



**Three-Year Instructional Program Review Template  
Tentative Due Date: May 15 of the Academic Year Assigned**

**Program Name: Criminal Justice and Public Safety**

**Degrees and Certificates offered within Program:**

- Associate of Applied Science and Public Safety
- Corrections Technician Career Pathway Certificate
- Corrections Professional Career Pathway Certificate
- Law Enforcement Specialist Career Pathway Certificate
- Emergency Medical Services Career Pathway Certificate

**Statement of Collaboration**

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

**Participants in the review:**

Paul Letersky, Amy Alday-Murray, adjunct instructors  
Daniella Bivens, Dean of Academic Partnerships

**Authorization:**

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

\_\_\_\_\_  
Signatures of Department Faculty

\_\_\_\_\_  
Signature of Chief Academic Officer

\_\_\_\_\_  
Date of Submission

## **1.0 Mission and Goals**

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

### **College Mission & Vision**

Criminal Justice, Public Safety, and Law Enforcement professionals provide essential services to their communities both locally and at state levels. They safeguard citizens, provide emergency medical care and assure laws are obeyed. Curriculum course content encompasses the entire criminal justice system; Policing, Courts, and Corrections and combines with the EMS academics program that includes medical and physical training. Each contribute directly to the mission and vision of Tillamook Bay Community College (TBCC) by engaging the students through a learning process that involves critical thinking, active participation with law enforcement personnel and medical service staff. Many classes are designed to transfer on to a four-year institution that offers similar coursework. The Criminal Justice and Public Safety curriculum is directed by an advisory committee with professional representation for each of the course disciplines.

### **Core Themes**

The TBCC Criminal Justice and Public Safety (CJ/PS) program encompasses all three core themes; Education Excellence, Economic Success, Leadership, Partnership and Community Engagement. The CJ/PS student population reflects the community diversity and its program courses address related issues serving in an equitable, inclusive and supportive environment. Many adjuncts and staff are mentoring students beyond classroom time, assisting them in career preparation and setting leadership examples. Police and medical emergency personnel require a special responsibility to adhere to moral duty, that obligation being inherent in their work. We promote respect and dignity for all; establishing relationships with the students and providing course content wherein the study of ethics is addressed for each profession in the criminal justice and public safety system.

### **Program Description**

The Tillamook Bay Community College offers programs in Criminal Justice and Public Safety to prepare students who wish to enter careers in those disciplines and ensures advancement for those already employed who have earned our AAS Degree. The program combines a foundation of core requirements that total forty-one (41) credits with a selection of seventeen (17) elective credits with a base degree requirement of fifteen (15) credits. Ninety (90) total credits are required for a degree. All courses prepare students with social norms, critical thinking, supportive opinion practices, and technical writing, communication and judgement skills.

The CJ/PS program offers Career Pathway Certificates in areas of; Corrections Technician, Corrections Professionals, Emergency Medical Services (EMT), and Law Enforcement Specialists. The certificate supports the ability to immediately enter the workforce. Certificate holders can use credits earned to pursue an AAS Degree. Graduates with an Associate of Applied Science Degree will be prepared to transfer to a four-year institution.

## **2.0 Program Data and Trends Analysis**

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

### **Program Name: Criminal Justice and Public Safety**

<b>Data Point</b>	<b>Table</b>	<b>Trend (2016-2018)</b>	<b>Highest Year</b>
Enrollment	2.1.a	Program experienced the highest enrollment in 2017 and has held steady around 200+ enrollment for 2016 and 2018	2017
Number Program Majors	2.1.b	The trend remains steady for all three years hovering between 15-26, with an influx in 2017 which appears to be directly correlated to the increased enrollment at the college as a whole	2017
Total FTE	2.1.c	Parallel to the previous data points for Enrollment and Program Majors, FTE data varied between 18-25 FTE per year.	2017
Number Sections Offered	2.1.d	Criminal Justice is an expansive program that encompasses multiple industry specific pathways under one umbrella. Due to the unique needs of the program there were 44 sections offered during this period. The program offerings remained consistent at 41 during the 2017-2018 academic years.	2017-2018
FTEF	2.1.e	This is calculated excluding the summer term, so the FTE totals below are slightly smaller than the totals for the entire year. The average over the three year period is .4435 which is just below a .5 Faculty Member.	2017 (.5239)
Fill Rate	2.1.f	The three year fill rate average is (32.3%) with a high in 2017 of 35.1% fill rate. This skews the numbers slightly as the overall average hovers around 30-31% annually.	2017 (35.1%)
WSCH/FTEF	2.1.g	Weekly student contact hours per full time equivalent faculty (WSCH/FTEF) is a productivity measure to evaluate the impact full-time faculty have on the FTE generation for the college. For	2016 (2241.74)

		<p>this data, the typical convention nation-wide is to use 510 (number of hours associated with one FTE) as a comparative measure. This would indicate that one full time faculty is generating one FTE, roughly, per week for the college. For two of the three years, CJ enrollment averaged around 2225.7, with a high year of 2241 in 2016. This aligns with the college's strategic plan to further evaluate the program and determine a sustainable coordinating plan based on program need.</p>	
% Students Persisting from Fall to Fall	2.1.h	<p>When evaluating the cohort by gender – and we see that among CJA majors the retention rate is 31% for women, compared to 54% for men. This includes only 26 students, so we shouldn't make too much of this difference. Similarly, we can compare the retention rates for CJA majors based on race. The retention rate for Latinx CJA majors is quite high – 83%. But again, there are only 6 Latinx students who are CJA majors in total, so we can't make a lot out of this. Overall CJA has a retention rate of 42.3% where the colleges overall average rate for the same period ran 34.9%. This is a 7.4% increase over the average retention rate fall to fall persistence.</p>	42.3%
Average Successful Completion Rate	2.1.i	<p>The average course pass rate is 90.2%, the majority of the 44 courses offered over the three year period had an 80% pass rate with 38/44 courses above 80%.</p>	90.2%

**2.2 Program Peer Comparison**

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

**Program Name: Criminal Justice and Public Safety**

College	Total Enrollment	Annual Number Degrees Awarded	Annual Number Certificates Awarded	% Students Persisting from Fall to Fall	Average Successful Completion Rate of cohort
Southwestern Oregon Community College (2016-2017)	205	8	NONE	N/A	3%

Southwestern Oregon Community College (2017-2018)	242	7	NONE	N/A	2.8%
Southwestern Oregon Community College (2018-2019)	231	20	NONE	N/A	8.6%
Tillamook Bay CC 2016-2017	205 (15 CJA major declared)	2	NONE	N/A	1% (13.3% of major declared)
Tillamook Bay CC 2017-2018	275 (26 CJA major declared)	3	4	N/A	2.5% (26.9% of major declared)
Tillamook Bay CC 2018-2019	208 (18 CJA major declared)	2	3	N/A	8.6% (27.7% of major declared)

**Analysis:**

Based on similar attributes such a size, geographic location and student population, the most comparable colleges with Criminal Justice and Public Safety programs are Treasure Valley (TVCC), Columbia Gorge (CGCC), Umpqua (UCC), and Southwestern Oregon (SWOCC). Program leaders were contacted from all of the four community college of which one was able to provide information at this time about their program (SWOCC).

The data suggests that completion rate (by major) is actually increasing, which is a positive sign. The data is skewed, because many students take a CJ course, but most of these are not truly majors. However, for majors, completion is increasing and positive in comparison to our neighbor schools.

We were able to get a three year look at our partner institution to the south and compare it with output data from TBCC. Through this analysis we were able to determine that our program data was very similar in all measurable aspects of the review and followed the same cyclical cycles as well. In order to complete a comprehensive peer comparison the department will reach back out to our partner institutions both at SWOCC and the other colleges indicated to ask for additional information about:

- Content areas under the program umbrella
- Specifics about degrees and career pathways within the program
- Curriculum changes on the horizon

**2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity**

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

*(Attach to Appendix or provide below the Persistence and Success Rates by Gender and Race/Ethnicity as identified by the Office of Institutional Research)*

**Program Name: Criminal Justice and Public Safety**

Group	Number of Students Enrolled	% Students Persisting from Fall to Fall	Average Successful COURSE Completion Rate
Males	13	54%	82%
Females	13	31%	88%
Asian-American			
African-American			
Filipino			
Hispanic	6	83%	85%
Native American			
Other Non-White			
Pacific Islander			
White	17	35%	86%
Unknown			
<b>Total</b>	<b>26</b>	<b>42.3%</b>	<b>86%</b>

**Analysis:**

With the data collected there are a couple of items that are of interest:

1. It appears course enrollment and achievement by gender are fairly balanced. However, the persistence rates for males (54%) is significantly higher than females at a difference of 23%. Having said that, women complete courses at a slightly higher rates than their male counterparts.
2. LatinX students make up less than 1/3 of the class enrollment but persist at 47% higher fall to fall then their white peers. The gender break down was not available for this data.
3. Minorities successfully complete these courses at the same rate, relatively, as white peers (85 vs 86%).

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

Currently students can receive the EMS certificate and can test for Police Officer training.

**2.5 Other Data**

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

N/A

## **Analysis**

### **2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

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

- The program classes are small compared to other colleges, allowing for one-on-one support for the student.
- Strong connections with law enforcement, courts, corrections, and medical service personnel.
- Adjuncts are all professionals, most with advanced degrees and others are highly technically skilled. They provide mentoring and offer real-world experience to the students. Current adjuncts serve as police officers, corrections officers, military personal, former federal law enforcement, the district attorney and sitting judges.
- The program uses online teaching tools effectively and efficiently, needed particularly for students who are working full-time and those who find difficulty in affording child care.
- Courses offered allow students to complete their degree within two years.
- New advisory board members possess the skills, knowledge, and practical experience that capture the essence of current career requirements and to update course content with an understanding of changing legislative issues and their effect on our curriculum.

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

- Difficulty in scheduling as we do not have sufficient historic data to predict the number of full-time student registration from term to term.
- Low number of students make data sampling less reliable and fluctuate significantly with relatively little change.
- Many courses are offered only one section per term resulting in classes being available only once per year/every other year. Part-time students may have to wait a full year before a needed prerequisite course is available to them.
- Rigorous program assessment and the completed RFI database, does not allow easily for measureable progress on learning outcomes.
- Possible cross content of information over multiple courses.

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

- Partnerships among school districts and colleges/universities
- Local surveys of high school juniors and seniors reflect a high interest in pursuing careers in criminal justice and public safety. We are in the process of creating programs to exploit and encourage those statistical findings.
- Scholarship funding has exceeded applicants. This will enable us to market those offerings.
- New adjuncts and growing online expertise.

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

- Tillamook is the largest and poorest county in the State of Oregon. Consequently, students have to endure great travel distances in order to attend TBCC. Creating transportation options would help to recruit students from various parts of the county.
- To develop new courses to update and meet with current law enforcement, corrections, and legislative issues. New courses would contribute to expanded student career opportunities. During the interim we will incorporate required updates into existing courses.
- To create social activities where students could participate and bring a fraternal sense of pride to the college (i.e. clubs, sports competition between curriculum majors, offering trophies, awards, prizes, and various way of recognition). Activities that would keep them on campus after class and meet with fellow students.
- Process approval for new courses to minimize bureaucratic requirements and to expedite implementation.

### **3.0 Student Learning Outcomes Assessment**

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

The Program (PLO) and Course Learning Outcomes (CLO) were revised prior to 2016 to better align them with Institutional Learning Outcomes (ILO) and institutional aims. CLOs are assessed by CJA faculty through a Request for Information (RFI) each term utilizing course evaluations, exams, assignments, and student projects. The faculty and Advisory Members will be getting together over the course of the coming year and regularly discuss course-level student outcomes and shared best practices associated with teaching and assessing CLOs. As a result, our goal will be to update courses regularly with changes implemented to improve teaching strategies and student learning.

While the newly implemented comprehensive assessment process started after the fall of 2017, through prior Request for Information (RFI), the following improvements to student learning were identified or implemented. As of Winter 2019 we are working diligently to ensure all courses are using this process.

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

The intelligence disparity of students combined with instructors' subjective evaluations could at times distort the validity of the assessment process. Recognizing that possibility, we designed course content with topics addressing real-world and contemporary issues that relate with the Tillamook community. This practice has resulted in positive Student Learning Outcomes and developed a focus on what they will take from the program that enables them to immediately contribute to the community and its labor market.

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



The challenge to provide continuity of the program with legislative changes affecting law enforcement practices and the community it serves. The introduction of new course content must also be consistent with those changes. The continuous monitoring of outcomes is triggered by a requirement to remain current in related teachings.

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

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

This program has not completed program review at the college prior to now. This will be the first full cycle for program review. There has been significant work over the past year as we have been working through the process which has included:

- EMS (which is embedded in CJ) has worked through a comprehensive state audit
- Numerous meetings with key internal stakeholders
- Complete and update the current CJ Degree Map
- Advisory Committees have been formed and convened twice in the 2018-2019 academic year
- Content and curriculum have been evaluated by program lead

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

No additional resources were allocated towards program planned activities at this time. Upon completion of the fully program review there may be funding needs identified.

#### **5.0 Program Plans**

##### ***5.1 Short-term Plans (three year cycle)***

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

- **Expand certificate offerings in the criminal justice program** that would be extended into the Legal Profession. There are currently only four career pathway certificate offerings in a limited field. Legal occupation positions are increasing at a 10% to 15% rate per year. These positions **MAY** include: Legal assistants, Legal support workers, Court, Municipal and License Clerks and Technical Writers. The legal certificate could also become a prerequisite to Paralegal studies. A full program evaluation and industry needs assessment will be completed prior to developing any additional certifications.
- Improve data gathering systems to allow for scheduling of courses that would enable students to receive their degree/certificate in a timely manner
- Update course content material in several courses that would include:

- The “Formerly Incarcerated Reenter Security Transformed Safely Transitioning Every Person Act”, commonly referred to as the “**First Step Act**”. This Prison Reform Bill was signed into law on December 21, 2018. It will have a profound effect on the entire criminal justice system.
- **Wrongful Conviction** – Study of Causes and Preventions: This subject matter is closely related to the First Step Act. Causes include, tunnel vision, eyewitness misidentification, false confessions, etc. Particular to “false guilty” pleas are certain at-risk-populations. An area of miscarriage of justice.
- **Cybersecurity**: With cybercrime tipped to the greatest threat at this point of human revolution, it is estimated that cybercrime will cost the world \$6 trillion annually by 2021, up from \$3 trillion in 2015. Criminal Justice and Business Administration cannot ignore the impact cybercrime has on society as a whole.
- **Human Trafficking**: A major serious criminal and humanitarian crisis occurring in the State of Oregon of which most are unaware. It should be a must in our curriculum. These Trafficking issues need to be surfaced with an awareness to the TBCC community, and can be done through our program offerings.
- Introduce a new course on **Corporate Security**: An understanding that times of uncertainty and terrorist alerts (850 active domestic terrorist cases are open at the time of this writing – Source: FBI) have tossed aside any notion of operating a business as usual. Security goes beyond the scope of protection from terrorism and violence but encompasses all activities associated with the world of crime, safety and ethics violations (theft, fraud, extortion, illegal drugs, conflict of interests, etc.) from which companies have to be protected and civil authority cannot adequately do so. Topics are expected to vary their offerings by addressing contemporary issues as the world and country dynamics dictate.

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

Most can be accomplished with little or no additional financial resources. The Cybersecurity offering would necessitate licensing of software at a cost of \$10 - \$20 per student. Cost can be negotiated as it is based on the number of students taking the course. There would be a need to attend two major conferences (i.e. International Association of Chiefs of Police, International Industry Security Conference or the annual meeting of the Association of Former Special Agents of the FBI. Associated registration and travel expenses would be minimal.

## **5.2 Long-term Plans (six year cycle)**

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

- Law enforcement and medical emergency service personnel often have to make quick decisions in carrying out their duties. Many times they are confronted with situations which they have not had previously experienced nor trained on how to perform and react. We anticipate developing interactive software, through software houses, for reactionary response training courses. It is anticipated that when the software is developed it will be

used by those serving the community and by students planning careers in law enforcement and emergency services. These courses could result in life saving and minimizing civil litigation suites. Once completed and successfully implemented and tested, it would be made available to community colleges statewide.

- Develop new courses consistent with those titled in Sec. 5.1.1 that will be updated and incorporated into the current curriculum.

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

Financial resources will be required for the interactive reactionary software to be developed. It is our plan to solicit the end users (police, sheriff, fire departments, emergency service, and hospital ambulance companies) for their input on course content and financial resource assistance. Development of other new courses will have little to no additional financial impact.

**6.0 Requests for Resources**

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

Type of Resource	Requested Amount	Potential Funding Source
Personnel	\$5,000	General Fund or Community Support
Facilities	TBD	TBD
Equipment	*EMS	TBD
Supplies	\$2,000	Grant or Community Support
Computer Hardware		
Computer Software	*\$300	License Paid by Students as Course
Training	\$1,500	Grant or Community Support
Other (promotion)	\$2,000	General Fund
Total Requested Amount	\$10,800	Multiple Sources

**6.1 Describe the resource request.**

With expanding course offerings additional personnel with a legal background will be required. Licensing software for usage in the application of new course content in Cybercrime studies. Travel expenses to at least two law enforcement seminars/conferences to stay current with that profession. Cost of developing interactive reactionary response training software has not yet

been determined. Negotiations with software houses will be held once financial commitments are agreed upon by the end users. (See 5.2.2).

**6.2 What program outcome(s) does the resource request address?**

Expanding certificate offerings in the Legal Profession will allow a broader career selection for the students. Revising the curriculum will ensure students are gaining relevant skills with qualifications to immediately enter the workplace upon successful completion of their studies. Course completion measures and assessments will be used to monitor the effectiveness of curriculum changes and their impact on student learning outcomes.

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

It is anticipated that by offering an expanded and new attractive curriculum, student enrollment will increase. The expansion will provide quality certificate programs and increase degree completion rates. All of which, combined with 6.2 above, provide measurable outcomes.

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

These resources will provide all-inclusive support for the students and those who serve the community. It opens opportunities for a diverse student body to successfully compete in the labor market and provides employers with a highly qualified pool of workers. TBCC’s partnering with law enforcement and EMS brings added resources together to improve a quality of life shared by the entire community.

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

*7.1 List Current Advisory Program Membership*

Advisory Committee Membership		
Name	Title/Job	Community of Interest
Paul Letersky	Criminal Justice Program Coordinator	TBCC
Jodi Richardson	EMS Adjunct Faculty/	TBCC/Adventist Health
Don Siemsen	EMS Coordinator/Adjunct Faculty/	TBCC/Fire Dept.
Anna Kleeman	K12 Medical Instructor	Tillamook HS
Teresa Rivenes	Chief Academic Officer	TBCC
Mike Bowman	Medical Director	Private Practice
Sgt. Matt Gorman	Sergeant	OR State Police
Lt. James Horton	Lieutenant	Tillamook County Sheriff
Mike Sims	TBD	Manzanita Dept of Public Safety
Joel Stevens	Adjunct Instructor/ Judge	TBCC
Daniella Bivens	Dean of Academic Partnerships	TBCC

Mike Gority		
Ryan Connell	Justice of the Peace	Tillamook OR

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

An agenda was provided to Advisory Members two weeks prior to the May 24, 2019 meeting. Invitations were sent to outside practitioners in areas of health care, EMS Services, Community Development Foundation, and Dual Credit High School Representatives. HECC members representing the State of Oregon, provided an overview of an EMS audit with support opinions by a physician in attendance. There were crossover comments and suggestions for both the CJ and PS sectors of the curriculum. Law enforcement and judicial personnel in attendance emphasized the importance, in the criminal justice profession, of studies in communications, writing, and public speaking. A new Advisory Committee Handbook was introduced and a draft copy sent out to the members for feedback before final publication.

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

CJ plans to do a follow up meeting with the Advisory Committee upon completion of the program review.

## **8.0 High School, Community, and Employer Outreach**

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

Our CTE program that directly ties to Criminal Justice is the Health Occupations Program of Study. The advisory committee reviews all program options including curriculum and based on employer feedback provides suggestions. Currently TBCC is in the process of formalizing and deploying a more robust structure around how to interact with advisory members. We have created a comprehensive manual that we are in the process of vetting with all faculty at TBCC and Perkins state leads.

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

Tillamook County public agencies, local and state police, sheriff, and correctional facilities are the main employers. Their perceptions of our program and its graduates are favorably looked upon. Current students have been hired by correctional facilities during the preparation time or this program review. We are alerted and recruited by these agencies when job openings occur with applicant requests from our students.

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

Employment opportunities available to our program completers in Benton, Clatsop, Columbia, Lincoln, and Tillamook Counties include: All Protective Services, Correctional Officers and Supervisors, Jailers, Police & Sheriff Patrol Officers, Recreation Protective Service Workers, Security Guards, Firefighters, and Fire Prevention Workers. There are also support position with the U.S. Forest Service, State and National Parks Service, Fish and Wildlife Service and Parking Enforcement Workers. These same positions would be available throughout the state.

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

- Labor market data was collected from the Oregon Employment Department, Workforce and Economic Research; Published June 26, 2018. The following projected job openings separately include; Northwest Oregon and the State of Oregon. (See Attachment).
- Additionally, and on a broader scale, there are fourteen (14) federal law enforcement agencies with over forty (40) departments and bureaus employing tens of thousands of workers for which our graduates would qualify. (See Attachment). Source: [www.justicestudies.com/federal.html](http://www.justicestudies.com/federal.html).
- Many other federal government offices are involved in law enforcement through inspections, regulation and control activities. Our EMS graduates would also qualify for positions with the Federal Emergency Management Agency (FEMA).

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

This program currently offers the majority of dual credits in the Health Occupations program of study which means that the majority of credits are affiliated most closely with the healthcare. There are currently four classes offered at one centralized high school. Our two other local high school send students who are interested in participating in the program to this centralized location.

TBCC Course#	TBCC Course Name	Credits	Equivalent High School Course	HS Credits
MP 111	Medical Terminology	4	MP 111	.5
CH130H	Intro to Today's Careers: Health	2	CG130H	.5
HE 110	CPR/AED for Prof. Rescuers	1	HE 110	.5
HE 112	Standard First Aid & Emerg. Care	1	HE 112	.5

Moving forward in 2019-2020 we will be adding additional courses both in term of course options and also with additional dual credit teachers in additional locations. The current dual credit teacher is looking to add a HE250 section which is Personal Health. Another local instructor who

teaches in the district to the south of TBCC will be looking to add the following courses onsite dual credit HE 110 or 112, AHA CPR/AED, Personal Health HE 250.

## **9.0 Executive Summary**

Tillamook Bay Community College's (TBCC) Criminal Justice and Public Safety (CJ/PS) program is designed to meet a broad range of student needs by engaging them in a learning process that involves critical thinking, active participation with law enforcement personnel and medical services staff. The curriculum courses have been successfully organized so that they have an overall application to recent high school graduates, incumbent workers, those seeking a career, and potential four-year transfer students.

Law enforcement, medical emergency, and healthcare professionals require a special responsibility to adhere to moral duty, that obligation being inherent in their work. Related ethical standards have been consistently professed in the forty-one (41) program offerings since 2017 and through this academic year. Program enrollment has held steady at around 200 during the above mentioned years. Retention percentage rates are somewhat skewed as limited historical data, student fluctuations between full-time and part-time registrants, and no CJ offerings in the Summer Term, all contribute to an annual lower number of student registration, resulting in inadequate samplings for an accurate view of student success. A student's successful completion rate however, offers a more positive outcome as the average course pass rate is 90.2%.

The Faculty and Advisory Committee Members will be discussing, in the coming year, course-level student outcomes and shared best practices associated with teaching and assessing Course Learning Outcomes. We have revised a new comprehensive assessment program and have begun working to ensure all courses will be included and utilized in its process.

Short-Term Plans are to:

- Complete needs assessment to determine areas for expansion
- Expand certificate offerings in the criminal justice program
- Improve data gathering systems relative to course scheduling
- Update course content material in several courses to include issues on Cybercrime/Cybersecurity, Human Trafficking, Wrongful Convictions, and the First Step Prison Reform Act
- Develop a course on Corporate Security
- Incorporate Personal Physical and Mental Health courses in Criminal Justice
- Develop separate committees for EMS/Public Health and Safety
- Expand the high school dual credit program

Long-Term Plans:

- Develop interactive software for reactionary response training courses in law enforcement, first responders and emergency medical personnel
- Continue updating courses to meet with legislative issues that affect the criminal justice system. Topics are expected to vary throughout the six year cycle as federal and state dynamics dictate,

## Chief Academic Officer Program Review Summary Page

I'd like to start this CAO review summary by thanking the faculty and staff for their hard work on this program review. In particular, Paul Letersky, Amy Alday-Murray and Daniella Bivens should be commended for their work and dedication to seeing this program review through to the end. We are fortunate to have faculty in this program that are not just educated and experienced, they are also currently employed in the field. We have adjuncts that include current law enforcement, corrections officers, forest rangers, military, prior federal law enforcement, district attorneys and sitting judges. Our students benefit from their wealth of expertise and industry connections. Additionally, our staff and faculty demonstrate a genuine commitment and desire to help our students succeed.

A few comments for consideration;

- The data suggests that retention and completion are improving. Having said that women appear to retain in lower numbers (though they appear to complete at a higher percentage). This suggests that while women fall away from the program, those that stick it out complete. We should explore this discrepancy and if inequities are found, address them. Our goal would be to see all students enroll, retain and complete.
- Course data suggests that students are passing classes. If students are passing classes, but not retaining, it may be that "life issues" get in the way. The staff and faculty suggested that daycare is a primary barrier. Developing a childcare center was removed as a goal from this program review as this is being looked at and addressed from both the college leadership and community (it is a much bigger conversation).
- The data, especially over the past year, suggests that guaranteed classes have been running with 1-3 students. This is not ideal, nor sustainable. As a result, we have switched scheduling to alternating years. It is acknowledged that this may make it more difficult for students to obtain needed classes. We need to actively market and recruit, and bring in more students, in order to reverse this decision.
- Program marketing has decreased in recent years. The ideal population to market this program to is high school juniors and seniors. They have two years to complete, will then turn 21 and they will enter the job force skilled and educated. In order to facilitate this we should explore adding dual credit classes and connecting with the local ROTC and cadets which would be an idea population for this program.
- Prior to growing this program, we need to take a deeper dive into the curriculum. It appears that there may be overlap in course content between courses. Is this intentional as students need repetition, or does this need to be addressed? Working with the course learning outcomes (CLO), program learning outcomes (PLO) and institutional learning outcomes (ILO) with the advisory committee should help answer these questions.
- Likewise, we need to get better data on how employers feel about our graduates. For example, the advisory board has stated, in past years, that students do not graduate with strong enough writing skills. We now have four courses of writing (RDWR 115, WR121, WR122/227 and Police Writing). Have these courses made the desired impact and improved graduates writing ability? This remains to be seen and we need to discover this through quantitative data.
- It would also be great to survey alumni about how the program has prepared them for workforce and how successful they have been finding employment in their field.



- Lastly, we need to look at student assessment data (CLO, PLO and ILO) to improve student learning and close the loop on student learning assessment and making program changes based on this data.
- Our EMS state audit and accreditation visit (attached) has clearly demonstrated that EMS does not fit well within Criminal Justice. Plans are underway to create a healthcare pathway which will be a better fit for EMS.
- Prior to growing the program, we need to make curriculum improvements, engage in focused marketing, and do research into what programs and projects would be most beneficial for TBCC students and our local community. The next step in program development should be a needs assessment to determine gaps including local and state employment gaps.

Goals moving forward include;

- Advisory committee curriculum review (courses, outcomes and maps) to include examination of CLO, PLO and ILO (mapping) to ensure outcomes are correct and comprehensive. If correct, a commitment to exploring this data for student learning improvement is needed.
- Developing high school partnerships, dual credit and expanded options courses
- Increased marketing, with focus on high school students/families
- Exploring partnerships with ROTC and the local cadets
- Employer survey to determine success of program graduates and gaps in student learning
- Exploring a job fair or career fair that would allow students to explore options in this field
- Researching areas of possible expansion that meet needs assessment requirements of the state
- Possible product exploration

I am excited to see the future of this program and changes made as we move forward to strengthen it. This is a great place to be.

## Appendix A. Program Review: Criminal Justice Program

**2016-2018**

### 2.1.a

#### 1. Course Enrollment

- a. Below is the total number of enrollments in CJA courses for each of the 3 academic years. Individual students may be counted more than once, if they enrolled in more than one CJA course.

Year	Total Enrollments
2016	205
2017	275
2018	208
<b>Grand Total</b>	<b>688</b>

- b. Below is total enrollment and 'course passing rate' for each course – again students may appear more than once, if they've taken more than one course. This isn't broken out by year or term, but includes all courses and enrollments over the 3 year period.

### 2.1.b

#### 2. Program Majors – The tables below describe the number of students who identify as CJA majors

- a. Total majors by year - If a student is enrolled for more than 1 year, they are counted in each year they enroll. The table also shows the number of majors as a percentage of all undergraduate students at the college.

b.

Academic Year	CJA		Other		Total #	Total %
	#	%	#	%		
2016	15	5%	311	95%	326	100%
2017	26	7%	327	93%	353	100%
2018	18	5%	358	95%	376	100%
<b>Grand Total</b>	<b>59</b>	<b>6%</b>	<b>996</b>	<b>94%</b>	<b>1055</b>	<b>100%</b>

- c. The charts below are to illustrate the demographic breakdown of CJA majors. The counts here are unduplicated – meaning that each student enrolled as a CJA major during this 3 year period is counted only once:

Major:	Women		Men		Total #	Total %
	#	%	#	%		
CJA	17	48.57%	18	51.43%	35	100.00%
Other Major	429	59.42%	293	40.58%	722	100.00%
<b>Grand Total</b>	<b>446</b>	<b>58.92%</b>	<b>311</b>	<b>41.08%</b>	<b>757</b>	<b>100.00%</b>

Major:	White		Latinx		Other		Total #	Total %
	#	%	#	%	#	%		

CJA	23	65.71%	6	17.14%	6	17.14%	35	100.00%
Other								
Major	515	71.33%	120	16.62%	87	12.05%	722	100.00%
<b>Grand Total</b>	<b>538</b>	<b>71.07%</b>	<b>126</b>	<b>16.64%</b>	<b>93</b>	<b>12.29%</b>	<b>757</b>	<b>100.00%</b>

### 2.1.c

#### 3. FTE –

- a. Total FTE earned by year, for the 77 courses in the table above.

Year	Total FTE
2016	18.160773
2017	25.149003
2018	20.705868
<b>Grand Total</b>	<b>64.015644</b>

### 2.1.d and 2.1.h

Year	Number of courses
2016	40
2017	41
2018	41
<b>Grand Total</b>	<b>122</b>

b. Number of courses/sections: (each course only taught once each year)

Year		Passed		No Pass	
		#	%	#	%
CG	130H 100 21	10	90.9%	1	9.1%
CJA	100 210 01	13	100.0%		0.0%
CJA	100 210 08	13	72.2%	5	27.8%
CJA	101 210 01	11	100.0%		0.0%
CJA	101 210 08	7	58.3%	5	41.7%
CJA	102 210 01	5	100.0%		0.0%
CJA	105 210 01	20	95.2%	1	4.8%
CJA	111 210 01	5	71.4%	2	28.6%
CJA	112 210 01	1	100.0%		0.0%
CJA	113 210 01	6	85.7%	1	14.3%
CJA	114 210 01	17	94.4%	1	5.6%
CJA	115 210 01	12	92.3%	1	7.7%
CJA	202 210 01	4	100.0%		0.0%
CJA	210 210 01	16	80.0%	4	20.0%
CJA	211 210 01	15	83.3%	3	16.7%
CJA	212 210 01	13	92.9%	1	7.1%
CJA	213 210 01	13	86.7%	2	13.3%
CJA	214 210 01	10	83.3%	2	16.7%
CJA	217 210 01	6	85.7%	1	14.3%
CJA	218 210 01	4	100.0%		0.0%
CJA	225 210 01	4	100.0%		0.0%
CJA	230 210 01	15	100.0%		0.0%
CJA	243 210 01	13	86.7%	2	13.3%
CJA	244 210 01	16	88.9%	2	11.1%
CJA	245 210 01	2	100.0%		0.0%
CJA	245 210 81	1	100.0%		0.0%
CJA	246 210 01	10	100.0%		0.0%
CJA	246 210 81	1	100.0%		0.0%
CJA	254 210 01	1	100.0%		0.0%
CJA	260 210 01	2	100.0%		0.0%
CJA	262 210 01	7	100.0%		0.0%
CJA	263 210 01	18	100.0%		0.0%
CJA	280A 210 01		0.0%	1	100.0%
EMS	105 210 01	34	91.9%	3	8.1%
EMS	106 210 01	26	92.9%	2	7.1%
HE	110 100 01	5	71.4%	2	28.6%
HE	110 100 21	9	100.0%		0.0%
MP	111 210 01	23	85.2%	4	14.8%
MP	111 210 06	47	92.2%	4	7.8%
MP	111 210 21	23	95.8%	1	4.2%
PS	201 100 01	24	92.3%	2	7.7%
PS	299 100 01	4	44.4%	5	55.6%
PSY	201 100 01	105	95.5%	5	4.5%
PSY	239 100 01	29	87.9%	4	12.1%
<b>Grand Total</b>		<b>620</b>	<b>90.2%</b>	<b>67</b>	<b>9.8%</b>

## 2.1.e

c. FTEF – I believe this is FTE per fulltime faculty load (16 credit load for 3 terms= 48 credits per year) which I believe is a measure of teaching load. A value of '1' equates to 1 fulltime faculty member needed. This is calculated excluding the summer term, so the FTE totals below are slightly smaller than the totals for the entire year, shown above.

Year	Total FTE	FTEF
2016	18.031363	0.375653
2017	25.149003	0.523938
2018	20.705868	0.431372
<b>Grand Total</b>	<b>63.886234</b>	

### 2.1.f

- d. Fill Rate – percentage of seats filled each year.

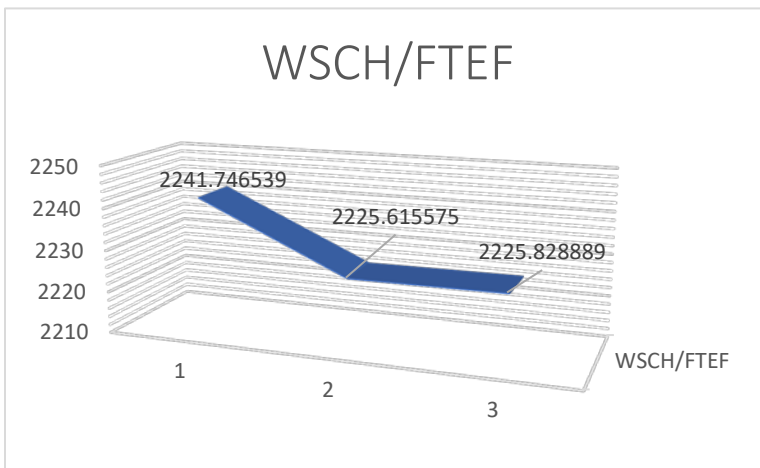
Year	Average of FillRate
2016	30.2%
2017	35.1%
2018	31.1%
<b>Grand Total</b>	<b>32.3%</b>

### 2.1.g

- e. WSCH – Weekly Student Contact Hours – (total enrollment x weekly contact hours)

Year	Sum of WSCH
2016	842
2017	1166
2018	960
<b>Grand Total</b>	<b>2968</b>

	2016	2017	2018
<b>WSCH</b>	842	1166	960
<b>FTEF</b>	0.3756	0.5239	0.4313
<b>WSCH/FTEF</b>	2241.747	2225.616	2225.829



- f. Retention – The chart below displays annual retention – meaning it’s the number of first-year students who return the following fall term. This includes first year students for the 3 year period. Each student is only counted once. Those students who earn a degree during that first year, and so wouldn’t be expected to return, are excluded.

### 2.1.h

Major	Retained		Not Retained		Total #	Total %
	#	%	#	%		
CJA	11	42.3%	15	57.7%	26	100.0%
Other	161	34.9%	300	65.1%	461	100.0%
<b>Grand Total</b>	<b>172</b>	<b>35.3%</b>	<b>315</b>	<b>64.7%</b>	<b>487</b>	<b>100.0%</b>

We can split the cohort by gender – and we see that among CJA majors the retention rate is 31% for women, compared to 54% for men. This includes only 26 students, so we shouldn’t make too much of this difference.

CJA Majors:	Retained		Not Retained	
Women	4	31%	9	69%
Men	7	54%	6	46%
Other Major's				
Women	98	37%	166	63%
Men	63	32%	134	68%

Similarly, we can compare the retention rates for CJA majors based on race. The retention rate for Latinx CJA majors is quite high – 83%. But again, there are only 6 Latinx students who are CJA majors in total, so we can't make a lot out of this.

## Appendix B Program Detail Review: Criminal Justice Program

There are four (4) courses that represent nearly all the prerequisites in the Criminal Justice curriculum:

- WR 121 - English Composition 1 (11 courses)
- CJA 105 – Introduction to Criminal Justice Systems (11 courses)
- RDWR – 115 Reading/Writing (9 courses)
- CJA 100 – Professions in Criminal Justice (8 courses)

There are only three other prerequisite courses:

- CJA 210 – Arrest, Search and Seizure (2 courses; CJA 230 Police Report Writing and CJA 245 Search Warrant Preparation).
- CJA 212 – Criminal Law (1 course; CJA 230 Police Report Writing).
- PSY 201 **or** 202 Introduction to Psychology Part 1 or Part 2. **Either** can be used as the prerequisite for PSY 239 Abnormal Psychology.

### Courses Requiring Prerequisite WR 121 – English Composition 1:

CJA 210 – Arrest, Search and Seizure

CJA 211 – Civil Liability & Ethics CJ

CJA 212 – Criminal Law

CJA 213 – Evidence

CJA 214 – Criminal Investigations

CJA 217 – Interviewing and Interrogations

CJA 218 – CJA Perspectives of Violence and Aggression

CJA 225 – CJ & US Constitution

CJA 243 – Narcotics and Dangerous Drugs

CJA 246 – Fish & Wildlife Enforcement

CJA 260 – Introduction to Correctional Institutions

### Courses Requiring Prerequisite RDWR 115 – Reading/Writing:

CJA 100 – Professions in Criminal Justice

CJA 101 – Cultural Diversity in CJ Professions

CJA 114 – Introduction to the Juvenile Process

CJA 115 – Introduction to Jail Operations

CJA 244 – Tactical Communications in Crisis Incidents

Comm 111 – Public Speaking

**RDWR 115 – Reading/Writing (Continued):**

PSY 101 – Psychology & Human Relations

PSY 201 – Intro to Psychology, Part 1

PSY 202 – Intro to Psychology, Part 2

**Courses Requiring Prerequisite CJA 105 – Intro to CJ System-Police/Courts/Corrections:**

CJA 210 – Arrest, Search, & Seizure

CJA 211 – Civil Liability & Ethics in CJ

CJA 212 – Criminal Justice

CJA 213 – Evidence

CJA 214 – Criminal Investigations

CJA 225 – CJ & US Constitution

CJA 260 – Intro to Correctional Institutions

CJA 262 – Intro to Correctional Treatment

CJA 263 – Intro to Correction Casework

CJA 280A – Cooperative Education

**Courses Requiring Prerequisite CJA 100 – Professions in CJ:**

CJA 210 – Arrest, Search & Seizure

CJA 211 – Civil Liabilities & Ethics

CJA 217 – Interviewing & Interrogations

CJA 218 – CJ Perspective of Violence and Aggression

CJA 243 – Narcotics & Dangerous Drugs

CJA 262 – Intro to Correctional Treatment

CJA 263 – Intro to Correctional Casework

CJA 280A – Cooperative Education

**Courses Requiring Prerequisite CJA 210 – Arrest, Search & Seizure:**



CJA 230 – Police Report Writing

CJA 245 – Search Warrant Preparation

**Course Requiring Prerequisite CJA 212 – Criminal Law:**

CJA 230 – Police Report Writing

**CURRICULUM MAP COMMENTS:**

**YEAR 1**

We will be in good shape if:

- 1.) CJA 105 can be offered in the Fall Term. It is a prerequisite for two courses in the Winter Term (CJA 243 and CJA 212), and two in the Spring Term. (CJA 263 and CJA 225). It is also a prerequisite for seven (7) courses in Year 2.
- 2.) Add RDWR 115 to the Fall Term. It is a prerequisite for three (3) courses in that Term (CJA 100, CJA 115, and WR 121). Also, it is required for one course in the Winter Term. (CJA 114), and one in the Spring Term (Comm111). It is a prerequisite for five (5) courses in Year 2.
- 3.) Offer CJA 210 in the Winter Term as it and CJA 212 are prerequisites for CJA 230 Police Report Writing which is scheduled in the Spring Term. Criminal Law (CJA 212) is already scheduled for the Winter Term. CJA 210 is also a prerequisite for CJA 245 which is scheduled for the Spring Term of Year 2.
- 4.) CJA 225 is titled CJ & US Constitution---**not** Constitutional Law as stated on the map. The course is an overview of the Constitution as it relates to professions in the Criminal Justice field. It focuses on Articles and Amendments related to criminal justice that limit government authority (law enforcement) and is not a study of the entire Constitution. It is scheduled for the Spring Term. *All that is necessary is to change the title.*

**YEAR 2**

Just two small issues here:

- 1.) We should offer Introduction to Psychology Part 1 (PSY 201) **or** (PSY 202) Part 2 in the Winter Term. **Either one** can be the prerequisite for Abnormal Psychology (PSY 239) which is scheduled in the Spring Term.
- 2.) The Map shows Physical Geology (**GS 106**) in the Spring Term. However, the TBCC Catalog shows that Physical Geology is course number (**G 202**). Physical *Science* (Geology) is listed in the catalog as (**GS 106**). I assume this course satisfies a science requirement. If so, we should insert the word *Science* into the title.

## Appendix C. CRIMINAL JUSTICE & PUBLIC SAFETY EMPLOYMENT PROJECTIONS

### Northwest Employment Projections: Benton, Clatsop, Columbia, Lincoln, Tillamook Counties:

#### Employment Categories

Positions	2017 employment	2027 projection	% of change	*RO
Protective Services	1943	2122	9.2%	2539
Supervisor Corrections	31	30	-3.2%	19
Supervisor Police & Detective	102	109	6.9%	69
Supervisor Fire Fighting and Prevention Workers		- s-		
Firefighters	230	243	5.7%	166
Correction Officers and Jailers	117	109	- 6.8%	83
Police & Sheriff Patrol Officers	321	346	7.8%	236
Recreation Protective Service Workers		- s -		
Security Guards	539	639	18.6%	864
Protection Service Workers – All Others	223	237	6.3%	516

#### State of Oregon Employment Projections:

Positions	2017 employment	2027 projection	% of change	*RO
Protective Services	34,410	36,806	7.0%	40,336
Supervisor Corrections	422	401	- 5%	269
Supervisor Police & Detectives	1,293	1,376	6.4%	7844
Supervisor Firefighting and Prevention Workers	1,435	1,529	6.6%	956
Firefighters	3,903	4,215	8.0%	2,630
Correction Officers & Jailers	4,166	4,008	-3.8%	3,279
Police & Sheriff Patrol Officers	5,289	5,663	7.1%	3,456
Recreation Protective Service	2,201	2,382	8.2%	5,592

Security Guards	8,527	9,544	11.9%	11,732
Protective Service Workers,				
All Others	1,795	1,940	8.1%	4,222

\*RO---Replacement Openings

- s – Means suppressed for confidentiality or insufficient data available

Source: Oregon Employment Department, Workforce and Economic Research,

Published, June 26, 2018

## **Appendix D. FEDERAL LAW ENFORCEMENT AGENCIES**

### **Department of Agriculture:**

U.S. Forest Service

### **Department of Commerce:**

Bureau of Export Enforcement

National Marine Fisheries Administration

### **Department of Defense:**

Air Force Office of Special Investigations

Army Criminal Investigative Division

Defense Criminal Investigative Service

Naval Investigative Service

### **Department of Energy:**

National Nuclear Safety Administration

Office of Mission Operations

Office of Secure Transportation

### **Department of Health and Human Services:**

Food and Drug Administration, Office of Criminal Investigations

### **Department of Homeland Security:**

Federal Law Enforcement Training Center

Federal Protective Service

Homeland Security Investigations

Transportation Security Administration

U.S. Coast Guard

U.S. Customs and Border Protection --- includes U.S. Border Patrol

U.S. Immigration and Customs Enforcement

U.S. Secret Service

### **Department of the Interior:**

Bureau of Indian Affairs

Bureau of Land Management

### **Department of the Interior (continued)**

Fish and Wildlife Service

National Parks Service

U.S. Park Police

### **Department of Justice:**

Bureau of Alcohol, Tobacco, Firearms and Explosives

Bureau of Prisons

Drug Enforcement Administration  
Federal Bureau of Investigation  
U.S. Marshals Service

**Department of Labor:**

Office of Labor Racketeering

**Department of State:**

Diplomatic Security Service  
Department of Transportation  
Federal Air Marshals Program

**Department of the Treasury:**

Internal Revenue Service, Criminal Investigation Division  
Treasury Inspector General for Tax Enforcement

**Department of Veterans Affairs:**

Office of Security and Law Enforcement

**U.S. Postal Service:**

Postal Inspection Service

**Other Offices with Enforcement Personnel:**

AMTRAK Police  
Bureau of Engraving and Printing Police  
Environmental Protection Agency, Criminal Investigations Division  
Federal Reserve Board  
Tennessee Valley Authority  
U.S. Capitol Police  
U.S. Mint  
U.S. Supreme Court Police  
Washington, DC, Metropolitan Police Department

**Appendix E. EMS State Audit**

**OREGON HIGHER EDUCATION COORDINATING COMMISSION**

**EMERGENCY MEDICAL TECHNICIAN PROGRAM ACCREDITATION SELF-  
STUDY  
FOR NON-PARAMEDIC COURSES**



**4301 3rd Street  
Tillamook, OR 97141**

**503.842.8222**  
[tillamookbaycc.edu](http://tillamookbaycc.edu)

**May 23-24, 2019**

**Don Siensen, Program Coordinator, Instructor**

Email: [donald.siensen@mail.tillamookbaycc.com](mailto:donald.siensen@mail.tillamookbaycc.com)

<http://tillamookbaycc.edu/programs-services/degrees-programs/associate-of-applied-science-criminal-justice-public-safety/>

## B. INSTITUTIONAL GENERAL INFORMATION

### B.1 College and Program Administration

#### Chief Executive Officer for the Institution

name	Ross Tomlin	Address	4301 3rd Street
credentials	ED.D.		Tillamook, OR 97141
title	President		
email address	<a href="mailto:rosstomlin@tillamookbaycc.edu">rosstomlin@tillamookbaycc.edu</a>		
office phone	503.842.8222 x 1015		

#### Dean or Comparable Administrator

name	Teresa Rivenes
credentials	Ph.D. Ed., Ph.D. Psychology
title	Chief Academic Officer
email address	<a href="mailto:teresarivenes@tillamookbaycc.edu">teresarivenes@tillamookbaycc.edu</a>
office phone	503.842.8222 x 1030

#### Program Director / Coordinator

name	Don Siemsen Paramdic
credentials	Instructor/Coordinator
title	<a href="mailto:siemsendon@gmail.com">siemsendon@gmail.com</a>
email address	
office phone	503.842.8222

#### Medical Director

name	Mark Bowman	Address	1105 5th Street
credentials	MD		Tillamook, OR 97141
title	Medical Director		
email address	<a href="mailto:bowmanmr@gmail.com">bowmanmr@gmail.com</a>		
office phone	503.842.3750		

#### Assistant or Associate Medical Director

name	NA
credentials	
title	
email address	
office phone	

below place an X under the one that applies

B.2 Is the Program a consortium with another institution or agency?	Yes	No
		X

below place an X under the one that applies

**B.3 Institutional Accreditation**

**Yes**

**No**

Is the institution accredited by the NW Commission on Colleges and Universities?

X

If accreditation is through another accrediting body, list their

When does the current college accreditation expire?

2021

initial 2014

What is the date of the next institutional accreditation?

2021

below place an X under the one that applies

**Does your College offer a Paramedic Degree Program? If no, skip to section B.5.**

**Yes**

**No**

X

**B.4 Paramedic Program Accreditation**

below place an X under the one that applies

**Yes**

**No**

Is the Program accredited by CAAHEP?

What is the month and year of the last CoAEMSP self study submitted

What is the date of the last accreditation?

What is the year in which your next CoAEMSP self study will be due?

**Provide the documents listed in Tab I. Paramedic Review**



**B.5 In the box below provide a narrative history of the program since its beginning, include current and future plans for program development and any unique characteristics of the program.**

Tillamook Bay Community College (TBCC) is located in Tillamook County, Oregon and serves fifteen cities and towns within the county. From the county-wide population of 26,000, approximately 2,000 students enroll in TBCC classes each year. The College offers degrees in the Associate of Arts, Associate of Science, Associate of Applied Science, along with Career and Technical Certificates.

Founded in 1981, the College was managed by Portland Community College until 2014 when the College received its regional accreditation through the Northwest Commission on Colleges and Universities. The Emergency Medical Technician (EMT) courses have been offered at the College since 2000. Initially offered as stand alone courses, they became part of the Criminal Justice and Public Safety Program in 2014 and they currently offer a certificate in Emergency Medical Services (EMS). Students must complete the following courses to earn the EMS Certificate:

EMT 105	Emergency Medical Technician, Part 1	5 credits
EMT 106	Emergency Medical Technician, part 2	5 credits
HE 110	CPR/AED for Prof. Rescuers & Health Care Providers	1 credit
CG 130H	Introduction to Today's Careers: Health	2 credits
MP 111	Medical Terminology	4 credits

TBCC's EMS Program provides the community with well-trained and certified EMTs needed in the County's EMS, fire and police agencies. The healthcare community and EMS agencies support the college's students with clinical and field training. The College hopes to build on these industry relationships in the future.

Currently they are undergoing an in-depth process with their industry partners and other stakeholders to look at expanding Healthcare Pathways and degree programs. Under this, EMS would become part of a new Healthcare Program.

**C. PROGRAM INFORMATION**

Place NA in the Enrollment Date line if you do not offer the course.

**C.1 Types of EMS Courses Offered**

Emergency Medical Responder	Enrollment Date	Completion Date	Maximum Enrollment	Actual # Enrolled	# Students in Progress	# Dropped Course	# Completed Course	# students 1st attempt / passing	# students subsequent attempt / passing	Total students certified
	not offered									

Emergency Medical Technician	Enrollment Date	Completion Date	Maximum Enrollment	Actual # Enrolled	# Students in Progress	# Dropped Course	# Completed Course	NR Exam # students 1st attempt / passing	NR Exam # students subsequent attempt / passing	NR Exam # students certified
	W-SP 2019	Sp 2019	20	16	11		IP			
	W-SP 2018	6/15/18	20	16	0	6	10	2	3	5
	W-SP 2017	Sp2017	20	12						
	W-SP 2016	Sp 2016	20	16						

OR EMT Intermediate	Enrollment Date	Completion Date	Maximum Enrollment	Actual # Enrolled	# Students in Progress	# Dropped Course	# Completed Course	Licensing exam # students 1st attempt / passing	Licensing exam # students subsequent attempt / passing	Total students licensed
	not offered									

Advanced EMT	Enrollment Date	Completion Date	Maximum Enrollment	Actual # Enrolled	# Students in Progress	# Dropped Course	# Completed Course	NR Exam # students 1st attempt / passing	NR Exam # students subsequent attempt / passing	Total students certified
	not offered									

below place an X by the one that applies

C.2 Does your Program offer the 1 year certificate for EMT and prerequisite coursework? Yes No  
 If yes, how many certificates were awarded in the past 2 years?  x

**Note: TBCC offers a 17 credit EMS Career Path Certificate, 2 certificates were awarded in 2017-2018**

Does your Program accept transfer students from other Oregon Programs? Yes No  
 x

Does your Program accept transfer student from Programs outside of Oregon? Yes No

If a student has started a course at a different school, are they allowed to transfer into your program to complete the training? Yes No

If yes, place a copy of the transfer policy or requirements in Folder C. Program Information.

Does the program articulate with secondary programs? Yes No

If yes, place a copy of the articulation agreement(s) in Folder C. Program

C.3 **Location(s) where courses are offered** Yes NO  
 Does your program offer course at locations other than the main college campus?

List the name and address of each location where courses are offered,

C.3.1

**Name:** Tillamook Bay Community College Main Campus  
**Address** 4301 Third Street  
**City** Tillamook **State:** **zip** 9714

**Courses offered at this location:**

EMR	EMT	EMT-I	AEMT	Paramedic
	X			

C.3.2

**Name:**  
**Address**  
**City** **State** **zip**

**Courses offered at this location:**

EMR	EMT	EMT-I	AEMT	Paramedic

C.3.3

**Name:**  
**Address**  
**City** **State:** **zip**

**Courses offered at this location:**

EMR	EMT	EMT-I	AEMT	Paramedic

C.3.4

**Name:**  
**Address**  
**City** **State:** **zip**

**Courses offered at this location:**

EMR	EMT	EMT-I	AEMT	Paramedic

C.3.5

<b>Name:</b>					
<b>Address City</b>			<b>State:</b>		
				<b>zip</b>	
<b>Courses offered at this location:</b>					

**C.4.0 Advisory Committee**

**EMS Programs / Courses must maintain an Advisory Committee that meets at least three times a year. The committee membership should be representative of the EMS communities of interest. EMS faculty and staff membership is considered ex officio, non voting members. Colleges offering the AAS Paramedicine Degree refer to the CoAEMSP Advisory Committee standards and interpretations for committee membership and requirements.**

C.4.1

<b>Advisory Committee Membership</b>	
<b>Name</b>	<b>Community of Interest</b>
Paul Letersky	TBCC Criminal Justice Program Coordinator
Jodi Richardson	TBCC EMS Adjunct Faculty / Adventist Health
Don Siemsen	TBCC EMS Adjunct Faculty / FD
Anna Kleeman	K12 Tillamook High School
Teresa Rivenes	TBCC Chief Academic Officer
Dr. Mike Bowman	MD, Private Practice / Program's Medical Director
Sgt. Matt Gorman	OR State Police
Lt. James Horton	Tillamook County Sheriff
Mike Sims	Manzanita Department of Public Safety
Joel Stevens	TBCC Adnunct Faculty / Judge
Daniella Bivens	TBCC / Dean of Academic Partnerships
Ryan Connell	Justice Clerk / Justice of the Peace, Tillamook, OR

**Place a copy of the minutes from each of the EMS Advisory Committee meetings for the last three years in Folder C.**

C.5.0

Program Evaluation								Yes	No
Does the College evaluate the effectiveness of the instructional program?								x	
Is every course evaluated?								x	
<b>If no, place an X next to the courses listed below that are evaluated?</b>									
EMR		EMT		EMT-I		AEMT			
<b>Place an X in the box designating the method of evaluation next to the persons who participate in the evaluation:</b>								<b>Interview</b>	<b>Survey</b>
students									x
faculty								3 yr review	
advisory committee									x
clinical supervisors								x	
field preceptors								x	
employers									
graduates									
								<b>YES</b>	<b>NO</b>
Does the Advisory Committee and Medical Director review the data at least									x

Place copies of the evaluation summative data for the last 3 years in Folder C.



**D.2 INSTRUCTIONAL PROGRAM: CLINICAL**

How many clinical affiliates does your program use?

EMT	EMT-I	AEMT	Paramedic
2	NA	NA	NA

Place a copy of each affiliate agreement in the Folder D. Instructional Program

Complete the following for each of the program's clinical affiliates. If you have more than 5 affiliates, a blank copy of this format is in the attachments. Use the copy to complete the information for all of your affiliates.

D.2.1

Clinical Affiliate: site name: Tillamook Regional Medical Center address: Adventist Health Tillamook Services 1000 Third Street Tillamook, OR 97141	Clinical site contact name/credential: Gina Seufert, RN/BSN, CPHQ Vice President of Physician & title: Clinic email: 503 842 4444				
EMS Courses using this site for clinical experience: <b>Place an X under all that apply</b>	EMT	EMT-I	AEMT	Paramedic	
	x				
Departments at this site where student are placed for clinical <b>Place an X under all that apply</b>	ED	OR	Pediatrics	Other (list below)	
	x				

D.2.2

Clinical Affiliate: site name: Tillamook Regional Medical Center address: Adventist Health Tillamook 1000 Third Street Tillamook, OR 97141	Clinical site contact: name/credential: Mike Gority title: TRMC Ambulance Training email: phone:				
EMS Courses using this site for clinical experience: <b>Place an X under all that apply</b>	EMT	EMT-I	AEMT	Paramedic	
	x				
Departments at this site where student are placed for clinical <b>Place an X under all that apply</b>	ED	OR	Pediatrics	Other (list below)	
	x			x	

D.2.3

Clinical Affiliate: site name: address:	Clinical site contact: name/credential: title: email: phone:				
EMS Courses using this site for clinical experience: <b>Place an X under all that apply</b>	EMT	EMT- I	AEMT	Paramedic	
Departments at this site where student are placed for clinical <b>Place an X under all that apply</b>	ED	OR	Pediatrics	Other (list below)	

D.2.4

Clinical Affiliate: site name: address:	Clinical site contact: name/credential: title: email: phone:								
EMS Courses using this site for clinical experience:	<b>Place an X under all that apply</b> <table border="1" style="float: right; margin-left: 20px;"> <tr> <td style="width: 50px;">EMT</td> <td style="width: 50px;">EMT-I</td> <td style="width: 50px;">AEMT</td> <td style="width: 50px;">Paramedic</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	EMT	EMT-I	AEMT	Paramedic				
EMT	EMT-I	AEMT	Paramedic						
Departments at this site where student are placed for clinical	<table border="1" style="float: right; margin-left: 20px;"> <tr> <td style="width: 50px;">ED</td> <td style="width: 50px;">OR</td> <td style="width: 50px;">Pediatrics</td> <td style="width: 50px;">Other (list below)</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	ED	OR	Pediatrics	Other (list below)				
ED	OR	Pediatrics	Other (list below)						
<b>Place an X under all that apply</b>									

D.2.5

Clinical Affiliate: site name: address:	Clinical site contact: name/credential: title: email: phone:								
EMS Courses using this site for clinical experience:	<b>Place an X under all that apply</b> <table border="1" style="float: right; margin-left: 20px;"> <tr> <td style="width: 50px;">EMT</td> <td style="width: 50px;">EMT-I</td> <td style="width: 50px;">AEMT</td> <td style="width: 50px;">Paramedic</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	EMT	EMT-I	AEMT	Paramedic				
EMT	EMT-I	AEMT	Paramedic						
Departments at this site where student are placed for clinical	<table border="1" style="float: right; margin-left: 20px;"> <tr> <td style="width: 50px;">ED</td> <td style="width: 50px;">OR</td> <td style="width: 50px;">Pediatrics</td> <td style="width: 50px;">Other (list below)</td> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table>	ED	OR	Pediatrics	Other (list below)				
ED	OR	Pediatrics	Other (list below)						
<b>Place an X under all that apply</b>									



**D.3 INSTRUCTIONAL PROGRAM: FIELD**

How many field affiliates does your program use?

EMT	EMT-I	AEMT	PARAMEDI
4	NA	NA	NA

Place a copy of each affiliate agreement in Folder D. Instructional Program

Complete the following for each of the program's field affiliates. If you have more than 5 affiliates, a blank copy of this format is in the attachments. Use the copy to complete the information for all of your affiliates.

In Folder D, place a copy of the tracking system summary showing that the clinical and field goals can be met by the current clinical and field affiliates.

D3.1

Field Affiliate: address: P.O. Box 708 Garibaldi, OR 97118	Garibaldi Rural Fire Department 107 Sixth Street	Field site contact: title: email: phone: 503.322.3327
<b>For the questions below, place an X under yes or no as it applies.</b>		<b>YES          NO</b>
Is this agency a transporting agency?		
Are students allowed to perform the skills required for the level of EMT		
Are students assigned to units responding to 911 calls?		
<b>EMS Courses using this site for field experience: place an X under all that apply</b>	<b>EMT</b>	<b>EMT -I</b>
	x	NA
		NA
		NA
<b>Fill-in the number under each level using this site.</b>		
Approximately how many calls do students run per shift?		
How many hours is each shift?		
How many shifts is a student assigned at this site?		

D3.2

Field Affiliate: address: Manzanita, OR 97130 phone:	Manzanita Fire Department 165 Fifth Street email: 503.368.7229	Field site contact: title: email: phone: 503.368.7229
<b>For the questions below, place an X under yes or no as it applies.</b>		<b>YES          NO</b>
Is this agency a transporting agency?		
Are students allowed to perform the skills required for the level of EMT that they are studying?		
Are students assigned to units responding to 911 calls?		
<b>EMS Courses using this site for field experience: place an X under all that apply</b>	<b>EMT</b>	<b>EMT -I</b>
	x	NA
		NA
		NA
<b>Fill-in the number under each level using this site.</b>		
Approximately how many calls do students run per shift?		
How many hours is each shift?		
How many shifts is a student assigned at this site?		

D3.3

Field Affiliate: City address:	Paciic	Field site contact: title: email: phone:
<b>For the questions below, place an X under yes or no as it applies.</b>		<b>YES          NO</b>
Is this agency a transporting agency?		
Are students allowed to perform the skills required for the level of EMT Are students assigned to units responding to 911 calls?		
<b>EMS Courses using this site for field experience: place an X under all that apply</b>	<b>EMT</b>	<b>EMT -I</b>
	x	NA
		NA
		NA
<b>Fill-in the number under each level using this site.</b>		
Approximately how many calls do students run per shift?	10	
How many hours is each shift?		
How many shifts is a student assigned at this site?		

D3.4

<p>Field Affiliate: address: Tillamook Regional Medical Center Adventist Health Tillamook 1000 Third Street Tillamook, OR 97141</p>	<p>Field site contact: title: email: phone:</p>	<p>Mike Gority   503.842.4444</p>														
<p><b>For the questions below, place an X under yes or no as it applies.</b></p>																
<p>Is this agency a transporting agency?</p>	<p><b>YES</b></p>	<p><b>NO</b></p>														
<p>Are students allowed to perform the skills required for the level of EMT Are students assigned to units responding to 911 calls?</p>																
<p><b>EMS Courses using this site for field experience: place an X under all that apply</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">EMT</th> <th style="width: 25%;">EMT -I</th> <th style="width: 25%;">AEMT</th> <th style="width: 25%;">Paramedic</th> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> <td style="text-align: center;">NA</td> </tr> </table>	EMT	EMT -I	AEMT	Paramedic	x	NA	NA	NA							
EMT	EMT -I	AEMT	Paramedic													
x	NA	NA	NA													
<p><b>Fill-in the number under each level using this site.</b></p>																
<p>Approximately how many calls do students run per shift?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">10</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	10														
10																
<p>How many hours is each shift?</p>																
<p>How many shifts is a student assigned at this site?</p>																

D3.5

<p>Field Affiliate: address: Tillamook Regional Medical Center Adventist Health Tillamook 1000 Third Street Tillamook, OR 97141</p>	<p>Field site contact: title: email: phone:</p>	<p>Michelle Dunaway   503.842.4444</p>														
<p><b>For the questions below, place an X under yes or no as it applies.</b></p>																
<p>Is this agency a transporting agency?</p>	<p><b>YES</b></p>	<p><b>NO</b></p>														
<p>Are students allowed to perform the skills required for the level of EMT Are students assigned to units responding to 911 calls?</p>																
<p><b>EMS Courses using this site for field experience: place an X under all that apply</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">EMT</th> <th style="width: 25%;">EMT -I</th> <th style="width: 25%;">AEMT</th> <th style="width: 25%;">Paramedic</th> </tr> <tr> <td style="text-align: center;">x</td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> <td style="text-align: center;"></td> </tr> </table>	EMT	EMT -I	AEMT	Paramedic	x										
EMT	EMT -I	AEMT	Paramedic													
x																
<p><b>Fill-in the number under each level using this site.</b></p>																
<p>Approximately how many calls do students run per shift?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">5</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	5														
5																
<p>How many hours is each shift?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">8</td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> <td style="width: 25%;"></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </table>	8														
8																
<p>How many shifts is a student assigned at this site?</p>																

**E. PROGRAM STAFFING**

**E.1 Program Faculty**

Fill in the requested information for each of the program's staff members.

Place the following documents in Folder E:

A copy of each staff member's CV or Resume

A copy of the position description for each position

Name & Credentials	Level Instructing place an X under each level instructed by each of the names listed					Years in Position	Full time (FT) or Part time (PT)	List the percentage of time worked in each area of	
	EMR	EMT	EMT-I	AEMT	Para- medic			Lecture	Lab
Don Siemsen		x				2	PT	50.00%	50.00%
Jodi Richardson		x				3	PT	50.00%	50.00%

Yes	Does your Program Director have release time for program administration?	No
		x
	If yes, what percentage of time?	

Yes	Does your program have a designated administrative support person?	No
		x
	How many FTE are dedicated to the EMS program?	

Medical Director, Associate Medical Director or Assistant Medical Director		
Name	OR License #	Type of Practice
Mark Bowman, MD	MD18668	Private Practice, formerly ED Director

Place the following Medical Director document in Folder E:  
 CV or Resume for each Medical Director  
 A copy of the contract for services with each.  
 A copy of the position description for each position

**E.2 Clinical and Field Preceptors Training**

	Yes	No
For each EMS course level, do the clinical supervisors and field preceptors receive an orientation covering the course requirements and goals before working with students?	x	

Place a copies of the training outline(s) and rosters with names and dates of the training conducted in folder E.

## F. RESOURCES

### F.1 Financial

	Yes	No
Is the budget adequate to cover the costs of running the course? including personnel costs, equipment and supplies.	x	
Have any of the courses gone without needed resources due to lack of funding?	x	

**Place a copy of the budget in Folder F.**

### F.2 Facilities

Is there adequate classroom space to comfortably seat all students?	x	
Are the classroom well-lit with furnishings in good condition, clean and in adequate numbers for all students to be comfortable?	x	
Is there adequate lab space for students to learn and perform skills in an clean well-lit environment?	x	

What is the student to instructor ratio for labs?

5:1

Does the campus have adequate computer labs available for student use?	x	
Is Wi-Fi available for student and instructor use?	x	

Is there adequate restroom facilities within a close distance that are safe, clean and in good working order?	x	
---	---	--

### F.3 Teaching Aids

Are the teaching materials (textbooks, instructor manuals, web based materials ) current and available for the faculty and students?	x	
--	---	--

**Place a list of currently used textbooks and teaching resources in Folder F. Include web resources uses.**

Do the classrooms have adequate AV equipment in good working order?	x	
---	---	--

**Place a list of the AV/technical equipment provided in the classrooms in Folder F.**

**F.4 EMS Equipment and Supplies**

Are there adequate quantities of EMS equipment in good working condition available for all courses?	x	
Is there a plan for replacement and repair of equipment?	x	
<b>Place a copy of the repair and replacement plan in Folder F.</b>		
Are there adequate quantities of disposable supplies available for all courses?	x	
Is there a policy for cleaning, disinfecting or the disposal of supplies and equipment?	x	
<b>Place a copy of the cleaning policy in Folder F.</b>		
Is equipment ever borrowed from agencies?	x	
Is in-service equipment or apparatus ever used for teaching?		x

**F.5 Clinical Field and Resources**

Are the clinical resources adequate for each student to meet the required goals of patient ages, complaints, and procedures?	x	
Are the field resources adequate for each student to meet the required goals of patient ages, complaints, procedures and team leads?	x	

**For each course, place a copy of the completed goals tracking showing that students have met the required goals.**

**For any of the questions above where the answer is no, write a short explanation, include examples and a description of how the courses are taught without adequate resources. Reference each explanation to tab F and the associated item number, (ie. F.1,, F.2, etc). Place your explanation(s) in Folder F.**

## G. Support Services

### G.1 Admissions

		Yes	No
Does the college publish an annual catalog ?		x	
Is the college catalog available online?		x	
List the catalog web address:	<a href="http://tillamookbaycc.edu/admissions-registration/register-for-courses/course-catalog-schedules/">http://tillamookbaycc.edu/admissions-registration/register-for-courses/course-catalog-schedules/</a>		
Does the college have an admissions office with adequate staff available to help students navigate the application and admissions process?		x	
Is the admissions process clearly spelled out in the catalog?		x	
List the Admissions Office web address:	<a href="http://tillamookbaycc.edu/admissions-registration/">http://tillamookbaycc.edu/admissions-registration/</a>		
Does the college have a Registrar's Office with adequate staff to assist with records, registration, grades and transcripts?		x	
Are student grades and transcripts maintained permanently?		x	
Are students required to take math and writing assessment test prior to entrance into there first EMS course?		x	
Does the college have a Financial Aid office and adequate staffing to help students understand the financial aid opportunities, application and award process?		x	
Are Veterans Benefits available for EMS?		x	
Are there grants, scholarship or loan that will apply to students in EMS courses?		x	
List the Financial Aid Office web address:	<a href="http://tillamookbaycc.edu/paying-for-college/financial-aid/types-of-aid/">http://tillamookbaycc.edu/paying-for-college/financial-aid/types-of-aid/</a>		

### G2. Library

Does the college have an on-campus library with staffing available to assist students?		x	
Does the college have online library services?		x	
Does the college have inter-library services?		x	
List the Library's web address:	<a href="http://tillamookbaycc.edu/library/">http://tillamookbaycc.edu/library/</a>		

### G3. Advising

Are academic advising services available to EMS student?		x	
Are tutoring services available to EMS students?		x	
Does the college have career counseling services available to EMS students?		x	

**G4. Student Health and Safety**

Does the college have health and personal counseling services available to EMS students?	x	
Are immunizations and other health records confidentially maintained in a secure location and only accessible to designated staff?	x	
Does the college have a policy on student health and immunization for clinical practice that is in compliance with ORS 409-030-0130?	x	

**Place a copy of the student health and immunization policy in Folder G.**

Is there campus safety available to assist student with safety needs all hours of active class sessions?	x	
--	---	--

## H. Policies and Procedures

Provide verification of policies and procedures in clearly defined and published practices of the institution by providing the policy title, web address and page number. If your institution does not have electronic access to these documents, place a copy of the policy in Folder H.

Institution wide Policies and Procedures	Web Address	Catalog page #
Institution's Accreditation Status	<a href="http://tillamookbaycc.edu/discover-tbcc/strategic-planning-accreditation/">http://tillamookbaycc.edu/discover-tbcc/strategic-planning-accreditation/</a>	8
Admissions	<a href="http://tillamookbaycc.edu/admissions-registration/apply-for-admissions/">http://tillamookbaycc.edu/admissions-registration/apply-for-admissions/</a>	91
FERPA, Confidentiality / Non Disclosure	<a href="http://tillamookbaycc.edu/security-safety-and-equal-opportunity/">http://tillamookbaycc.edu/security-safety-and-equal-opportunity/</a>	127
Non-Discrimination	<a href="http://tillamookbaycc.edu/security-safety-and-equal-opportunity/">http://tillamookbaycc.edu/security-safety-and-equal-opportunity/</a>	8
Students With Disabilities	<a href="http://tillamookbaycc.edu/programs-services/disability-services/">http://tillamookbaycc.edu/programs-services/disability-services/</a>	101
Academic Progress	<a href="http://tillamookbaycc.edu/paying-for-college/financial-aid/satisfactory-academic-progress/">http://tillamookbaycc.edu/paying-for-college/financial-aid/satisfactory-academic-progress/</a>	96
Transfer Credits		17
Credit for Experiential Learning		108
Drugs and Alcohol	<a href="http://tillamookbaycc.edu/security-safety-and-equal-opportunity/">http://tillamookbaycc.edu/security-safety-and-equal-opportunity/</a>	120
Tuition and Fees	<a href="http://tillamookbaycc.edu/paying-for-college/">http://tillamookbaycc.edu/paying-for-college/</a>	7
Grading and Course Credits	<a href="http://tillamookbaycc.edu/paying-for-college/financial-aid/satisfactory-academic-progress/">http://tillamookbaycc.edu/paying-for-college/financial-aid/satisfactory-academic-progress/</a>	103
Student Grievance		118



Withdrawal and Refunds	<a href="http://tillamookbaycc.edu/paying-for-college/financial-aid/satisfactory-academic-progress/repayment-of-financial-aid-funds/">http://tillamookbaycc.edu/paying-for-college/financial-aid/satisfactory-academic-progress/repayment-of-financial-aid-funds/</a>	6
Student Liability Insurance		
Faculty Grievance		
Campus Safety	<a href="http://tillamookbaycc.edu/security-safety-and-equal-opportunity/">http://tillamookbaycc.edu/security-safety-and-equal-opportunity/</a>	128
<b>EMS Program Policies and Procedures</b>		
EMS Technical Standards	EMS 2018-2019 Student Manual	8
Safety in EMS Educational Activities	EMS 2018-2019 Student Manual	7
Students Performing Invasive Procedures		
Health & Immunizations	EMS 2018-2019 Student Manual	15
Background Check	EMS 2018-2019 Student Manual	15
EMS Program Accreditation Status	Oregon accreditation was due June 2018	
Program Requirements for Completion or Graduation	<a href="http://tillamookbaycc.edu/wp-content/uploads/2018/05/CJ-and-PS-Certificate-Requirements.pdf">http://tillamookbaycc.edu/wp-content/uploads/2018/05/CJ-and-PS-Certificate-Requirements.pdf</a>	
EMS in College Catalog		48

offering the Paramedic AAS Degree, provide the following documents in Folder I:

**School:**  
**Program**  
**Director:**  
**Email:**  
**Phone:**

**Place the following documents in**

**Folder I.** 1 The most recent CoAEMSP  
Self Study 2 Self Study Appendices A  
through Q

3 A copy of the CoAEMSP Findings Letter

4 A copy of the college's response to the CoAEMSP  
Findings Letter 5 Progress reports or related

correspondence