



## Board of Education Meeting Agenda

**Date:** Monday, June 7, 2021

### **Special Board Meeting for Budget Hearings – Virtual Zoom meeting – 5:00 - 5:30 p.m.**

- A1. Call to Order .....Chair Gervasi
- B1. Approval of the Agenda .....(ACTION) Chair Gervasi
- C1. Public Hearing on 2020-2021 Supplemental Budget .....VP Williams
- D1. Public Hearing on 2021-2022 Budget .....VP Williams
- E1. Adjournment .....(ACTION) Chair Gervasi

### **TBCC Board Meeting** Zoom – 5:30pm – 7:00pm

- | <b><u>Item</u></b> | <b><u>Description</u></b>   | <b><u>Resource</u></b> |
|--------------------|---|------------------------|
| 1.                 | <b>Call to Order • Acknowledge Guests</b> -----   | Chair Gervasi          |
| 2.                 | <b>Consent Agenda:</b> -----  | (Action) Chair Gervasi |
|                    | a. Approval of Agenda   |                        |
|                    | b. Approval of May 3, 2021 Meeting Minutes  |                        |
|                    | c. Personnel Report.....  | Director Ryan          |
| 3.                 | <b>Invitation for Public Comment</b> -----  | 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.                 | <b>New Business and/or focused policy discussions</b>   |                        |
|                    | a. EmeritX Policy: First Reading .....  | VP Rivenes             |
|                    | b. Revision of Policy 431: Second Reading .....   | (Action) VP Rivenes    |
|                    | c. Revision of Policies 311 and 417: Second Reading .....   | (Action) Director Ryan |
|                    | d. Adoption of 2020-2021 Supplemental Budget Resolution ....  | (Action) VP Williams   |
|                    | e. Adoption of 2021-2022 Budget .....   | (Action) VP Williams   |
|                    | f. Approval of Policy Appendices .....  | (Action) VP Williams   |
|                    | g. Curriculum Changes / MTM degrees .....   | (Action) VP Rivenes    |
|                    | h. 2020-2021 Board Goals .....  | President Tomlin       |
| 5.                 | <b>Information-Only Items (Board members may request any item be placed on the discussion agenda)</b>   |                        |
|                    | a. Website Redesign .....   | Exec Director Luquette |
|                    | b. Accreditation Prep Report .....  | President Tomlin       |
|                    | c. Equity Gap Report .....  | Director McCarley      |
|                    | d. Financial Report .....   | VP Williams            |
|                    | e. President's Report .....   | President Tomlin       |
| 6.                 | <b>Board Member Discussion Items</b> -----  | Chair Gervasi          |
| 7.                 | <b>Adjournment</b> -----  | (Action) Chair Gervasi |

## Public Hearing on 2020-2021 Supplemental Budget

### **RECOMMENDATION**

HOLD PUBLIC HEARING ON THE 2020-2021 SUPPLEMENTAL BUDGET

### **BACKGROUND INFORMATION** ..... VP Williams

The following appropriation increases and transfers will be made to the 2020-2021 Adopted Budget upon receiving board approval:

- General Fund

Transfers In increased by \$68,225 to offset the Transfers Out in the Special Fund due to additional and carryover funds from prior years contracts and grants.

Instruction increased by \$27,889 due to salary changes for staff and laptops purchased to support GED students.

Instructional Support increased by \$4,634 due to salary changes for staff

College Support increased by \$80,264 due to salary changes for staff and contracts to support equity and grant writing, and increased employee tuition waivers, banking costs and liability/crime insurance costs.

Transfers Out increased by \$15,797 due to PERS Debt Service Transfers

Contingency decrease by \$60,359 to support the net changes detailed above.

- Special Fund

Beginning Fund Balance increased by \$30,263 due to carryover from the grants and contracts.

Federal Sources increased by \$708,397 due to grants from CARES/CRRSA/ARPA and GEER.

State Sources increased by \$56,772 due to grants from Career Pathways, SBDC, Student Success, and STEP

Local Sources increased by \$51,659 due to a grant from Northwest Oregon Works

Other Sources increased by \$45,000 primarily due to grants from OCCA and Stimson Lumber Foundation

Instruction increased by \$370,247 to purchase equipment and supplies for the MIT Program and support instructional improvements from CARES/CRRSA/ARPA funds

Instructional Support increased by \$86,202 to support Career Pathways, SBDC, OCCA, and other instructional support from CARES/CRRSA/ARPA funds

Student Services increased by \$100,939 due to food pantry spending and Northwest Oregon Works, Student Success, STEP, and PTO expenditures as well as support from CARES/CRRSA/ARPA funds

Plant Operation and Maintenance increased by \$215,000 to support spending of CARES/CRRSA/ARPA funds

Financial Aid increased by \$44,988 to support scholarships and grants for students awarded by the Student Success Grant and Rural Outreach Grant.

Transfers Out increased by \$353,628. This is a combination of PERS Debt Service Transfers and Administrative Overhead transfers to the General Fund from grants and contracts and transfer of Timber Tax Reserve funds to support Capital Projects.

Contingency decreased by \$250,000 to support a transfer to Capital Projects.

- Debt Service Fund

Transfers In increased by \$15,797 due to PERS Debt Service Transfers

Debt Service increased by \$1 to cover rounding in debt service principal payments

Unappropriated Ending Fund Balance increased by \$15,796

- Capital Project Fund

Other Sources increased by \$238,089 due to funds received from donors

Transfers In increased by \$285,403 due to a transfer from the Timber Tax Reserve fund to cover the difference in donations and the purchase cost of Plant Additions

Plant Additions increased by \$523,492 to cover the purchase on the land and building for the Center for Industrial Technology

## Public Hearing on 2021-2022 Budget

### **RECOMMENDATION**

HOLD PUBLIC HEARING ON THE 2021-2022 BUDGET

### **BACKGROUND INFORMATION** ..... VP Williams

No changes have been made to the budget since we received budget committee approval on April 12<sup>th</sup>.

TBCC is still waiting to hear from the Legislative session about funding for Oregon Community Colleges for the 2021-2023 biennium.

We also expect to hear more information about Capital Projects, both for potential State Matching Funds for new construction and a grant for renovations at the Center for Industrial Technology.

In addition, as of July 1, we will still have a substantial amount of Federal grant funds related to the COVID-19 emergency. It has been challenging to determine how much money will be spent by June 30 and how much will still be available in the new fiscal year. It is also challenging to determine how much will be spent in one budget appropriation category rather another.

And finally, we also anticipate applying for another Title III grant soon that may be awarded in the next fiscal year.

With all of these things as potential changes in the next year, Local Budget Law does allow for budget increases after adoption without limitation. After budget adoption, budget increases of over 10% in any fund require that we publish a supplemental budget hearing notice and hold a public hearing prior to adopting a supplemental budget.

Call to Order

**RECOMMENDATION**

CALL THE BOARD MEETING TO ORDER & ACKNOWLEDGE GUESTS

**BACKGROUND INFORMATION**.....Chair Gervasi

## Approval of the Consent Agenda

### **RECOMMENDATION**

ACTION ITEM

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

Items for approval:

- a. Approval of Agenda
- b. Approval of May 3, 2021 Meeting Minutes
- c. Approval of the Personnel Report

## Approval of the Agenda

### RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE JUNE MEETING

## Board of Education Meeting Agenda

**Date:** Monday, June 7, 2021

### **Special Board Meeting for Budget Hearings – Virtual Zoom meeting – 5:00 - 5:30 p.m.**

- |   |                        |
|---|------------------------|
| A1. Call to Order .....                                   | Chair Gervasi          |
| B1. Approval of the Agenda .....                          | (ACTION) Chair Gervasi |
| C1. Public Hearing on 2020-2021 Supplemental Budget ..... | VP Williams            |
| D1. Public Hearing on 2021-2022 Budget .....              | VP Williams            |
| E1. Adjournment .....                                     | (ACTION) Chair Gervasi |

### **TBCC Board Meeting** Zoom – 5:30pm – 7:00pm

- | <u>Item</u> | <u>Description</u>  | <u>Resource</u>        |
|-------------|---|------------------------|
| 1.          | <b>Call to Order • Acknowledge Guests</b> .....   | Chair Gervasi          |
| 2.          | <b>Consent Agenda:</b> .....  | (Action) Chair Gervasi |
|             | a. Approval of Agenda   |                        |
|             | b. Approval of May 3, 2021 Meeting Minutes  |                        |
|             | c. Personnel Report .....   | Director Ryan          |
| 3.          | <b>Invitation for Public Comment</b> .....  | 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.          | <b>New Business and/or focused policy discussions</b>   |                        |
|             | a. EmeritX Policy: First Reading .....  | VP Rivenes             |
|             | b. Revision of Policy 431: Second Reading .....   | (Action) VP Rivenes    |
|             | c. Revision of Policies 311 and 417: Second Reading .....   | (Action) Director Ryan |
|             | d. Adoption of 2020-2021 Supplemental Budget Resolution .....   | (Action) VP Williams   |
|             | e. Adoption of 2021-2022 Budget .....   | (Action) VP Williams   |
|             | f. Approval of Policy Appendices .....  | (Action) VP Williams   |
|             | g. Curriculum Changes / MTM degrees .....   | (Action) VP Rivenes    |
|             | h. 2020-2021 Board Goals .....  | President Tomlin       |
| 5.          | <b>Information-Only Items (Board members may request any item be placed on the discussion agenda)</b>   |                        |
|             | a. Website Redesign .....   | Exec Director Luquette |
|             | b. Accreditation Prep Report .....  | President Tomlin       |
|             | c. Equity Gap Report .....  | Director McCarley      |
|             | d. Financial Report .....   | VP Williams            |
|             | e. President's Report .....   | President Tomlin       |
| 6.          | <b>Board Member Discussion Items</b> .....  | Chair Gervasi          |
| 7.          | <b>Adjournment</b> .....  | (Action) Chair Gervasi |

## May 3, 2021 Board of Education Meeting Minutes

**Date:** Monday, May 3, 2021

**TBCC Board Meeting** Zoom – 5:00pm – 7:00pm

**Members in Attendance:** Kathy Gervasi, Mary Faith Bell, Pam Zweifel, Betsy McMahon, Jennifer Purcell, Tamra Perman, Mary Jones

**Members Not in Attendance:** All were in attendance.

**TBCC Staff in Attendance:** President Ross Tomlin, Executive Assistant Candi Merrill, Director Pat Ryan, VP Rhoda Hanson, VP Teresa Rivenes, Director Erin McCarley, Executive Director Heidi Luquette, VP Kyra Williams, Director Sheryl Neu, Director Arlene Soto, Faculty Member Michael Weissenfluh.

**Guests in Attendance:** TBCC Staff Member Nikole Clark, TBCC Faculty Member Michele DeGraffenried, Director Britta Lawrence, OCCA Executive Director Cam Preus.

**Call to Order • Acknowledge Guests** ----- **Chair Gervasi**  
Chair Gervasi called the meeting to order at 5:00pm.

**Consent Agenda: (Agenda Item #2)** ----- (Action) Chair Gervasi

**a. Approval of Agenda**

**b. Approval of April 5, 2021 Meeting Minutes**

**c. Personnel Report** ..... **Director Ryan**

No changes or corrections were made to the April 5, 2021 Board minutes or to the May 3, 2021 Board Agenda.

Director Ryan gave the personnel report. Joe Meyer, who had been at TBCC in 2020-21 on a temporary contract was hired as permanent faculty in the position of Science Instructor and will begin in that role in Fall quarter. Donna Fox was hired as EDC/SBDC Office Support Specialist with today, May 3, being her start date. Open positions include: Director of SBDC, Assistant Registrar, Business Office Specialist, Career Education Advisor, Full-Time Writing Instructor, and Part-Time Commercial Truck Driving Instructors. The Career Education Advisor position will be filled in-house. The Assistant Registrar position is currently filled as a temporary position.

Betsy McMahon motioned to approve the consent agenda. Mary Faith Bell seconded. **The motion carried.**

**Invitation for Public Comment (Agenda Item #3)** ----- **Chair Gervasi**  
There were no comments from the public.

**New Business and/or focused policy discussions (Agenda Item #4)**



**OCCA/Legislative Update (Agenda Item #4a) ..... Cam Preus**

Dr. Preus delivered a powerpoint presentation on the activities of OCCA which is included in the packet for this meeting. Highlights of OCCA activities included: Workforce Wednesdays, The Community College Caucus, Voter Voice and the National Legislative Summit. In March, OCCA organized a "Call-In Week" for Budget Advocacy and, in April, a virtual Legislative Summit. OCCA honored 25 students from 17 community colleges, including TBCC's own Dylan Bringuel, the All-Oregon Academic Team Scholar. Dr. Preus then shared a bit about OCCA's presentation to the Ways and Means Committee and the role Oregon's community colleges play in the state's economic recovery. The Board thanked Dr. Preus for attending and presenting at this board meeting. There were no questions or concerns.

**Alumni Association: Second Reading (Agenda Item #4b) ..... (Action) Director Lawrence**

The proposal for a TBCC Alumni and Friends Association was brought before the Board for the first time at the April Board meeting; this was a second reading and a request for approval. The Association plans to go live in June, 2021 with a tie-in to TBCC's 40<sup>th</sup> anniversary celebration. The board expressed their excitement about TBCC having an alumni association and expressed their thanks to Director Lawrence.

A motion to approve the TBCC Alumni and Friends Association was made by Mary Faith Bell. Jennifer Purcell seconded the motion. **The motion carried.**

**Board Meeting Schedule 2021-22: Second Reading (Agenda Item #4c)  
..... (Action) President Tomlin**

The 2021-2022 Board meeting schedule, first presented in April was brought before the Board again this month for a second reading and approval. The following reminders were called to the Board's attention:

- The Board will meet in July to swear in newly elected Board members. A Board Chair and Vice-Chair will be selected in the July meeting as well as appointments to committees.
- The Board Retreat will occur on September 15 (this is the second Monday of the month; the first Monday is the Labor Day Holiday.) The retreat will be held from 9am to 5pm. The retreat may be a hybrid meeting, perhaps in a HyFlex classroom.
- TBCC's accreditation visit will be happening on October 4 so the board meeting that month will take place on the second Monday - October 11.

Tamra Perman motioned to approve the 2021-2022 TBCC Board meeting schedule. Mary Jones seconded the motion. **The motion carried.**

**Revised Facilities Master Plan (Agenda Item #4d) ..... (Action) President Tomlin**

At the April Board meeting, President Tomlin showed a revised architectural drawing for the design of the new building. The final draft of the FMP is now ready for the Board to review. Some of the narrative has been changed to go along with the revised drawings, and a few more minor changes to the text are needed. The document that was sent to board members today is nearly final. President Tomlin went through the revisions one by one, showed the drawings again and asked the Board to approve these final changes to the FMP.

Betsy McMahon made a motion to approve the revised FMP. Pam Zweifel seconded the motion. **The motion carried.**

**Review of 2020-21 Board Goals (Agenda Item #4e) ..... President Tomlin**

The board requested that some changes be made to the “Board Goals Achieved” document for a more accurate reflection of the year’s goals and activities: Combine 7A and 7B into a single item, indicating that board members will be informed of events and activities and agree to participate in at least two of them during the year. Instead of producing a rating by each board member for each goal, the goal will be listed as accomplished or not accomplished. These changes will be made and the final review of 2020-21 goals will be on the agenda again in June. Then there can be a discussion at the fall board retreat on how to improve goal accomplishments for next year and set new goals for the year.

It was called out that the Board is aware that those board members who are retired are more available and able to participate in things during business hours than those members who are still employed. Mary Faith Bell volunteered to be the board’s designed Equity Lens point person when decisions are being considered.

**Revision of Policy 431: First Reading (Agenda Item #4f) ..... VP Rivenes**

There is only one change to the Policy 431 to add clarity and that is that a student must have completed a significant portion of the course and have explicit instructor permission to qualify for an “I” grade, and that, if an “I” grade is awarded, it will follow the process outlined in Administrative Rule D15. Administrative Rule D15 was created to clarify the process for assigning and replacing incomplete grades. This makes it explicit that only faculty can enter grades. The AR outlines the specifics of giving incompletes and encourages shorter timeframes in which the student is allowed to complete the work. The board had no questions or concerns.

**Revision of Policies 311 and 417: First Reading (Agenda Item #4g) ..... Director Ryan**

Director Ryan outlined changes to the two-year employment agreement policy as well as the associated Administrative Rule. It was determined that the requirement that a faculty member be employed for 5 years continuously before becoming eligible for a 2-year employment agreement was too long and that requirement was changed to two years. Policy 311 is for Faculty, Policy 417 is the same type of two-year employment agreement policy for staff. The board had no questions or concerns.

**Information-Only Items (Agenda Item #5)**

**Program Review: SBDC (Agenda Item #5a) ..... Director Soto**

Director Soto’s complete presentation is included in the packet for this meeting. Notable highlights include: COVID made it a particularly challenging year for small business owners. Even so, due to the efforts of Tillamook’s SBDC, 115 participants were trained, 6 jobs were created, 55 jobs were retained and area sales increased by \$800,000 in 2020. Director Soto plans to retire this summer and the search to fill her position is currently open. Donna Fox, administrative assistant, started today. Lindsey Gann now fills the Business Advisor/Instructor position. The SBDC Accreditation visit was recently completed and accreditation was granted. The Board thanked Director Soto and commented that she will be missed, but that she has positioned this SBDC office for success after her retirement.

**LT Check-In: HyFlex Classrooms: Faculty Perspective (Agenda Item #5b) ..... VP Rivenes**

All HyFlex classrooms were busy holding classes, so a live demonstration was not possible. Staff member Nikole Clark and Faculty member Michele DeGraffenreid gave a Powerpoint presentation instead. This included a definition of what HyFlex really means: Hybrid+Flexible=Choices for students in how they attend class. HyFlex provides continuity for students who may need to switch from face-to-face to online or remote and back again within the same term. The learning outcomes are the same regardless of modality. This will be very helpful for students who have an unpredictable work schedule, small children, or other life issues that may impact their ability to attend face to face class sessions on a regular basis.

Within the next few weeks, some faculty will be attending a training session on teaching in a HyFlex classroom, led by a national trainer. Fourteen people from TBCC along with 14 from Oregon Coast Community College and 12 from Southwestern Oregon Community College will attend. The coastal colleges are leading the state in HyFlex teaching.

Board members commented that they would like to try a HyFlex classroom for the June meeting.

**Financial Report (Agenda Item #5c) .....VP Finance Williams**

Financial Reports for March 2021 are included in the packet for this meeting. VP Williams pointed out that on attachment 5.c.1, revenues for this year and the ending fund balance for this year appear to be lower than at the same point in the previous year. This is because when COVID hit last year, HECC gave TBCC its payment from the College Support Fund in March instead of in April or May as is more typical. Everything else is comparable except for interest earnings, which are down. The board had no questions or concerns.

**President's Report (Agenda Item #5d) ..... President Tomlin**

President Tomlin opened with announcements of upcoming meetings, then continued with updates.

- TBCC Board Meeting, June 7, 2021, 5pm on Zoom
- OPC, May 14<sup>th</sup>
- OCCA Board, May 14, 9am to noon
- Extended Staff Meeting, May 21, 8:10am. Board members are invited to join; the Zoom link will be sent. We will be honoring TBCC staff for time of service.

**Graduation:** Plans are being made for a “drive-in” graduation ceremony to take place at 5:30pm on June 18, 2021. There are still some details yet to be determined. Board members are invited to participate in and/or attend the ceremony. Participants will be socially distanced.

**Overview of the OCCA Legislative Summit**

Betsy McMahon gave an overview of the summit. There is recognition that legislators need to work harder to get money where it is needed the most and community college students fit that criteria. Education must be at the center of new programming. The Legislative Summit presenters seemed to recognize that funding colleges at the current level for the next biennium is not sufficient.

**Capital Construction Hearing / Ways and Means subcommittee** TBCC had 90 seconds in which to make the case to the Legislature’s Ways and Means Capitol Construction subcommittee for the \$8M matching funds for our FMP. Funding for Capital Construction will be one of the last things the Legislature figures out, so we probably will not hear more about it until June.

**Budget Hearing / Ways and Means subcommittee**

Four people from TBCC were signed up to speak for the community college budget ask at the Ways and Means budget sub-committee. We planned to emphasize the need for community colleges to receive \$702M from the state for the upcoming biennium, compared to the \$641M that we are currently receiving. They called up people randomly for 2 hours, so there was no guarantee we would be called upon, and we didn’t get a chance to testify.

**TBCC’s Statement on Acts of Violence**

TBCC’s statement regarding acts of discrimination and the recent violence against Asian Americans is included in the packet for this meeting. President Tomlin expressed a sincere hope that all the Board Members feel the same way and will be willing to stand behind this statement.

**Questions/Discussion**

Jennifer Purcell reported that the \$418K funding request to start a Nursing program at TBCC made Congressman Schrader's short list for Community Project Funding.

Board Members requested that talking points be sent to them, not just for interactions with Legislators, but for interactions within the community as well.

**Board Member Discussion Items (Agenda Item #6) ----- Chair Gervasi**

There were no board member discussion items.

**Adjournment (Agenda Item #7) ----- (Action) Chair Gervasi**

Jennifer Purcell motioned to adjourn the meeting. Betsy McMahon seconded the motion. **The motion carried.** The meeting was adjourned at 7:03pm.

## Personnel

### RECOMMENDATION

CONSENT AGENDA

**BACKGROUND INFORMATION**----- Director Ryan

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair	
Director of SBDC	April 5, 2021	TBD	Candidate reference check in process	Ross Tomlin	
Business Office Specialist (Cashier and Store)		June 1, 2021	Hired: Robin Pepper	Kyra Williams	
Career Education Advisor		June 1, 2021	Angelica Ortiz	Rhoda Hanson	
Fulltime Writing Instructor	May 3, 2021	Fall 2021	Open until filled	Teresa Rivenes	
Office of Instruction Support Specialist	June 1, 2021	TBD	Open until filled	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

# EmeritX Policy

## **RECOMMENDATION**

FIRST READING

**BACKGROUND INFORMATION** ..... VP Rivenes

Please see attached for a first reading of the EmeritX Policy which has been added to Policy 417 and it's subsequent Administrative Rule. The Administrative Rule has been attached for you to see the process and does not require a Board vote.

The EmeritX process has been developed and designed to honor long term faculty who have served Tillamook Bay Community College with distinction. It allows them to work half-time the year following retirement and recognizes their achievements in perpetuity. We plan to award an EmeritX medal, and list people via their preferred pro-nouns (e.g. EmeritX, Emerita, or Emeritus) in the EmeritX section of the catalog.

I am happy to entertain any questions.



## FACULTY WORKLOADS AND COMPENSATION

Article Number: 417

06/20/2019:

Reference:

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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

## FACULTY WORKLOADS AND COMPENSATION

Article Number: 417

06/20/2019:

Reference:

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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.
- EmeritX status: TBCC recognizes the lifelong contributions of faculty through the EmeritX process. TBCC uses the word EmeritX to purposefully recognize diversity and honor inclusivity of all people who may wish to apply.

## **FACULTY WORKLOADS AND COMPENSATION**

Administrative Rule Number: D017

Last Approved: December 2, 2008, May 29, 2019

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### **1. Regular faculty**

- a. Work a 173-day work year as specified by the annual Faculty Employment Agreement.
- b. A full-time work load for regular faculty consists of 15-17 instructional credit hours per term (45-51 annually). Instructional credit hours are defined as follows: Lecture 1:1, Lecture/Lab: 2:1, and Lab 3:1.
- c. Regular faculty work a 40-hour work week, with a minimum of 30 hours on campus and includes; instructional credit hours, course preparation and grading hours, assessment, student learning improvement, office/student advising hours, curriculum/faculty meetings/hiring committees, and professional growth. Job responsibilities are outlined further in Administrative Rule D430.
- d. Faculty employee agreements greater than or equal to .5FTE and less than 1 FTE has a workload based on the percentage of FTE applied to the 40-hour work week and includes the work identified in c (above).

### **2. Adjunct Faculty**

- a. Adjunct faculty are faculty teaching credit courses and employed on a term by term basis as college need and budget allow.
- b. Adjunct faculty can refuse any course offered and may teach no more than 49% (or 7-8 instructional credit hours per term). Instructional credit hours are defined as follows: Lecture 1:1, Lecture/Lab: 2:1, and Lab 3:1.
- c. Adjunct faculty are responsible for fulfilling their job as outlined in Administrative Rule D430.
- d. Adjunct faculty are paid at meeting rate for substitute teaching, meetings and professional development, these activities do not count towards workload/instructional contact hours.
- e. All adjunct faculty will be paid for instruction regardless of position within the college (exempt or non-exempt employee status). It is understood that accepting the teaching assignment requires permission of the employee's immediate supervisor. Once approved, the teaching hours can then be taken as leave from their regular job schedule, flexed within the current work schedule, or may occur during their "off" duty hours. This must be agreed upon between the adjunct and their supervisor, with final notification to the Chief Academic Officer prior to accepting the teaching assignment.

### **3. Tuition Waiver/Tuition Assistance Policy**

- A. The Board agrees to waive tuition for classes for any: eligible employee in accordance with policy in Appendix B-1, dual credit instructor, and/or that employee's spouse, and dependent or unmarried children up to age 24 as described in the Summary of Employee Benefits Chart and the Tillamook Bay Community College Tuition Waiver/Tuition Assistance Policy in Appendix B-1. In circumstances when federal financial aid is provided in the form of grants, the federal financial aid grant funds shall be expended first. Additional tuition shall be waived in accordance with policy in Appendix B-1.

## **FACULTY WORKLOADS AND COMPENSATION**

Administrative Rule Number: D017

Last Approved: December 2, 2008, May 29, 2019

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- B. Enrollment in a class by an employee shall not interfere with the employee's regular duties and responsibilities. When job-related courses require absence from work, supervisor approval is required.
- C. Employees may petition in writing to their supervisor for reimbursement of book cost and course fees if the course in which they are enrolled relates directly to their job duties. Petitions for reimbursement must be forwarded to and approved by the College President.
- D. Tuition, fees and admission charges for community non-reimbursable or agency classes and other College functions are not included in this policy statement. Exceptions may be petitioned in writing to the College President.
- E. Courses which enhance employees' job performance or develop necessary job skills are considered staff and professional development. Subject to available funds, Tillamook Bay Community College will provide up to \$200 per semester hour tuition and fees reimbursement for each hour earned to a maximum of ten (10) credit hours annually and thirty (30) credits cumulative. Regular faculty may petition the Chief Academic Officer, via the Professional Development form, for assistance with tuition, fees and related costs for courses, conferences, and training for staff and professional development. Application and approval for reimbursement must be made, in advance of enrollment, on the Tillamook Bay Community College Professional Development Application Form. Applications should be submitted as early as possible prior to the actual class or training. Scheduled review of requests will take place twice in the current academic year. Applications received by September 10 will be considered in the first review; applications received by January 10 will be considered in the second review.

### **4. Initial Placement on the Salary Schedule**

#### **a. Education and CTE Experience**

- i. New career-technical education (CTE) faculty without a Bachelor's degree will be placed on the salary schedule at the BA Step 1 Level upon presentation of an Associate's degree or at least sixty-four (64) semester hours and, in addition, five years of approved and verified CTE experience.
- ii. New CTE faculty with a Bachelor's degree must also document 4 years of recent, fulltime, non-teaching work experience in the field for initial placement on BA Step 1.
- iii. New faculty with a Master's degree in the field to be taught and no teaching or CTE experience are initially placed on MA Step 1.
- iv. New faculty with a terminal degree and no-post secondary teaching experience in the field to be taught are initially placed on the terminal degree, Step 1.
- v. New faculty with a PhD or EdD and no-post secondary teaching experience in the field to be taught are initially placed on the PhD/EdD, Step 1.

### **5. Longevity Credit for Teaching Experience and CTE Experience Beyond Initial Step**

- a. New faculty may receive additional credit for steps on the salary schedule beyond

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Step 1 upon presentation of approved and verified post-secondary teaching and/or CTE experience in the field to be taught. After initial placement on the salary schedule, applicable teaching or CTE experience may be credited for additional steps as follows:

### Prior Teaching Experience Step Placement

0 to .9 year	1
1 to 1.9 years	2
2 to 2.9 years	3
3 to 4.9 years	4
5 to 6.9 years	5
7 or more years	6

### Prior CTE Experience Step Placement

0 to .9 year	1
1 to 1.9 years	2
2 to 2.9 years	3
3 to 4.9 years	4
5 to 6.9 years	5
7 or more years	6

### b. Education Credit for Professional Growth Beyond Initial Placement

- i. New faculty who hold a Bachelor's or Master's degree may receive additional credit on the salary schedule for approved and verified graduate semester credits and/or CTE experience. Verified graduate semester credits (or quarter hours divided by 1.5) in the field to be taught will be credited on a one for one basis.
- ii. New faculty will normally be placed on the schedule through Step 6.
- iii. The College President may, at the request of the Chief Academic Officer, place new faculty at any point on the payment schedule.

### 6. Advancement Through the Salary Schedule for Professional Growth

- a. Limitations to advancement through the salary schedule;
  - i. Movement on the salary schedule will not be approved in fields other than that for which faculty are employed at TBCC. Exceptions may be granted by the Chief Academic Officer for an outlined sequence of specific courses leading to a degree or instructor qualification to teach in same, different or current discipline (e.g. Master's in Teaching for CTE faculty). Official transcripts must be furnished to the head of Human Resources to verify successful completion.
- b. Conditions for Advancement Through the Salary Schedule
  - i. All credits for advancement through the salary schedule must be approved via the professional development plan, in advance, by the Chief Academic Officer.
  - ii. Graduate credit courses in the major teaching area will be awarded provided the courses are completed. An official transcript must be furnished to Human Resources to verify successful completion.
  - iii. Faculty must notify the Chief Academic Officer by January 15 of intent to

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submit transcripts for completed coursework for salary advancement for the next academic year. Coursework must be completed, and verified, prior to June 30th of the current year to count for the next academic year.

- iv. Continuing Education Units (CEU) will not be considered for advancement on the salary schedule.

- c. Publications and Other Printed Material

- i. Types of Printed Material: Items printed for use at TBCC are excluded. Printed material must be published in refereed journals, magazines and other sources recognized and used by faculty in the field or with significant numbers of subscribers. The publication must be appropriate to the faculty person's discipline.
  - ii. Documentation: A copy of the printed material.
  - iii. Credits: One credit for each sixty (60) hours of documented activity for a maximum of three (3) credits per activity and six (6) total credits over the course of employment.
  - iv. Limitations: Credits will not be given for unpublished manuscripts or for manuscripts outside the faculty's discipline.
  - v. Providing conditions have been appropriately met, payment for approved salary credits will be reflected on the next regular employment agreement.
- d. Unsatisfactory Performance: Pay increases will be withheld for unsatisfactory performance appraisals in accordance with Administrative Rule. Pay increases may be granted upon return to satisfactory status without retroactive compensation.

### **7. Pay Increases for Adjunct Faculty and Tutors**

- a. Adjunct faculty initial salary placement is Tier 1 of the Adjunct Faculty Salary Schedule. With approval of the TBCC President, based upon sufficient funding and satisfactory performance as determined by Administrative Rule, adjuncts will advance in tier based on the following;
- b. Tutor initial salary placement is Tier 1 of the Tutor Salary Schedule. With approval of the TBCC President, based upon sufficient funding and satisfactory performance, tutors will advance in tier based on the following;

Teaching Contact Hours (must be completed by end of Spring Term of the current academic year.

Tier

500 hours Tier 2

1000 hours Tier 3

1500 hours Tier 4

2000 hours Tier 5

2500 hours Tier 6

3000 hours Tier 7

Note: Tier's increase by 500 hours only as noted/presented on Policy Appendices (salary C3, A1).

Additional duties:

- 1. The college recognizes that there is a significant amount of work outside of the classroom that must be accomplished. Regular faculty are expected to contribute to this work under the direction of the Chief Academic Officer. Regular faculty shall be given the opportunity to personalize their workload in cooperation with the Chief Academic

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Officer via the Professional Development Plan created annually. Faculty will carry a maximum workload of 15-17 instructional credit hours. However, this workload may be adjusted as low as 10-14 instructional credit hours (defined as follows: Lecture 1:1, Lecture/Lab: 2:1, and Lab 3:1) if supplemented by additional duties below. Other duties will consist of a selection of choices from the list;

- a. Department Chair: Acts as a liaison between the community and educational programs, coordinates CTE advisory meetings, assists in student recruitment events, assists in department budget preparation, approves dual credit faculty, onboards new adjuncts, serves as a mentor for new faculty, and conducts peer evaluations (maximum of 5 per term).
- b. Curricula review to include program maps, CCOGs, and using results of department wide RFI assessments for curricula improvement of CLO's, PLO's and ILO's.
- c. New curriculum development.
- d. Articulation work with university partners.
- e. Participates on 1 committee responsible for institutional governance (e.g. Leadership, Guided Pathways) or 2 subject specific committees (e.g. College Council, Equity/Diversity, Data, Safety, Web, and other subject specific committees). Note: Hiring Committees, Curriculum Committee, Faculty Staff meetings and Faculty Senate meetings are not included as they are part of the regular faculty workload.
- f. Program review (to be used year program review is written).
- g. Dual Credit Sponsorship of up to 4 courses per term.
- h. Special projects as requested by the Chief Academic Officer. This category may count for variable credit and will be defined together between the faculty member and Chief Academic Officer.

### **2. Course Cancellation and low/high enrollment**

Faculty are not paid for cancelled courses. However, if a course is set to be cancelled, the following apply;

- a. Regular faculty must maintain a full-time load. If a full-time faculty's course is cancelled, they may be given an additional assignment or will bump an adjunct faculty from a course they are qualified to teach (in order to meet load). Additional assignments will be agreed upon in advance by the regular faculty and Chief Academic Officer.
- b. If a course does not meet enrollment numbers adjunct faculty may be offered the course for 50% of the pay that would normally apply to the course. They have the right to refuse this offer. In order to qualify for this, the course enrollment must be enough as to ensure the college reaches the break-even point and does not lose money (typically 3-4).
- c. Courses on the guaranteed degree maps will run and be paid at the regular rate.
- d. Courses that exceed 30 students (or 25 for writing courses) may be split into additional sections and paid as such.
- e. The Chief Academic Officer will look at class enrollment the week prior to the close of registration. Classes with 0-1 enrollment will be cancelled no later than Thursday of the week prior to the close of registration. The purpose of this is to increase enrollment in low enrolled courses. No later than Monday, after the



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close of registration, will decisions be made about low enrolled classes as they pertain to workload. Exceptions to this rule may be made at the discretion of the Chief Academic Officer and, if made, these will be documented in writing.

3. Overload
  - a. Regular faculty teaching in overload status will be compensated at the adjunct rate for which they qualify. All regular faculty overloads must be approved by the Chief Academic Officer.
  - b. Adjunct faculty may only work overload with permission of the college President, at the request of the Chief Academic Officer.
4. CWE and Independent Study
  - a. Independent Studies (IS) will be paid, and will count toward load, at 1/2 lecture credit per IS agreement. IS must be pre-approved by the Chief Academic Officer and will only be approved in unusual circumstances (e.g. needed for graduation).
  - b. CWE's for individual students will be paid at the IS rate above. If more students enroll, the class may run according to 2.b., 2.c., and 2.d. above.
5. Summer Term

Regular faculty have first right of refusal for courses offered in the summer. No classes taught in the summer term count towards teaching load for the purpose of longevity or pay, other than as applies to the adjunct Tier system. All instruction done in the summer occurs under the adjunct faculty status regardless of typical (regular/adjunct) status.
6. Noncredit courses, workshops, trainings, and summer credits do not count toward faculty load unless agreed upon in writing by the Chief Academic Officer in advance.
7. EmeritX Faculty

EmeritX, in its current usage, is an adjective used to designate a retired chair, professor or other person who has been "permitted to retain as an honorary title the rank of the last office held". TBCC uses the term EmeritX to honor diversity and inclusiveness.

The primary function of a professor switching to EmeritX status is that it frees up a faculty slot for a new hire. An **EmeritX professor** can ramp down their duties, go part time, etc. In some cases, they may still do some teaching and supervising, and may have office space.

### Benefits

Teaching duties	May work up to .49 FTE for one year, salary to be negotiated
Administrative duties (e.g. other duties on workload)	May mentor incoming faculty, but is otherwise exempt from other full time workload duties/committees.



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Benefits	<ol style="list-style-type: none"> <li>1. Keeps email for 5 years following award (and can request for this to be extended in following five year increments)</li> <li>2. Retains lifetime access to TBCC Library</li> <li>3. TBCC ID card</li> <li>4. Invitations to graduations in perpetuity (where they are recognized in attendance and may elect to walk with current faculty)</li> <li>5. EmeritX medal</li> </ol>
Pay	Pay can still be divided over an entire year (though they also have the choice to be paid per term as an adjunct). Pay rate for the EmeritX year are to be negotiated with President and Human Resources.
Insurance	Retains benefits only until the October following EmeritX status (a normal benefit year)
Catalog	Is published in catalog as Faculty EmeritX for 5 years following award
Process	<ol style="list-style-type: none"> <li>1. Must be nominated by supervisor and/or VP of Instruction</li> <li>2. Recommendation letter and it goes to President who approves/denies</li> <li>3. Nomination letter, if awarded, is given at the award ceremony each Spring and/or at graduation and read by VP of Instruction or current most senior faculty</li> </ol>
Eligibility	<ol style="list-style-type: none"> <li>1. Must be nominated in year that retirement was announced</li> <li>2. Must have been employed as a full time faculty for at least 5 years at TBCC</li> <li>3. Must have an established record of distinguished service</li> </ol>
Miscellaneous	May rescind EmeritX status at any time for conduct unbecoming a representative of TBCC.

## Revision of Policy 431: Second Reading

### **RECOMMENDATION**

ACTION ITEM

**BACKGROUND INFORMATION**.....VP Rivenes

This is the second reading of a revision to Policy 431. As a reminder, policy 431 has been amended slightly, to make it clear in what circumstances an Incomplete (I) grade will be awarded. The changes to the policy are in red. There have been no changes since your last review.

The accompanying Administrative Rule (D15) is just there for your information as it more clearly explains the process that this policy is addressing.

## GRADING SYSTEM

Article Number: 431

Approved: May 6, 2019

Reference:

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### 431.1 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.

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**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 three complete terms, 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. **In order to qualify for the "I" grade, a student must have completed a significant portion of the course and have explicit instructor permission. If an "I" grade is awarded, it will follow the process outlined in Administrative Rule D 15. Dual credit classes are not eligible for "I" grades.**

**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.

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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.

## **ADMINISTRATIVE MANAGEMENT RULES FOR CHANGES OF GRADE**

Administrative Rule Number: D015

Last Approved: December 2, 2008, January 06, 2016

Related to Policy Series Number: 400

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### **D015.1 - GRADE DISPUTES**

If a student is unable to resolve a grade dispute with the instructor, no grade will be changed until the dispute has been resolved through the student grievance procedure. Refer to Student Rights and Responsibilities, Student Grievance Procedures.

In the event that through the student grievance procedure, a grade change is indicated, this change can be initiated only by the instructor, the Vice President of Instruction or College President as appropriate to the grievance procedure and organizational structure of the college.

In the event the instructor is no longer employed by the college, grade changes can be made by the Vice President of Instruction providing there is sufficient evidence to make a change and that the instructor is not readily available for consultation.

### **D015.2 - PROCEDURES FOR GRADE CHANGE**

1. If, as a result of the student grievance procedure at any step, it is determined that a grade should be changed and the faculty member involved agrees to such change, the faculty member shall initiate the grade change form and provide a copy to the administrator responsible for resolving the grievance so that it can be incorporated into the grievance file. The administrator should notify the student.
2. If, as a result of a student grievance procedure at the level of the Vice President of Instruction, it is determined that a grade should be changed and the faculty member involved disagrees, the following steps shall be followed:
  - a. The student will be notified that a final decision regarding the grade change is pending an appeal by the faculty member and that the student grievance procedure timelines will need to be extended by twenty (20) business days.
  - b. The faculty member shall be so notified by the Vice President of Instruction and given five (5) business days in which to respond in writing with reasons why the grade should not be changed
  - c. If the Vice President of Instruction decides that the grade still must be changed upon receipt of the written reasons from the faculty member, the faculty member should be notified and given five (5) calendar days to appeal to the Vice President of Instruction. If no appeal is filed, the Vice President of Instruction shall initiate the grade change and so notify the

## ADMINISTRATIVE MANAGEMENT RULES FOR CHANGES OF GRADE

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instructor.

- d. If appealed to the college president, the president shall meet with the faculty member within ten (10) business days and render a final decision.
3. If an instructor is no longer employed by the college, a student request for a grade change is to be made to the Vice President of Instruction. If there is sufficient evidence to make a change and if reasonable attempts fail to produce a response from the instructor, the Vice President of Instruction will authorize a grade change by completing and forwarding a grade change request to the registrar for processing into the student's permanent grade transcript record.
4. If a student requests a grade change after three (3) academic terms following receipt of a grade, the request will be denied. However, any special circumstances are to be directed by the student to the Vice President of Instruction who may authorize the processing of the request. The instructor has the responsibility for authorizing any such grade change.

### D015.3 - PROCEDURES FOR INCOMPLETE GRADE

1. If a student has successfully completed a significant portion of the course, they may petition their faculty for an Incomplete (I) grade. This is to be done through the use of the Incomplete Grade Request form.
2. A faculty is under no obligation to grant an incomplete grade (I), and in fact, it may be preferable to award the grade *currently earned* and allow the student to work towards increasing that grade without the use of an incomplete grade (I). This is particularly true if the grade is a "D" or higher.
3. If both the faculty and student are in agreement about an incomplete grade (I), the Incomplete Grade Request form should be completed by the faculty member. The form must explicitly state what work needs to be completed and in what time frame this must be completed.
4. The faculty member must also document how they are ensuring that material is available to student after the end of the term. For example, it may be necessary to speak with the Online Instruction Coordinator to ensure the Learning Management System (LMS) has been made available following the term. Courses that use specialty products may need to make special arrangements.
5. The instructor and the student should each keep a copy of this form.
6. The original form, with signatures, needs to be submitted to the TBCC Student Services Office within five business days of the end of the term in which the Incomplete (I) grade has been given. Attached emails of agreement and "electronic signatures" will be accepted.
7. Faculty must track incomplete (I) grades through to resolution.
8. Student Services will also run Incomplete reports each term and visit with faculty about the status in order to verify that all in-completes are progressing as contracted.

## **ADMINISTRATIVE MANAGEMENT RULES FOR CHANGES OF GRADE**

Administrative Rule Number: D015

Last Approved: December 2, 2008, January 06, 2016

Related to Policy Series Number: 400

9. When contract work has been completed, the faculty member must log on to MYTBCC and complete the Grade Change Request to submit a new grade. (This is located on the faculty tab of MYTBCC).
10. If the contract work is not completed a grade of "F" is automatically awarded on either the fourth term start date following the award of Incomplete or at the expiration of the Incomplete contract, whichever occurs first.



## Revision of Policies 311 and 417: Second Reading

### **RECOMMENDATION**

ACTION ITEM

**BACKGROUND INFORMATION** ..... Director Ryan  
This is the second reading of proposed revisions to Policy 311 and Policy 417.

In 2015 the College implemented Two-Year Employment Agreements for employees 0.5 FTE or more, with a minimum of five years continuous service. These are initiated and renewed only in the year of the Oregon Legislature biennium funding cycle.

Upon review, and in light of expanded employee evaluation procedures, it is recommended the years of continuous service be changed from a minimum of five years to a minimum of two years continuous service. The changes to the two policies are in red.

The agreements would continue to be initiated and renewed only in the year of the Oregon Legislature biennium funding cycle.

Enclosed:

Drafts of Policies 311 and 417 with new language  
Details for Policy 417 are included in AR D017  
Draft of revised Two-Year Employment Agreement

## NON-FACULTY JOB COMPENSATION

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Article No.: 311

Approved: January 4, 2009, June 3, 2013, May 2, 2016, February 5, 2018

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

### 311.1 PAY

#### A. Salary Schedule/Placement

- 1.1 Salary schedules and placement for all positions exclusive of the College President are contained in Appendix A-1, A-2, C-1, and C-3 and shall be reviewed and adopted each fiscal year by the Board of Education.
2. Initial salary placement of each new position shall normally be on the first longevity step of the grade at which the position is classified. The College President has the prerogative to authorize initial salary placement on a higher step.
3. Step movement may occur once each year and increments at the beginning of each new fiscal year provided the employee has completed at least three months of service in the prior fiscal year. Steps are maintained by the College, but may not reflect the salary step, when an employee is promoted, reclassified, transferred, or reassigned. Salary steps reflect position and pay for the fiscal year. Salary steps may not align with years of longevity based on fiscal budget.
4. Temporary full-time or temporary part-time employees shall be paid at the Salary Step 1 rate for their classification on the salary schedule and no movement shall be granted for longevity.
5. Executive and Management, and Administrative Support Staff positions are classified as Grade 17 or higher and are exempt for purposes of application of the Fair Labor Standards Act regarding overtime and compensatory time.  
Professional  
Support Staff positions classified as Grade 16 or lower are non-exempt for purposes of application of the Fair Labor Standards Act regarding overtime and compensatory time.

## NON-FACULTY JOB COMPENSATION

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Article No.: 311

Approved: January 4, 2009, June 3, 2013, May 2, 2016, February 5, 2018

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

6. In acknowledgement of employment with Tillamook Bay Community College, 0.5 or more FTE employees with a minimum of two years of service will be employed under a two-year agreement. Two-year agreements will only be offered once a biennium to employee who are eligible to participate at the beginning of the Oregon Legislature biennium cycle.

### B. Work Schedule

#### 1. Non-Exempt Employees.

For full-time employees, the work year shall equal 249 days over 12 months with 12 equal payments (1992 hours). From September through June, the workweek

shall be Monday through Sunday, consisting of forty hours during five consecutive days, with eight hours of work each day. With approval of the immediate supervisor and the College President, an employee may work forty hours on four consecutive working days, with ten hours of work each day. Parttime employees shall work a schedule designated by their immediate supervisor and be prorated based on FTE.

#### 2. Exempt Employees.

For full-time employees, the normal workweek shall be Monday through Sunday, consisting of forty hours during five consecutive days. A workweek in excess of forty hours is exempt from overtime compensation. Part-time employees shall work a schedule designated by their immediate supervisor.

#### 3. Rest Periods

The working day for all employees will include either one fifteen minute rest period during each four-hour work period and an unpaid meal period of not less than one-half hour for each eight hours of work; or three ten

## NON-FACULTY JOB COMPENSATION

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Article No.: 311

Approved: January 4, 2009, June 3, 2013, May 2, 2016, February 5, 2018

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

minute rest periods and an unpaid meal period of not less than one-half hour for each ten hours of work.

### C. Overtime Compensation

1. As provided for in the Fair Labor Standards Act and in accordance with State wage and hour law, all overtime for non-exempt employees will be calculated at the rate of one and one-half times the established hourly rate on the salary schedule for time worked in excess of forty hours per week.

### D. Paying to teach a class

1. Exempt staff teaching a TBCC class will not be compensated for teaching the class. Their supervisor needs to approve the teaching of the class, they must be qualified to teach the class and approved by the Chief Academic Officer, and agree they can get their non-teaching work completed satisfactorily while teaching the class, and it will not interfere with their main job.

Non-exempt staff teaching a TBCC class will receive compensation for teaching the class at the appropriate adjunct faculty rate. Their supervisor needs to approve the teaching of the class and they must be qualified to teach the class and approved by the Chief Academic Officer. If the class is taught during their regular work hours, arrangements will be made to flex their hours to get all their work hours into each week.

## 311.2 BENEFITS

### A. Health Insurance Coverage

1. Tillamook Bay Community College shall provide all eligible employees as described in the Summary of Employee Benefits Chart contained in Appendix B1, with a monthly stipend, defined in Appendix A-2 and C-1

## NON-FACULTY JOB COMPENSATION

Page 4 of 6

Article No.: 311

Approved: January 4, 2009, June 3, 2013, May 2, 2016, February 5, 2018

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

2. which shall be reviewed and adopted each fiscal year by the Board of Education. Any amount of the stipend provided for insurance in excess of the cost of the employee-only coverage may be applied to dependent insurance coverage effective July 1, 2009.
  3. Eligible employees as described in A.1. above, may elect to waive or opt-out of College sponsored health insurance plans coverage. When an employee opts out, Tillamook Bay Community College shall provide a monthly cash payment. This cash payment, defined in Appendix A-2 and C-1, shall be reviewed and adopted each fiscal year by the Board of Education. . The option to waive or opt out of the College's health insurance plan is limited to 25% of eligible employees – once that threshold is reached employees will be added to a waiting list and will be allowed to opt-out only as space within the threshold becomes available. In order to waive coverage, employees will be required to complete a "Declination of Coverage" form (available from the Director of Facilities, Safety and Human Resources and provide proof of other equivalent health insurance coverage.
- B. Tillamook Bay Community College shall contribute to the Public Employees Retirement System (PERS), for eligible employees, in compliance with PERS Rules.
  - C. Tillamook Bay Community College will maintain its required contributions of FICA, Unemployment Insurance, and Workers' Compensation Insurance for all employees.
  - D. Tuition Waiver/Tuition Assistance Policy
    1. The Board agrees to waive tuition for classes for any eligible employee in accordance with policy in Appendix B-1. An employee's spouse and dependent or unmarried children up to age 24 may also be eligible for tuition waivers as described in the Summary of Employee Benefits Chart and the Tillamook Bay Community College Tuition Waiver/Tuition Assistance Policy in Appendix B-1. In circumstances when federal financial aid is provided in the form of grants, the federal financial aid grant funds shall be expended

## NON-FACULTY JOB COMPENSATION

Page 5 of 6

Article No.: 311

Approved: January 4, 2009, June 3, 2013, May 2, 2016, February 5, 2018

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

- first. Additional tuition shall be waived in accordance with policy in Appendix B-1.
2. Enrollment in a class by an employee shall not interfere with the employee's regular duties and responsibilities. When job-related courses require absence from work, supervisor approval is required.
  3. Employees may petition in writing to their supervisor for reimbursement of book cost and course fees if the course in which they are enrolled relates directly to their job duties. Petitions for reimbursement must be forwarded to and approved by the College President.
  4. Tuition, fees, and admission charges for non-reimbursable or Agency and for other college functions are not included in this policy statement. Exceptions may be petitioned in writing to the College President.
  5. Community partner and other college or university courses which enhance employees' job performance or develop necessary job skills are considered staff and professional development. Subject to available funds, Tillamook Bay Community College will provide up to \$200 per semester hour tuition and fees reimbursement for each hour earned to a maximum of ten (10) credit hours annually and thirty (30) credits cumulative. Regular full-time and regular part-time staff may petition their supervisors, in writing, for assistance with tuition, fees, and related costs for courses, conferences, and training for staff and professional development. Staff applications for assistance will be forwarded to Director of Facilities, Safety and Human Resources for approval. Application and approval for reimbursement must be made, in advance of enrollment, on the Tillamook Bay Community College Professional Development Application Form. Applications should be submitted as early as possible prior to the actual class or training. Scheduled review of requests will take place twice in the current academic year. Applications received by September 10 will be considered in the first review; applications received by January 10 will be considered in the second review.

**NON-FACULTY JOB COMPENSATION**

Page 6 of 6

Article No.: 311

Approved: January 4, 2009, June 3, 2013, May 2, 2016, February 5, 2018

Reference: 310.2, 309.4, 312, 313, Appendix A, B, C, Fair Labors Standards Act

**E. Leave (See Articles 312, 313)**

1. As provided for in the Fair Labor Standards Act and in accordance with State wage and hour law, all overtime for non-exempt employees will be calculated at the rate of one and one-half times the established hourly rate on the salary schedule for time worked in excess of forty hours per week.
2. All non-exempt, regular employees will take overtime in compensatory time off, provided that no more than 24 hours of compensatory time is carried forward from one month to the next. A maximum of 24 hours of compensatory time may be carried over from one fiscal year to the next. Hours beyond the maximum and overtime hours for non-exempt hourly (i.e., temporary, on-call) employees will be paid to the employee. Supervisor approval must be obtained before compensatory time is taken.
3. Non-exempt employees shall receive overtime compensation for time worked on a holiday as defined in Article 312.2.

## **FACULTY WORKLOADS AND COMPENSATION**

Page 1 of 2

Article Number: 417

Approved May 6, 2019

Reference:

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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



## FACULTY WORKLOADS AND COMPENSATION

Page 2 of 2

Article Number: 417

Approved May 6, 2019:

Reference:

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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.
- **Faculty two-year employment agreements will be in accordance with AR D017.**

# Adoption of 2020-2021 Supplemental Budget Resolution

## **RECOMMENDATION**

APPROVE AND AUTHORIZE THE BOARD CHAIR TO SIGN BUDGET RESOLUTION 2020-2021 4 TO ADOPT A SUPPLEMENTAL BUDGET TO AMEND THE FY 2020-2021 ADOPTED BUDGET.

## **BACKGROUND INFORMATION** ..... VP Williams

The following appropriation increases and transfers will be made to the 2020-2021 Adopted Budget upon receiving board approval:

- General Fund
  - Transfers In increased by \$68,225 to offset the Transfers Out in the Special Fund due to additional and carryover funds from prior years contracts and grants.
  - Instruction increased by \$27,889 due to salary changes for staff and laptops purchased to support GED students.
  - Instructional Support increased by \$4,634 due to salary changes for staff
  - College Support increased by \$80,264 due to salary changes for staff and contracts to support equity and grant writing, and increased employee tuition waivers, banking costs and liability/crime insurance costs.
  - Transfers Out increased by \$15,797 due to PERS Debt Service Transfers
  - Contingency decrease by \$60,359 to support the net changes detailed above.
- Special Fund
  - Beginning Fund Balance increased by \$30,263 due to carryover from the grants and contracts.
  - Federal Sources increased by \$708,397 due to grants from CARES/CRRSA/ARPA and GEER.
  - State Sources increased by \$56,772 due to grants from Career Pathways, SBDC, Student Success, and STEP
  - Local Sources increased by \$51,659 due to a grant from Northwest Oregon Works
  - Other Sources increased by \$45,000 primarily due to grants from OCCA and Stimson Lumber Foundation
  - Instruction increased by \$370,247 to purchase equipment and supplies for the MIT Program and support instructional improvements from CARES/CRRSA/ARPA funds
  - Instructional Support increased by \$86,202 to support Career Pathways, SBDC, OCCA, and other instructional support from CARES/CRRSA/ARPA funds
  - Student Services increased by \$100,939 due to food pantry spending and Northwest Oregon Works, Student Success, STEP, and PTO expenditures as well as support from CARES/CRRSA/ARPA funds
  - Plant Operation and Maintenance increased by \$215,000 to support spending of

CARES/CRRSA/ARPA funds

Financial Aid increased by \$44,988 to support scholarships and grants for students awarded by the Student Success Grant and Rural Outreach Grant.

Transfers Out increased by \$353,628. This is a combination of PERS Debt Service Transfers and Administrative Overhead transfers to the General Fund from grants and contracts and transfer of Timber Tax Reserve funds to support Capital Projects.

Contingency decreased by \$250,000 to support a transfer to Capital Projects.

- Debt Service Fund

Transfers In increased by \$15,797 due to PERS Debt Service Transfers

Debt Service increased by \$1 to cover rounding in debt service principal payments

Unappropriated Ending Fund Balance increased by \$15,796

- Capital Project Fund

Other Sources increased by \$238,089 due to funds received from donors

Transfers In increased by \$285,403 due to a transfer from the Timber Tax Reserve fund to cover the difference in donations and the purchase cost of Plant Additions

Plant Additions increased by \$523,492 to cover the purchase on the land and building for the Center for Industrial Technology

**BUDGET RESOLUTION NO. 2020-2021 4**  
**RESOLUTION ADOPTING A SUPPLEMENTAL BUDGET FOR FISCAL YEAR 2020-21 AND**  
**MAKING APPROPRIATIONS**

**THE BOARD OF DIRECTORS FINDS AS FOLLOWS:**

1. A supplemental budget is required in the General Fund, Special Fund, Debt Service Fund, and Capital Project Fund for expenses that were not anticipated in the regular budget preparation process for fiscal year 2020-21.
2. The unanticipated expenditures have arisen due to funds that were not spent in the prior year, federal grants, state grants and contracts, local grants and contracts, other sources, and required transfers.
3. The Instruction expense category needs additional appropriation authority of \$27,889, the Instructional Support expense category needs additional appropriation authority of \$4,634, the College Support expense category needs appropriation authority of \$80,264, the Transfers Out expense category needs additional appropriation authority of \$15,797, and the Contingency expense category needs reduced appropriation authority of \$60,359 in the General Fund.
4. The Instruction expense category needs additional appropriation authority of \$370,247, the Instructional Support expense category needs additional appropriation authority of \$86,202, the Student Services expense category needs appropriation authority of \$100,939, the Plant Operation and Maintenance expense category needs additional appropriation authority of \$215,000, the Financial Aid expense category needs additional appropriation authority of \$44,988, the Transfers Out expense category needs additional appropriation authority of \$353,628, and the Contingency expense category needs reduced appropriation authority of \$250,000 in the Special Fund.
5. The Debt Service expense category needs additional appropriation authority of \$1 in the Debt Service Fund. In addition, Unappropriated Ending Fund Balance will increase by \$15,796.
6. The Plant Additions expense category needs appropriation authority of \$523,492 in the Capital Project Fund.
7. When the supplemental budget is ten (10) percent or more of any fund being adjusted, as provided for in ORS 294.473, the Board of Directors may adopt the supplemental budget and make appropriations to authorize the additional expenditures at a regular meeting of the governing body, after a special hearing. Budget committee participation is not required.
8. The Notice of Supplemental Budget Hearing was published as required by ORS 294.473(1)(b).

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF TILLAMOOK BAY COMMUNITY COLLEGE**

The Board of Directors hereby adopts the supplemental budget, pursuant to ORS 294.473(1)(c), increasing(decreasing) appropriations in the fiscal year 2020-21 budget as follows:

<u>GENERAL FUND</u>	<u>ORIGINAL</u>	<u>THIS</u>	<u>REVISED</u>
<u>RESOURCES:</u>	<u>BUDGET</u>	<u>SUPPLEMENTAL</u>	<u>BUDGET</u>
Transfers In	\$ 412,816	\$68,225	\$ 481,041
Total Resources	\$ 412,816	\$68,225	\$ 481,041
<u>REQUIREMENTS:</u>			
Instruction	\$2,092,856	\$27,889	\$2,120,745
Instructional Support	679,872	4,634	684,506
College Support	1,824,031	80,264	1,904,295
Transfers Out	293,000	15,797	308,797
Contingency	167,644	(60,359)	107,285
Total Appropriations/Requirements	\$5,057,403	\$68,225	\$5,125,628
<u>SPECIAL FUND</u>			
<u>RESOURCES:</u>			
Beginning Fund Balance	\$6,035,908	\$ 59,176	\$6,095,084
Federal Sources	85,078	708,397	793,475
State Sources	218,883	56,772	275,655
Local Sources	906,585	51,659	958,244
Other Sources	161,250	45,000	206,250
Total Resources	\$7,407,704	\$921,004	\$8,328,708
<u>REQUIREMENTS:</u>			
Instruction	\$ 85,349	\$370,247	\$ 455,596
Instructional Support	497,890	86,202	584,092
Student Services	102,811	100,939	203,750
Plant Operation and Maintenance	48,900	215,000	263,900
Financial Aid	25,000	44,988	69,988
Transfers Out	397,553	353,628	751,181
Contingency	511,000	(250,000)	261,000
Total Appropriations/Requirements	\$1,668,503	\$921,004	\$2,589,507
<u>DEBT SERVICE FUND</u>			
<u>RESOURCES:</u>			
Transfers In	\$155,000	\$15,797	\$170,797
Total Resources	\$155,000	\$15,797	\$170,797
<u>REQUIREMENTS:</u>			
Debt Service	\$902,114	\$ 1	\$902,115
Total Appropriations	\$902,114	\$ 1	\$902,115
Unappropriated Ending Fund Balance	10,910	15,796	26,706
Total Requirements	\$913,024	\$15,797	\$928,821
<u>CAPITAL PROJECT FUND</u>			
<u>RESOURCES:</u>			
Other Sources	\$55,000	\$ 238,089	\$293,089
Transfers In	0	285,403	285,403
Total Resources	\$55,000	\$523,492	\$578,492
<u>REQUIREMENTS:</u>			
Plant Additions	\$ 0	\$523,492	\$523,492
Total Appropriations/Requirements	\$ 0	\$523,492	\$523,492

**ADOPTED** by the Board of Directors of TBCC this 7th day of June, 2021.

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Board of Education Chair

ATTEST by TBCC President this 7th day of June, 2021.

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Tillamook Bay Community College President

## Adoption of 2021-2022 Budget

### **RECOMMENDATION**

APPROVE AND AUTHORIZE THE BOARD CHAIR TO SIGN BUDGET RESOLUTIONS 2021-2022 NO. 1 THROUGH 3 TO ADOPT THE 2021-2022 BUDGET, MAKE APPROPRIATIONS AND IMPOSE AND CATEGORIZE PROPERTY TAXES

**BACKGROUND INFORMATION** ..... VP Williams

No changes have been made to the budget since we received budget committee approval on April 12<sup>th</sup>.

TBCC is still waiting to hear from the Legislative session about funding for Oregon Community Colleges for the 2021-2023 biennium.

We also expect to hear more information about Capital Projects, both for potential State Matching Funds for new construction and a grant for renovations at the Center for Industrial Technology.

In addition, as of July 1, we will still have a substantial amount of Federal grant funds related to the COVID-19 emergency. It has been challenging to determine how much money will be spent by June 30 and how much will still be available in the new fiscal year. It is also challenging to determine how much will be spent in one budget appropriation category rather another.

And finally, we also anticipate applying for another Title III grant soon that may be awarded in the next fiscal year.

With all of these things as potential changes in the next year, Local Budget Law does allow for budget increases after adoption without limitation. After budget adoption, budget increases of over 10% in any fund require that we publish a supplemental budget hearing notice and hold a public hearing prior to adopting a supplemental budget.

**2021-2022 BUDGET RESOLUTION 1  
ADOPTING THE BUDGET**

BE IT RESOLVED, that the Board of the Tillamook Bay Community College District hereby adopts the budget for fiscal year 2021-2022 in the total of \$18,885,633. This budget is now on file at the District business office in Tillamook, Oregon.

**2021-2022 BUDGET RESOLUTION 2  
MAKING APPROPRIATIONS**

BE IT RESOLVED, that the amounts for the fiscal year beginning July 1, 2021, and for the purposes shown below are hereby appropriated as follows:

General Fund

Instruction	\$2,255,758
Instructional Support	724,461
Student Services	629,173
College Support	2,073,977
Plant Operation & Maintenance	378,180
Fund Transfers Out	298,000
Contingency	127,191
TOTAL GENERAL FUND	<u>\$6,486,740</u>

Special Fund

Instruction	\$ 82,595
Instructional Support	558,560
Student Services	104,723
Plant Operation and Maintenance	48,800
Financial Aid	61,150
Fund Transfers Out	573,564
Contingency	531,000
TOTAL SPECIAL FUND	<u>\$1,960,392</u>

Financial Aid Fund

Financial Aid	\$1,966,589
Fund Transfers Out	2,530
TOTAL FINANCIAL AID FUND	<u>\$1,969,119</u>

Enterprise Fund

Instruction	\$139,090
Instructional Support	60,571
Student Services	9,650
Fund Transfers Out	4,589
Contingency	8,200
TOTAL ENTERPRISE FUND	<u>\$222,100</u>

Debt Service Fund

College Support	\$ 1,600
Debt Service	932,843
TOTAL DEBT SERVICE FUND	<u>\$934,443</u>

Capital Project Fund

Fund Transfers Out	<u>\$53,291</u>
TOTAL CAPITAL PROJECTS FUND	<u>\$53,291</u>



<u>Agency Fund</u>	
Student Services	\$ 6,340
Financial Aid	<u>6,866</u>
TOTAL AGENCY FUND	<u>\$13,206</u>
TOTAL APPROPRIATIONS, ALL FUNDS	<u>\$11,639,291</u>

**Amounts not appropriated:**

<u>General Fund</u> – Ending Fund Balance	\$1,200,000
<u>Special Fund</u> – Ending Fund Balance	86,731
<u>Special Fund</u> – Reserves	5,836,857
<u>Financial Aid Fund</u> – Ending Fund Balance	55,459
<u>Enterprise Fund</u> – Ending Fund Balance	49,894
<u>Debt Service Fund</u> – Ending Fund Balance	16,882
<u>Agency Fund</u> – Ending Fund Balance	<u>519</u>
TOTAL UNAPPROPRIATED AND RESERVE AMOUNTS, ALL FUNDS	<u>\$7,246,342</u>
TOTAL ADOPTED BUDGET	<u>\$18,885,633</u>

**2021-2022 BUDGET RESOLUTION 3  
IMPOSING AND CATEGORIZING TAXES**

BE IT RESOLVED that the Board of the Tillamook Bay Community College District that the following ad valorem property taxes are hereby imposed for tax year 2021-2022 upon the assessed value of all taxable property within the district:

- 1) At the rate per \$1,000 of assessed value of \$0.2636 for permanent tax rate;
- 2) In the amount of \$708,253 for debt service for general obligation bonds;

BE IT RESOLVED that the taxes imposed are hereby categorized for purposed of Article XI section 11b as:

	EDUCATION LIMITATION	EXCLUDED FROM LIMITATION
Permanent Rate Tax	\$0.2636/\$1,000	
General Obligation Debt Service		\$708,253

The above 2021-2022 Budget Resolutions 1, 2, and 3 were approved and declared adopted this 7th day of June, 2021.

\_\_\_\_\_  
Chairperson, Board of Education  
Tillamook Bay Community College

Attest:

\_\_\_\_\_  
Clerk of Board

## Approval of Policy Appendices

### **RECOMMENDATION**

ACTION ITEM

**BACKGROUND INFORMATION** ..... VP Williams

Policy Appendix A-1 – In addition to the position title changes, corrections, and additions recommended for the new fiscal year, please note at the bottom of the Appendix that we are proposing that upon approval of this appendix each year that any title changes such as changing the Chief Financial Officer to the Vice President of Finance would administratively be reflected in all Board Policy and College Administrative Rule without seeking additional approval.

Policy Appendix A-2 – A Cost of Living Adjustment (COLA) was not proposed in the budget process for 2021-2022. The changes in the appendix are the fiscal year and the grades and steps that are blacked out from use due to the increase in the Oregon minimum wage in Tillamook County increasing to \$12.75/hour.

Policy Appendix B-1 – No recommended changes.

Policy Appendix C-1 – Without a COLA, the only change is the fiscal year.

Policy Appendix C-3 – Without a COLA, the only changes are the fiscal year and effective date.

**NON-FACULTY SALARY GRADES**

Page 1/2

Article No.: Appendix A - 1

Approved:

Reference:

**~~2020-2021~~2021-2022 Executive and Management and Administrative Support Staff Salary Grades (Exempt)**

GRADE	POSITION TITLE(or other similar position titles)
30	Vice President of Instruction
28	Director, Economic Development Council Vice President of Finance
27	Vice President of Student Services
26	Executive Director of Foundation and College Advancement
<del>24</del>	<del>Director, Student Services</del>
23	Director, Facilities, HR, and Safety Director, Information Technology
22	Director, Small Business Development Center Dean, Career/-Technical Education
21	Director, Library Director, Institutional Effectiveness
20	Director, Development <del>Director, Equity and Inclusion</del> Dean, Academic Partnerships <del>Librarian</del>
<del>19</del>	<del>SBDC Business Adviser</del>
18	Registrar
17	<del>Accountant</del> Coordinator, Community/Continuing Education <del>Coordinator, Enrollment Services</del> Coordinator, Information Technology Coordinator, Instructional Program <del>Coordinator, Online Instruction</del> Coordinator, Tillamook Works Executive Assistant to President and Board

**~~2020-2021~~2021-2022 Professional Support Staff Salary Grades (Non-Exempt)**

GRADE	POSITION TITLE(or other similar position titles)
<del>16</del>	<del>Registrar Specialist</del>
15	<del>AV/Instructional Specialist</del> Business Office Specialist 2 Career Education Advisor <del>Coordinator, Business Training</del> Coordinator, Criminal Justice <del>Coordinator, Healthcare</del> Financial Aid Advisor 2 <del>Human Resources Specialist</del> Marketing Specialist <del>Online Instruction Specialist</del> Student Engagement Facilitator <del>Recruiter</del> <del>Student Success Coach</del>
13	Business Office Specialist 1 Evening Facilities Specialist Facilities Maintenance Specialist Financial Aid Advisor 1

## NON-FACULTY SALARY GRADES

Page 2/2

Article No.: Appendix A - 1

Approved:

Reference:

	<del>Continuing/Community Ed Assistant</del> <del>CDL Program Assistant</del> Support Specialist (IT/Literacy/Instruction/College Support/Student Services/EDC & SBDC)
6	Library/Office Assistant
<del>3</del>	<del>Custodian/Security Specialist</del>

Upon Board Approval of Appendix A-1 changes in Position Titles will be reflected in all Board Policy and College Administrative Rule without additional Board Approval.

## STAFF SALARY SCHEDULE

Article No.: Appendix A-2

Approved:

Reference:

TILLAMOOK BAY COMMUNITY COLLEGE  
2020-2024 ~~2021-2022~~ Regular Full-Time & Regular Part-Time Staff Salary Schedule  
249 Day Contract

Step Grade	1	2	3	4	5	6	7	8	9	10	11	12	13
1										\$25,993.67	\$26,773.48	\$27,576.68	\$28,403.98
2								\$25,726.58	\$26,498.38	\$27,293.33	\$28,112.13	\$28,955.49	\$29,824.15
3						\$25,462.27	\$26,226.14	\$27,012.92	\$27,823.31	\$28,658.01	\$29,517.75	\$30,403.28	\$31,315.38
4					\$25,956.68	\$26,735.38	\$27,537.44	\$28,363.56	\$29,214.47	\$30,090.90	\$30,993.63	\$31,923.44	\$32,881.14
5			\$25,689.99	\$26,460.69	\$27,254.51	\$28,072.15	\$28,914.31	\$29,781.74	\$30,675.19	\$31,595.45	\$32,543.31	\$33,519.61	\$34,525.20
6	\$25,426.04	\$26,188.82	\$26,974.48	\$27,783.71	\$28,617.22	\$29,475.74	\$30,360.01	\$31,270.81	\$32,208.93	\$33,175.20	\$34,170.46	\$35,195.57	\$36,251.44
7	\$26,697.34	\$27,498.26	\$28,323.21	\$29,172.91	\$30,048.10	\$30,949.54	\$31,878.03	\$32,834.37	\$33,819.40	\$34,833.98	\$35,879.00	\$36,955.37	\$38,064.03
8	\$28,032.21	\$28,873.18	\$29,739.38	\$30,631.56	\$31,550.51	\$32,497.03	\$33,471.94	\$34,476.10	\$35,510.38	\$36,575.69	\$37,672.96	\$38,803.15	\$39,967.24
9	\$29,433.82	\$30,316.83	\$31,226.33	\$32,163.12	\$33,128.01	\$34,121.85	\$35,145.51	\$36,199.88	\$37,285.88	\$38,404.46	\$39,556.59	\$40,743.29	\$41,965.59
10	\$30,905.51	\$31,832.68	\$32,787.66	\$33,771.29	\$34,784.43	\$35,827.96	\$36,902.80	\$38,009.88	\$39,150.18	\$40,324.69	\$41,534.43	\$42,780.46	\$44,063.87
11	\$32,450.79	\$33,424.31	\$34,427.04	\$35,459.85	\$36,523.65	\$37,619.36	\$38,747.94	\$39,910.38	\$41,107.69	\$42,340.92	\$43,611.15	\$44,919.48	\$46,267.06
12	\$34,073.33	\$35,095.53	\$36,148.40	\$37,232.85	\$38,349.84	\$39,500.34	\$40,685.35	\$41,905.91	\$43,163.09	\$44,457.98	\$45,791.72	\$47,165.47	\$48,580.43
13	\$35,777.00	\$36,850.31	\$37,955.82	\$39,094.49	\$40,267.32	\$41,475.34	\$42,719.60	\$44,001.19	\$45,321.23	\$46,680.87	\$48,081.30	\$49,523.74	\$51,009.45
14	\$37,565.85	\$38,692.83	\$39,853.61	\$41,049.22	\$42,280.70	\$43,549.12	\$44,855.59	\$46,201.26	\$47,587.30	\$49,014.92	\$50,485.37	\$51,999.93	\$53,559.93
15	\$39,444.14	\$40,627.46	\$41,846.28	\$43,101.67	\$44,394.72	\$45,726.56	\$47,098.36	\$48,511.31	\$49,966.65	\$51,465.65	\$53,009.62	\$54,599.91	\$56,237.91
16	\$41,416.35	\$42,658.84	\$43,938.61	\$45,256.77	\$46,614.47	\$48,012.90	\$49,453.29	\$50,936.89	\$52,465.00	\$54,038.95	\$55,660.12	\$57,329.92	\$59,049.82
17	\$43,487.17	\$44,791.79	\$46,135.54	\$47,519.61	\$48,945.20	\$50,413.56	\$51,925.97	\$53,483.75	\$55,088.26	\$56,740.91	\$58,443.14	\$60,196.43	\$62,002.32
18	\$45,661.53	\$47,031.38	\$48,442.32	\$49,895.59	\$51,392.46	\$52,934.23	\$54,522.26	\$56,157.93	\$57,842.67	\$59,577.95	\$61,365.29	\$63,206.25	\$65,102.44
19	\$47,944.61	\$49,382.95	\$50,864.44	\$52,390.37	\$53,962.08	\$55,580.94	\$57,248.37	\$58,965.82	\$60,734.79	\$62,556.83	\$64,433.53	\$66,366.54	\$68,357.54
20	\$50,341.84	\$51,852.10	\$53,407.66	\$55,009.89	\$56,660.19	\$58,360.00	\$60,110.80	\$61,914.12	\$63,771.54	\$65,684.69	\$67,655.23	\$69,684.89	\$71,775.44
21	\$52,858.93	\$54,444.70	\$56,078.04	\$57,760.38	\$59,493.19	\$61,277.99	\$63,116.33	\$65,009.82	\$66,960.11	\$68,968.91	\$71,037.98	\$73,169.12	\$75,364.19
22	\$55,501.88	\$57,166.94	\$58,881.95	\$60,648.41	\$62,467.86	\$64,341.90	\$66,272.16	\$68,260.32	\$70,308.13	\$72,417.37	\$74,589.89	\$76,827.59	\$79,132.42
23	\$58,276.97	\$60,025.28	\$61,826.04	\$63,680.82	\$65,591.24	\$67,558.98	\$69,585.75	\$71,673.32	\$73,823.52	\$76,038.23	\$78,319.38	\$80,668.96	\$83,089.03
24	\$61,190.82	\$63,026.54	\$64,917.34	\$66,864.86	\$68,870.81	\$70,936.93	\$73,065.04	\$75,256.99	\$77,514.70	\$79,840.14	\$82,235.34	\$84,702.40	\$87,243.47
25	\$64,250.36	\$66,177.87	\$68,163.21	\$70,208.11	\$72,314.35	\$74,483.78	\$76,718.29	\$79,019.84	\$81,390.44	\$83,832.15	\$86,347.11	\$88,937.52	\$91,605.65
26	\$67,462.88	\$69,486.77	\$71,571.37	\$73,718.51	\$75,930.07	\$78,207.97	\$80,554.21	\$82,970.84	\$85,459.97	\$88,023.77	\$90,664.48	\$93,384.41	\$96,185.94
27	\$70,836.02	\$72,961.10	\$75,149.93	\$77,404.43	\$79,726.56	\$82,118.36	\$84,581.91	\$87,119.37	\$89,732.95	\$92,424.94	\$95,197.69	\$98,053.62	\$100,995.23
28	\$74,377.82	\$76,609.15	\$78,907.42	\$81,274.64	\$83,712.88	\$86,224.27	\$88,811.00	\$91,475.33	\$94,219.59	\$97,046.18	\$99,957.57	\$102,956.30	\$106,044.99
29	\$78,096.71	\$80,439.61	\$82,852.80	\$85,338.38	\$87,898.53	\$90,535.49	\$93,251.55	\$96,049.10	\$98,930.57	\$101,898.49	\$104,955.44	\$108,104.10	\$111,347.22
30	\$82,001.55	\$84,461.60	\$86,995.45	\$89,605.31	\$92,293.47	\$95,062.27	\$97,914.14	\$100,851.56	\$103,877.11	\$106,993.42	\$110,203.22	\$113,509.32	\$116,914.60
31	\$86,101.63	\$88,684.68	\$91,345.22	\$94,085.58	\$96,908.15	\$99,815.39	\$102,809.85	\$105,894.15	\$109,070.97	\$112,343.10	\$115,713.39	\$119,184.79	\$122,760.33
32	\$90,406.71	\$93,118.91	\$95,912.48	\$98,789.85	\$101,753.55	\$104,806.16	\$107,950.34	\$111,188.85	\$114,524.52	\$117,960.26	\$121,499.07	\$125,144.04	\$128,898.36
33	\$94,927.05	\$97,774.86	\$100,708.11	\$103,729.35	\$106,841.23	\$110,046.47	\$113,347.86	\$116,748.30	\$120,250.75	\$123,858.27	\$127,574.02	\$131,401.24	\$135,343.28
34	\$99,673.40	\$102,663.60	\$105,743.51	\$108,915.82	\$112,183.29	\$115,548.79	\$119,015.25	\$122,585.71	\$126,263.28	\$130,051.18	\$133,952.72	\$137,971.30	\$142,110.44
35	\$104,657.07	\$107,796.78	\$111,030.68	\$114,361.60	\$117,792.45	\$121,326.22	\$124,966.01	\$128,714.99	\$132,576.44	\$136,553.73	\$140,650.34	\$144,869.85	\$149,215.95

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**INSURANCE BENEFIT AMOUNT**

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Full-time                      \$1,342.00 per month  
Part-time                      \$1,342.00 per month    (prorated based on actual FTE)

**INSURANCE OPT-OUT BASE AMOUNT**

Full-time                      \$257.00 per month  
Part-time                      \$257.00 per month    (prorated based on actual FTE)

**SUMMARY OF EMPLOYEE BENEFITS**

Page 1/1

Article No.: Appendix B – 1

Approved:

Reference:

**SUMMARY OF EMPLOYEE BENEFITS**

Type of Employee	Insurance (including all coverages in College approved plans)		Sick	Vacation	Paid Holiday	Bereavement Leave	Personal Leave (1)	TBCC Tuition Waiver	PERS
	EMP only DEP: Self Pay		days/year	days/year	days/year	Per occurrence days/year	days/year	Credit and Continuing Education Courses only within one academic year of employment. Excluding partner agency courses.	Qual. Pos.
FT Administrative Staff 249 days or 1992 hours/year	X		12	20	11	5	3	Unlimited for employee + dependents (as allowed by Policy 311)	X
FT Support Staff 249 days or 1992 hours/year	X		12	10 to 20 (4)	11	5	3	Unlimited for employee + dependents (as allowed by Policy 311)	X
PT Admin. & Support Staff 996 hours/year or more	X (2)		X (2)	X (2)	X (3)	5 (3)	X (2)	8 credits for employee + dependents (as allowed by Policy 311)	X
PT Admin. & Support Staff Less than 996 hours/year			X (5)					4 credits for employee + dependents (as allowed by Policy 311)	Qual. Pos.
Temporary & On-Call Employees			X (5)					N/A	Qual. Pos
173 day Regular Faculty 1. FTE	X		10		5	5	3	Unlimited for employee + dependents (as allowed by Policy 417)	X
173 day Regular Faculty .5-.99 FTE	X (2)		X (2)					8 credits for employee + dependents (as allowed by Policy 417)	X
Adjunct Faculty Term-by-term			X (5)					4 credits for employee + dependents (as allowed by Policy 417)	Qual. Pos
Dual Credit Faculty								4 credits for employee + dependents (as allowed by Policy 417)	

"X" Indicates benefit is provided

(1) From sick leave accrual

(5) Shall earn paid sick leave at rate of 2 hours per term per 40 hours worked up to a maximum of 40 hours/yr.

(2)

Prorated on FTE (full-time equivalent)

(3)

Paid based on scheduled hours

(4) based on longevity (see Article 312)

FACULTY SALARY SCHEDULE  
Article No.: Appendix C-1  
Approved:  
Reference:

TILLAMOOK BAY COMMUNITY COLLEGE  
2020-2021-2021-2022 Regular Full-Time & Regular Part-Time Faculty Salary Schedule  
173 DAY CONTRACT

	BA	BA+15	BA+30	BA+45	MA	MA+5	MA+10	MA+15	MA+20	MA+25	MA+30	MA+35	MA+40	MA+45 or 2nd Masters	MA+50	MA +55	MA +60 or Terminal degree in the teaching discipline	PhD, EdD
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	\$41,999.96	\$43,259.96	\$44,557.76	\$45,894.49	\$47,271.32	\$48,689.46	\$50,150.14	\$51,654.64	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52
2	\$43,259.96	\$44,557.76	\$45,894.49	\$47,271.32	\$48,689.46	\$50,150.14	\$51,654.64	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11
3	\$44,557.76	\$45,894.49	\$47,271.32	\$48,689.46	\$50,150.14	\$51,654.64	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17
4	\$45,894.49	\$47,271.32	\$48,689.46	\$50,150.14	\$51,654.64	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59
5	\$47,271.32	\$48,689.46	\$50,150.14	\$51,654.64	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29
6	\$48,689.46	\$50,150.14	\$51,654.64	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29	\$80,476.26
7	\$50,150.14	\$51,654.64	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29	\$80,476.26	\$82,890.55
8	\$51,654.64	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29	\$80,476.26	\$82,890.55	\$85,377.27
9	\$53,204.28	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29	\$80,476.26	\$82,890.55	\$85,377.27	\$87,938.59
10	\$54,800.41	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29	\$80,476.26	\$82,890.55	\$85,377.27	\$87,938.59	\$90,576.75
11	\$56,444.42	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29	\$80,476.26	\$82,890.55	\$85,377.27	\$87,938.59	\$90,576.75	\$93,294.05
12	\$58,137.75	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29	\$80,476.26	\$82,890.55	\$85,377.27	\$87,938.59	\$90,576.75	\$93,294.05	\$96,092.87
13	\$59,881.88	\$61,678.34	\$63,528.69	\$65,434.55	\$67,397.59	\$69,419.52	\$71,502.11	\$73,647.17	\$75,856.59	\$78,132.29	\$80,476.26	\$82,890.55	\$85,377.27	\$87,938.59	\$90,576.75	\$93,294.05	\$96,092.87	\$98,975.66

INSURANCE BENEFIT AMOUNT

Full-time \$1,342.00 per month  
Part-time \$1,342.00 per month (prorated based on actual FTE)

INSURANCE OPT-OUT BASE AMOUNT

Full-time \$257.00 per month  
Part-time \$257.00 per month (prorated based on actual FTE)

# NON-REGULAR FACULTY SALARY SCHEDULE

Page 1/1

Article No.: Appendix C-3

Approved:

Reference:

Non-Regular Faculty Salary Schedule <del>2020-2021</del> 2021-2022 (Effective July 1, <del>2020</del> 2021)							
	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Tier 6	Tier 7
Transfer College Credit Courses (1 contact hour = 1 lecture pay credit)	\$525.23 per lecture credit	\$551.49	\$579.06	\$608.01	\$638.41	\$670.33	\$703.85
Transfer College Credit Courses Lab - Students work independently with the instructor available and in the instructional area for assistance and supervision. (3 contact hours = 1 lab pay credit)	\$1,083.30 per lab credit	\$1,137.47	\$1,194.34	\$1,254.06	\$1,316.76	\$1,382.60	\$1,451.73
Transfer College Credit Courses Lecture/Lab - Instructor gives short lectures and supervises student application of lectures. Instruction methods are integrated; therefore, lecture & lab are dependent on each other. (2 contact hours = 1 lecture/lab pay credit) (examples: ART 284)	\$791.45 per lecture/lab credit	\$831.02	\$872.57	\$916.20	\$962.01	\$1,010.11	\$1,060.62
ABE/GED/ESOL Instructors & Course Substitute Rate	\$35.95 per hour						
Tutoring Rate (Writing Studio, Math Studio, Independent tutoring)	Associates degree or below: \$20.00 per hour Bachelor's degree: \$25.00 per hour Master's degree or higher: \$30.00 per hour						
Truck Driving Instructor	\$27.56 per hour	\$28.94	\$30.39	\$31.91	\$33.51	\$35.19	
Meetings: Curriculum Development, Departmental, etc.	\$20.00 per hour						
Writing Bonus for 3+ sections of Credit WR Courses per term	\$350.00 per term						
Continuing & Community Education	50% of Tuition Revenue at End of Course (Excluding Fees) – Vice President of Instruction may guarantee a minimum enrollment level of compensation in order to support a degree or certificate program or meet a community occupational training need.						
Student Employees (Class I) – Including Federal Workstudy	Minimum Wage	Tier I + .25	Tier II + .25				
Student Employees (Class II) – Including Federal Workstudy	Minimum Wage + .25	Tier I + .25	Tier II + .25				



# Curriculum Approval

## **RECOMMENDATION**

FIRST READING

**BACKGROUND INFORMATION** ..... VP Rivenes

We are bringing forward, for your approval, the new curriculum developed in 2020-2021.

- Associate of Science-MTM Computer Science
- Associate of Science-MTM Business Administration

We have also created a number of new Associate of Arts Oregon Transfer Degree Advising Guides. These do not need approval, as they are not new degrees, but they do show new emphasis areas for our students:

- AAOT Language (Spanish)
- AAOT Fine Art
- AAOT Psychology
- ASOT Math

I am happy to entertain any questions.

# Associate of Arts: Oregon Transfer Degree

## ADVISING GUIDE: FINE ART

**Agenda Item 4.g.1**  
**June 7, 2021**

	FALL TERM	WINTER TERM	SPRING TERM
<b>YEAR 1</b>	CG 100 College Success & Survival (3 CR)	WR 121 English Composition I (4 CR)	WR 122 English Composition II (4 CR) Or WR 227 Technical Writing (4 CR)
	ENG 104 Intro to Literature (4 CR)	MTH 111 College Algebra (4 CR), MTH 105 Math in Society (4 CR) or MTH 243 Statistics (4CR)	SOC 206 Social Problems (4 CR) or PSY 201 Intro to Psychology (4 CR)
	SPA 101 First Year Spanish I (4 CR)	SPA 102 First Year Spanish II (4 CR)	SPA 103 First Year Spanish III (4 CR)
	CHOOSE 1 ART 103 Art History Survey (3 CR) ** ART 115 Basic Design 2D (3 CR) **	ART 212 Modern Art History (3 CR)	ART 211 History of Film (3 CR)
	PSY 201 Intro to Psychology (4 CR)		ART 131 Drawing I (3 CR)
	<i>CREDIT TOTAL 18</i>	<i>CREDIT TOTAL 15</i>	<i>CREDIT TOTAL 18</i>
<b>YEAR 2</b>	<b>FALL TERM</b>	<b>WINTER TERM</b>	<b>SPRING TERM</b>
	BI 101 Biology I (4 CR) Or GS 106 Physical Science (Geology) (4 CR)	BI 102 Biology II (4 CR) Or G 202 Intro to Physical Geology (4 CR)	BI 103 Biology III (4 CR) OR GS 108 Physical Science (Oceanography) (4 CR) Note: GS 109 also acceptable
	CS 160 Intro to Computer Science (4 CR)	HST 202 History of US from 1840-1914 (4 CR)	HST 203 History of the US from 1914 (4CR)
	CHOOSE 1 ART 103 Art History Survey (3 CR) ** ART 115 Basic Design 2D (3 CR) **	COMM 111 Public Speaking (4 CR)	HE 250 Personal Health (3 CR)
	ART 281 Painting I (3 CR)	CHOOSE 1 ART 270 Printmaking (3 CR) ART 140 Digital Photography (3 CR)	CHOOSE 1: ART 231 Drawing I/II (3 CR) ART 281 Painting I/II (3 CR)
	<i>CREDIT TOTAL 14</i>	<i>CREDIT TOTAL 15</i>	<i>CREDIT TOTAL 14</i> <b>94 Credits-apply for graduation- AAOT completed!</b>

**Part Time Students:**

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
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Tillamook Bay Community College 2021-2022 [www.tillamookbaycc.edu](http://www.tillamookbaycc.edu)

# Associate of Arts: Oregon Transfer Degree

## ADVISING GUIDE: LANGUAGE

Agenda Item 4.g.2  
June 7, 2021

	FALL TERM	WINTER TERM	SPRING TERM
YEAR 1	CG 100 College Success & Survival (3 CR)	WR 121 English Composition I (4 CR)	WR 122 English Composition II (4 CR) Or WR 227 Technical Writing (4 CR)
	SPA 101 First Year Spanish I (4 CR)	SPA 102 First Year Spanish II (4 CR)	SPA 103 First Year Spanish III (4 CR)
	PSY 201 Intro to Psychology (4 CR)	HST 202 History of the US from 1840-1914 (4 CR)	SOC 206 Social Problems (4 CR) or PSY 201 Intro to Psychology (4 CR)
	ENG 104 Intro to Literature (4 CR)	COMM 111 Public Speaking (4 CR)	MTH 105 Math in Society (4 CR) or MTH 243 Statistics (4 CR)
	CREDIT TOTAL 15	CREDIT TOTAL 16	CREDIT TOTAL 16
YEAR 2	FALL TERM	WINTER TERM	SPRING TERM
	SPA 201 Second Year Spanish I (4 CR)	SPA 202 Second Year Spanish II (4CR)	SPA 203 Second Year Spanish III (4 CR)
	BI 101 Biology I (4 CR) OR GS 106 Physical Science (Geo) (4 CR)	BI 102 Biology II (4 CR) OR Online Physical Science Course	BI 103 Biology III (4 CR) OR GS 108 Physical Science (Ocean.) (4 CR) Note: GS 109 is also acceptable
	CS 160 Intro to Computer Science (4 CR)	HE 250 Personal Health (3 CR)	ENG 260 Intro to Women Writers (4 CR) or ENG 106 Intro to Poetry (4 CR)
	HST 201 History of the US to 1940 (4 CR)	ENG 105 Intro to Drama (4 CR)	
	CREDIT TOTAL 16	CREDIT TOTAL 15	CREDIT TOTAL 12 <b>90 Credits-apply for graduation- AAOT completed!</b>

Part Time Students:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
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Tillamook Bay Community College 2021-2022 [www.tillamookbaycc.edu](http://www.tillamookbaycc.edu)

# Associate of Arts: Oregon Transfer Degree

## ADVISING GUIDE: PSYCHOLOGY

Agenda Item 4.g.3  
June 7, 2021

	FALL TERM	WINTER TERM	SPRING TERM
YEAR 1	CG 100 College Success & Survival (3 CR)	ENG 254 Survey of American Literature II (4 CR) OR ENG 105 Introduction to Drama (4 CR)	ART 212 Modern Art History (4 CR) OR ART 211 History of Film (4 CR)
	WR 121 English Composition I (4 CR)	WR 122 English Composition II (4 CR) OR WR 227 Technical & Professional Writing (4 CR)	SOC 206 Social Problems (4 CR)
	LEAD 110 Leadership & Ethics in the Helping Professions (4 CR)	PSY 101 Psychology and Human Relations (4 CR)	HST 202 US History 1840 -1914 (4 CR) OR HST 203 US History 1914 to Present (4 CR)
	PSY 201 Intro to Psychology (4 CR)	COMM 111 Public Speaking (4 CR)	MTH 105 Math in Society (4 CR) OR MTH 111 College Algebra (4 CR)
	CREDIT TOTAL 15	CREDIT TOTAL 16	CREDIT TOTAL 16
YEAR 2	FALL TERM	WINTER TERM	SPRING TERM
	BI 101 Biology I (4 CR) OR G 201 Intro to Physical Geology (4 CR)	BI 102 Biology II (4 CR) OR G 202 Physical Geology (4 CR)	BI 103 Biology III (4 CR) OR GS 108 Physical Science (Oceanography) (4 CR) NOTE: GS 109 is also acceptable
	CS 160 Intro. To Computer Science (4 CR)	PSY 215 Human Development (4 CR)	PSY 239 Abnormal Psychology (4 CR)
	ENG 250 Folklore & Mythology (4 CR) OR MUS 108 Music Cultures of the World (3 CR)	SOC 204 Sociology in Everyday Life (4 CR)	6 Credits ELECTIVES
	3 Credits ELECTIVES	HE 250 Personal Health (3 CR)	
	CREDIT TOTAL 15	CREDIT TOTAL 15	CREDIT TOTAL 14

Total 90-91 credits Part Time Students:

YEAR 1	YEAR 2	YEAR 3	YEAR 4
Tillamook Bay Community College 2021-2022 <a href="http://www.tillamookbaycc.edu">www.tillamookbaycc.edu</a> *Note: We recommend adding these additional courses in order to also complete the Oregon Transfer Module (OTM)			

# Associate of Science Oregon Transfer Degree

## ADVISING GUIDE: MATH

Agenda Item 4.g.4  
June 7, 2021

	FALL TERM	WINTER TERM	SPRING TERM
YEAR 1	CG 100 College Survival & Success (3 CR)	MTH 111 College Algebra (4 CR)	MTH 112 Elementary Functions (4 CR)
	WR 121 English Composition I (4 CR)	WR 122 English Composition II (4 CR) or WR 227 Technical & Profession Writing (4 CR)	COMM 111 Public Speaking (3 CR)
	CS 160 Intro to Computer Science (4 CR)	CS 161 Computer Science I (4 CR)	CS 162 Computer Science II (4 CR)
	BI 211 Principles of Biology I (4 CR)	EC 201 Microeconomics (4 CR)	EC 202 Macroeconomics (4 CR)
	<i>CREDIT TOTAL 15</i>	<i>CREDIT TOTAL 16</i>	<i>CREDIT TOTAL 14</i>
YEAR 2	FALL TERM	WINTER TERM	SPRING TERM
	MTH 251 Calculus I (4 CR)	MTH 252 Calculus II (4 CR)	MTH 253 Calculus III (4 CR)
	PSY 201 Intro to Psychology (4 CR)	PHY 201 General Physics I (5 CR)	PHY 202 General Physics II (5 CR)
	ENG 250 Folklore & Mythology (4 CR) or MUS 108 Music Cultures of World (3 CR)*	ENG 105 Intro to Literature (Drama) (4 CR)	MTH 254 Vector Calculus (4 CR)
	HE 250 Personal Health (3 CR)	HST 202 History of the US from 1840-1914 (4CR)	ART 131 Drawing I (3 CR)
	<i>CREDIT TOTAL 14-15</i>	<i>CREDIT TOTAL 17</i>	<i>CREDIT TOTAL 16</i> <b>93 Credits-apply for graduation- AAOT completed!</b>

**Part Time Students:**

YEAR 1	YEAR 2	YEAR 3	YEAR 4
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Tillamook Bay Community College 2021-2022 [www.tillamookbaycc.edu](http://www.tillamookbaycc.edu)

# Associate of Science Transfer: Computer Science (MTM)

Agenda Item 4.g.5

June 7, 2021

TBCC guarantees, at a minimum, the following courses each quarter for the completion of the Associate of Science Transfer- Biology.

A student can transfer in or take other courses that meet the requirements though this is discouraged.

	FALL TERM	WINTER TERM	SPRING TERM
YEAR 1	CG 100 College Survival & Success (3 CR)	WR 122 English Composition II (4 CR) or WR 227 Technical & Prof. Writing (4 CR)	COMM 111 Public Speaking (4 CR)
	WR 121 English Composition I (4 CR)	MTH 111 College Algebra (4 CR)	MTH 112 Elementary Functions (4 CR)
	CS 160 Intro to Computer Science (4 CR)	CS 161 Computer Science I (4 CR)	CS 162 Computer Science II (4 CR)
	BI 221 Principles of Biology I (4 CR)	BI 222 Principles of Biology II (4 CR)	BI 223 Principles of Biology III (4 CR) cs
	15 Credit Total	16 Credit Total	16 Credit Total
	FALL TERM	WINTER TERM	SPRING TERM
YEAR 2	CS 260 Data Structures (4 CR)	MTH 252 Calculus II (4 CR)	MTH 253 Calculus III (4 CR)
	MTH 251 Calculus I (4 CR)	Electives or consider partner school for CS 205, CS 231 and CS 232 (Discrete Math) (4CR)	ART or ENG minimum of 3-4 CR (varies according to term schedule)
	MUS 108 Music Cultures of the World (3 CR)	EC 201 Microeconomics (4 CR)	EC 202 Macroeconomics (4 CR)
	4 CR electives	3-4 CR electives	3-4 CR electives
	15 Credit Total	14-15 Credit Total	14-16 Credit Total

**Total 90-91 Credits**

**Part Time Students:**

YEAR 1	YEAR 2	YEAR 3	YEAR 4
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## Associate of Science Transfer degree in Business (MTM)

TBCC guarantees, at a minimum, the following courses each quarter for the completion of the Associate of Science.

A student can transfer in or take other courses that meet the requirements though this is discouraged.

	FALL TERM	WINTER TERM	SPRING TERM
YEAR 1	CG 100 College Survival & Success (3 CR)	WR 121 English Composition I (4 CR)	WR 227 Professional & Technical Writing (4 CR)
	BA 101 Intro to Business (4 CR)	CAS 170 Beginning Excel (3 CR)	SOC 206 Social Problems (4 CR) OR PS 204 Comparative Political Systems (4 CR)
	BA 211 Principles of Accounting I (4 CR)	BA 212 Principles of Accounting II (4 CR) OR Other BA Approved Elective (3-4 CR)	BA 213 Managerial Accounting (4 CR)
	CAS 133 Basic Computer Skills (4 CR)	MTH 243 Statistics I (4 CR)	MTH 244 Statistics II (4 CR)
	15 Credit Total	14-15 Credit Total	16 Credit Total
YEAR 2	FALL TERM	WINTER TERM	SPRING TERM
	BI 101 Biology (4 CR) OR G 201 Intro to Physical Geology (4 CR)	BI 102 Biology (4 CR) OR G 202 Physical Geology (4 CR)	BI 103 Biology (4 CR) OR GS 108 Physical Science (4 CR) NOTE: GS 109 ALSO ACCEPTABLE
	COMM 111 Public Speaking (4 CR)	BA 226 Business Law (4 CR)	ART, ENG or MUSIC, minimum of 3-4 CR (varies according to term schedule)
	ENG 250 Intro to Mythology (4 CR) OR MUS 108 Music Cultures of the World (3 CR)	EC 201 Microeconomics (4 CR)	EC 202 Macroeconomics (4 CR)
	MTH 111 College Algebra (4 CR)	MTH 241 Calculus for Management, Life, and Social Science (4 CR)	HST 203 History of US from 1914 (4 CR) OR ART, ENG or MUSIC, minimum of 3-4 CR (varies according to term schedule)
	15-16 Credit Total	16 Credit Total	14-16 Credit Total

**Total 90-94 Credits**

**Part Time Students:**

YEAR 1	YEAR 2	YEAR 3	YEAR 4
--------	--------	--------	--------

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## 2020-2021 Board Goals

### **RECOMMENDATION**

INFORMATION ONLY

### **BACKGROUND INFORMATION** ..... President Tomlin

We have revised the Board Goals document after our discussion last month. It can be found on the next page of the packet. Out of 14 different goals for the year, the Board achieved 8 of them, or 57%. We will review through the list and briefly discuss the results.

The next step will be to review the goal results in more depth at the September Board Retreat and document a discussion on the importance of the goals not met and whether these or similar goals need to be put on the 2021-22 list, and if so, how to make them more achievable. This will help us close the loop on the board goals and complete the board self-evaluation process for the 2020-21 academic year.

## 2020-2021 TBCC BOARD GOALS ACCOMPLISHED

Core Theme: Educational Excellence		Deadline / date of completion	Accomplished? Yes/No
<b>1. Goal: Board Members will be trained in board operations</b>			
<b>Actions:</b>			
<b>1.a. A quorum of Board members will attend at least 1 training during the year.</b>		<b>Due by June 2021</b>	<b>No</b>
Betsy McMahon	Attended: OCCA Board Training (2 hours)	10/20/20	
Kathy Gervasi	Attended: OCCA Board Training (2 hours)	10/20/20	
Betsy McMahon	Viewed recording of OCCA 10/20/20 Board Training (2 hours) <a href="https://bluecc.zoom.us/rec/play/QrCDMaAppbSEZbn5j3Kzl3CVhTXdrGjZ-O1wq-61VA1BLJPFLnuWy-chr9VtHqA-GUe6pAZ5O7D_lrbM.H3bLOdJP4PZwzAVO">https://bluecc.zoom.us/rec/play/QrCDMaAppbSEZbn5j3Kzl3CVhTXdrGjZ-O1wq-61VA1BLJPFLnuWy-chr9VtHqA-GUe6pAZ5O7D_lrbM.H3bLOdJP4PZwzAVO</a>	11/15/20	
Kathy Gervasi	Attended OSBA (Oregon School Board Association) webinar on Board Self-Assessment	1/25/21	
Betsy McMahon	Serves as TBCC's Liaison with OCCA		
Betsy McMahon	Attended OCCA Virtual Legislative Summit	4/16/21	
<b>1.b. A Quorum of Board members will attend OCCA Convention via Zoom and report out at Dec Board meeting</b>		<b>Nov 4-6 2020</b>	<b>No</b>
Kathy Gervasi	Attended the OCCA Conference.	November 4-6, 2020	
Betsy McMahon	Attended the OCCA Conference.	November 4-6, 2020	
<b>2. Goal: Board Members will be prepared for accreditation visit</b>			
<b>Actions:</b>			
<b>2.a. Learn about the process at the October 2020 Board Retreat from President Tomlin and VP Rivenes</b>		<b>By Oct 5 2020</b>	<b>Yes</b>
All Board members were present.	TBCC Board Retreat Agenda Item 4.d	10/5/20	

## 2020-2021 TBCC BOARD GOALS ACCOMPLISHED

<b>2.b. Attend an accreditation training session at each TBCC Board meeting until the Oct 4-6 Accreditation visit</b>		<b>By June 2021</b>	<b>Yes</b>
All board members were present	November TBCC Board meeting	11/2/20	
All board members were present	December TBCC Board meeting	12/7/2020	
All board members were present	January TBCC Board meeting	1/4/2021	
Kathy Gervasi, Mary Faith Bell, Pam Zweifel, Betsy McMahon, Jennifer Purcell were present	February TBCC Board meeting	2/1/2021	
All board members were present	March TBCC Board meeting	3/1/2021	
All board members were present	April TBCC Board meeting	4/5/2021	
Accreditation Report presented	June Board meeting	6/7/2021	
<b>3. Goal: Board Members will use an Equity Lens in making decisions for TBCC students.</b>		<b>Deadline / date of completion</b>	
<b>Actions:</b>			
<b>3.a. At least two board members will attend Equity Lens training at the College.</b>		<b>By June 2021</b>	<b>Yes</b>
Kathy Gervasi, Mary Faith Bell, Jennifer Purcell, Betsy McMahon		2/12/2021	
Mary Faith Bell, Kathy Gervasi, Betsy McMahon	Session 1 (1.5 hours)	2/23/2021	
Mary Faith Bell, Kathy Gervasi, Betsy McMahon	Session 2 (1.5 hours)	3/16/2021	
Mary Faith Bell, Kathy Gervasi, Betsy McMahon	Session 3 (1.5 hours)	4/20/2021	
Mary Faith Bell, Kathy Gervasi, Betsy McMahon	Joint Final Session (1.5 hours)	5/18/2021	

## 2020-2021 TBCC BOARD GOALS ACCOMPLISHED

Betsy McMahon	Attended webinar, "A Conversation About How To Be an Antiracist" with Ibram X Kendi	4/14/2021	
<b>3.b. At least two board members will attend the Equity Lens training session at the 2020 OCCA Convention.</b>		<b>Nov 4-6 2020</b>	<b>No</b>
Kathy Gervasi	Attended the Equity session at OCCA Conference	November, 2020	
<b>3.c. Apply the Equity Lens process in some decision-making.</b>		<b>By June 2021</b>	<b>Yes</b>
In January 2021, the board asked Rhoda to revise new student services policies 502, 503 and 504 to include Equity Lens language. She made the revisions and the policies were approved at the February 2021 board meeting.		Jan 4 and Feb 1, 2021	
<b>3.d. Identify a Board member to be the Equity champion on the Board who brings up Equity Lens process in decision-making.</b>		<b>By June 2021</b>	<b>Yes</b>
Mary Faith Bell volunteered to serve in this capacity.		May, 2021	

<b>Core Theme: Economic Success</b>		<b>Deadline / date of completion</b>	<b>Accomplished? Y/N</b>
<b>4. Goal: Board Members will be involved in the adjustments to the TBCC Facilities Master Plan (FMP)</b> <b>Actions:</b>		<b>By Jan 2021</b>	
<b>4.a. Identify at least 2 Board members to be part of the FMP Committee to discuss adjustments to the FMP, and keep board informed of progress being made.</b>			<b>No</b>
<ul style="list-style-type: none"> <li>There were no Board members on the FMP Committee this year.</li> </ul>			
Mary Jones	Assisted with the purchase of the Mechtronics Building	Fall 2020	
<b>5. Goal: Board Members will be proactive regarding State Legislation for Community College Funding</b> <b>Actions:</b>			

## 2020-2021 TBCC BOARD GOALS ACCOMPLISHED

<b>5.a. Communicate with Legislators during the 2021 session about TBCC and community college needs, sharing stories and accomplishments.</b>		<b>Winter-Spring 2021</b>	<b>No</b>
Betsy McMahon	Attended the OCCA Virtual Legislative Summit (Advocating in a Virtual Landscape)	April 2021	
Betsy McMahon	Has attended weekly virtual Legislative Sessions through OCCA		
<b>5.b. Build relationships with Legislators (ie. Attend town halls, College visits, etc.)</b>		<b>Winter-Spring 2021</b>	<b>No</b>
Some board members, along with members of the TBCC Leadership Team, met with State Senator Dick Anderson and with State Representative Suzanne Weber in separate meetings. The larger group did not participate because of social distancing requirements.		Late Summer, early Fall 2020	

<b>Core Theme: Leadership, Partnership and Community Engagement</b>		<b>Deadline / date of completion</b>	<b>Accomplished? Yes/No</b>
<b>6. Goal: Board Members will support the Foundation's Plan to raise money for the future buildings</b>			
<b>6.a. Schedule a joint board meeting with the Foundation Board to discuss next steps for implementation of the FMP.</b>		<b>June 2021</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>This meeting is scheduled for June 2021.</li> </ul>			
<b>6.b. Meet with the Foundation Board members during the year to discuss their work and become familiar with what they are doing.</b>		<b>June 2021</b>	<b>No</b>
Tamra Perman	Serves as the TBCC Board of Education Liaison to the Foundation Board.		
<b>7. Goal: Board Members will support and participate in at least two College activities.</b>			<b>Yes</b>
<b>Board members were informed of the following TBCC Committees, Events, and Activities in the 2020-2021 year.</b>			

## 2020-2021 TBCC BOARD GOALS ACCOMPLISHED

<ul style="list-style-type: none"> <li>• In-Service trainings</li> <li>• Extended Staff Meetings</li> <li>• Graduation</li> <li>• Equity Book Club meetings</li> <li>• Opportunities for Committee work</li> </ul>			
<b>Board members participated in the following events/activities during the year:</b>			
Mary Jones	Served on the TBCC logo redesign committee		
Betsy McMahon	Participated in the Equity Book Club during Fall Term		
All board members	Served on TBCC's Budget Committee	April 12, 2021	
Betsy McMahon	TBCC In-Service (4 hours)	09/21/20	
Kathy Gervasi	TBCC In-Service (4 hours)	09/21/20	
Betsy McMahon	TBCC Extended Staff Meeting (2 hours)	10/16/20	
Betsy McMahon	TBCC Extended Staff Meeting (2 hours)	11/13/20	
Tamra Perman	TBCC Extended Staff Meeting (2 hours)	1/22/21	
Betsy McMahon	TBCC Extended Staff Meeting (2 hours)	2/19/21	

## Information Only Items

### **RECOMMENDATION**

INFORMATION ONLY

**BACKGROUND INFORMATION** ----- Chair Gervasi

# Website Redesign

## **RECOMMENDATION**

INFORMATION ONLY

**BACKGROUND INFORMATION** ..... Exec Director Luquette

The TBCC website is a critically important marketing tool for the college and is key to student recruitment, student retention, donor retention, and community engagement. In conjunction with the college's rebranding and focus on Guided Pathways, TBCC is redesigning its website to better meet stakeholder needs. Once the redesign is complete, the site will encourage student enrollment, integrate with the college's academic catalog, align with the college's Guided Pathways work, and provided a positive alumni and community experience. Students will easily be able to locate information about the college's learning communities, academic and noncredit programs, and apply to attend both as a credit and non-credit student with ease. The front page will have the capability to quickly mobilize emergency information and share news and information about events and activities, the academic calendar, and social media. Student testimonials and alumni highlights will be woven through the site to tell the story of TBCC through a student perspective. A branded merchandise store will be a new feature. The site will adhere to TBCC brand standards, meet WCAG 2.1 compliance, and be SEO optimized. The anticipated launch date is June 11.



## Accreditation Prep Report

### **RECOMMENDATION**

INFORMATION ONLY

### **BACKGROUND INFORMATION** ..... President Tomlin

For the past eight months, we have shared information on different topics regarding questions that could be asked of Board members during our Accreditation visit on Oct 4-6. All of these questions and responses from all of you have been collected and combined into one packet for Board members to review prior to the visit. We will review the packet and answer any questions at the September Board retreat in final preparation for the visit. The Evaluation Team will want to meet with Board members alone during the visit, usually for an hour. If more than three of you want to meet with the evaluators, we will set up two different sessions. We will work around your schedule. We will briefly review the packet at this meeting and answer any questions you have about the process or the information.

## Accreditation Prep

(October 2020)

### What might NWCCU ask the Board?

- Do you have confidence in the President's ability to lead the college?
- To what degree are you involved in college planning?
- How are Board decisions made?
- What is your role in policy creation?
- Role in policy review?
- Role in tuition/fees?
- Role in resource allocation and budget?
- How do you communicate with President, staff, faculty?
- Do you feel your input is considered in college operations? Examples?
- Strengths of the college right now?
- Weaknesses in the college right now?
- Your role in college improvement and student learning?
- How are you involved at the college?
- How often do you evaluate yourselves and what do you do with that evaluation?

(November 2020)

### "To What Degree Are You Involved in College Planning?"

- The Board approved the changes to the Strategic Framework that then became the TBCC Strategic Plan 2017-21.
- The Board approves the Mission Fulfillment Report every fall.
- The Board approves the changes to the Strategic Plan measures each year.
- The Board receives presentations about the Strategic Plan at least 2-3 times each year. These included talking about the College WIG (Wildly Important Goal), operational planning components, including Service Area Outcomes and Project Lists.
- The Board hears presentations on every Program Review each year (includes one each board meeting).
- The Board approved the Re-opening Plan, the subsequent Covid Response Plan and revisions of the plan.
- The Board receives presentations on the strategic plan measure narratives.
- Board members participate in TBCC's In-Service and extended staff meetings; there is always a planning component.
- Strategic planning for the TBCC Foundation (jointly with Foundation Board members)
- Board members participate in the budget planning process and approve the budget.

- Board members attend community meetings and discuss the future of the College.
- Surveyed Tillamook County

(December 2020)

## **Accreditation: “How are Board Decisions Made and What is Your Role in Policy Creation?”**

Regarding how board decisions are made, it is important to emphasize that no one individual on the board can speak for the board as a whole. No decisions can be made by the Board without an official vote by a quorum of board members (at least four members) at an official meeting of the Board.

Board Policy that addresses board decisions include:

### **100.6 - AUTHORITY OF MEMBERS**

Any duty imposed upon the Board as a body shall be performed at a regular or special meeting and shall be made a matter of record. The consent to any particular measure obtained from individual Board members when the Board is not in session shall not be an act of the Board and shall not be binding upon the College.

### **101.1 CONDUCTING BOARD BUSINESS**

Voting. Voting at Board meetings will be by voice vote. A member voting against a proposition may state the reasons and have them recorded in the minutes if so requested at the time of voting. Any member may also request the “yeas” and “nays” to be taken and entered in the minutes on any question before the Board. Abstention is not desirable and if insisted upon will be recorded as a “nay” vote. H. Quorum. Four members of the Board will constitute a quorum for the transaction of Board business. At least four members of the Board must approve a motion for it to pass.

One of the Board’s formal obligations and responsibilities is with policy creation and approval. The Board Policy statements that address the Board’s role in Policy Creation include:

### **100.1 GOVERNANCE**

The Board of Education is primarily concerned with the creation, under existing law, of policies for the College, and for the evaluation of the effectiveness of those policies. The execution of given policy, the daily decisions made within its framework, and the methods used to enforce its provisions, are properly the responsibility of the College professional administrative staff.

### **102.1 - BOARD POLICIES**

A. The policies adopted by the College Board of Education have been written to be consistent with the provisions of law, but do not encompass all laws relating to the College’s activities. All employees will be expected to know and will be held responsible for observing all provisions of law pertinent to their activities as College employees.

B. Any policy needing immediate action may be enacted by a unanimous vote of the entire Board.

The vote will be entered in the minutes of the meeting.

C. Additions, changes and/or deletions of policies governing the College shall be considered by the Board at a minimum of two (2) separate meetings before final action is taken. Amendment will be made by the repeal of the existing policy and, if required, the enactment of a new policy.

(January 2021)

## **How TBCC Creates Partnerships**

- 1) Clear Expectations
- 2) Make Your Partner Your Team
- 3) Teams WIN
- 4) Time & Space to Grow
- 5) Honesty & Transparency

### **Test, Go, Deep Dive...**

- Set criteria in advance to “test” partnerships: Is this in-line with the MISSION of the college?
- Is there mutual benefit to ALL parties and is there clearly defined equitable contributions from all parties?
- Do we have partner, community and student buy-in?
- Can we assume this risk and is the risk level acceptable?
- Customer Service follow up
  
- Once the “test” is a “GO,” have a set criteria to evaluate next steps. Is there a local or regional need?
- Is someone ready do this (and if so, can we bring them in)?
- Is this the best solution?
- Does this lead to a living wage job?
- Is this part of a larger career ladder that we are interested in building or already have?
- Is there data to suggest that this program/partnership can attract, enroll, retain & graduate enough students to cover the bottom line costs over the next 5-10 yrs?
  
- Deep Dive after the preliminary “GO” Costs (develop budget)
- Faculty (Support time, availability, hire ability)
- Establish partner commitments formally

(February 2021)

## **Goal Setting and Measuring Progress**

TBCC's Wildly Important Goal (WIG) is based on performance on our strategic plan. Fall to Winter retention has been fluctuating between 73% and 74% for the last few years. For 2020-21, TBCC's WIG was to retain 80% of students from Fall to Winter term. That goal was not met. In spite of staff efforts to keep students engaged, COVID had created extremely challenging circumstances. The 70% retention that was achieved is exceptional given the circumstances.

The WIG is a key part of the strategic planning model. Every department sets goals that contribute to one great goal: the WIG. To summarize the process of strategic planning:

- Core themes drive goals
- Progress towards goals is objectively measured on a regular basis.
- Strategic projects are created to achieve goals, and most importantly, the wildly important goal. Each year, each department within TBCC creates lists of strategic and operational projects which contribute to the larger goals and ultimately, the WIG.

(March 2021)

## **Describe General Education at TBCC**

- What degrees are in General Education?
  - Degrees within General Education include the AAOT, AS, AGS and ASOT.
- What are the Program Learning Outcomes for General Education?
  - Math, Science, Writing, Arts & Letters, Social Science, Informational Literacy, Communication and Cultural Competency.
- Is there a General Education requirement for every program?
  - Any Certificate or Degree program that includes 45 or more credits must include General Education.
- What kind of classes make up General Education?
  - Math, Science, Writing, Arts & Letters, Social Science, Informational Literacy, Communication and Cultural Competency.
- What is the FTE in Gen Ed/Transfer?
  - The FTE in General Education and Transfer is 100 annually. The bulk of TBCC's credit instruction is in General Education classes.

## **Shared Governance**

- What is shared Governance, how does it work at TBCC and can you give examples?
  - Decisions are made by a Leadership Team and College Council.
  - A decision matrix was developed as a reference as to who needs to be involved in each type of decision. The Leadership Team is working to assign more decision-making authority to committees and task forces in the matrix.
- How do you communicate with the President, staff, faculty?

- The annual board retreat
- monthly meetings
- email and telephone with the President as necessary
- Board members are invited to attend All-staff meetings, and participate in trainings with TBCC Employees.
- Small subsets of the board gather informally on Zoom once or twice a term.
- Do you feel your input is considered in college operations? Examples?
  - “When I heard about the Mechtronics building being for sale, I immediately thought of TBCC’s need for CTE space and suggested it and TBCC purchased the building.”
  - The creation and revision of policies
  - The Facilities Master Plan
  - The elimination of Online Fees
- What is your role in college improvement and student learning?
  - Equity Lens Training
  - Using data to make decisions
  - Student tuition and fees – were changed as a result of board feedback.
- How are you involved at the college?
  - Equity Training & Using an Equity Lens for decision making
  - Attending Staff Meetings
  - Groundbreaking Ceremonies
  - Liaison to OCCA Board and TBCC Foundation
  - Legislative Meetings
  - Active participation in the Logo Redesign committee
  - Community Connections: Chambers of Commerce, etc
  - Connections to Industry in the Community

(April 2021)

## **The Budget**

The board is not involved in the day-to-day, month-to-month management of the budget, but is involved with the policy that determines how the budget comes about and how it is managed. To date, the board has not had to sound the alarm, because the budget is carefully considered and well-managed.

What is your role in determining tuition and fees?

When a change is proposed, we ask questions to make sure we understand the need and any potential ramifications. We talk about tuition and fees, compare ours to other colleges, and talk about what makes sense for our community. We might make suggestions. Finally, we approve any change.

What is your role in resource allocation and budget?

The board weighs in on how and when to use reserves.

The board weighs in on the assumptions we use to build the budget.

What do you know about the budget development process?

All department heads develop their own budgets initially and then meet with the VP of Finance and the President to answer questions and sometimes budgets are adjusted at that point. The VP of Finance compiles all the department budgets. And builds what can be assumed about revenue to arrive at a proposed budget for the upcoming year.

At the same time the budget is being developed, department heads are also creating their project lists for the upcoming year so that any funding needed for projects is budgeted.

Board members and other community members come together to form a Budget Committee, which meets to review every aspect of the budget and approve it.

Adjustments are made to the budget throughout the year when something is different than was projected. For example, if revenue is lower than projected, then expenditures must be reduced correspondently.

Every department is in charge of managing their budget throughout the year to make sure they don't overspend. The leadership team looks over their expenditure updates monthly. President's office tracks it throughout the year.

TBCC spends conservatively and doesn't "count chickens before they are hatched." Even if budgeted, funds are not spent unless really needed.

# Equity Gap Report

## RECOMMENDATION

INFORMATION ONLY

## BACKGROUND INFORMATION ..... Director McCarley

The Institutional Effectiveness Office has recently completed an analysis of the factors which may predict success at TBCC (see attached). While the College community has had many discussion about which populations of students outperform others, these analyses haven't really dug deeper than looking at race/ethnicity and sex.

- We now have access to FAFSA/ORSAA data for analysis which provides more reliable information on first generation status and family income.
- The new NWCCU standards explicitly require us to identify our equity gaps, communicate across the College about them, and act specifically to address these gaps.
  - *1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. **Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).***
  - *1.D.3 The institution's **disaggregated indicators of student achievement should be widely published and available on the institution's website.** Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and **be used for continuous improvement to inform planning**, decision making, and allocation of resources.*
  - *1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and **implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.***

We need an understanding of our equity gaps that is broadly communicated across the College and drives our continuous improvement efforts. The goal of these analyses is to dig deeper into student success and identify the factors that indicate risk for failure – especially those factors where there is an opportunity to intervene.



## Understanding and Addressing our Equity Gaps

### Context:

- While we've had many discussion about which populations of students outperform others, these analyses haven't really dug deeper than looking at race/ethnicity and sex.
- We now have access to FAFSA/ORSAA data for analysis which provides more reliable information on first generation status and family income.
- The new NWCCU standards explicitly require us to identify our 'equity gaps' (which students are at higher risk to stop-out or not succeed), communicate across the College about them, and act specifically to address these gaps.
- We need an understanding of our equity gaps that is broadly communicated across the College and drives our continuous improvement efforts.

### Questions to consider:

1. What do these findings mean for each of us and our teams?
2. How are we already addressing these gaps? How could we be?

*Included here is the result of my most recent analyses, including first generation status and family income. If you don't want to swim around in tables, jump to the summary of findings at the end of the document.*

### Equity Gaps Analysis:

- Sample includes first-time at TBCC students who enrolled in the Fall term from 2015-2016 through 2019-2020 (5 Cohort Years). The trend over the last 5 year has been toward increasing numbers of women and Latinx students as a percentage of the student body.

Cohort Year	N	%	
		Women	% Latinx
2016	94	56.4%	18.1%
2017	118	51.7%	13.6%
2018	137	61.3%	20.4%
2019	105	58.1%	23.8%
2020	90	63.3%	22.2%
<b>Total</b>	<b>544</b>	<b>58.1%</b>	<b>19.5%</b>

- FAFSA/ORSAA applications provide first generation and family income data – for those students who completed the applications - which is a subset of all new students:

Cohort Year	N		
		% First Gen	% Low Income

2016	67	62.6%	43.8%
2017	90	52.2%	58.3%
2018	115	62.6%	50.5%
2019	86	55.8%	50.0%
2020	78	78.2%	50.7%
<b>Total</b>	<b>436</b>	<b>61.9%</b>	<b>51.0%</b>

- I've calculated 'family income' using the 'expected family contribution' from the FAFSA/ORSAA. Expected family contribution (EFC) can be used as a proxy for family income. EFC ranges from zero, for those families with the least resources, to tens of thousands of dollars for wealthy families. I've coded students with an EFC of zero as low income, and all other students as middle income. About half of students who completed the FAFSA/ORSAA are categorized as low income. This is a very gross categorization – meaning there may be more nuanced ways to categorize students using EFC, but the patterns that emerge using just these two categories are already revealing.
- We can look at the relationship between student characteristics and these leading indicators:
  - Staying enrolled
    - Fall to Winter Persistence – students who returned to enroll in winter term
    - Fall to Fall Retention - students who returned to enroll in the following fall term
  - Credit Accumulation
    - 12+ Credits in Term 1 – earned 12 or more credits in term 1
    - 36+ Credits in Year 1 – earned 36 or more credits in year 1
  - Passing Gateway Courses
    - Passing college level Math in Year 1 – passed MTH111 by the end of year 1
    - Passing college level Writing in Year 1 – passed RDWR115 or WR121 by the end of year 1
- **We need to be cautious about interpreting differences between percentages.** Many of these groups are small (Latinx students, for example). In this case, one or two students have a significant impact on the percentage or rate. I'll indicate where differences among groups are large enough to be statistically significant – but we can look for trends and patterns across groups and indicators.

### Factors We Know

- Age - traditional aged students generally outperform older students. 18-21 year olds persist at higher rates, are more likely to meet credit accumulation benchmarks and pass gateway courses.

Age	N	Persisted to Winter Term	12+ Credits in Term 1	Retained to Fall Term	36+ Credits in Year 1	Passed Gateway Math	Passed Gateway English
18-21	324	71.9%	27.2%	40.7%	22.2%	29.6%	59.9%
22-29	100	62.0%	15.0%	43.0%	13.0%	14.0%	40.0%
30+	119	57.1%	9.2%	28.6%	9.2%	6.7%	21.0%
<b>Grand Total</b>	<b>543</b>	<b>66.9%</b>	<b>21.0%</b>	<b>38.5%</b>	<b>17.7%</b>	<b>21.7%</b>	<b>47.7%</b>

- CNOW - unsurprisingly, students who enter TBCC having taken college level courses during high school outperform those who have not. Some of the CNOW students have already passed college-level math and/or English before they enter TBCC, so this finding isn't surprising. Note that the credit accumulation measures only include credits earned at TBCC after high school.

CNOW	N	Persisted to Winter Term*	12+ Credits in Term 1*	Retained to Fall Term*	36+ Credits in Year 1*	Passed Gateway Math*	Passed Gateway English*
No TBCC Courses during High School	333	61.9%	12.9%	33.6%	11.1%	15.3%	36.6%
Some Previous TBCC Credits	198	77.3%	31.3%	47.1%	28.3%	34.9%	66.2%
<b>Grand Total</b>	<b>531</b>	<b>67.6%</b>	<b>19.8%</b>	<b>38.6%</b>	<b>17.5%</b>	<b>22.6%</b>	<b>47.7%</b>

\* Statistically significant difference

- Pell – Broadly, it appears that recipients of Pell may outperform others in their first year, persisting to winter and earning 12+ credits. They are significantly more likely to pass gateway English at higher rates. They don't meet the 36+ credit benchmark at a high rate and aren't retained at a higher rate though.

Pell Status	N	Persisted to Winter Term	12+ Credits in Term 1	Retained to Fall Term	36+ Credits in Year 1	Passed Gateway Math	Passed Gateway English*
Recipient of Pell	274	69.0%	24.5%	36.5%	17.2%	21.9%	50.7%
Didn't Receive Pell	270	64.8%	17.8%	40.4%	18.2%	21.5%	44.8%
<b>Grand Total</b>	<b>544</b>	<b>66.9%</b>	<b>21.1%</b>	<b>38.4%</b>	<b>17.7%</b>	<b>21.7%</b>	<b>47.8%</b>

\* Statistically significant difference

- Enrollment Status – Full-time students are more likely than part-time students to persist to winter and retain to the following fall. Similarly, they are more likely to pass gateway courses.

Enrollment Intensity	N	Persisted to Winter Term*	Retained to Fall Term*	Passed Gateway Math*	Passed Gateway English*
Full-time	309	76.7%	45.7%	31.9%	63.4%
Part-time	235	54.0%	28.2%	10.1%	26.0%
<b>Grand Total</b>	<b>544</b>	<b>66.9%</b>	<b>38.4%</b>	<b>22.8%</b>	<b>47.8%</b>

\* Statistically significant difference

### Factors We've Discussed

- Sex – The trend may be that women outperform men on persistence to winter term and passing Gateway English, but these differences aren't statistically significant.

Race/Gender	N	Persisted to Winter Term	12+ Credits in Term 1	Retained to Fall Term	36+ Credits in Year 1	Passed Gateway Math	Passed Gateway English
Women	312	71.7%	20.9%	39.1%	17.2%	22.6%	52.9%
Men	232	64.2%	17.5%	37.3%	17.0%	24.1%	40.1%
<b>Grand Total</b>	<b>544</b>	<b>68.6%</b>	<b>19.4%</b>	<b>38.3%</b>	<b>17.1%</b>	<b>23.2%</b>	<b>47.5%</b>

- Race/Ethnicity – Latinx students outperform white students in credit accumulation in their first term (12+ credits in Term 1) and in completing Gateway English.

Race/Ethnicity	N	Persisted to Winter Term	12+ Credits in Term 1*	Retained to Fall Term	36+ Credits in Year 1	Passed Gateway Math	Passed Gateway English*
White	410	67.1%	17.8%	35.1%	15.9%	22.7%	44.1%
Latinx	99	74.7%	26.3%	51.5%	22.2%	25.3%	61.6%
Undisclosed Identities	35	57.1%	31.4%	40.0%	25.7%	17.1%	51.4%
<b>Grand Total</b>	<b>544</b>	<b>67.8%</b>	<b>20.2%</b>	<b>38.4%</b>	<b>17.6%</b>	<b>22.8%</b>	<b>47.8%</b>

\* Statistically significant difference

- Sex and Race/Ethnicity – As we’ve discussed previously, it’s important to disaggregate both on race/ethnicity and sex – as these subgroups often perform differently. Specifically, Latina women outperform white women in Fall retention, with 56% of Latinas returning for fall, compared to 34% of white women (the lowest rate of any subgroup). White men show the lowest rates of credit accumulation in term 1, with only 15% earning 12 or more credits. White women show the lowest rates of passing Gateway Math (21%), while white men show the lowest rates of passing Gateway English (37%).
- Degree Goal at Admission – in past analyses we’ve discussed that students in some degrees/majors are more likely to persist and graduate, but these analyses have used ‘current major’. Students change majors, with many moving out of AGS to other majors. The table below looks at the performance of students disaggregated by their degree goal at admission.
  - Some degrees include multiple majors – and it may make sense to look at student success indicators as a function of major. But these analyses are limited by small samples – and make more sense as a part of program reviews.
  - Looking broadly at degree goal at admission, it appears that students with a degree goal of AGS at admission are less likely to be retained to year two, and earn fewer credits in year one.

Degree at Admission	N	Persisted to Winter Term	12+ Credits in Term 1	Retained to Fall Term*	36+ Credits in Year 1*	Passed Gateway Math	Passed Gateway English
AAS	154	64.9%	18.2%	39.6%	17.5%	18.8%	37.7%
AAT	113	81.4%	27.4%	48.7%	28.3%	41.6%	65.5%
AGS	155	63.2%	16.1%	28.4%	11.6%	11.6%	47.7%
ASB	22	77.3%	27.3%	40.9%	27.3%	40.9%	68.2%

AST	67	67.2%	22.4%	40.3%	13.4%	29.9%	44.8%
<b>Grand Total</b>	<b>511</b>	<b>68.9%</b>	<b>20.6%</b>	<b>38.4%</b>	<b>18.0%</b>	<b>24.1%</b>	<b>49.1%</b>

*\* Statistically significant difference*

## New Factors

- First Generation Status – Students who indicate that they have no parents with a college degree are designated as ‘first generation’. Students with at least one parent with a college degree are identified as ‘College’ in the analysis below. This variable comes from completed FAFSA/ORSAA, as well as data gathered during new student orientation. The data don’t indicate a clear advantage for students from college going families in term persistence or retention. First generation students may be less likely to pass gateway courses, but these differences aren’t statistically significant.

First Generation Status	N	Persisted to Winter Term	12+ Credits in Term 1	Retained to Fall Term	36+ Credits in Year 1	Passed Gateway Math	Passed Gateway English
First Generation	261	70.50%	21.46%	40.61%	19.16%	20.69%	51.72%
College	175	67.43%	26.86%	41.14%	21.71%	34.29%	56.57%
<b>Grand Total</b>	<b>436</b>	<b>69.27%</b>	<b>23.62%</b>	<b>40.83%</b>	<b>20.18%</b>	<b>26.15%</b>	<b>53.67%</b>

- Family Income – Students from low income families showed much lower rates of persistence, retention, and credit accumulation. They are also less likely to pass gateway courses.

Family Income	N	Persisted to Winter Term*	12+ Credits in Term 1*	Retained to Fall Term*	36+ Credits in Year 1*	Passed Gateway Math*	Passed Gateway English*
Low Income	195	58.46%	14.36%	25.13%	11.28%	12.31%	38.97%
Middle Income	190	78.42%	30.73%	52.11%	26.84%	40.53%	64.74%
<b>Grand Total</b>	<b>385</b>	<b>68.31%</b>	<b>23.00%</b>	<b>38.44%</b>	<b>18.96%</b>	<b>26.23%</b>	<b>51.69%</b>

*\* Statistically significant difference*

## Completion:

We measure Completion Rate for full-time students at three years and at four years for part-time students, beginning with the 2016 Cohort. Due to this lag, we have only limited completion rate data, and the sample sizes are small. Disaggregated data on

completion rate shows no statistically significant differences, and aren't included here. Future analyses will include disaggregated completion rates, as sample sizes grow.

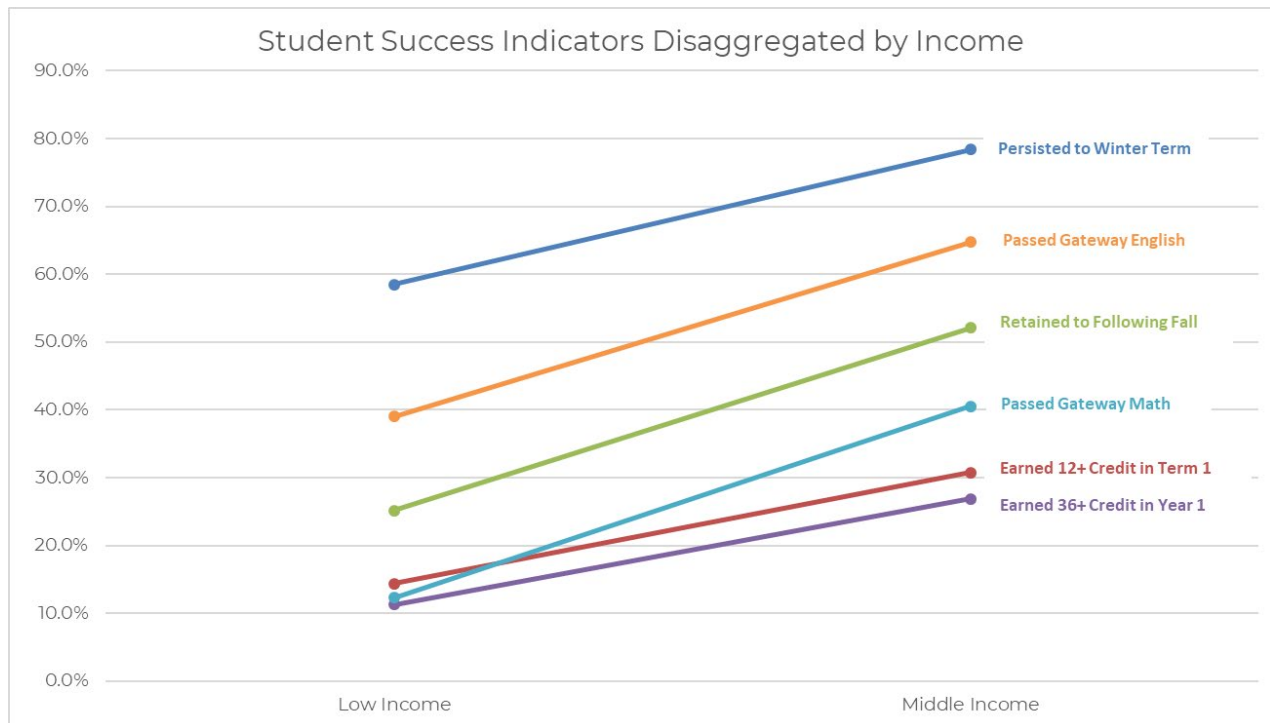
### **Summary:**

The goal of these analyses is to dig deeper into student success and identify the factors that indicate risk for failure – especially those factors where there is an opportunity to intervene. As we understand, traditional age students, those enrolled full-time and those with college credits earned in high school are most likely to succeed at TBCC, as measured by performance on these leading indicators. These findings aren't surprising and may not suggest obvious responses.

Student race/ethnicity and sex interact in complex ways in terms of student success indicators, but it's important not to overstate the differences in performance among student groups. While women outperformed men somewhat on persistency rate and credit accumulation in term one, this advantage doesn't carry through the first year. Latinx students seem to outperform others on nearly every measure, but due to small sample sizes, these differences aren't statistically significant. Latino men are only 33% of all Latinx students, a smaller proportion than the proportion of white men enrolled (44%), suggesting that Latino men are under-represented at TBCC. White students are underperforming Latinx students, with low rates of credit accumulation and low rates of retention to year 2. White women show the lowest rates of passing Gateway math and white men show the lowest rates of passing Gateway English.

Students' declared degree goal may be fluid, and we don't want to over-interpret these data. But we know from the Guided Pathways model that students who don't 'get on a path' early in their first year, are less likely to succeed. So the finding that AGS students are less likely to persist, be retained to year 2, and accumulate credits, is an interesting one. AGS may be a catch-all degree at admission, for those students who may be unclear about their path, and may be an indicator of those students who are at risk to fail. We have focused on getting students on path as a part of our Guided Pathways implementation, and we may want to consider if there are more or different interventions needed for AGS students.

The most revealing of the findings is that first generation status isn't a strong predictor of student performance on these indicators, but family income is. Low income students are significantly less likely than middle income students to reach each of these benchmark indicators. It's unusual to find differences this stark and consistent. There has been a good deal of work to build supports for low income students, both financial and social supports, and this work will be outlined as a part of our accreditation report. We also should describe how we will be working on eliminating these equity gaps in the future. That is the question that we as a college community should consider.





# Financial Report

## **RECOMMENDATION**

INFORMATION ONLY

**BACKGROUND INFORMATION** .....VP Williams

The report for the month of April 2021 is available for your review.

Tillamook Bay Community College

Unaudited Summary Financial Information

General Fund

Fiscal Year-to-Date Ended April 2021

83.33% of fiscal year elapsed

	FY 2019-2020			FY 2020-2021		
	Annual Budget	04/30/20 Actual	Percentage of Budget	Annual Budget	04/30/21 Actual	Percentage of Budget
<b>Resources</b>						
Beginning Fund Balance	\$ 1,592,675	\$ 1,626,567.03	102.13%	\$ 1,600,000	\$ 1,840,987.35	115.06%
State	\$ 1,979,868	\$ 2,242,923.61	113.29%	\$ 2,419,566	\$ 1,877,012.37	77.58%
Property Taxes	\$ 1,336,834	\$ 1,286,700.04	96.25%	\$ 1,402,498	\$ 1,339,644.19	95.52%
Local Contracts	\$ 74,000	\$ 82,934.00	0.00%	\$ 74,000	\$ 55,426.00	74.90%
Tuition	\$ 973,507	\$ 931,510.95	95.69%	\$ 942,100	\$ 930,952.37	98.82%
Fees	\$ 191,406	\$ 191,622.20	100.11%	\$ 231,377	\$ 248,623.00	107.45%
Sale of Goods	\$ 4,500	\$ 3,554.52	78.99%	\$ 4,500	\$ 5,839.46	129.77%
Interest	\$ 100,000	\$ 99,876.40	99.88%	\$ 115,000	\$ 38,430.60	33.42%
Rental	\$ 18,000	\$ 11,480.00	63.78%	\$ 18,000	\$ 9,000.00	50.00%
Miscellaneous	\$ 10,000	\$ 42,863.75	428.64%	\$ 30,000	\$ 42,254.74	140.85%
Transfers	\$ 423,175	\$ 140,057.76	33.10%	\$ 412,816	\$ 117,384.19	28.43%
Total resources	\$ 6,703,965	\$ 6,660,090.26	99.35%	\$ 7,249,857	\$ 6,505,554.27	89.73%
<b>Expenditures</b>						
Instruction	\$ 1,939,492	\$ 1,441,384.28	74.32%	\$ 2,092,856	\$ 1,637,933.04	78.26%
Instructional Support	\$ 542,330	\$ 453,874.74	83.69%	\$ 679,872	\$ 512,485.85	75.38%
Student Services	\$ 544,135	\$ 403,617.70	74.18%	\$ 608,847	\$ 441,765.34	72.56%
College Support	\$ 1,685,232	\$ 1,274,939.20	75.65%	\$ 1,824,031	\$ 1,451,295.75	79.57%
Plant Operation	\$ 396,855	\$ 316,280.78	79.70%	\$ 383,607	\$ 266,540.71	69.48%
Transfers	\$ 288,000	\$ 128,756.43	44.71%	\$ 293,000	\$ 146,805.52	50.10%
Contingency	\$ 107,921	\$ -	0.00%	\$ 167,644	\$ -	0.00%
Total expenditures	\$ 5,503,965	\$ 4,018,853.13	73.02%	\$ 6,049,857	\$ 4,456,826.21	73.67%
Ending fund balance	\$ 1,200,000	\$ 2,641,237.13	220.10%	\$ 1,200,000	\$ 2,048,728.06	170.73%

Agenda Item 5.D. Attachment #2  
Tillamook Bay Community College  
Unaudited Summary Financial Information (Modified Accrual Basis)  
Fiscal Year-to-Date Ended April 2021

	Fund No.	Beginning Fund Balance	2020-2021 Revenue	2020-2021 Expenditures	Ending Fund Balance	2020-2021 Spendable Budget	2019-2020 Prior Year Expenditures 4/30/2020
Nursing Program Agreement	2010	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 53,462.00
Reser Foundation MIT Expansion	2020	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,469.35
Tillamook Works	2030	\$ 14,611.42	\$ 40,074.60	\$ 60,563.96	\$ (5,877.94)	\$ 80,342	\$ -
Dollar General Grant	2150	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 3,500.00
United Way Literacy Grant	2160	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 266.00
Pathways Grant	2250	\$ -	\$ 26,845.17	\$ 29,693.53	\$ (2,848.36)	\$ 29,707	\$ 16,833.28
Industrial Maintenance Tech	2260	\$ 32,305.73	\$ 46,250.00	\$ 56,415.75	\$ 22,139.98	\$ 34,904	\$ 6,685.34
SBDC Federal Grant	2300	\$ -	\$ 16,500.00	\$ 28,355.23	\$ (11,855.23)	\$ 33,000	\$ 37,239.13
SBDC State Grant	2310	\$ -	\$ 29,404.05	\$ 57,427.02	\$ (28,022.97)	\$ 72,000	\$ 47,553.73
SBDC Program Income	2320	\$ 98,346.67	\$ 35,515.24	\$ -	\$ 133,861.91	\$ 70,337	\$ 30,702.55
SBDC Rural Outreach Grant	2330	\$ 30,302.65	\$ -	\$ 19,465.23	\$ 10,837.42	\$ 10,000	\$ 9,487.35
SBDC CARES Act	2331	\$ -	\$ 17,044.66	\$ 28,526.72	\$ (11,482.06)	\$ -	\$ -
EDC Contract	2350	\$ -	\$ 100,601.59	\$ 123,417.08	\$ (22,815.49)	\$ 155,055	\$ 98,173.14
Visit Tillamook Coast Contract	2370	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 129,340.38
TEC Vocational Education Grant	2400	\$ -	\$ 28,468.76	\$ 28,718.76	\$ (250.00)	\$ 52,078	\$ 41,816.06
Food Pantry	2480	\$ 1,233.69	\$ -	\$ 1,110.38	\$ 123.31	\$ -	\$ 65.73
Connect2Complete	2530	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,214.45
ASPIRE Program	2540	\$ 3,444.32	\$ -	\$ -	\$ 3,444.32	\$ -	\$ 1,016.94
Student Success Grant	2560	\$ -	\$ 79,739.45	\$ 70,428.43	\$ 9,311.02	\$ 70,000	\$ 71,354.57
STEP Grant	2580	\$ 16,703.56	\$ 49,131.92	\$ 42,882.38	\$ 22,953.10	\$ 42,176	\$ 33,668.67
STEP 100% Grant	2581	\$ -	\$ 18,673.00	\$ 6,866.71	\$ 11,806.29	\$ -	\$ -
Pathways to Opportunity	2590	\$ 9,126.35	\$ -	\$ 27,876.35	\$ (18,750.00)	\$ 18,750	\$ 18,959.36
ONWIB Student Success Coach	2595	\$ -	\$ 14,074.39	\$ 20,519.84	\$ (6,445.45)	\$ -	\$ -
Guided Pathways Implementation	2610	\$ 20,810.45	\$ -	\$ -	\$ 20,810.45	\$ 18,000	\$ 2,836.92
CARES Act Institutional - Section 1	2701	\$ -	\$ 73,442.39	\$ 104,420.07	\$ (30,977.68)	\$ -	\$ -
CARES Act Institutional - Section 2	2702	\$ -	\$ 8,131.38	\$ 8,880.82	\$ (749.44)	\$ -	\$ -
CARES Act Institutional - Section 3	2703	\$ -	\$ 80,948.96	\$ 106,657.58	\$ (25,708.62)	\$ -	\$ -
GEER Institutional Grant	2704	\$ -	\$ -	\$ 41,749.33	\$ (41,749.33)	\$ -	\$ -
Strong Start Grant	2771	\$ -	\$ 10,000.00	\$ 11,833.52	\$ (1,833.52)	\$ -	\$ -
Partners for Rural Innovation Operations	2890	\$ 15,123.52	\$ 16,563.87	\$ 26,130.37	\$ 5,557.02	\$ 39,900	\$ 26,288.49
Capital Depreciation & Maintenance Fund	2900	\$ 875,802.68	\$ 62,107.08	\$ -	\$ 937,909.76	\$ 35,000	\$ 6,000.00
Timber Tax Reserve Fund	2910	\$ 3,616,304.28	\$ 230,977.73	\$ -	\$ 3,847,282.01	\$ 480,200	\$ -
PRI Capital Maintenance Fund	2920	\$ 40,861.59	\$ 40,413.14	\$ -	\$ 81,274.73	\$ 20,000	\$ -
Strategic Investment Fund	2950	\$ 1,336,565.22	\$ 8,979.64	\$ 61,636.06	\$ 1,283,908.80	\$ 353,054	\$ 74,500.00
<b>Total Special Fund</b>		<b>\$ 6,111,542.13</b>	<b>\$ 1,033,887.02</b>	<b>\$ 963,575.12</b>	<b>\$ 6,181,854.03</b>	<b>\$ 1,664,503</b>	<b>\$ 736,433.44</b>
Schedule of Special Fund borrowing from General Fund							
		Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 4/30/2021		
Total of Grants that borrow from the General Fund		\$ (150,947.63)	\$ 26,240.49	\$ -	\$ (177,188.12)		
Total of Grants & Reserves that are not borrowing from the General Fund		\$ 6,332,801.66	\$ 1,765.00	\$ -	\$ 6,331,036.66		
<b>Total Special Fund</b>		<b>\$ 6,181,854.03</b>	<b>\$ 28,005.49</b>	<b>\$ -</b>	<b>\$ 6,153,848.54</b>		
	Fund No.	Beginning Fund Balance	2020-2021 Revenue	2020-2021 Expenditures	Ending Fund Balance	2020-2021 Spendable Budget	2019-2020 Prior Year Expenditures
Community Education	3100	15,259.72	3,531.00	7,747.73	\$ 11,042.99	21,402	7,802.73
Driver Education Program	3110	5,790.45	-	5,790.45	\$ -	5,790	3,048.50
Summer Term Fund	3120	-	-	-	\$ -	-	31,582.82
TBCC Store	3200	9,227.27	2,725.58	256.45	\$ 11,696.40	4,550	832.96
Customized Training Projects	3300	12,771.29	5,270.00	1,580.35	\$ 16,460.94	32,595	20,332.67
Truck Driving Program	3310	(14,412.06)	131,700.00	66,418.43	\$ 50,869.51	223,875	84,856.50
Truck Driving Simulator	3320	(3,965.21)	49,892.98	58,480.79	\$ (12,553.02)	29,177	119,215.21
TBCC Vending	3400	4,754.71	4,218.02	2,170.71	\$ 6,802.02	8,500	4,807.13
<b>Total Enterprise Fund</b>		<b>\$ 29,426.17</b>	<b>\$ 197,337.58</b>	<b>\$ 142,444.91</b>	<b>\$ 84,318.84</b>	<b>325,889</b>	<b>\$ 272,478.52</b>
PERS Pension Bond Fund	4100	19,257.20	141,397.07	28,895.15	\$ 131,759.12	161,190	31,100.58
General Obligation Bond Fund	4200	112,905.07	628,609.77	44,752.63	\$ 696,762.21	742,524	50,021.62
<b>Total Debt Service Fund</b>		<b>\$ 132,162.27</b>	<b>\$ 770,006.84</b>	<b>\$ 73,647.78</b>	<b>\$ 828,521.33</b>	<b>\$ 903,714</b>	<b>\$ 81,122.20</b>
Local Match Fund	5250	230,332.03	1,405.14	56,000.00	\$ 175,737.17	60,791	50,000.00
Grant Construction Fund	5550	(225,008.57)	50,000.00	-	\$ (175,008.57)	-	-
Center for Industrial Technology Fund	5551	-	238,089.06	523,492.00	\$ (285,402.94)	-	-
<b>Total Capital Projects Fund</b>		<b>\$ 5,323.46</b>	<b>\$ 289,494.20</b>	<b>\$ 579,492.00</b>	<b>\$ (284,674.34)</b>	<b>\$ 60,791</b>	<b>\$ 50,000.00</b>
Associated Students of TBCC	7100	3,949.13	5,405.40	2,683.56	\$ 6,670.97	9,000	3,262.86
Phi Theta Kappa Honorary Society Fund	7200	1,954.09	2,134.00	2,229.76	\$ 1,858.33	3,800	1,305.47
Economic Development Council	7300	-	-	-	\$ -	-	138,222.51
Economic Development Council - USDA Grant	7310	-	-	-	\$ -	-	25,505.29
Visit Tillamook Coast	7400	-	-	-	\$ -	-	704,843.28
Visit Tillamook Coast - Non-TLT Funds	7410	-	-	-	\$ -	-	61,583.30
Visit Tillamook Coast - RTM Grant	7420	-	-	-	\$ -	-	15,922.60
<b>Total Agency Fund</b>		<b>\$ 5,903.22</b>	<b>\$ 7,539.40</b>	<b>\$ 4,913.32</b>	<b>\$ 8,529.30</b>	<b>\$ 12,800</b>	<b>\$ 950,645.31</b>
PELL Grant	8010	-	585,139.00	585,139.00	\$ -	751,150	663,307.00
Supplemental Education Opportunity Grant	8020	-	18,126.15	18,126.15	\$ -	16,875	19,655.00
CARES Act for Students	8090	-	72,272.00	72,272.00	\$ -	-	-
GEER funds for Students	8091	-	23,001.00	23,001.00	\$ -	-	-
CARES Act Inst for Students	8092	-	10,036.00	10,036.00	\$ -	-	-
CRRSA Act for Students	8093	-	39,289.00	39,289.00	\$ -	-	-
Direct Loans	8100	-	67,364.00	67,364.00	\$ -	350,000	122,290.00
Federal Work Study	8190	-	4,649.60	5,169.94	\$ (520.34)	16,944	8,373.94
Oregon Opportunity Grant	8210	-	199,000.00	195,849.00	\$ 3,151.00	250,000	181,800.00
Chafee Grant	8220	-	-	-	\$ -	15,000	-
Oregon Promise Grant	8230	-	70,200.00	66,671.00	\$ 3,529.00	90,000	55,638.00
State CARES Support	8231	-	6,668.00	6,668.00	\$ -	-	-
Tuition Waivers	8310	4,405.39	-	115,448.00	\$ (111,042.61)	10,000	5,800.00
Board Scholarships	8320	88,679.81	-	150,258.00	\$ (61,578.19)	170,000	141,234.10
Institutional Work Study	8330	42,929.16	-	346.54	\$ 42,582.62	10,072	3,216.87
Foundation Scholarships	8340	-	56,832.21	74,648.62	\$ (17,816.41)	85,000	67,115.82
Non-Institutional Scholarships	8400	261.88	48,712.50	48,394.55	\$ 579.83	53,328	16,563.84
<b>Total Financial Aid Fund</b>		<b>\$ 136,276.24</b>	<b>\$ 1,201,289.46</b>	<b>\$ 1,478,680.80</b>	<b>\$ (141,115.10)</b>	<b>\$ 1,818,369</b>	<b>\$ 1,284,994.57</b>

Agenda Item 5.D. - Attachment #3  
Tillamook Bay Community College  
Summary Financial Information - Cash Status  
Preliminary for Fiscal Year-to-Date Ended April 2021  
83.33% of Budget Period Expended

	General Fund			Special Fund			Enterprise Fund			Debt Service Funds		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 1,916,450			\$ 5,848,921			\$ 18,132			\$ 123,588	
Beginning Fund Balance	\$ 1,600,000	\$ 1,840,987	115.06%	\$ 6,035,908	\$ 6,111,542	101.25%	\$ 57,491	\$ 29,426	51.18%	\$ 50,900	\$ 132,162	0.00%
Resources												
State Aid	\$ 2,419,566	\$ 1,877,012	77.58%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 74,000	\$ 55,426	0.00%	\$ 598,108	\$ 615,494	102.91%	\$ 26,500	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,173,477	\$ 1,179,575	100.52%	\$ 40,150	\$ 35,512	88.45%	\$ 229,000	\$ 105,051	45.87%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,402,498	\$ 1,339,644	95.52%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 695,724	\$ 625,937	89.97%
Timber	\$ -	\$ -	0.00%	\$ 612,438	\$ 230,978	37.71%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 4,500	\$ 5,839	129.76%	\$ -	\$ -	0.00%	\$ 6,000	\$ 2,554	42.57%	\$ -	\$ -	0.00%
Interest	\$ 115,000	\$ 38,431	33.42%	\$ 53,550	\$ 15,500	28.94%	\$ -	\$ -	0.00%	\$ 13,000	\$ 2,682	20.63%
Rental	\$ 18,000	\$ 9,000	50.00%	\$ 22,000	\$ 5,400	24.55%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 30,000	\$ 42,255	140.85%	\$ 85,700	\$ 75,003	87.52%	\$ 52,000	\$ 51,374	98.80%	\$ -	\$ -	0.00%
Transfers	\$ 412,816	\$ 117,384	28.43%	\$ 60,791	\$ 56,000	92.12%	\$ -	\$ 38,359	0.00%	\$ 155,000	\$ 141,388	91.22%
Total Revenues	\$ 5,649,857	\$ 4,664,566	82.56%	\$ 1,472,737	\$ 1,033,887	70.20%	\$ 313,500	\$ 197,338	62.95%	\$ 863,724	\$ 770,007	89.15%
Expenditures												
Salaries and Wages	\$ 4,509,600	\$ 3,551,205	78.75%	\$ 423,430	\$ 393,147	92.85%	\$ 164,969	\$ 53,707	32.56%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 1,049,613	\$ 737,586	70.27%	\$ 321,520	\$ 291,336	90.61%	\$ 105,957	\$ 30,799	29.07%	\$ 1,600	\$ 1,600	100.00%
Capital Outlay	\$ 30,000	\$ 21,229	70.76%	\$ 15,000	\$ 133,459	889.73%	\$ 35,000	\$ 49,803	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 902,114	\$ 72,048	7.99%
Transfers	\$ 293,000	\$ 146,806	50.10%	\$ 397,553	\$ 145,633	36.63%	\$ 12,763	\$ 8,136	63.75%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 1)	\$ 167,644	\$ -	0.00%	\$ 6,248,935	\$ -	0.00%	\$ 7,200	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 6,049,857	\$ 4,456,826	73.67%	\$ 7,406,438	\$ 963,575	13.01%	\$ 325,889	\$ 142,445	43.71%	\$ 903,714	\$ 73,648	8.15%
Ending Fund Balance	\$ 1,200,000	\$ 2,048,727		\$ 102,207	\$ 6,181,854		\$ 45,102	\$ 84,319		\$ 10,910	\$ 828,521	
Adjustments to bring Ending Fund Balance to Ending Cash Balance												
Assets												
Receivables		\$ 279,323			\$ 28,005			\$ 21,539			\$ 35,594	
Inventories		\$ 698			\$ -			\$ 932			\$ -	
NET EFFECT ON CASH		\$ (280,021)			\$ (28,005)			\$ (22,471)			\$ (35,594)	
Liabilities												
Accounts Payable		\$ 72,131			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 65,782			\$ -			\$ -			\$ 35,594	
Payroll		\$ 251,342			\$ -			\$ -			\$ -	
NET EFFECT ON CASH		\$ 389,255			\$ -			\$ -			\$ 35,594	
NET ADJUSTMENTS		\$ 109,234			\$ (28,005)			\$ (22,471)			\$ -	
ENDING CASH BALANCE		\$ 2,157,961			\$ 6,153,849			\$ 61,848			\$ 828,521	

Agenda Item 5.D. - Attachment #3

Tillamook Bay Community College

Summary Financial Information - Cash Status

Preliminary for Fiscal Year-to-Date Ended April 2021

83.33% of Budget Period Expended

	Capital Projects Funds			Agency Fund			Financial Aid Fund		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 5,323			\$ 5,903			\$ 138,031	
Beginning Fund Balance	\$ 5,791	\$ 5,323	91.92%	\$ 2,800	\$ 5,903	210.82%	\$ 125,828	\$ 136,276	108.30%
Resources									
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 1,483,150	\$ 1,095,732	73.88%
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%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Interest	\$ 5,000	\$ 1,405	28.10%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Rental	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 50,000	\$ 288,089	0.00%	\$ 3,000	\$ 2,134	71.13%	\$ 135,000	\$ 105,545	78.18%
Transfers	\$ -	\$ -	0.00%	\$ 8,000	\$ 5,405	67.56%	\$ 130,000	\$ 13	0.01%
Total Revenues	\$ 55,000	\$ 289,494	526.35%	\$ 11,000	\$ 7,539	68.54%	\$ 1,748,150	\$ 1,201,290	68.72%
Expenditures									
Salaries and Wages	\$ -	\$ -	0.00%	\$ 6,185	\$ 939	15.18%	\$ 26,341	\$ 5,296	20.11%
Operating Expenditures	\$ -	\$ -	0.00%	\$ 6,615	\$ 3,974	60.08%	\$ 1,789,528	\$ 1,471,411	82.22%
Capital Outlay	\$ -	\$ 523,492	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Transfers	\$ 60,791	\$ 56,000	92.12%	\$ -	\$ -	0.00%	\$ 2,500	\$ 1,974	0.00%
Other budgetary accounts (Note 1)	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Total expenditures	\$ 60,791	\$ 579,492	953.25%	\$ 12,800	\$ 4,913	38.38%	\$ 1,818,369	\$ 1,478,681	81.32%
Ending Fund Balance	\$ -	\$ (284,675)		\$ 1,000	\$ 8,529		\$ 55,609	\$ (141,115)	
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		\$ (284,675)			\$ 8,529			\$ (141,115)	

**\$ 8,784,918**

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 INFORMATION** .....President Tomlin

#### Upcoming Dates:

- The next Board meeting is scheduled for **Monday, July 12** at 5pm on Zoom.
- End of Year Celebration for Students is scheduled for Wednesday, June 16 at 3pm.
- Graduation is Friday, June 18 at 5:30 pm in the TBCC parking lot.
- No Board meeting in August.
- The Board Retreat is scheduled for 9am – 4pm on Monday, September 13.

#### Updates:

- Final FMP document ready to print
- Vaccine update
- OCCA Board meeting summary- Betsy
- Equity Lens Training
- Staff recognition celebration on May 21

Board Member Discussion Items

RECOMMENDATION  
INFORMATION ONLY

BACKGROUND INFORMATION..... Chair Gervasi



## Adjournment

**RECOMMENDATION**

ACTION ITEM

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