94

Agenda Item 5.D. - Attachment #3
Tillamook Bay Community College
Summary Financial Information - Cash Status
Preliminary for Fiscal Year-to-Date Ended February 2019
66.67% 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	\$ 1,530,006	85.92%	\$ 4,105,217	\$ 4,506,484	109.77%	\$ 71,307	\$ 79,096	110.92%	\$ 43,939	\$ 146,420	0.00%
Resources												
State Aid	\$ 1,719,525	\$ 1,333,236	77.54%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ -	\$ -	0.00%	\$ 742,958	\$ 450,691	60.66%	\$ 35,000	\$ 2,440	6.97%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,126,579	\$ 693,626	61.57%	\$ 9,000	\$ 12,445	138.28%	\$ 79,811	\$ 151,612	189.96%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,285,647	\$ 1,157,617	90.04%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 661,725	\$ 617,764	93.36%
Timber	\$ -	\$ -	0.00%	\$ 520,172	\$ 348,092	66.92%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 2,000	\$ 3,301	165.05%	\$ -	\$ -	0.00%	\$ 5,700	\$ 4,378	76.81%	\$ -	\$ -	0.00%
Interest	\$ 48,000	\$ 68,679	143.08%	\$ 22,000	\$ 34,048	154.76%	\$ -	\$ -	0.00%	\$ 4,250	\$ 7,918	186.31%
Rental	\$ 17,000	\$ 11,028	64.87%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 7,000	\$ 12,718	181.69%	\$ 58,100	\$ 71,310	0.00%	\$ 7,000	\$ 4,299	61.41%	\$ -	\$ -	0.00%
Transfers	\$ 88,995	\$ 39,843	44.77%	\$ 50,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 150,000	\$ 103,379	68.92%
Total Revenues	\$ 4,294,746	\$ 3,320,048	77.30%	\$ 1,402,230	\$ 916,586	65.37%	\$ 127,511	\$ 162,729	127.62%	\$ 815,975	\$ 729,061	89.35%
Expenditures												
Salaries and Wages	\$ 3,198,689	\$ 1,910,468	59.73%	\$ 374,307	\$ 222,078	59.33%	\$ 128,187	\$ 91,178	71.13%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 969,160	\$ 521,023	53.76%	\$ 423,234	\$ 266,598	62.99%	\$ 41,753	\$ 31,063	74.40%	\$ 1,600	\$ 1,600	100.00%
Capital Outlay	\$ 20,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 843,441	\$ 86,400	10.24%
Transfers	\$ 288,000	\$ 112,187	38.95%	\$ 56,590	\$ 27,117	47.92%	\$ 6,126	\$ 2,793	45.59%	\$ -	\$ -	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	\$ 2,543,678	55.59%	\$ 5,458,984	\$ 515,793	9.45%	\$ 198,818	\$ 125,034	62.89%	\$ 845,041	\$ 88,000	10.41%
Ending Fund Balance	\$ 1,499,610	\$ 2,306,376		\$ 48,463	\$ 4,907,277		\$ -	\$ 116,791		\$ 14,873	\$ 787,481	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 251,481			\$ 28,426			\$ -			\$ 40,328	
Inventories		\$ 1,197			\$ -			\$ 1,288			\$ -	
NET EFFECT ON CASH		\$ (252,678)			\$ (28,426)			\$ (1,288)			\$ (40,328)	
Liabilities												
Accounts Payable		\$ 135,265			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 67,239			\$ -			\$ -			\$ 40,328	
Payroll		\$ 168,888			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ 371,392			\$ -			\$ -			\$ 40,328	
NET ADJUSTMENTS		\$ 118,714			\$ (28,426)			\$ (1,288)			\$ -	
ENDING CASH BALANCE		\$ 2,425,090			\$ 4,878,851			\$ 115,503			\$ 787,481	

Agenda Item 5.D. - Attachment #3
 Tillamook Bay Community College
 Summary Financial Information - Cash Status
 Preliminary for Fiscal Year-to-Date Ended February 2019
 66.67% 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	\$ 136,732	117.42%
Resources									
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ -	\$ -	0.00%	\$ 1,287,772	\$ 1,028,354	0.00%	\$ 1,398,150	\$ 752,590	53.83%
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	\$ 971	0.00%	\$ -	\$ -	0.00%
Interest	\$ 10,000	\$ 5,070	50.70%	\$ 16,700	\$ 12,035	0.00%	\$ -	\$ -	0.00%
Rental	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ -	\$ 45,000	0.00%	\$ 73,000	\$ 94,017	128.79%	\$ 135,000	\$ 101,627	75.28%
Transfers	\$ -	\$ -	0.00%	\$ 8,000	\$ 3,950	49.38%	\$ 130,000	\$ 4,858	3.74%
Total Revenues	\$ 10,000	\$ 50,070	500.70%	\$ 1,387,472	\$ 1,139,327	82.12%	\$ 1,663,150	\$ 859,075	51.65%
Expenditures									
Salaries and Wages	\$ -	\$ -	0.00%	\$ 502,303	\$ 214,494	42.70%	\$ 26,341	\$ 13,409	50.91%
Operating Expenditures	\$ -	\$ 6,700	0.00%	\$ 1,362,965	\$ 929,372	68.19%	\$ 1,694,528	\$ 901,973	53.23%
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 50,000	\$ -	0.00%	\$ 23,779	\$ 9,933	0.00%	\$ 2,500	\$ -	0.00%
Other budgetary accounts (Note 1)	\$ -	\$ -	0.00%	\$ 117,983	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 50,000	\$ 6,700	13.40%	\$ 2,007,030	\$ 1,153,799	57.49%	\$ 1,723,369	\$ 915,382	53.12%
Ending Fund Balance	\$ 440,000	\$ 43,595		\$ 357,510	\$ 989,409		\$ 56,224	\$ 80,425	
Adjustments to bring Ending Fund Balance to Ending Cash Balance									
Assets									
Receivables		\$ -			\$ 844			\$ -	
Inventories		\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ (844)			\$ -	
Liabilities									
Accounts Payable		\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ -			\$ -			\$ -	
Payroll		\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -			\$ -	
NET ADJUSTMENTS		\$ -			\$ (844)			\$ -	
ENDING CASH BALANCE		\$ 43,595			\$ 988,565			\$ 80,425	

\$ 9,319,509

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

- OPC meeting in Salem on April 4-5.
- TBCC Budget Committee meeting on Monday, April 8 at 6pm in Room 214/15.
- President Tomlin on a NWCCU Year 7 Evaluation Visit in Washington April 14-17.
- TBCC Civil Rights Review with HECC on April 24-25.
- The All-Oregon Academic Team Awards ceremony and luncheon in Salem on Friday, April 26.
- Next **TBCC Board Meeting on Monday, May 6** at 6pm in Room 214/15.
- First TBCC Cohort 2 Guided Pathways Institute in Salem May 9-10.

Other Items

- Facilities Master Plan process update.
- Visits with Legislators (Mitchell, Roblan, Schrader).
- Strategic Plan presentations given to Kiwanis, AAUW, Farm Bureau, with Rotary next.
- Meeting with Construction Contractors.
- New NWCCU Accreditation Standards.



Board Member Discussion Items

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION----- Chair Gervasi

