Substantive Change Proposal:

Online Option in Existing Business Administration Degree

Tillamook Bay Community College

Submitted June 18, 2015

Tillamook Bay Community College

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<u>Mission and Core Themes</u>

Clear statement of the nature and purpose of the change in the context of institutional mission and core themes

Tillamook Bay Community College (TBCC) is requesting approval from the Northwest Commission on Colleges and Universities (NWCCU) to add an online option to its existing Business Administration degree with emphases in Accounting and Management. TBCC will cross the 50% threshold in terms of online offerings for the degree in Fall 2015, with additional online course offerings for the degree to be scheduled during the winter and spring quarters of 2016.

In fulfillment of year one accreditation requirements, TBCC reviewed its mission, vision, values and core themes during the 2013-2014 academic year. After extensive input from its community of stakeholders, the mission was revised to read:

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

TBCC serves this mission with guidance from and influenced by its core themes:

1. Educational Excellence
2. Economic Success
3. Leadership, Partnership and Community Engagement

The college interprets its mission in consideration of the unique nature of its service area and its population. Tillamook County is a sparsely populated, rural area with an area of 1,333 square miles (1,103 square miles of land) and 25,342 residents. It has a low population density of 22.9 people per square mile (http://quickfacts.census.gov/qfd/states/41/41057.html) As the crow flies from north to south, the county is 51 miles long. A single, two-lane road which meanders through forest, coastal areas and small towns runs the length of the county, with an average drive time of an hour and a half north to south. Travel time to the TBCC campus can add significant time and cost to the pursuit of college studies for many county residents. The county is situated on the northwest Oregon coast with the barrier of the Coast Range Mountains between the county and the state's I-5 corridor, where the majority of the state's population resides.

As the only source of higher education in a radius of 70 miles, access to TBCC's educational offerings serves an important role in the economic success of its region and its residents.

Growth in online offerings will increase access to college offerings by reducing barriers created by transportation challenges and by enabling students to schedule their class time around their work and family obligations. It will bring the benefits of education to a greater number of county residents and improve the economic base of the community, by increasing both the earning potential of college students and the skills set of the labor force. The proposed online option for the Business Administration degree therefore assists the college in "creating bridges to opportunity" for its service area by reducing barriers to education for students with diverse needs, and increases opportunities for economic success for both area residents and employers.

Authorization

Evidence of formal approval by the governing board and by the appropriate governmental agency to offer the proposed existing and/or new program(s) at the approved site(s). If the institution is located in, or operates in, a state that has only minimal requirements for chartering, but also a higher level of authorization to grant degrees, approval at the higher level is required

The concept of expansion of the Business Administration degree to include an online option was presented to the TBCC Board of Education in its May 2015 meeting. Business department faculty Michael Weissenfluh and Tom Atchison presented the degree map to the Board at that time and discussed the plan for development of remaining courses for the online option during the coming academic year. The item was then presented to the Board for its approval in the June 2015 meeting. The Board approved the addition of the online option to the degree at this time (see Attachment 1, page 16, and Attachment 2, page 19, Board Meeting Minutes for the months of May 2015 and June 2015).

Oregon's Community College Workforce Development (CCWD) division, which oversees the curriculum approval and revision process for all community colleges, does not require approval of distance education options for existing degree programs. The philosophy underlying this practice is that the CCWD is aware of the requirement through NWCCU that the Commission approve the distance education option for degree programs, and supports their decision.

Educational Offerings

Descriptive information of the educational offering(s)

The college currently offers an Associate's degree in Business Administration, with emphasis areas in Accounting and Management. The degree consists of 90 quarter units, with 49 credits in core courses, 23 credits in general education courses, and 18-19 credits of elective courses in the selected emphasis area (see Attachment 3, page 23).

While the majority of course offerings within the degree are delivered through a traditional on-ground format, the department faculty have gradually increased the number of online and hybrid course offerings in the last two years. Enrollment records reflect that students in the program are increasingly choosing the online format over the on-ground sections, with enrollment in online sections on average more than double the enrollment in traditional format sections.
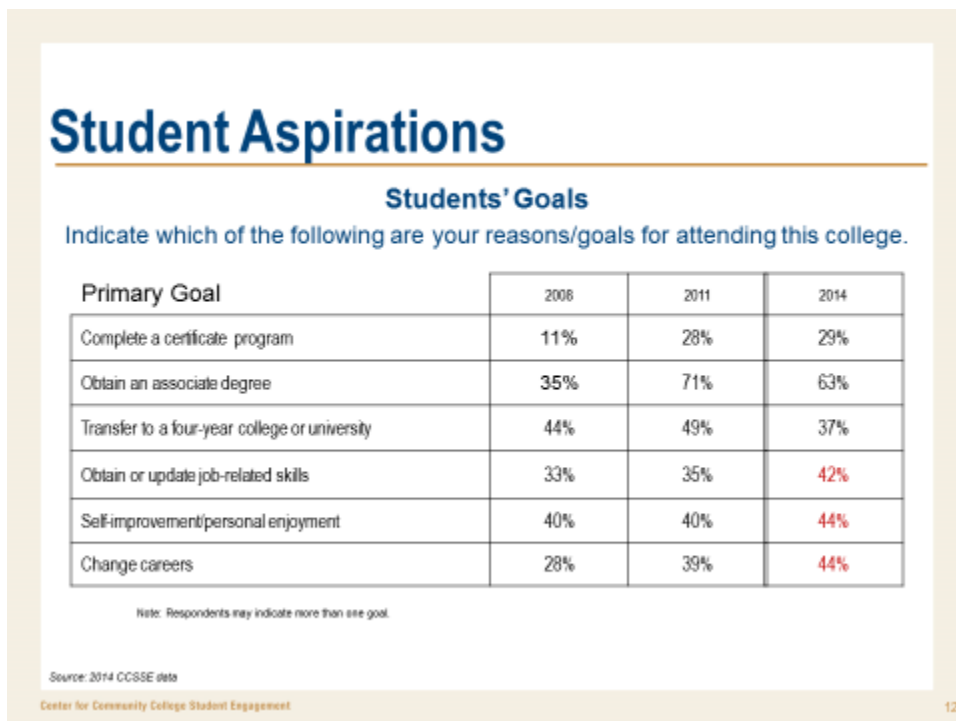
Evidence of approval by the appropriate academic policy body of the institution

TBCC Curriculum Committee adheres to the curriculum revision and approval guidelines set forth by the Oregon CCWD office. As stated previously, the CCWD does not require approval of additional delivery modalities for existing degrees. Therefore the college curriculum committee is not required to formally approve the distance education option for the degree.

Planning

Plans and descriptive materials indicating evidence of need for the change, the student clientele to be served

Student responses to the 2014 Community College Survey of Student Engagement (CCSSE) indicate that over the last six years (2008 to 2014) the percentage of respondents attending TBCC to obtain an Associate's degree or transfer to a four-year college has declined (see below). The percentage of student respondents attending the college to update their job skills, change careers, or for self-improvement has increased over the same period.

Student Aspirations

Students' Goals
Indicate which of the following are your reasons/goals for attending this college.

Primary Goal	2008	2011	2014
Complete a certificate program	11%	28%	29%
Obtain an associate degree	35%	71%	63%
Transfer to a four-year college or university	44%	49%	37%
Obtain or update job-related skills	33%	35%	42%
Self-improvement/personal enjoyment	40%	40%	44%
Change careers	28%	39%	44%

Note: Respondents may indicate more than one goal.

Source: 2014 CCSSE data

Center for Community College Student Engagement   12

The 2014 CCSSE survey results show that for these same students responding to the survey, 37% of them were working outside the home at least 30 hours per week, and 32% spend more than 30 hours per week caring for dependents (see below).

Student Respondent Profile: External Commitments

Source: 2014 CCSSE data

Center for Community College Student Engagement
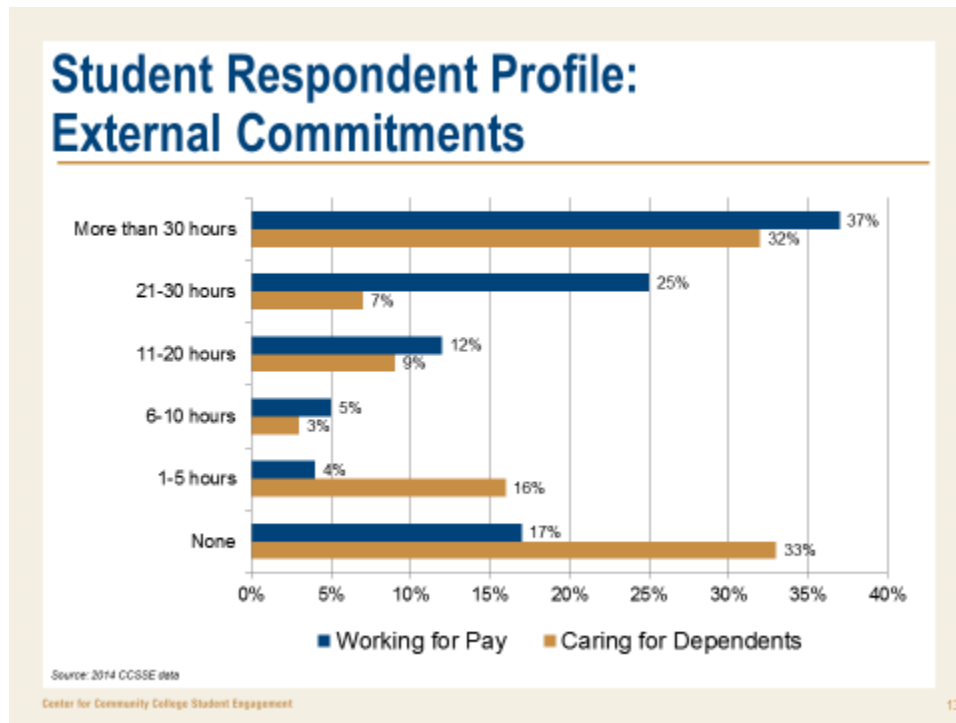
A significant percentage of TBCC's student population, therefore, has outside commitments of at least 30 hours per week, and an even larger percentage are attending college to improve their employment/financial prospects.

With a county-wide population density of 22 people per square mile, Tillamook County residents are spread widely across a broad area that is comprised of either farmland or state forest. The lack of availability of convenient transportation options and the time and expense of travel to campus represent potential barriers to a student base that is working or caring for dependents at least 30 hours a week.

The college intends to support both on-ground and online degree options in the first year. The college may move to offering only the online degree option in the future based on student success and student demand.

Procedures used in arriving at the decision to change

The application for the Title III Grant was originally written in 2012, with notification of the award received in the year 2013-2014. Leadership changes in the instructional area

of the college slowed progress in the initiation of activities, and the hiring of a new Chief Academic Officer in June of 2014 brought a re-evaluation of the grant goals in light of changes in technology that had taken place since the writing of the grant.

A Technology Advisory Group (TAG) was created to oversee Title III grant activities in the instructional area. Representatives serving on the committee include full-time and adjunct faculty, the Information Technology department, the Library, and administration. The Chief Academic Officer, the Title III Grant Director, and the Title III Professional Development and Online Academic Specialist also serve on the TAG group. The group meets at least monthly or more frequently if needed.

The Title III goals of significantly increasing the use of technology in instruction, specifically through the development of online, hybrid, and technology-enhanced courses, were reviewed. An evaluation of the status of the college's current resources with respect to trained faculty, enrollment and student majors, and currently developed courses was also conducted. The evaluation indicated that the preponderance of all categories of resources lies within the Business Administration department and its faculty. Two of the college's three full-time faculty experienced in online instruction are in the department, with the Accounting instructor holding two Master's degrees in Instructional Technology-related areas and a certification in Quality Matters Online Instruction and Peer Review. Department faculty have consistently offered a mix of online and hybrid sections of courses in recent program history, with enrollment consistently strong in these sections.

During this period the college was also undertaking a review of its mission and core themes in fulfillment of NWCCU Year One Evaluation requirements. The college mission was revised to read:

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

The new college mission focuses on creating bridges to opportunity through education for its community. With the unique demographics of its service area, one of the ways the college can create these bridges is by increasing access for its population, which is distributed across a wide geographic area, through the provision of more online courses. Increased access through online offerings also serves the diverse needs of the college's community by permitting students to pursue coursework at a time that is convenient for their daily schedule, which often includes full or part-time work and caring for dependent children or adults.

Meetings of college groups, including the college Leadership Team and the College Council, throughout fall and into winter 2014-2015 focused on strategic planning in light of the revised mission, core themes, and Title III grant goals. A new strategic framework

was developed to guide the college's decision-making and goal-setting through the year 2020, with the Title III grant goals integrated into college goals and performance indicators.

The development of an online degree was identified as one of the strategic objectives within the Instructional area's operations plan for the next eighteen months. The Business Administration degree was selected as the most feasible degree for which to implement the online option, due to the expertise of the faculty in this area, the online and hybrid courses are already integrated into some of the degree offerings, and the fact that students enrolled in the degree have already become accustomed to pursuing online studies.

The initiative is supported college-wide, with Student Services, Instructional Technology, and the college Business Office also adopting objectives to support the success of this strategic objective. The Business Administration's two full-time faculty members are fully supportive of the development of an online option, with responsibilities for oversight divided between the two faculty. Mr. Weissenfluh, the Accounting instructor who has degrees in instructional technology, is overseeing the course development process, in collaboration with the Chief Academic Officer, the new Title III Online Academic Specialist, and the Title III Director. Mr. Atchison, the Management faculty, is assisting with research and development of online student support services. Both faculty members are receiving compensation for these duties outside the normal scope of their position from the Title III grant.

Organizational arrangements required within the institution to accommodate the change

In October 2013 TBCC was awarded a Title III grant which provides a total of $ 2,248,221 over a period of five years for technological innovation in instruction and college-wide system improvement. Annual allocations for the remaining three years of the grant vary slightly, with an average of $ 449,000 per year. The grant period expires in June 30, 2018. The grant will therefore provide a remaining period of three years' funding to support the online degree, with the goal of the degree achieving sustainable enrollment levels by the end of the academic year 2017-2018.

Title III funds are assisting the college in acquiring personnel and developing the services deemed necessary to provide student support services and to meet high quality standards in instruction for the degree in the following areas:

- **Personnel:** The College has hired a Title III Professional Development and Online Academic Specialist under the auspices of the grant. The position is designed to provide support in the professional development area, conducting needs assessments and scheduling activities to meet those needs. The position is also responsible for designing and conducting assessments of these sessions.

In addition, as online academic specialist the position will provide support for the development of an online student orientation to Moodle, the college's course management system, and an online skills assessment to gauge student readiness to pursue online studies. Other responsibilities include support in online curriculum design and the identification of faculty resources and tools to enhance instruction. The Title III Professional Development and Online Academic Specialist reports to the Chief Academic Officer while working collaboratively with the Title III Grant Director.

- **Infrastructure Capacity:** To accommodate the anticipated growth in online activity and content, including the need for support services, the college needed to expand the capabilities and capacity of its technical infrastructure. During the academic year 2014-2015, the college purchased additional servers to provide this capacity, for a total of 28.8 terabytes of storage.

- **Standards for Instruction:** As instructional quality and consistency is paramount to the success of our students, the college needed to develop standards for online courses and form a group to oversee these standards and review courses for standard compliance. The Technology Advisory Group (TAG) was formed this year, with members from full-time and adjunct faculty, the IT department, Library Services, and administration. This group considered standards for online instruction and best practices from a variety of sources nationwide and after discussion adopted the Quality Matters rubric for evaluating quality and enhancing student engagement in the online classroom. The TAG group will also serve as the first peer review committee for courses developed and/or revised for the online degree.

- **Professional Development:** While the college is pursuing the development of a fully online degree in Business Administration, it is also encouraging the development of technology-enhanced courses in other instructional areas as a means of increasing student access. However at the start of the academic year faculty with the required knowledge and skill set to undertake this task were in the minority. The need for extensive professional development was identified, as well as the need to provide an incentive for faculty to participate. A greater number of faculty qualified and trained in this area will also provide sustainability after the grant expires, with qualified faculty serving as mentors to new faculty entering the college.

  The Title III grant provides stipends for faculty to compensate them for the time associated with the development of online, hybrid, and technology-enhanced courses. A process was developed for faculty to apply for these stipends, with completion of a sequence of professional development sessions required as a condition of proposal acceptance. The cost of providing these and other professional development activities is covered under Title III. Adjunct faculty are paid at the college's meeting rate of $18.46 per hour for participation.

The initial round of required professional development courses was offered on-campus during winter and spring quarters with certified Quality Matters instructors. The college expects to offer these sessions at least twice a year for interested faculty in the 2015-2016 year; however, as the number of participants will naturally decline as more faculty participate, it is expected that the college will move to providing access to these sessions online as opposed to in-person.

Additional professional development sessions have also been provided on the topics of a technology-enhanced classroom and Open Educational Resources. Professional development, when combined with the use of the Quality Matters rubric and a peer review process, will help the college ensure consistency in course design and quality instruction across all the online Business Administration degree coursework, in keeping with its Core Theme of Educational Excellence.

- **Virtual Student Support Services:** A variety of student support services is under development for online students across all instructional areas. These include online orientations to the college and to online studies, online financial aid and loan counseling, online tutoring services, and the integration of technical applications which will enable program faculty to conduct virtual office hours. In addition, a new college website will be developed to enhance student access to information and ease of navigation.

Timetable for implementation

TBCC expects to go live with first quarter offerings Fall 2015, with the intent to offer degree courses online in winter and spring 2016. New students entering the program in fall 2015 will therefore have the ability to complete all year one courses online during the academic year 2015-2016. The college intends to continue to offer on-ground degree courses during this year, subject to enrollment demand. The decision of whether to continue the on-ground option will be made in the academic year 2015-2016 after a review of year one enrollments and surveys of program students.

Budget

Projections (revenue and expenditures) for each of the first three years of operation at the program or department level, plus, one year prior to the change at the institutional level

Due to the small size of our college, TBCC does not track revenues and expenditures by program or department. Rather revenues and expenditures are tracked with broader categories, with the Instructional area broken down into Skills Development (ABE/GED), Career Technical Programs (CTE), and Lower Division Transfer. Statewide, Business Administration is considered a Career Technical Program. Therefore the revenues and expenditures for the Business Administration program are combined within the CTE budget category. Revenues to cover instructional and operating expenditures come

from tuition and fees collected from student enrollment, and are supplemented by revenues received from the state Community College Support Fund.

For the year 2014-2015,

(Projected) Tuition and Fee revenues totaled $ 1,333,372
(Projected) Community College Support Fund income totaled $ 985,893
For total revenues toward instructional expenses of ………………$ 2,319,065

Projected Instructional Requirements (Expenditures) totaled: $ 1,465,445.

Current and future three-year program expenditures are primarily associated with the salaries and benefits of the two program faculty. These expenditures totaled $197,417.00 for the 2014-2015 year, and will actually decline for the year 2015-2016 to $193,867.00, due to adjustments in PERS related expenses. Instructional area revenues are currently sufficient to adequately meet this obligation. Since the expense associated with program salaries and benefits will actually decline somewhat over the next three years, instructional program revenues will continue to support these expenditures without difficulty. Supplies and materials expenses are negligible for the program and are currently provided for within the college's general fund.

Title III grant funds will support expenditures on technical applications, professional development, and the development of support services.

Revenue and expenditures associated with the change itself

To date the college has funded $ 104,250.00 in Title III grant funds for professional development for faculty. This includes travel to conferences, contracting with Quality Matters for instructors and instructional materials for three on-site sessions, and LEAN continuous improvement activities. Over the next three years of the grant it is expected that the college will expend $ 293,370.00 in salaries and benefits for the Title III Professional Development and Online Academic Specialist position. At the end of the grant period the college will make a decision on whether to continue the position.

The college recently invested $ 9,585.00 from its general fund Instructional Technology budget to purchase new laptop computers for its full-time faculty.

Revenues associated with the online degree option are dependent on growth in student enrollment, and will consist of tuition and online/hybrid course fee revenues. Projected revenues are illustrated in the chart below, with the assumption of ten new students entering the program in the coming and subsequent year, and pursuing their studies full-time. Based on this projection the program will generate an additional $ 75,510.00 in annual revenue in tuition and fees, with an additional $23,680.00 generated by enrollment in non-program general education courses. An additional $99,910.00 in revenues will be generated for the college based on this projection.

	2015-2016 (projection ten new students, year one classes)	2016-2017 (projection ten new students, year one and year two classes)
Additional revenues generated by Business Administration department online courses	32,910.00	75,510.00
Additional revenues generated by non-department courses required for degree	15,300.00	23,680.00
Additional Projected Total Revenues Accruing to the College	$ 48,710.00	$ 99,910.00

This indicates the potential for the online program to generate sufficient revenue by the end of the grant period to contribute to the financial support for the Professional Development and Online Academic Specialist position which supports online and hybrid offerings throughout the college.

Institutional financial support to be reallocated to accommodate the change

Over the period of the next three years it is not anticipated that there will be a need for reallocation of institutional financial support to accommodate the online Business Administration degree. Resources from the Title III grant, available for the next three years, will be utilized to enhance services to online students, provide professional development, and support the Title III Professional Development and Online Academic Specialist position.

Budgetary and financial implications of the change for the entire institution

One of the factors influencing the decision to move forward at this time with the implementation of the online degree option is the availability of Title III grant funds for another three years to assist in financing the fledgling degree option during its start-up period. The college will have a period of three years to ensure that the degree option is developed to the extent that it is sustainable through general fund revenues.

Prior to the end of the Title III grant period (June 30, 2018), the college will need to evaluate the feasibility of continuing to fund the Title III Professional Development and Online Academic Specialist position. Current projections indicate that additional enrollment expected in the online degree option (and through other online offerings in the general education area) should be sufficient to cover the salary and benefits of this position, if the decision is made to continue it.

Should enrollment increase to the extent that it becomes desirable to hire additional adjunct instructors to teach additional sections within the degree, the college has the necessary resources for this expenditure.

To contribute to sustainability for technical licensing and upgrades, an additional fee for online and hybrid courses was researched and reviewed by the college leadership team and the Board of Education. Statewide, online and hybrid course fees at community colleges was found to range between $15.00 and $95.00. At the June 2015 meeting of the Board, a $35.00 fee for online courses and a $15.00 fee for enrollment in hybrid courses was approved. It is hoped that as enrollment grows this fee will form the foundation for sustainability in licensing and upgrade requirements for technical applications contributing to online and blended instruction.

Most recent IPEDS financial report – See Attachment 4, page 25.

Student Services

Capacity of student services to accommodate the change

As TBCC is a small college with Fall 2014 enrollment totaling 473 students (2014-2015 IPEDS report), the current Student Services staff are adequate to support a doubling of enrollment in the program from 12 majors to 24. Advising services for the additional students enrolling in the online Business Administration program will be provided through telephone, teleconferencing, or email appointments and sessions.

To ensure that online students have access to student services equal to that of on-ground students, the Student Services department is undertaking the following projects for the summer of 2015, with pilots completed by fall quarter 2015:

- Development of online college orientation. A web-based video orientation to the college and its services will be developed during the summer quarter. The orientation will be based on the content delivered in face-to-face college orientations and will be financed with Title III grant funds.

- Development of online student financial aid orientation. A web-based video orientation to financial aid services will be developed by Student Services staff in conjunction with IT personnel and contracted service representatives. The orientation will mirror the orientation currently being delivered face-to-face for campus-based students, and will be financed through the use of Title III grant funds.

- Development of online student loan counseling services. Capacity to provide online loan counseling services is also under development during the summer. This is envisioned as a web-based information system with inter-active components and teleconferencing available to students with a financial aid advisor. Expenditures necessary for the development of this service will be covered through the use of Title III grant funds.

An online payment process has also been developed and was implemented during the spring 2015 quarter. The project was funded with Title III grant funds and permits students to use online payment processes for their tuition and fee payments at the time of registration.

Implications of the change for services to the rest of the student body

Due to the small size of TBCC, the addition of an online degree option in Business Administration is not expected to adversely affect the rest of the student body. However, online services developed and implemented will be available to the entire student body regardless of whether they are Business Administration majors or are enrolled in the online courses for the degree. Therefore access to Student Services is expected to increase for all students as a result of this change. Growth in access to services is in keeping with the college mission of building bridges to opportunity and serving the diversity of needs represented in its community.

Physical Facilities

Provision for physical facilities and equipment - No significant change in the current allocation and availability of physical space is anticipated. Equipment needs are comprised primarily of computing equipment, which will be funded through the college general fund and Title III grant funds.

Library and Information Resources

Adequacy and availability of library and information resources

TBCC Library and Information Resources were evaluated as being sufficient to support its instructional programs during the site visit evaluation conducted in Fall of 2013. In the time since that site evaluation, there has been no reduction in the availability of resources within the library collection. The college library is a member of the Chinook Library Network, a library catalog system shared by public and community college libraries (www.chinooklibraries.org) which provides interlibrary loans if a resource is not available at the college library. Remote access to a variety of library and research databases is offered through the TBCC Library webpage, with access instructions for students (http://www.tbcc.cc.or.us/index.php/returning-students-mytbcc-moodle-more/tbcc-library/51-returning-students/returning-students/203-databases-a-z).

Open access to databases of journal articles is also provided for students, with instructions for access (http://www.tbcc.cc.or.us/index.php/open-access-journal-articles).

During the academic year 2014-2015 the college has also initiated the development of a virtual resource center for all full-time and adjunct faculty which is able to be accessed remotely.

1. **Faculty Resource Center:** To provide faculty with remote access to online instructional resources, this year the college developed a Faculty Resource Center (FRC), currently housed in Moodle. The FRC is a searchable database that provides access to resources for Moodle training, best practices in online instruction, and ideas for promoting student engagement. It also provides links to online forums for faculty to contact peers in their discipline across the nation to discuss issues and gain information on discipline-specific resources and online instruction techniques. Links to online professional development in online instruction and teaching adult learners are included. The FRC is facilitated and maintained by the Library Services Director in collaboration with the Title III Professional Development and Online Academic Specialist.

2. **Open Educational Resources:** The ever increasing cost of textbooks has magnified the cost of education for students. As a result a growing number of students completely forego the purchase of textbooks and attempt to succeed in their coursework without this resource. The college has launched an effort to encourage faculty in all areas to adopt the use of Open Educational Resources (OERs) in their courses and assist students with reducing the cost of achieving their educational goals. It is anticipated that the online degree in Business Administration will utilize OERs heavily. Numerous professional development sessions have been hosted at the college this year to promote the use of OERs, and faculty and staff have also traveled to other institutions to hear speakers on the topic. The Oregon Community College Distance Learning Association has hired an OER librarian to develop an online resource for all community college faculty to assist in the identification of available and appropriate OERs for instruction. In addition, the college has developed a process for the production and distribution of OERs to students who request them, for a fee which covers the cost of printing the materials and the time for collation.

3. **Online tutoring** – A task force has been formed to research and develop online tutoring services for online students college-wide, which will also support students in the Business Administration degree. This project is a component of a redesign of tutoring services available to students on-campus. The college is currently reviewing web-based tutoring services which will provide extended access online to tutors across a broad array of subject matters through video conferencing. Students will also be able to utilize the peer tutoring services currently available to all TBCC students through the Learning Center in the campus library.

Faculty

Two full-time faculty teach within the Business Administration program, with one full-time faculty representing the Business Administration Accounting emphasis and the other teaching in the Business administration Management emphasis.

Analysis of the faculty and staff needed - Average enrollment in Business Administration courses is 12 students, with a maximum section size of 30. Therefore the college is able to accommodate up to a 100% growth in enrollment before needing to schedule additional sections of Business Administration core courses or electives. It is not anticipated that the college will need to hire additional adjunct faculty to support the program during the next three years. Should the need arise the college has the resources necessary to ensure the program is adequately supported with instructional personnel.

Educational and professional experience qualifications of the faculty members relative to their individual teaching assignments:

Michael Weissenfluh, full-time faculty member, Business Administration, Accounting Emphasis:

- Master of Arts in Information and Learning Technology with emphasis on E-learning Design and Implementation, University of Colorado.
- MBA in Technology Management from the University of Phoenix
- Bachelor of Science in Business Administration
- CPA Licensure in Oregon and Washington
- Licensed Municipal Auditor – State of Oregon
- 14 years Public Practice as Accountant and Auditor
- Eight years' teaching experience with Tillamook Bay Community College
- Certified Quality Matters Instructor and Peer Reviewer

Tom Atchison, Full-time faculty member, Business Administration, Management Emphasis:

- PhD in Business Management, George Fox University
- Master's degree in Business, George Fox University
- Bachelor of Science in Education, University of Portland
- Eleven years teaching experience with Tillamook Bay Community College

Anticipated sources of plans to secure qualified faculty and staff:

The College will recruit adjuncts on an as needed basis following its normal process. This includes posting of the job opening on the college website, publishing print

advertisements in local and surrounding community and county newspapers, and distribution to state universities and private four-year colleges.

ATTACHMENT 1
TBCC Board of Education May 2015 Meeting Minutes

Approval of May 4, 2015 Minutes

<u>**RECOMMENDATION**</u>
MOTION TO APPROVE THE MAY 4, 2015 BOARD MINUTES.

<u>**BACKGROUND INFORMATION**</u> --- Chair Lincoln

Board of Education Minutes
May 4, 2015

TBCC Board Attending: Deborah Lincoln, Craig Wakefield, Kathy Gervasi, Mary Faith Bell and Billy Schreiber.
TBCC Staff: Ann Hovey, Michele Burton, Sheryl Neu, Pat Ryan, Sayde Moser and Connie Green.

<u>Regular Board Meeting</u>
Call to Order • Acknowledge Guests (agenda item 1)
The meeting was called to order by Chair Lincoln at 6:04 p.m. There were no guests.
Approval of Consent Agenda (agenda item 2)
Mr. Wakefield moved to approve the consent agenda. Mr. Schreiber seconded. The motion carried.
Invitation of Public Comment (agenda item 3)
There was no public comment at this time.
New Business
Oregon Community College Update (agenda item 4.A)
Andrea Henderson, Executive Director of the Oregon Community College Association (OCCA), gave a brief overview via conference call of the legislative session. She noted that the Oregon Supreme Court has made a decision regarding PERS and a majority of the savings from the PERS package is now gone. The PERS board is not expected to change its COLA rates until the 2017/2018 biennium, when rates are expected to go up. Ms. Henderson said this will impact the budget numbers for this biennium. She noted that the $535 million in the state budget is still very solid, although moving up to $550 million will be quite a bit harder given the PERS decision.
Other key issues include the restructuring of the Oregon Education Investment Board (OEIB). She said a very different looking OEIB is expected after this legislative session and achievement compacts will be going away.

Accelerated learning and the 5th year issue will not be tackled this session, but will be back next session, she said.

Program Partner Highlight (agenda item 4.B)
Michael Weissenfluh, one of the faculty in the business administration program, gave a presentation to the Board regarding TBCC's first online degree program in business management. Mr. Weissenfluh has been developing this program with fellow faculty member Tom Atchison. This 100 percent online degree program will have specific tracks of study for accounting and management, as well as embedded certificates that students can earn without getting the full degree. Mr. Weissenfluh noted that all online classes offered at TBCC would use a consistent template to make it easier for students, which are based on a national Quality Matters rubric. They are also creating a brand new online portal to help assess students' readiness to take an online course, and train students to be successful in online courses. All courses will also be ADA accessible.
Mr. Weissenfluh noted that the new online business degree would utilize Open Educational Resources, and they will also be offering this new degree to students at Clatsop Community College and Oregon Coast Community College.
He noted that they are considering adding an online fee, which most colleges in Oregon already have, and which will be critical to making the program sustainable once the Title III grant has expired.
Chair Lincoln asked if there would be any on ground classes left. Dr. Hovey said for fall term they will be running both online and on ground courses, but she noted that students tend to flock to online courses when they are available. She noted this is not a strategy to eliminate unground classes, but a way of increasing access.

Foundation Board Report (agenda item 4.C)
Ms. Luquette gave an update about the Foundation. She noted that the Title III grant allowed for a full time staff member, and she was hired in April to fill that role.
Ms. Luquette said the goal of Title III is that the Foundation increases donations from $101,000 to $152,000 over a three year rolling average.
Ms. Luquette said in 2014 the Foundation gave out $28,000 in scholarships to about 19 students. This year they have about $57,000 in scholarships open. Part of that is due to a $25,000 annual gift from the Pastega family which is divided up into five new scholarships. There are also several new scholarships that offer a wide range of diversity for students. The Futuro Brilliante scholarship is offered specifically to a Latino student. The Virgil Chadwick Memorial Scholarship is for a student studying in the Agriculture and Natural Resources degree program. And, this was the first year the Foundation is able to offer a scholarship from the Jensen family endowment. The Wayne M. Jensen scholarship is for an adult returning to school. She also noted that the Mildred Davy endowment is now offering two scholarships a year, and so far three families have come forward with estate plans.
Chair Lincoln asked what was the possibility of moving the First Class Scholar program to the Foundation. Ms. Luquette said it was a possibility, but the Foundation plans to do some feasibility studies around that to see how the community would respond.

Board Meeting Calendar (agenda item 4.D)
The Board had their first reading of the Board meeting calendar. They will approve it next month. President Green noted there will be no meetings in July or August, unless they need to call a special meeting to approve an RFP.

Capital Construction (agenda item 4.E)
President Green noted that Jon Carnahan and Jerry Vessello have agreed to jointly provide the Project Management Services for the new building. Mr. Carnahan will be handling the pre-construction and bidding process, while Mr. Vessello will be in charge of construction and closing. Both will be in attendance at the June board meeting.

On line learning fees and options (agenda item 4.F)
Dr. Hovey noted they are in process of researching online fees of other colleges around the state. She said many colleges have online fees to help defray the costs of teaching that course. She said these fees range anywhere from $15 to $95 around the state. She said they will bring a recommendation on online fees to the Board in June.
President Green asked the Board whether they would like to charge summer tuition at $98 per credit, as posted in the summer schedule, or charge $93 per credit which is the current rate. She noted that the $98 per credit posted in the summer schedule was to reflect the increase in tuition. She recommended keeping the summer tuition rate at $98 and lowering it in the fall once the budget is determined. The Board agreed.

Information only Items
Strategic Planning and Accreditation (agenda item 5.A)
President Green noted that they have put in a request with the Northwest Commission on Colleges and Universities to offer the business management degree online.

Curriculum and Assessment Update (agenda item 5.B)
President Green noted there are a variety of shifts happening throughout the programs, however nothing that needs to be acted on at the board level. She said they will be advertising for a new IMT coordinator in multiple ways to see what pool of candidates applies, which will determine how that position will end up functioning. She also said they aren't sure yet what will happen with the EMS program, but it might become part of a broader Criminal Justice degree. There are also some curriculum changes expected in the Agriculture and Natural Resources Degree program that Dr. Hovey and faculty member Emily Henry are working on with help from OSU. She noted these changes are student-driven.

Economic Development and Tourism Update (agenda item 5.D)
President Green said the EDC has asked if the college would be the entire fiscal agent for the EDC and TLT. She said to accommodate the additional work load, the College would like to hire a .5 person. The College will enter into a contract with the EDC on July 1.

Board Member Discussion Items (Item 6)
There were no Board member discussion items at this time.

Adjournment (Item 7)
The meeting was adjourned by Chair Lincoln at 7:26 p.m.

ATTACHMENT 2
TBCC Board of Education June 2015 Meeting Minutes (Draft – subject to approval at July 2015 Board meeting)

Approval of June 1, 2015 Minutes

<u>RECOMMENDATION</u>
MOTION TO APPROVE THE JUNE 1, 2015 BOARD MINUTES.

<u>BACKGROUND INFORMATION</u>--- Chair Lincoln

Board of Education Minutes
June 1, 2015

TBCC Board Attending: Deborah Lincoln, Craig Wakefield, Kathy Gervasi, and Billy Schreiber.
TBCC Staff: Michele Burton, Kyra Williams, Sayde Moser and Connie Green.
Contracted Services: Jon Carnahan, Jerry Vessello.

Contract Review Board Meeting
Call to Order • Acknowledge Guests (agenda Item 1)
Chair Lincoln called the meeting to order at 5:36 p.m. Chair Lincoln acknowledged guests Jon Carnahan, Jery Vessello, Pat Ryan and George Hastings.
Approval of Agenda (agenda item 2)
Mr. Weitman moved to approve the agenda. Mr. Schreiber seconded. The motion carried.
Public Hearing (agenda item 3)
The public hearing was opened by Chair Lincoln. There was no public comment. The hearing was closed by Chair Lincoln at 5:45 p.m.
New Business
Resolution 612015 (agenda item 4.A)
President Green presented the resolution for alternative bidding process for a CM/GC and Architect for the Partners for Rural Innovation Center. Mr. Wakefield moved to approve the resolution. Mr. Schreiber seconded. The motion passed. President Green noted the board would be approving an RFP at a special July meeting. Discussion included architectural design, Mr. Carnahan and Mr. Vessello's qualifications, a land acquisition update and the process for posting, scoring and choosing each RFP.

Adjournment
The meeting was adjourned by Chair Lincoln at 5:55 p.m.

Special Board Meeting on 2014-2015 Supplemental Budget
Call to Order • Acknowledge Guests (agenda Item 1)
Chair Lincoln called the meeting to order at 6:01 p.m.
Approval of Agenda (agenda item 2)
Mr. Wakefield moved to approve the agenda. Mrs. Gervasi seconded. The motion carried.
Public Hearing on 2014-2015 Supplemental Budget (agenda item 3)
The public hearing on the 2014-2015 supplemental budget was opened by Chair Lincoln. There was no public comment. The hearing was closed by Chair Lincoln at 6:02 p.m.
Adjournment
The meeting was adjourned by Chair Lincoln at 6:02 p.m.

Regular Board Meeting
TBCC Board Attending: Deborah Lincoln, Craig Wakefield, Kathy Gervasi, and Billy Schreiber.
TBCC Staff: Ann Hovey, Michele Burton, Sheryl Neu, Pat Ryan, Sayde Moser, Kyra Williams and Connie Green.
Audience: Danell Boggs ,Rebecca Perez, Dana Polich, Philippe Josi, Carly Persons, Cody Sampson and Brad Mosher

Call to Order • Acknowledge Guests (agenda item 1)
The meeting was called to order by Chair Lincoln at 6:03 p.m. Chair Lincoln acknowledged several guests in the audience, including Danell Boggs who will be sworn in at the July meeting to fill Zone 5.
Approval of Consent Agenda (agenda item 2)
Mr. Schreiber moved to approve the consent agenda. Mr. Weitman seconded. The motion carried.
Invitation of Public Comment (agenda item 3)
It was requested by students present and allowed by Chair Lincoln to move public comment to the end of the meeting.
New Business
Oregon Community College Update (agenda item 4.A)
Andrea Henderson, Executive Director of the Oregon Community College Association (OCCA), gave a brief overview via conference call of the legislative session. She said at this point the budget is expected to stay at $550 million. The overview also included updates about policy and discussion around free community college tuition, accelerated learning, the 5th year program, the restructuring of the Oregon Education Investment Board, and the sick leave bill. She also addressed questions from the Board about the effects of the change in Governor on policy issues.

Program Partner Highlight (agenda item 4.E)

TBCC Faculty Emily Henry and Amy Alday-Murray gave a presentation to the Board about suggested changes to the Agriculture and Natural Resources Degree program in response to student and community feedback. These changes would create two emphasis areas within the Associate's degree in Agriculture or Natural Resources. Various Career Pathways certificates will also be woven into the program. Questions were raised from the Board about the elective selection, attendance, and how to build the program in the future. The presented program changes will be brought before the Board at the July meeting for approval.

Adoption of the 2014-2015 Supplemental Budget Resolution (agenda item 4.B)
Comptroller Williams presented the resolution required to balance the current budget. Mr. Weitman moved to approve the Resolution. Mr. Wakefield seconded. The motion carried.

Adoption of the 2015-2016 Budget (agenda item 4.C)
Comptroller Williams presented the budget for approval, with no changes since it was approved by the Budget Committee in April. Mrs. Gervasi moved to adopt the 2015-2016 Budget. Mr. Schreiber seconded. The motion carried.

Approval of Policy Appendices (agenda item 4.D)
Comptroller Williams presented the standard policy appendices that are changed each year. Policies included salary grades, salary schedules for all staff, full-time and part-time definitions, salary increases for faculty and non-regular positions. Mr. Wakefield moved to approve the policy appendices. Mr. Weitman seconded. The motion carried.

Election Certification (agenda item 4.F)
President Green presented the election certification for the Board zones. Mr. Schreiber moved to approve the certifications. Mrs. Gervasi seconded. The motion carried. The Board will be sworn in at the July meeting.

Election of Board Officers (agenda item 4.G)
Mr. Schreiber moved to nominate Chair Lincoln to serve as Board Chair for the 2015-2016 year. Mr. Weitman moved to close the election. Mrs. Gervasi seconded the motion. The motion carried. Mr. Weitman moved to nominate Mr. Wakefield as Vice Chair. Mr. Schreiber seconded. The motion carried.

Capital Construction (agenda item 4.H)
President Green gave a brief capital construction update, noting that the College was approved by the Meyer Memorial Trust to go forward with a $250,000 grant application. She is also meeting with individuals to match a $200,000 donation from a community member.

Approval of Curriculum (agenda item 4.I)
Chief Academic Officer Hovey presented the curriculum for the online business degree program. Mr. Wakefield moved to approve the online business degree program. Mrs. Gervasi seconded. The motion carried.

Approval of the 2015-2016 Tuition and Fee Schedule (agenda item 4.J)
Dr. Hovey presented changes to the 2015-2016 tuition and fee schedule to include an online course fee of $35 and a $15 fee for hybrid courses. Mr. Schreiber moved to approve the tuition and fee schedule. Mr. Weitman seconded. The motion carried.

Invitation of Public Comment (deferred agenda item 3)
Several students voiced their concerns about an adjunct faculty being non renewed and a lack of communication to students about why. Chair Lincoln encouraged students to take their concerns to Dr. Hovey and President Green, who noted that there would be some personnel issues that could not be shared. The Board requested Hovey and Green to offer conversation with other members of the class.

Board Member Discussion Items (Item 6)
There were no Board member discussion items at this time.

Adjournment (Item 7)
The meeting was adjourned by Chair Lincoln at 7:40 p.m.

ATTACHMENT 3
Business Administration with Emphasis in Accounting or Management Degree Maps

AAS in Business Administration
Accounting Emphasis

	Fall Term	Winter Term	Spring Term
Year One	BA 101, 4 Cr. Intro to Business	BA 131, 4 Cr. Intro to Business Technology	BA 205, 4 Cr. Business Communication
	BA 111, 3 Cr. Intro to Accounting	BA 211, 3 Cr. Principles of Accounting	BA 212, 3 Cr. Principles of Accounting II
	CAS 133, 4 Cr. Basic Computer Skills	CAS 170, 3 Cr. Beginning Excel	BA 228, 3 Cr. Computer Accounting Applications: QuickBooks
	CG 100, 3 Cr. College Success	HST 203, 4 Cr. History of the US III	MTH 65, 4 Cr. Intro to Algebra
		WR 121, 4 Cr. English Composition	
	14 credits	18 credits	14 credits
	Fall Term	**Winter Term**	**Spring Term**
Year Two	BA 177, 3 Cr. Payroll Accounting	BA 222, 3 Cr. Financial Management	BA 213, 4 Cr. Principles of Accounting III
	BA 285, 3 Cr. Human Relations in Organizations	BA 226, 4 Cr. Business Law	BA 277, 4 Cr. Business Ethics
	CAS 121, 3 Cr. Keyboarding	BA 256, 3 Cr. Income Tax	BA 280, 3 Cr. Business Experience
	CAS 171, 3 Cr. Intermediate Excel	COMM 111, 4 Cr. Public Speaking	BA 290, 3 Cr. Business Seminar
	EC 201, 4 Cr. Micro Economics	G 201, 4 Cr Physical Geology	
	16 credits	18 credits	14 credits

Curriculum Requirements
- BA Core Courses   49 cr.
- Degree Emphasis Electives   18 cr.
- General Education Courses   23 cr.

Credit Total   **90 cr.**

AAS in Business Administration
Management Emphasis

	Fall Term	Winter Term	Spring Term
Year One	BA 101, 4 Cr. Intro to Business	BA 131, 4 Cr. Intro to Business Technology	BA 205, 4 Cr. Business Communication
	BA 111, 3 Cr. Intro to Accounting	BA 211, 3 Cr. Principles of Accounting	BA 206, 3 Cr. Management Fundamentals
	CAS 133, 4 Cr. Basic Computer Skills	CAS 216, 3 Cr. Beginning Word	BA 212, 3 Cr. Principles of Accounting II
	CG 100, 3 Cr. College Success	HST 203, 4 Cr. History of the US III	MTH 65, 4 Cr. Intro to Algebra
		WR 121, 4 Cr. English Composition	
	14 credits	18 credits	14 credits

	Fall Term	Winter Term	Spring Term
Year Two	BA 250, 3 Cr. Small Business Management	BA 223, 4 Cr. Principles of Marketing	BA 213, 4 Cr. Principles of Accounting III
	BA 285, 3 Cr. Human Relations in Organizations	BA 224, 3 Cr. Human Resources Management	BA 277, 4 Cr. Business Ethics
	CAS 121, 3 Cr. Keyboarding	BA 226, 4 Cr. Business Law I	BA 280, 3 Cr. Business Experience
	CAS 217, 3 Cr. Intermediate Word	COMM 111, 4 Cr. Public Speaking	BA 290, 3 Cr. Business Seminar
	EC 201, 4 Cr. Micro Economics	G 201, 4 Cr Physical Geology	
	16 credits	19 credits	14 credits

Curriculum Requirements
- BA Core Courses   49 cr.
- Degree Emphasis Electives   19 cr.
- General Education Courses   23 cr.

Credit Total   **91 cr.**