



Board of Education Meeting Agenda

Date: Monday, May 6, 2019

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 April 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 Meeting Schedule for 2019-20 - Second Reading...(ACTION)	President Tomlin
	b. 400 Board Policy Revisions- Second Reading.....(ACTION)	CAO Rivenes
	c. Curriculum Changes- First Reading.....	CAO Rivenes
5.	Information-Only Items (Board members may request any item be placed on the discussion agenda)	
	a. Nestucca Valley School District Presentation...Superintendent Wharton, CAO Rivenes	
	b. OSU Partner Report.....OSU Extension Lead Downing	
	c. Measure Narrative LPCE 1.1, 3.2.....Executive Director Luquette, CAO Rivenes	
	d. Civil Rights Review Visit Report.....President Tomlin	
	e. ASTBCC Report.....President Christy	
	f. Financial Report.....CFO Williams	
	g. President's Report.....President Tomlin	
6.	Board Member Discussion Items -----	Chair Gervasi
7.	Adjournment -----	(Action) Chair Gervasi

Call to Order

RECOMMENDATION

CALL THE BOARD MEETING TO ORDER & ACKNOWLEDGE GUESTS

BACKGROUND INFORMATION-----

Chair Gervasi



Approval of the Consent Agenda

RECOMMENDATION

ACTION

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

Items for approval:

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



Approval of the Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE MAY MEETING.

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6.	Board Member Discussion Items -----	Chair Gervasi
7.	Adjournment -----	(Action) Chair Gervasi



April 1 Board of Education Meeting Minutes

Date: Monday, April 1, 2019

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

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

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

TBCC Staff in Attendance: Ross Tomlin, Kyra Williams, Pat Ryan, Sheryl Neu, Erin McCarley, Rhoda Hanson, Britney Noel, Teresa Rivenes, Michael Weissenfluh

Description

Resource

Executive Session -----Chair Gervasi
The Board met in Executive Session prior to the regular Board meeting for the purposes of reviewing the President's evaluation, draft goals, and contract for next year.

Call to Order • Acknowledge Guests (agenda item 1) ----- Chair Gervasi
Chair Gervasi called the Board meeting to order at 6:12 pm. TBCC's new Career and Education Advisor Andrea DeLancey introduced herself to the Board.

Consent Agenda (agenda items 2, 2.a, 2.b, 2.c) ----- (ACTION) Chair Gervasi
No changes were requested to the March 4, 2019 minutes or to the April 1, 2019 meeting agenda. Director Ryan informed that a Math Faculty and a Marketing Specialist position are currently posted online.

Tamra Gammon 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)

Board Self-Evaluation Results (agenda item 4.a) ----- (ACTION) Chair Gervasi
Chair Gervasi reviewed the results of the Board Self-Evaluation. Overall, the Board rated themselves a 4.4 out of 5 on how effective they felt they were at accomplishing the goals/priorities set for the year. Many comments were received from the Board members including what the most pressing issues should be for this coming year. Comments include; increase enrollment, open communication lines between Board and faculty, facilities master plan, business community training needs, partnerships, and partnership with the Foundation Board. Comments were also received for what should be the goals/priorities of the college this coming year. Comments include; addressing the budget, expanding



fields of study, tuition costs, partnerships, outreach opportunities for Board members, and supporting ASTBCC campus community engagement.

Board Meeting Schedule 2019-20 First Reading (agenda item 4.b) ----- (ACTION) President Tomlin
President Tomlin presented the schedule and advised the dates are the first Monday of each month at 6:00PM. There will not be a board meeting in August. Director McCarley advised that September 2, 2019 is a holiday; therefore, the Board meeting will be on the following Monday, September 9, 2019.

The Board retreat will be on Monday, October 7, 2019 from 9:00 am to 4:00 pm with the October Board meeting following the retreat. The location for the retreat is TBD.
Discussion occurred and the Board decided they would like to do the combined meetings with each of the three school boards. Chair Gervasi noted she would only like to do one combined meeting each term.

400 Board Policy Revisions – First Reading (agenda item 4.c) ----- CAO Rivenes
CAO Rivenes informed that the faculty and she has redone the entire 400 series of Board polices. She advised that some policies existed previously in another version and some were new. New policies were created to make sure we comply with our accreditation requirements.

The 400 Board polices will return for a second reading in May. There were no questions about any of the policies.

Completion and Transfer Rate Measures (agenda item 4.d) ----- (ACTION) Director McCarley
Director McCarley advised that we are recommending changes to the strategic plan measure that focuses on completion rate, EE2.1 with revised EE2.1a and b. The revised measure would separate full-time and part-time students. The new EE2.1a would be measured by the percentage of first-time students at TBCC enrolled full-time (in their first term), who are awarded a certificate/degree within 3 years (12 quarters). EE2.1b would measure the percentage of first-time students at TBCC enrolled part-time (in their first term), who are awarded a certificate/degree within 4 years (16 quarters) These measures also include all students, regardless of which term they begin at TBCC.

TBCC has not previously measured Transfer Rate because we were accredited under PCC prior to the 2014/15 academic year and 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 due to TBCC receiving independent accreditation. The proposed Strategic Plan measure for EE2.2, which is transfer rate, is to be measured by the percentage of first-time students at TBCC with the intent to transfer, who transfer to a 4-year university within 4 years (16 quarters from first term).

Academic Calendar – Second Reading (agenda item 4.e) ----- (ACTION) CAO Rivenes
CAO Rivenes advised that no changes have been made since the first reading.

Mary Faith Bell motioned to approve the 2019-20 Academic Calendar. Tamra Gammon seconded the motion. The motion carried.



President Evaluation and Contract Renewal – (agenda item 4.f) ----- (ACTION) Chair Gervasi
Chair Gervasi is pleased to say the Board will be keeping President Tomlin. She advised that President Tomlin received high marks on his evaluation. The Board feels that he has been very organized, involved with the community, and is active at the state level with his legislative work.

Mary Faith Bell motioned to approve President Tomlin's 2019-20 contract. Betsy seconded the motion. The motioned carried.

President's Goals for 2019-20 – (agenda item 4.h) ----- President Tomlin
President Tomlin presented his 2019-20 goals. He advised that he added a few things and left a quite a bit that will be continued on from last year. Goals include the implementation of guided pathways, completion of a salary study, facilities master plan, accreditation, and strategic plan work.

Mary Faith Bell motioned to approve the 2019-20 President's Goals. Betsy McMahon seconded the motion. The motion carried.

Preliminary Budget for 2019-20 – (agenda item 4.h) ----- CFO Williams
CFO Williams presented the preliminary budget for the 2019-20 fiscal year. Key points included a \$3/credit increase to tuition, 2% COLA plus step increase for staff and faculty, 5% pay increase for adjunct faculty, and new positions to add capacity. Additionally, three transfers would be scheduled from reserves to balance the budget and support the college continuing to grow. More details will be provided at the budget committee meeting on April 8, 2019 at 6:00pm.

Tuition and Fees 2019-20 – Second Reading (agenda item 4.i) ----- CFO Williams
President Tomlin advised that after taking into consideration the state budget and the average tuition cost amongst all Oregon Community Colleges, TBCC is recommending a \$3/credit increase to tuition. If the state comes through with more money closer to the projected current service level amount we need, we can reduce the tuition increase to \$1/credit by June. CFO Williams advises that increases amongst the other Oregon community colleges range from \$3 to \$17 per credit.

Mary Faith Bell motioned to approve the \$3 increase to tuition with the understanding that if the state provides additional funding we can reduce it to \$1/credit in June. Mary Jones seconded the motion. The motion carried.

President Tomlin also advised there is a bill facing the Oregon State Legislature that would prohibit Oregon's public community colleges from increasing tuition.

Information-Only Items (agenda item 5)

Measure Narratives ES 3.1, 3.2 (agenda item 5.a)-----Director Ryan and Director Neu
Director Ryan presented measure narrative 3.1, which states, "Instructional infrastructure and services are appropriate to meet educational goals" and is measured by the percentage of students who agree that 'instructional infrastructure and services are appropriate to meet my educational goals' in the student climate survey. Eighty percent of students agreed. Director Ryan is always working towards



improvement. The threshold indicates that the percentage of students agreeing with the statement needs to be greater than 80% to reach the green level which means the measure was met.

Director Neu presented measure narrative 3.2, which is related to the Network backbone and hosted services uptime. This is measured by the percentage of time that TBCC hosted online services are available for use. TBCC hosted online services were available 99% of the time for use. She is very happy with these results. Director Neu also informed that she is in the process of updating TBCC's phone system and hopes to have the update completed by the end of April. The threshold indicates that availability of use greater than or equal to 99% of the time is green, which means the measure was met.

Legislative Summit Report (agenda item 5.b) ---- Board Member Betsy McMahon, President Tomlin President Tomlin informed that Betsy McMahon, Executive Director Luquette and himself attended the Legislative Summit in Salem on March 6-7, 2019. While at the summit, they spoke with Governor Brown, Senator Johnson, and Representative Gomberg. Board member Betsy McMahon advised that she learned a lot and the presentations were full of great ideas on how to best interact with legislators.

ASTBCC Update (agenda item 5.c) ----- President Christy
There was no ASTBCC update.

Financial Report (agenda item 5.d) ----- CFO Williams
CFO Williams advised that the financial report through the month of February was included in the Board packet. TBCC is projected to have an ending fund balance of \$1.6M

President's Report (agenda item 5.e) ----- President Tomlin
President Tomlin advised that the Budget Committee meeting is next Monday April 8, 2019 at 6:00 pm. He will be attending the Oregon President's Council meeting on April 4-5, 2019. Three TBCC student were nominated for the Oregon All-Academic Team and President Tomlin will be attending a recognition luncheon in Salem with the students and Sheryl Vanselow on April 26, 2019. The May Board meeting will be on May 6, 2019 at 6:00pm. Graduation will be on June 14, 2019 at 6:00pm at the Tillamook Nazarene Church and retiring NWRESA Superintendent Rob Saxton will be the speaker.

President Tomlin informed that TBCC has contracted with Eileen Casey White to assist the college with the community feedback portion of the Facilities Master Plan. Collection of feedback will occur over the next few months and an RFP for an architect will be submitted after that.

President Tomlin noted that we had great visits with Representative Mitchell and Senator Roblan when they visited TBCC. He also mentioned that he has been out in the community speaking about mission fulfillment and our strategic plan progress to various groups such as, AAUW, the Farm Bureau, and Kiwanis. He is scheduled to speak with the Rotary Club at the end of April. Additionally, President Tomlin met with a group of construction contractors in the community regarding their needs.

New NWCCU Accreditation Standards have been released and TBCC has the option of switching to them. CAO Rivenes advised that we have a good argument for looking at them and potentially switching to the new standards.



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

Adjournment (agenda item 7) -----Chair Gervasi
Mary Faith Bell motioned to adjourn the meeting at 7:54 PM. Betsy McMahon seconded the motion.
The meeting was adjourned.



Personnel

RECOMMENDATION

CONSENT AGENDA

BACKGROUND INFORMATION----- Director Ryan

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	
Marketing Specialist	4/15/2019	ASAP	Reference Checks in progress 4/29/19	Heidi Luquette	
Executive Support Specialist	4/30/2019	ASAP	Open until filled	Ross Tomlin	
Mathematics Faculty	4/30/2019	Fall 2020 Term		Teresa Rivenes	
Welding Faculty	5/6/2019	Fall 2020 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 Meeting Schedule for 2019-20 - Second Reading

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION PRESIDENT TOMLIN

The draft TBCC Board meeting schedule for 2019-20 was reviewed as a first reading at the April Board meeting. The two changes mentioned at the meeting was correcting the date of the September meeting around the Labor Day holiday and adding the Board Retreat to the October meeting. The Retreat will run from 9am-4pm on October 7, with the Board meeting starting right after the retreat at 4pm. The Board members also expressed interest in meeting with the School District Boards again next year, but to spread them out one per term. President Tomlin will talk to the Superintendents at the next TEC meeting to see if they are interested in doing this again next year.

We are asking for the Board to then approve the 2019-20 Board meeting schedule as a second reading with those changes.

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 9, 2019	6:00 PM / TBCC 214/215
October 7, 2019	Retreat 9:00 AM – 4:00 PM 4:00 PM / TBD
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 (Second Reading)

RECOMMENDATION

Second Reading (Action Item)

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.

Since your last reading no modifications have been made.

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.



Curriculum Changes – First Reading

RECOMMENDATION

First Reading

BACKGROUND INFORMATIONCAO Rivenes

The following document is the culmination of all of the work the Curriculum Committee has done this past year. We started the year in October with a calendar for the work planned. In subsequent meetings each faculty lead presented their program curricula and we reviewed it for compliance, outcomes, learning, suggestions from industry, advisory board feedback, and most importantly from a student learning perspective. Next we reviewed a minimum of one-third of our Course Content and Learning Outcomes Guides (CCOG). These too were looked at from the perspective of student learning outcomes, content, relationship to the program, and relevancy. These were modified as needed. Along the way changes were made to curricula and documented on the attached spreadsheet. You will also see catalog errata changes that have been found, and fixed this year.

Highlights include several new programs; the Associate of Arts in Education, Associate of Science in Natural Resources, Associate of Science in Agricultural Science, the Associate of Science in Animal Sciences, an Applied Associate degree in Welding, a one year certificate in Office Supervision, a one year certificate in Welding, and a Career Pathways Certificate in Welding. These will require your approval prior to implementation in July of 2019 (this is the first reading).

Other changes do not need approval, but will be of interest to you. We have made some significant, positive, curriculum changes; added Career Work Experience to all Career and Technical Education degrees, changed all degrees to college level math, approved the Tillamook Bay General Education requirements, and added some new course offerings in science, social science and humanities. Lastly, we retired courses from the catalog that are no longer taught.

This has been a very busy year from a curriculum standpoint and we submit the new degrees and certificates to you for your approval. Next steps will include a vote at the second reading, submission to the state, and notification to our accreditation body as appropriate.



Errata Change	DATE APPROVED	CHANGE	EFFECTIVE DATE	Leadership	College Council	BOARD	UPDATED CATALOG	UPDATED NWCCU (if needed)
X	10/11/2018	Correct pg 54 MCH 120 to MCH 220 (error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	Corrected page 47 (CJA 243, elective added, CJA 214 core added, CJA 217 elective added)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	HST 203 added year one CJ (error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	Gen Ed section on pages 43 changes- A/L removed and Soc Sci replaced it	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	pg 4 updated with new CAO and corrected new Board members	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	Updated page numbers	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	Updated degree partnerships: Clatsop removed from Nursing	10/1/2018	10/2018	NA	NA	10/2018	10/2018
	10/11/2018	Added Core Transfer map info per state regs	10/1/2018	NA	NA	NA	10/2018	NA
x	10/11/2018	Removed MTH 243 and added MTH 241 (error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	changed Ag electives 18 to 21 (error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	changed AG core to 48 (print error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	changed FOR 241 from 5 to 3 CR (error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	Added HORT 111 (print error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	removed FST 251 (error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	Changed FW 107 from 3 to 1 credit (print error)	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	Added PHL 201 and PHL 202 to catalog	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	updated grievance procedure to new CAO	10/1/2018	NA	NA	NA	10/2018, errata	09/2018 from President
x	10/11/2018	BA256 to 3 credits	10/1/2018	NA	NA	NA	10/2018, errata	NA
	10/11/2018	Gen Ed Approved (Spreadsheet)	10/1/2018					NA
x	10/11/2018	CTE to LDC changes on page 69. We changed all or our OSU courses to LDC AG (except for 280), ANS, ESR, FOR, FST, FW, HORT, NAT, SOIL, LEAD	10/1/2018	NA	NA	NA	10/2018, errata	NA
x	10/11/2018	Nursing Partnership Approved	12/1/2018					10/2018
	10/11/2018	NEW COURSE: PHL 201/REL	7/1/2019					
x	11/16/2018	BA 224 3 credits (error)	11/1/2018	NA	NA	NA	10/2018, errata	NA
	11/16/2018	ART 212 added to Gen Ed (A/L) List	11/1/2018	NA	NA	NA		NA
	12/1/2018	AAS Bus: Eliminate BA 111	7/1/2019					NA
	12/1/2018	AAS Bus: Change BA 211, 212, 213 to 4 credits each (F,W,SP)	7/1/2019					NA
	12/1/2018	AAS BUS: Move HST 203 to 2nd Year/Fall Term	7/1/2019					NA
	12/1/2018	Reviewed the following CCOG with no changes: BA 101, BA 120, BA 131, BA 150, BA 177, BA 205, BA 206, BA 214, BA 222, BA 223, BA 224, BA 226, BA 250, BA 256, BA 277, BA 285, BA 290A, BA 290M, CAS 121, CAS 133, CAS 170, CAS 171	N/A	N/A	N/A	N/A	N/A	N/A
	12/1/2018	CAS 217 (Lecture 3)	7/1/2019					N/A

12/1/2018	Reviewed following CCOG and made minor adjustments: CAS 216 (3CR L), BA 280 (100hrs Lab)	7/1/2019						N/A
12/1/2018	AAS BUS/AGS/AAS: Replace MTH 70 with MTH 105, college level Math required for all degrees per Gen Ed chart	7/1/2019						NA
12/1/2018	AAS BUS: Eliminate CAS 121 as requirement, still pre-req if needed, have test out	7/1/2019						NA
12/1/2018	AAS Bus: Add BA 218: Personal Finance to BA Core (Sp) to address default rate percentage (NEW CLASS)	7/1/2019						NA
12/1/2018	AAS Bus: Move BA 250 & BA 228 to Spring	7/1/2019						NA
12/1/2018	AAS Bus: Change BA 228 from 3 to 4 Cr./rename	7/1/2019						NA
12/1/2018	AAS Bus: Switched Econ and Comm to terms offered	7/1/2019						NA
12/1/2018	AAS BUS: Eliminate Geology from AAS Bus Degree, science covered by Computer Science classes which are more relevant	7/1/2019						NA
12/1/2018	AAS Bus: rearranged map slightly based on advisory board feedback and to redistribute (even out) student load, all changes documented in curriculum folder for this meeting	7/1/2019						NA
12/1/2018	AAS Bus: NEW CERTIFICATE in Office Supervision	7/1/2019						
12/1/2018	AAOT Education: NEW DEGREE in Early Childhood, Elementary and Middle Education articulation to WOU	7/1/2019						NA
12/1/2018	COURSE redeveloped: MTH 105	7/1/2019						10/2018
12/1/2018	AAS BUS: CAS 170 & CAS 216: added pre-requisite of CAS 121	7/1/2019						NA
12/1/2018	AAS BUS: Renamed BA 228 for consistency	7/1/2019						NA
1/1/2019	NEW AS: AG/FOR: Have changed the blended For/Ag degree into four different NEW transfer degrees; AS in Ag Science, AS in Animal Science, AS in Forestry, and AS in AG Business- all approved	7/1/2019						
1/1/2019	AS AG/FOR: Switched term in which four courses were offered to allow for better lab experiences in Spring	7/1/2019						NA
1/1/2019	Changed hours on the following CCOGs: AG 211 (10L/40LL), AG 221 (20L/30LAB), ANS 215 (2L/3Lab), ANS 230 (2L/3LAB), ANS 231 (2L/3Lab), ANS 220 (2 L/3Lab), ESR 171 (3L/3Lab), SOIL 205 (3L/3Lab), FOR 241 (2L/3Lab)	7/1/2019						N/A

1/1/2019	GEO 265: Changes hours (3L) and course outcomes	7/1/2019						N/A
2/1/2019	AS AG/FOR: moved several courses around in sequence at the request of the advisory board- new map approved	7/1/2019						NA
3/8/2019	Approved all curriculum forms	7/1/2019						NA
3/8/2019	NEW COURSES: SOC 204	7/1/2019						NA
3/8/2019	NEW COURSES: REL 202	7/1/2019						NA
3/8/2019	NEW COURSES: EC 215	7/1/2019						NA
3/8/2019	NEW AAS Welding: outline approved, next steps to develop content courses	7/1/2019						
3/8/2019	NEW CPC, 1 YR cert in Welding approved, next step to develop content courses	7/1/2019						
3/8/2019	AAS MIT: added CWE IMT 280A/WLD 280 A	7/1/2019						NA
3/8/2019	AAS MIT: IMT 100 title change to Intro to Trades (was Intro to Apprenticeship)	7/1/2019						NA
3/8/2019	AAS MIT: MCH 121: title change from Manufacturing to Machining I, changed from 4 to 3 CR	7/1/2019						NA
3/8/2019	AAS MIT: MCH 135: title change from Basic Measurement to Measurement and Layout	7/1/2019						NA
3/8/2019	AAS MIT: MCH 220 Machining II, change in credit hours from 80 hours to 40 (LL)	7/1/2019						NA
3/8/2019	AAS MIT: DRF 270: name change and content change from SolidWorks to 3D Modeling	7/1/2019						NA
3/8/2019	AAS MIT: WLD 111: change in description, spread from 2 course series to three course series, changed outcomes and hours	7/1/2019						NA
3/8/2019	AAS MIT: WLD 112: change in description, spread from 2 course series to three course series, changed outcomes and hours	7/1/2019						NA
3/8/2019	AAS Welding: WLD 113: added, along with additional welding classes for new degree, will come back with CCOG when developed	7/1/2019						NA
3/8/2019	AAS MIT: WLD 201: changed descriptions, changed outcomes	7/1/2019						NA
3/8/2019	AAS MIT: WLD 202: changed descriptions, changed outcomes	7/1/2019						NA
3/8/2019	AAS Welding: Added WLD 203	7/1/2019						NA
3/8/2019	AAS Welding: WLD 261: changed title from basic fabrication to Fabrication I, description more robust	7/1/2019						NA
3/8/2019	AAS Welding: Added WLD 262	7/1/2019						NA
3/8/2019	AAS MIT: Added WLD 170	7/1/2019						NA
3/8/2019	AAS MIT: Added WLD 171	7/1/2019						NA

	3/8/2019	AAS MIT: Added WLD 172	7/1/2019					NA
	3/8/2019	AAS MIT: WLD 102: changed credit hour	7/1/2019					NA
	3/8/2019	AAS Welding: Added new elective WLD 120	7/1/2019					NA
	3/8/2019	AAS Welding: Added new elective WLD 275	7/1/2019					NA
	3/8/2019	AAS MIT: Added optional electives to choose from: IMT 200, WLD 111, 112, 170, 171, 201, 202	7/1/2019					NA
X	3/19/2019	FOR 241 from 5 to 3 CR, error on map	3/19/2019					NA
	1/1/2019	Change MTH 241 to Math 251 on AS Nat Resources< Animal Science and Forestry	7/1/2019					NA
	3/8/2019	Removed Soc Science elective, added Fabrication courses (per industry request)	7/1/2019					NA
	4/12/2019	Approved Occupational Skills Training one year certificate within AGS degree	7/1/2019					
	4/12/2019	Removed from catalog: AG 111, ESR 173, ART 102, ART 117, ART 204, ART 205, ART 206, ART 279, ART 116, BA 114, BA 203, BA 207, BA 208, BA 215, BA 227, BA 234, BA 238, BA 239, BA 251, BI 160, CG 280 (A, B, KEEP JUST CG 280), CH 104, CH 105, CH 106, CAS 122, CAS 140, COMM 112, COMM 228, ENG 222, G 160, GEO 106, GS 107, G 207, HST 107, HST 240, HST 280 A, HST 280 B, HST 298, ALL MSD CLASSES, MTH 241, MTH 244, PE 182F, PHY 101, PHY 102, PHY 103, PS 200, PS 200C, PS 202, PS 202C, SPA 150, SPA 151, SPA 250, SPA 251	7/1/2019					
	4/12/2019	APPROVED NEW/REVISED CCOG: AG 211 = IMT 211, AG 221 = WLD 111, CJA 214, CJA 217, CJA 102, CJA 105, COMM 214, COMM 227, EMS 100, EMS 105, EMS 106, HE 250, MP 111, PE 142, PE 182, PE 295, MTH 211, MTH 212, MTH 213, MTH 099, PHY 201, PHY 202, CH 221, CH 222, CH 223, G 208, G 209, GS 106, BI 101, BI 102, BI 103, BI 111, BI 112, BI 113, ART 103, ART 212, ART 115, ART 131, ART 181, ART 210, ART 231, ART 270, ART 281, ART 284, ART 287, CJA 260, PHL 201, PHL 202, REL 202, CG 280	7/1/2019					
	4/12/2019	NEW OST 101, 102, 103	7/1/2019					
	4/12/2019		7/1/2019					
	4/12/2019		7/1/2019					
	4/12/2019		7/1/2019					
	4/12/2019		7/1/2019					

Information Only Items

RECOMMENDATION

Information Only

BACKGROUND INFORMATION ----- Chair Gervasi



Nestucca Valley School District Presentation

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONSUPERINTENDENT WHARTON, CAO RIVENES

Tillamook Bay Community College (TBCC) is proud of the partnerships it has developed with all area schools this year, and the partnership with Nestucca has been especially fruitful. Last year we did not have any dual credit courses with Nestucca and they went through Chemeketa. This year we added ESR171 and HORT 111 with Joe Meyer, who has been working very closely to align his curricula with TBCC's. We have even more planned for next year including Math (MTH 099 and MTH 111) and Chemistry (CHEM 221). We are exploring several other options including Spanish, History and Career Guidance courses. This is an exciting time for the TBCC and Nestucca partnership. Superintendent Wharton will be here to discuss our partnerships and the exciting things going on in the Nestucca School District this year, especially with the Bond funds.

Following are slides for the presentation.



Collaboration

TILLAMOOK BAY COMMUNITY COLLEGE & NESTUCCA
SCHOOL DISTRICT



Background

Misty Wharton

- Brief history of Tillamook Bay Community College and Nestucca School District.
- Working Relationship
- Highlights of the Partnership



Some Statistics

- ✓ In the past year, 6 new graduates from NVSD, (for a total of 11 students) are attending TBCC.
- ✓ For the past several years, TBCC has sent an English faculty to NVSD to teach dual credit in Writing 121, Writing 122 and ENG 104 (Literature).
- ✓ NVSD has sent TBCC 1 Career to Career Scholar and 1 First Class Scholar to TBCC!
- ✓ We are currently working to develop partnerships in Math and Chemistry.

Guided Pathways



Goals

Teresa
Rivenes

- ❑ This year NVSD has added dual credit classes in ESR 171, and HORT 111... our first!
- ❑ TBCC will continue to enhance its community partnership with Nestucca through the Tillamook Education Consortium (TEC).
- ❑ We are committed to ongoing alignment (e.g. syllabus, course outcomes, program outcomes, assessment, experiences) so that students are prepared for college and high school teachers are supported with curriculum.
- ❑ Goal: every student has at LEAST ONE college course at graduation and knows they are college material (belonging).
- ❑ This year we are looking at expanding partnerships in Science, Chemistry, Welding, History, and Criminal Justice at the request of students and staff.

OSU Partner Report

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONOSU Extension Lead Downing

TBCC greatly values our partnership with the OSU Extension. Co-owning the new Partners in Rural Innovation Building has been enormously successful and is working even better than envisioned. This is due to great collaboration we have with all the partners in the building, but especially with the Extension office staff.

The OSU Extension Lead, Troy Downing, will provide an update on staffing changes at the Extension office and answer any questions that the Board has about our partnership or initiatives at the Extension office.



Measure Narrative LPCE 1.1, 3.2

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONEXECUTIVE DIRECTOR LUQUETTE, CAO RIVENES

LPCE1.1 Increase in Resource Development- Executive Director Luquette

ACHIEVEMENT \$359,016 (Green) in 2017-2018

CORE THEME Leadership, Partnership, and Community Engagement

OBJECTIVE LPCE1: The College Foundation provides opportunities for the community to contribute to student scholarships, programs, and services of the college.

INDICATOR Measured by the amount of contributions or donations made to the TBCC Foundation in an academic year.

Indicator Thresholds: >=\$100K: Green; \$85-99K: Yellow; <\$85K: Red

Purpose and Meaning: The purpose of the Foundation is to engage the entire community and increase the level of philanthropic support for student scholarships and the growth, innovation, and overall fiscal strength of Tillamook Bay Community College. The Foundation uses a range of fundraising activities to build relationships and encourage financial support for the college including: Individual donations, grants, corporate giving, events, and planned gifts.

WHAT WAS ACHIEVED? In 2017-18 the Foundation facilitated \$359, 015 in donations to support the college and its students. Of that, \$125,569 was raised specifically toward scholarships. Two new scholarships were started and one endowment was created. This is a slight increase over the prior year which yielded \$120,070 in scholarship support. A new donor relationship was developed that generated \$5,000 to begin an emergency fund for students. A \$10,000 grant was received through the Foundation to support implementation of a new emergency broadcast system. Pledges paid toward the construction of the Partners for Rural Innovation building totaled \$205,100 during 2017-18. Stewardship of major pledge donors is an important element of the work the Foundation Executive Director does to ensure full payment of these multi-year pledges.

WHAT ARE NEXT STEPS? In 2017-18 The TBCC Foundation Board began a strategic planning



process to align fundraising priorities with the needs of the college. Three Strategic Priorities were identified.

1. Build Board Capacity
2. Increase Funding for Scholarship Programs
3. Increase Resources to Expand Workforce Training Programs

The Strategic Priorities were adopted by the Foundation Board in Dec. 2018. The board created four board committees tasked with establishing success measures for these priorities (based on college need) and is working to develop action plans and a fundraising plan to achieve the established goals. Additionally, in 2019 the Foundation increased its capacity by hiring a full-time Development Specialist, which will provide opportunities for additional fundraising to occur.

DATA DOCUMENTATION

Fundraising data is collected using Jenzabar.

ABOUT THIS SUMMARY

Heidi Luquette is the lead for this measure.



LPCE3.2 Dual Credit Participation- CAO Rivenes

This measure looks at dual credit, specifically how many juniors and seniors in our county take dual credit courses. For a “green” score (which indicates mission fulfillment in this area) over 75% of upperclassman in our county need to have taken a dual credit course. In 2017/2018 we achieved a “yellow” as 55% of upperclassmen in Tillamook County took a dual credit course. We have made significant improvements, and I expect to see this number increase this year (2018/2019) and even more in 2019/2020. This measure lags behind as it is calculated annually at the end of the year.

ACHIEVEMENT 55% (Yellow) in 2017-2018

CORE THEME Leadership, Partnership, and Community Engagement

OBJECTIVE LPCE3: The College partners with other educational institutions to expand opportunities for students.

INDICATOR Measured by the overall percentage of county high school juniors and seniors taking at least one Dual Credit college course during the academic year.

Indicator Thresholds: $\geq 75\%$: Green; 50-74%: Yellow; $< 50\%$: Red

Purpose and Meaning:

Dual Credit Courses are college courses taken by a high school student for which the student earns both college and high school credit. Upon completion of a dual credit course, a student’s grade and credit(s) are recorded on both the high school and college transcripts. Dual credit courses are free to the student as they are taught by high school teachers inside the high school who have carefully aligned their content to match the college course content. Dual credit coursework enables students to make progress towards a college degree before they finish high school and save on the overall cost of a college education. It is important to note that dual credit courses can increase equity and be useful to “at-risk” students who may not even know they are college ready/capable. It is important that dual credit classes are purposeful (aligned to a certificate/degree that the student wants to complete). Excess dual credit can be harmful and impact financial aid, while purposeful credit moves a student closer to their goal while saving the student money; it is a careful balance.

WHAT WAS ACHIEVED?

For 2017/2018 the results are as follows; there were 270 upperclassmen in Tillamook County who took one or more dual credit courses for a total of 2,545 credits (or 98 FTE). This breaks out to 63% at Nea-Kah-Nie, 64% at Tillamook and 0% at Nestucca – for an overall rate of 55%. This can be broken down as follows;



Row Labels	Total Enrollment	Total Credits Taught
Tillamook HS	447	86
F	93	21
AG-221-210-51	4	3
ANS-121-210-51	18	4
CG-130H-100-51	18	2
COMM-111-100-51	0	4
ENG-104-100-51	36	4
MP-111-210-51	17	4
W	144	29
AG-221-210-51	12	3
BA-101-100-51	10	4
CG-130H-100-51	17	2
ENG-105-100-51	16	4
ESR-171-100-51	4	4
LEAD-242-210-51	33	3
MP-111-210-51	21	4
MTH-111-100-51	31	5
SP	210	36
AG-221-210-51	13	3
ANS-121-210-51	25	4
BA-150-100-51	10	3
CG-130H-100-51	0	2
COMM-111-100-51	19	4
EC-200-100-51	32	4
ENG-105-100-51	11	4
HE-110-100-51	15	1
HE-112-100-51	15	1
MTH-112-100-51	28	5
PE-182A-100-51	18	1
WR-121-100-51	24	4
Nea-Kah-Nie HS	230	52
F	65	14
BI-211-100-61	12	5
COMM-111-100-61	21	4
MTH-111-100-61	32	5
W	48	14
BI-212-100-61	11	5
MTH-112-100-61	17	5
WR-121-100-61	20	4
SP	117	24
ART-131-100-61	17	3



BA-101-100-61	10	4
BI-213-100-61	11	5
HE-295-100-61	23	2
MTH-112-100-61	13	5
PE-295-100-61	23	1
WR-122-100-61	20	4
Grand Total	677	138

WHAT ARE NEXT STEPS?

We have made a number of significant changes for the upcoming year;

- We hired a Dean of Academic Partnerships who will supervise and guide the dual credit process, ensuring compliance with the state guidelines, ensuring excess credits are not wasted, and training partners on the processes.
- We have developed relationships with all schools in our county; increasing purposeful dual credit.
- We are exploring our first dual credit course at the OYA/Trask and Wilson River.
- We have partnered with the NWESD (NW Promise) to expand dual credit in writing into Washington county. This has enabled us to hire a faculty member in writing specifically.
- We are expanding Math and Spanish dual credit, which have been offered through Willamette Promise and/or Chemeketa, and bringing these back in house.
- We are increasing purposeful dual credit, and expect significant growth in this area next year. This measure is looked at annually.

DATA DOCUMENTATION

Enrollment in Dual Credit courses is extracted from Jenzabar and unduplicated. The count of upperclassmen at county high schools comes from the Oregon State Department of Education, fall membership report.

ABOUT THIS SUMMARY

Teresa Rivenes is the lead for this measure, with data support from Erin McCarley.

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



Civil Rights Review Visit Report

RECOMMENDATION

Information Only

BACKGROUND INFORMATIONPRESIDENT TOMLIN

The Office of Civil Rights that is in the HECC visited TBCC on April 24-25 as part of a regular Civil Rights review process at all colleges and universities in the state of Oregon. The review looks at all of our facilities and other processes at the college that involve Title II, IV, and IX. We will provide an overview of the visit and the summary results that were shared with the TBCC Leadership Team at the conclusion of their visit, along with the next steps needed by the college to address any concerns that are part of their report.



ASTBCC Update

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATIONPRESIDENT 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 March 2019 is available for your review.



Agenda Item 5.F. Attachment #1
Tillamook Bay Community College
Unaudited Summary Financial Information
General Fund
Fiscal Year-to-Date Ended March 2019
75.00% of fiscal year elapsed

	FY 2017-2018			FY 2018-2019		
	Annual Budget	03/31/18 Actual	Percentage of Budget	Annual Budget	03/31/19 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	\$ 1,154,738.92	93.05%	\$ 1,285,647	\$ 1,208,064.59	93.97%
Tuition	\$ 881,855	\$ 605,231.00	68.63%	\$ 944,489	\$ 787,986.00	83.43%
Fees	\$ 154,296	\$ 129,129.93	83.69%	\$ 182,090	\$ 175,659.20	96.47%
Sale of Goods	\$ 2,000	\$ 2,865.86	143.29%	\$ 2,000	\$ 3,846.98	192.35%
Interest	\$ 5,500	\$ 36,389.58	661.63%	\$ 48,000	\$ 79,978.90	166.62%
Rental	\$ 12,000	\$ 13,507.00	112.56%	\$ 17,000	\$ 12,507.50	73.57%
Miscellaneous	\$ 7,000	\$ 10,159.50	145.14%	\$ 7,000	\$ 13,513.42	193.05%
Transfers	\$ 493,829	\$ 22,784.76	4.61%	\$ 88,995	\$ 47,631.04	53.52%
Total resources	\$ 5,103,636	\$ 4,565,561.08	89.46%	\$ 6,075,459	\$ 5,192,429.60	85.47%
Expenditures						
Instruction	\$ 1,403,246	\$ 886,151.01	63.15%	\$ 1,499,878	\$ 965,114.98	64.35%
Instructional Support	\$ 344,629	\$ 227,466.64	66.00%	\$ 387,671	\$ 248,094.81	64.00%
Student Services	\$ 463,665	\$ 337,930.71	72.88%	\$ 468,023	\$ 349,223.20	74.62%
College Support	\$ 1,365,563	\$ 1,002,063.63	73.38%	\$ 1,464,684	\$ 981,548.36	67.01%
Plant Operation	\$ 288,533	\$ 204,993.45	71.05%	\$ 367,593	\$ 223,056.09	60.68%
Transfers	\$ 288,000	\$ 115,223.69	40.01%	\$ 288,000	\$ 126,905.25	44.06%
Contingency	\$ 50,000	\$ -	0.00%	\$ 100,000	\$ -	0.00%
Total expenditures	\$ 4,203,636	\$ 2,773,829.13	65.99%	\$ 4,575,849	\$ 2,893,942.69	63.24%
Ending fund balance	\$ 900,000	\$ 1,791,731.95	199.08%	\$ 1,499,610	\$ 2,298,486.91	153.27%

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

	Fund No.	Beginning Fund Balance	2018-2019 Revenue	2018-2019 Expenditures	Ending Fund Balance	2018-2019 Spendable Budget	2017-2018 Prior Year Expenditures 3/31/2018
United Way Literacy Grant	216	\$ 1,855.13	\$ 750.00	\$ 1,695.00	\$ 910.13	\$ 3,000	\$ 1,140.00
Title III Grant	220	\$ -	\$ 209,134.96	\$ 209,134.96	\$ -	\$ 292,751	\$ 471,232.43
Pathways Grant	225	\$ -	\$ 22,805.02	\$ 22,805.02	\$ -	\$ 29,707	\$ 22,317.58
Industrial Maintenance Tech	226	\$ 36,975.16	\$ 23,250.00	\$ 39,648.67	\$ 20,576.49	\$ 58,759	\$ 23,315.23
SBDC Federal Grant	230	\$ -	\$ 16,500.00	\$ 25,128.18	\$ (8,628.18)	\$ 33,000	\$ 24,302.22
SBDC State Grant	231	\$ -	\$ 40,567.94	\$ 68,487.00	\$ (27,919.06)	\$ 120,000	\$ 32,270.05
SBDC Program Income	232	\$ 38,197.03	\$ 37,334.00	\$ 1,334.34	\$ 74,196.69	\$ 15,273	\$ 1,943.28
SBDC Rural Outreach Grant	233	\$ -	\$ 27,500.00	\$ 27,500.00	\$ -	\$ 7,000	\$ 419.40
TEC Vocational Education Grant	240	\$ -	\$ 29,619.00	\$ 30,285.21	\$ (666.21)	\$ 40,000	\$ 27,487.00
Food Pantry	248	\$ -	\$ 500.00	\$ 324.82	\$ 175.18	\$ -	\$ -
Connect2Complete	253	\$ 6,242.49	\$ -	\$ 28.04	\$ 6,214.45	\$ 6,574	\$ -
ASPIRE Program	254	\$ 6,107.09	\$ -	\$ 1,645.83	\$ 4,461.26	\$ 8,567	\$ 2,228.98
Student Success Grant	256	\$ -	\$ 79,172.11	\$ 58,984.47	\$ 20,187.64	\$ 125,000	\$ -
STEP Grant	258	\$ -	\$ 18,432.52	\$ 14,614.20	\$ 3,818.32	\$ -	\$ -
Pathways to Opportunity	259	\$ -	\$ 10,000.00	\$ 5,907.43	\$ 4,092.57	\$ -	\$ -
Partners for Rural Innovation Operations	289	\$ 7,827.74	\$ 22,352.90	\$ 23,255.50	\$ 6,925.14	\$ 35,000	\$ 25,675.07
Capital Depreciation & Maintenance Fund	290	\$ 765,217.45	\$ 14,035.17	\$ 17,338.00	\$ 761,914.62	\$ 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	\$ 24,984.89	\$ -	\$ 1,372,364.48	\$ -	\$ -
State IGA Fund	296	\$ -	\$ -	\$ -	\$ -	\$ 49,500	\$ -
Total Special Fund		\$ 4,506,483.76	\$ 945,030.72	\$ 548,116.67	\$ 4,903,397.81	\$ 854,131	\$ 632,331.24
Schedule of Special Fund borrowing from General Fund							
		Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 3/31/2019		
Total of Grants that borrow from the General Fund		\$ (33,395.13)	\$ 17,898.01	\$ -	\$ (51,293.14)		
Total of Grants that are not borrowing from the General Fund		\$ 4,936,792.94	\$ 25,280.00	\$ -	\$ 4,911,512.94		
Total Special Fund		\$ 4,903,397.81	\$ 43,178.01	\$ -	\$ 4,860,219.80		
	Fund No.	Beginning Fund Balance	2018-2019 Revenue	2018-2019 Expenditures	Ending Fund Balance	2018-2019 Spendable Budget	2017-2018 Prior Year Expenditures
Community Education	310	\$ 18,147.30	\$ 3,142.00	\$ 818.99	\$ 20,470.31	\$ 7,823	\$ 1,216.90
Driver Education Program	311	\$ 4,059.35	\$ 10,305.00	\$ 6,522.35	\$ 7,842.00	\$ 14,171	\$ 6,714.37
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	\$ 2,389.77	\$ 532.27	\$ 5,072.77	\$ 3,220	\$ 1,517.60
Customized Training Projects	330	\$ 38,185.82	\$ 2,440.00	\$ 10,112.97	\$ 30,512.85	\$ 79,577	\$ 10,633.47
Truck Driving Program	331	\$ -	\$ 85,000.00	\$ 62,923.51	\$ 22,076.49	\$ -	\$ -
TBCC Vending	340	\$ 5,384.77	\$ 3,698.91	\$ 5,131.07	\$ 3,952.61	\$ 6,500	\$ 2,023.27
Total Enterprise Fund		\$ 79,095.79	\$ 187,992.68	\$ 145,578.62	\$ 121,509.85	\$ 176,066	\$ 65,903.17
PERS Pension Bond Fund	410	\$ 13,410.45	\$ 118,565.16	\$ 32,957.78	\$ 99,017.83	\$ 144,316	\$ 34,582.83
General Obligation Bond Fund	420	\$ 133,009.26	\$ 653,694.91	\$ 55,042.06	\$ 731,662.11	\$ 700,725	\$ 59,848.21
Total Debt Service Fund		\$ 146,419.71	\$ 772,260.07	\$ 87,999.84	\$ 830,679.94	\$ 845,041	\$ 94,431.04
Local Match Fund	525	\$ 313,533.67	\$ 5,813.95	\$ -	\$ 319,347.62	\$ 50,000	\$ -
Grant Construction Fund	555	\$ (313,308.57)	\$ 45,000.00	\$ 6,700.00	\$ (275,008.57)	\$ -	\$ 118,921.40
Total Capital Projects Fund		\$ 225.10	\$ 50,813.95	\$ 6,700.00	\$ 44,339.05	\$ 50,000	\$ 118,921.40
Associated Students of TBCC	710	\$ 4,182.39	\$ 3,950.40	\$ 4,040.59	\$ 4,092.20	\$ 9,000	\$ 2,559.29
Phi Theta Kappa Honorary Society Fund	720	\$ 2,157.32	\$ 1,009.03	\$ 741.45	\$ 2,424.90	\$ 5,700	\$ 1,565.63
Economic Development Council	730	\$ 81,702.65	\$ 126,075.32	\$ 59,438.49	\$ 148,339.48	\$ 182,229	\$ 58,129.70
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	\$ 965,515.35	\$ 1,229,678.32	\$ 565,125.34	\$ 1,592,555	\$ 959,311.49
Visit Tillamook Coast - Non-TLT Funds	741	\$ 33,026.41	\$ 62,683.36	\$ 49,701.32	\$ 46,008.45	\$ 77,100	\$ 70,271.61
Visit Tillamook Coast - RTM Grant	742	\$ 27,000.00	\$ 5,000.00	\$ 13,723.50	\$ 18,276.50	\$ -	\$ -
Total Agency Fund		\$ 1,003,880.85	\$ 1,164,233.46	\$ 1,357,967.15	\$ 810,147.16	\$ 1,889,047	\$ 1,096,173.89
PELL Grant	801	\$ -	\$ 458,913.00	\$ 458,913.00	\$ -	\$ 751,150	\$ 471,212.00
Supplemental Education Opportunity Grant	802	\$ -	\$ 9,800.00	\$ 9,800.00	\$ -	\$ 16,875	\$ 8,200.00
Direct Loans	810	\$ -	\$ 115,852.00	\$ 115,852.00	\$ -	\$ 350,000	\$ 150,506.00
Federal Work Study	819	\$ -	\$ 11,879.83	\$ 12,590.49	\$ (710.66)	\$ 16,944	\$ 6,646.62
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	\$ -	\$ 94,300.00	\$ 69,117.00	\$ 25,183.00	\$ 65,000	\$ 43,374.00
Tuition Waivers	831	\$ 16,733.89	\$ -	\$ 3,906.50	\$ 12,827.39	\$ 10,000	\$ 5,913.00
Board Scholarships	832	\$ 74,600.21	\$ -	\$ 70,206.75	\$ 4,393.46	\$ 160,000	\$ 76,236.00
Institutional Work Study	833	\$ 44,892.39	\$ 5,338.11	\$ 1,745.71	\$ 48,484.79	\$ 10,072	\$ 2,604.17
Foundation Scholarships	834	\$ -	\$ 51,940.24	\$ 51,940.24	\$ -	\$ 85,000	\$ 52,272.86
Student Employees	835	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,648.91
Non-Institutional Scholarships	840	\$ 506.00	\$ 51,852.38	\$ 31,649.57	\$ 20,708.81	\$ 53,328	\$ 30,838.84
Total Financial Aid Fund		\$ 136,732.49	\$ 894,675.56	\$ 926,298.26	\$ 105,109.79	\$ 1,723,369	\$ 980,037.40

Agenda Item 5.F. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended March 2019

75.00% 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	\$ 469,089	63.14%	\$ 35,000	\$ 2,440	6.97%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,126,579	\$ 963,645	85.54%	\$ 9,000	\$ 15,470	171.89%	\$ 79,811	\$ 176,314	220.91%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,285,647	\$ 1,208,065	93.97%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 661,725	\$ 644,845	97.45%
Timber	\$ -	\$ -	0.00%	\$ 520,172	\$ 348,092	66.92%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 2,000	\$ 3,847	192.35%	\$ -	\$ -	0.00%	\$ 5,700	\$ 4,848	85.05%	\$ -	\$ -	0.00%
Interest	\$ 48,000	\$ 79,979	166.62%	\$ 22,000	\$ 39,020	177.36%	\$ -	\$ -	0.00%	\$ 4,250	\$ 9,864	232.09%
Rental	\$ 17,000	\$ 12,508	73.58%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 7,000	\$ 13,513	193.04%	\$ 58,100	\$ 73,360	0.00%	\$ 7,000	\$ 4,391	62.73%	\$ -	\$ -	0.00%
Transfers	\$ 88,995	\$ 47,631	53.52%	\$ 50,000	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 150,000	\$ 117,551	78.37%
Total Revenues	\$ 4,294,746	\$ 3,662,424	85.28%	\$ 1,402,230	\$ 945,031	67.39%	\$ 127,511	\$ 187,993	147.43%	\$ 815,975	\$ 772,260	94.64%
Expenditures												
Salaries and Wages	\$ 3,198,689	\$ 2,199,418	68.76%	\$ 374,307	\$ 242,607	64.81%	\$ 128,187	\$ 99,304	77.47%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 969,160	\$ 567,620	58.57%	\$ 423,234	\$ 273,480	64.62%	\$ 41,753	\$ 43,482	104.14%	\$ 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	\$ 126,905	44.06%	\$ 56,590	\$ 32,030	56.60%	\$ 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	\$ 2,893,943	63.24%	\$ 5,458,984	\$ 548,117	10.04%	\$ 198,818	\$ 145,579	73.22%	\$ 845,041	\$ 88,000	10.41%
Ending Fund Balance	\$ 1,499,610	\$ 2,298,487		\$ 48,463	\$ 4,903,398		\$ -	\$ 121,510		\$ 14,873	\$ 830,680	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 475,880			\$ 43,178			\$ -			\$ 40,328	
Inventories		\$ 1,023			\$ -			\$ 1,288			\$ -	
NET EFFECT ON CASH		\$ (476,903)			\$ (43,178)			\$ (1,288)			\$ (40,328)	
Liabilities												
Accounts Payable		\$ 138,909			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 67,239			\$ -			\$ -			\$ 40,328	
Payroll		\$ 171,197			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ 377,345			\$ -			\$ -			\$ 40,328	
NET ADJUSTMENTS		\$ (99,558)			\$ (43,178)			\$ (1,288)			\$ -	
ENDING CASH BALANCE		\$ 2,198,929			\$ 4,860,220			\$ 120,222			\$ 830,680	

Agenda Item 5.F. - Attachment #3
 Tillamook Bay Community College
 Summary Financial Information - Cash Status
 Preliminary for Fiscal Year-to-Date Ended March 2019
 75.00% 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	\$ 1,041,492	0.00%	\$ 1,398,150	\$ 785,479	56.18%
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	\$ 2,010	0.00%	\$ -	\$ -	0.00%
Interest	\$ 10,000	\$ 5,814	58.14%	\$ 16,700	\$ 14,223	0.00%	\$ -	\$ -	0.00%
Rental	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ -	\$ 45,000	0.00%	\$ 73,000	\$ 102,558	140.49%	\$ 135,000	\$ 103,793	76.88%
Transfers	\$ -	\$ -	0.00%	\$ 8,000	\$ 3,950	49.38%	\$ 130,000	\$ 5,404	4.16%
Total Revenues	\$ 10,000	\$ 50,814	508.14%	\$ 1,387,472	\$ 1,164,233	83.91%	\$ 1,663,150	\$ 894,676	53.79%
Expenditures									
Salaries and Wages	\$ -	\$ -	0.00%	\$ 502,303	\$ 258,636	51.49%	\$ 26,341	\$ 14,336	54.42%
Operating Expenditures	\$ -	\$ 6,700	0.00%	\$ 1,362,965	\$ 1,087,298	79.77%	\$ 1,694,528	\$ 911,187	53.77%
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 50,000	\$ -	0.00%	\$ 23,779	\$ 12,033	0.00%	\$ 2,500	\$ 775	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	\$ 1,357,967	67.66%	\$ 1,723,369	\$ 926,298	53.75%
Ending Fund Balance	\$ 440,000	\$ 44,339		\$ 357,510	\$ 810,147		\$ 56,224	\$ 105,110	
Adjustments to bring Ending Fund Balance to Ending Cash Balance									
Assets									
Receivables		\$ -			\$ -			\$ -	
Inventories		\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -			\$ -	
Liabilities									
Accounts Payable		\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ -			\$ -			\$ -	
Payroll		\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ -			\$ -			\$ -	
NET ADJUSTMENTS		\$ -			\$ -			\$ -	
ENDING CASH BALANCE		\$ 44,339			\$ 810,147			\$ 105,110	

\$ 8,969,648

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

- Staff Award ceremony on Friday, May 3 at 8am
- Cohort 2 Guided Pathways Institute in Salem on May 9-10
- OPC meeting in Salem in May 16-17
- OCCA Board meeting in Salem on Friday, May 17 from 11am-4pm
- Next **TBCC Board meeting** on Monday, June 3, 6pm in Room 214/15
- TBCC **Graduation** ceremony on Friday, June 14 at Nazarene Church. Board members should arrive by 5:30pm

Other Items

- Facilities Master Plan update
- All Oregon Academic Team Luncheon in Salem on April 26



Board Member Discussion Items

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION

----- Chair Gervasi

