



# Board of Education Meeting Agenda

**Date:** Monday, April 4, 2022

Executive Session 5:00-6:00pm

Pursuant to O.R.S. § 192.660 (2)(i) legal notice is hereby given to the members of the Tillamook Bay Community College Board of Education (Board) and to the general public that the Board has elected to go into Executive Session for the purpose of discussing personnel related issues on Monday, April 4, 2022 at 5:00pm in a virtual format.

**TBCC Board Meeting** Zoom – 6:00pm – 8:00pm

<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 March 7 <sup>th</sup> , 2022 Meeting Minutes	
	c. Personnel Report.....	HR Director Chambers
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. 400-level policy revisions: Second reading.....	(Action) President Tomlin
	b. 500-level policy revisions: First reading.....	President Tomlin
	c. Tuition and fees for 2022-2023.....	(Action) AVP Williams
	d. President’s Contract, Goals for 2022-2023.....	(Action) Chair Gervasi
	e. New Degrees: First Reading.....	VP Rivenes
5.	<b>Information-Only Items (Board members may request any item be placed on the discussion agenda)</b>	
	a. Program Review: Nature and Outdoors .....	VP Rivenes
	b. Insight Report for new Strategic Plan.....	Director McCarley
	c. ASTBCC Report.....	ASTBCC President Ayala
	d. Financial Report.....	AVP Williams
	e. President’s Report.....	President Tomlin
6.	<b>Board Member Discussion Items</b> -----	Chair Gervasi
7.	<b>Adjournment</b> -----	(Action) Chair Gervasi

## Executive Session

**RECOMMENDATION**  
INFORMATION ONLY

**BACKGROUND INFORMATION**..... (Action) Chair Gervasi  
MOVE TO THE EXECUTIVE SESSION OF THE MEETING.

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## 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 APRIL MEETING.

Items for approval:

- a. Approval of Agenda
- b. Approval of March 7<sup>th</sup>, 2022 Meeting Minutes
- c. Approval of the Personnel Report



## Approval of the Agenda

### RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE MARCH MEETING

## Board of Education Meeting Agenda

**Date:** Monday, April 4, 2022

Executive Session 5:00-6:00pm

Pursuant to O.R.S. § 192.660 (2)(i) legal notice is hereby given to the members of the Tillamook Bay Community College Board of Education (Board) and to the general public that the Board has elected to go into Executive Session for the purpose of discussing personnel related issues on Monday, April 4, 2022 at 5:00pm in a virtual format.

**TBCC Board Meeting** Zoom – 6:00pm – 8:00pm

<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 March 7 <sup>th</sup> , 2022 Meeting Minutes	
	c. Personnel Report.....	VP Luquette
3.	<b>Invitation for Public Comment</b> -----	Chair Gervasi
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4.	<b>New Business and/or focused policy discussions</b>	
	a. 400-level policy revisions: Second reading.....	(Action) President Tomlin
	b. 500-level policy revisions: First reading.....	President Tomlin
	c. Tuition and fees for 2022-2023.....	(Action) AVP Williams
	d. President's contract, Goals for 2022-2023.....	(Action) Chair Gervasi
	e. New Degrees: First Reading.....	VP Rivenes
5.	<b>Information-Only Items (Board members may request any item be placed on the discussion agenda)</b>	
	a. Program Review: Nature and Outdoors .....	VP Rivenes
	b. Insight Report for new Strategic Plan.....	Director McCarley
	c. ASTBCC Report.....	ASTBCC President Ayala
	d. Financial Report.....	AVP Williams
	e. President's Report.....	President Tomlin
6.	<b>Board Member Discussion Items</b> -----	Chair Gervasi
7.	<b>Adjournment</b> -----	(Action) Chair Gervasi

# March 7, 2022 Board of Education Meeting Minutes

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

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

**Members Not in Attendance:** Tamra Perman

**TBCC Staff in Attendance:** President Ross Tomlin, VP Teresa Rivenes, VP Heidi Luquette, Director Erin McCarley, AVP Kyra Williams, AVP Rhoda Hanson, Director Sheryl Neu, Executive Director Britta Lawrence, Tom Atchison, Michele Degraffenreid, Executive Assistant Sommer Hendrickson

**Call to Order • Acknowledge Guests (Agenda Item 1)** ----- **Chair Gervasi**  
Morgan Cowling, Executive Director, OCCA

The meeting was called to order at 5:06 pm.

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

**Approval of Agenda (Agenda Item 2.a)**

There were no changes to the agenda for the March 7, 2022 meeting.

**Approval of February 7th, 2022 Meeting Minutes (Agenda Item 2.b)**

There were no corrections to the minutes from the February 7th, 2022 meeting minutes.

**Personnel Report (Agenda Item 2.c)**..... **VP Luquette**

The Personnel Report for the month is included in the packet for this meeting. Recently filled positions include Executive Assistant to College President and Board, three Success Coaches, Business Office Specialist 1, Financial Aid Advisor, and Title III Director. Purchasing/Accounts Payable Specialist 1 position offered. Interviews are scheduled for HR Director Position, 2<sup>nd</sup> interviews for Dean of General Education and Transfer. The following positions remain open until filled: Director of Nursing and Allied Health Programs, Tillamook Works Coordinator, SBDC Director, ABE/GED/ESOL/Spanish Instructor, Director of Business Services, and Program Coordinator Health Care.

Mary Faith Bell motioned to approve the Consent Agenda. Betsy McMahon seconded the motion. **The motion carried.**

**Invitation for Public Comment (Agenda Item 3)** ----- **Chair Gervasi**

No members of the public were present.

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

**OCCA Update (Agenda Item 4.a) ..... OCCA Exec Director, Morgan Cowling**

The OCCA Conference and Luncheon is scheduled for this April and will be in person. OCCA sessions have been chosen and are now available on their website. Board members wanted to know if sessions would be recorded. It is unknown at this time if they will be. At this time no Board members will be attending. VP Luquette and President Tomlin will be attending and will present information to Board members at next meeting.

Morgan informed the Board that two legislative measures focused on community colleges passed in the short session that just ended. The Future Ready Program passed with \$14.9 million being allocated this biennium and \$10M per biennium after the current one. This money will be used for career pathways to grow and enhance career-technical programs at the colleges. Changes to the Oregon Promise Grant Program also passed. Changes made included increasing minimum allocated to students from \$1,000 to \$2,000, GPA needed from 2.5 to 2.0 and eliminating the \$50 co-pay.

**Policy Review: 200-Level Policies: Second Reading (Agenda Item 4.b)..... President Tomlin**

Policies in the 200-series being revised were presented for a second reading. No changes had been made since the first reading at the February meeting.

Mary Jones motioned to approve the revisions to the 200-level policies as presented. Mary Faith Bell seconded the motion. The motion carried.

**Policy Review: Policy 312: First Reading (Agenda Item 4.c) ..... President Tomlin**

Our Board Policy Committee (Kathy, Mary Faith, Mary) met in February to review recommended edits to Policy 312 and to see if any other edits were suggested. The revised Policy 312 follows this docket page. This was a first reading for these revisions. The Board had no questions or concerns.

**Policy Review: 400-level Policies: First Reading (Agenda Item 4.d) ..... President Tomlin**

Our Board Policy Committee (Kathy, Mary Faith, Mary) met in February to review recommended edits to the 400-level policies and see if any other edits were suggested. The 400-level policies that have been revised were presented to the Board. This was a first reading for these revisions. The Board had no questions or concern.

**Tuition & Fees for 2022-2023: First Reading (Agenda Item 4.e) ..... AVP William**

An increase of \$2 per credit for tuition and increase of \$3 in fees was proposed to Board members. It was proposed to Board members that late payment stay the same at \$50. This was a first reading for these revisions. Board members had a question on the average increases in the other community colleges. It was advised at this time it is unknown what the average is; however, we'll most likely see an increase of \$3 to \$6 range per credit for tuition.

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

**Legislative Update (Agenda Item 5.a) ..... VP Luquette**

(This item was covered by Morgan Cowling, Executive Director of OCCA.)

**ASTBCC Report (Agenda Item 5.b)** .....**President Ayala**  
ASTBCC President Selena Ayala was unable to attend. No update.

**Financial Report (Agenda Item 5.c)** ..... **AVP Williams**  
The Financial Report for the month of January is included in the packet for this meeting. AVP Williams advised revenue from tuition and fees is down from last year. TBCC will be able to recover some losses from H.E.R.F. AVP Williams advised that the budget is on track for this point in the fiscal year.

**President's Report (Agenda Item 5.d)** ..... **President Tomlin**  
President Tomlin began his remarks with a reminder that the next Board meeting is scheduled for April 4, 2022 at 5:00pm, with an executive session prior to the regular board meeting, which will probably not start until around 6pm.

He then mentioned that Heidi and him would be attending the OCCA Conference in Sun River in April.

He then had Erin give a brief update on the strategic planning process which is progressing right on schedule. We will be engaging the faculty and staff at the March 18 staff meeting on the Insight report that has summarized all of the input data collected by the consultant from surveys, focus groups, and interviews.

He then gave a summary of the letter from NWCCU on the results of the accreditation visit. A highlight from this letter is that TBCC received no recommendations and 4 commendations.

VP Luquette provided an outline of the Bond campaign. Last Wednesday the 803 form was officially sent in so we could get a measure number. Information/facts regarding bond will be placed on a dedicated website. The information campaign for TBCC staff and faculty will be started soon. President Tomlin and VP Luquette will be making quite a few presentations over the coming two months to get the word out to the public about the bond campaign. Yes for TBCC Committee will be collecting donations for campaign/bond. Board member Gervasi stated donations can be sent to the Yes committee treasurer, Marilyn Phegley. There is no online donation option at this time.

President Tomlin announced graduation will be held Friday, June 17<sup>th</sup> in the evening. It will be outside on campus. They will use a lower trailer this year to enhance access. The audience will be seated in chairs instead of their vehicles.

**Board Member Discussion Items (Agenda Item 6)** ----- **Chair Gervasi**  
There were no discussion items from Board members.

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

Mary Faith Bell motioned to adjourn the meeting. Mary Jones seconded the motion. **The motion carried.** The regular board meeting was adjourned at 6:22 pm and its members went into Executive Session.

## Personnel

### RECOMMENDATION

CONSENT AGENDA

BACKGROUND INFORMATION----- HR Director Chambers

Position Title	Application Review Begins	Start Date	Comment	Screening Committee Chair
<b>Current Posted Openings</b>				
Dean of General Education and Transfer			Offer has been made	Teresa Rivenes
Director of Business Services			Open until filled	Kyra Williams
Director of Nursing & Allied Health Program			Interviews 3/23/22	Matthew Rehl
Director of the Small Business Development Center			Interviews the week of 3/28/22 Interim hired	Teresa Rivenes
Evening Facilities Specialist			Open until filled	Pat Ryan
Payroll Specialist			Open until filled	Kyra Williams
Program Coordinator: Healthcare			Open until filled	Matthew Rehl
SBDC Office Support Specialist			Open until filled	Teresa Rivenes
Tillamook Works Coordinator			Open until filled	Teresa Rivenes
ABE/GED/ESOL/Spanish		Fall Term 2023	Interviews 3/25/22	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

## Policy Review: 400-Level Policies

### **RECOMMENDATION**

ACTION ITEM - SECOND READING

### **BACKGROUND INFORMATION** ----- President Tomlin

This is the year that we are reviewing all of the Board policies. Our Board Policy Committee (Kathy, Mary Faith, Mary) met in February to review recommended edits to the 400-level policies and see if any other edits were suggested. Revised 400-level policies follow this docket page.

This is a second reading for these revisions; no changes have been made since the first reading. We ask that the Board approve the revisions at this time.



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## ACADEMIC RULES AND REGULATIONS

Article Number: 401  
06/20/2019: May 6, 2019  
Reference:

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### 401.1 Academic Rules and Regulations

Tillamook Bay Community College establishes appropriate rules and regulations regarding academic procedures, professional ethics, and academic standards. These academic regulations and procedures apply to all students enrolled in, or seeking admission to courses. These policies and procedures will be governed by College Administrative Rules. A complete review of Administrative Policies and Rules will take place ~~biannually-per policy 102.1.~~

**DEGREES AND CERTIFICATES**

Article Number: 403  
 Approved: May 6, 2019  
 Reference:

[Agenda Item 4.ad.2](#)  
[March 7, 2022](#)  
[April 4, 2022](#)  
 Page 1 of 2

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403.1 Degrees and Certificates

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

Associate of Science (AS)	90-108 credits	Residency	Reverse transfer allowed	Grad requirements published in catalog
Associate Science Oregon Transfer Degree (ASOT)	90-108 credits	30 credits	Yes	Yes
Associate of Applied Science (AAS)	90-108 credits	30 credits, 24 of which must be in concentration area	Yes	Yes
Associate of Arts Oregon Transfer Degree (AAOT)	90-108 credits	30 credits	Yes	Yes
<u>Associate of Arts and Associates of Science- Major Transfer Maps (MTM)</u>	<u>90-108 credits</u>	<u>30 credits</u>	<u>Yes</u>	<u>Yes</u>
Associate of General Studies (AGS)	90-108 credits	30 credits, 24 of which must be in concentration area or stand alone	Yes	Yes
Certificates (credit)	6-89 credits	LTOY: 6 credits, all of which must apply to cert 1 YR Cert: 12 credits, 9 of which must be for cert 2 YR Cert: 24 credits, 18 of	Evaluated by faculty	Yes

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**DEGREES AND CERTIFICATES**

Article Number: 403

Approved: May 6, 2019

Reference:

[Agenda Item 4.ad.2](#)  
[March 7, 2022](#)  
[April 4, 2022](#)  
 Page 1 of 2

		which must be for cert		
Business and Industry Based program (AAS or Certificate)	Same as other AAS & Certs	30 credits, 24 of which must be in concentration area or stand alone	Evaluated by faculty	Yes
Career Pathways Certificate of Completion	6-24 credits	100% unless evaluated by faculty	Yes	Yes
Non-Credit Training Certificates (NCTC)	<del>Vary</del> /not credit based	100% unless evaluated by faculty	Evaluated by faculty	Not required; short term; vary
Lifelong learning and professional leisure courses	Not credit based	N/A	N/A	N/A

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

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## CREDIT HOUR POLICY

Article Number: 405

Approved: May 6, 2019

Reference:

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### 405.1 Credit Hour Policy

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

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

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

Course modalities include face to face, online, ~~and~~ hybrid, hyflex, remote synchronous and blended instruction. Hybrid instruction is defined as at least 25%, but no more than 49%, of the content delivered ~~online~~.

Typically online. Typically, hybrid classes meet the first and last week of classes, and every other session in between.

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

Currently the following may be offered;

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

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## TRANSFER AND ARTICULATION

Article Number: 406

Approved: May 6, 2019

Reference:

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### 406.1 Transfer and Articulation

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

#### TBCC commits to the following:

- Providing transcripts and other documents necessary for a receiving institution to judge the quality and quantity of a student's work.
- Publicly disclosing its Transfer of Credit policy through its website and other relevant publications such as the catalog. The publication will:
  - a. Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.
  - b. Include a list of institutions with which it has articulation agreements.
  - c. Indicate to students the institution's policies on accepting credit for admission and for purposes of degree fulfillment, if different.
  - d. Advise students that work reflected on the transcript may or may not be accepted by a receiving institution (depending upon the rules of the receiving institution).
- Periodically reviewing its transfer of credit policy to ensure that institutional integrity and student success are served by the institution's policies and procedures.
- Have policies and procedures in place to ensure that faculty teaching in dual credit or dual enrollment programs have the required qualifications.

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TBCC will look at a student's official transcript, once submitted, and attempt to award transfer credit in the best interest of the student. This means that wherever possible, credit will be awarded towards the degree and/or certificate and not simply elective credit as long as that institution is regionally accredited or has a free standing accreditation as a recognized industry certified/accredited program. Where in doubt, TBCC will evaluate a college's website, syllabi, and/or catalog as appropriate.

TBCC participates in articulation and or an exchange of credit between every public institution, both two and four year, in Oregon as well as several private institutions (e.g. Oregon Institute of Technology, George Fox University as well as others). TBCC also recognizes statewide "Common Course Numbering" as developed.

## EXPERIENTIAL LEARNING

Article Number: 408

Approved: May 6, 2019

Reference:

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### 408.1 Experiential Learning

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

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

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### 408.2 Credit for Prior Learning

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

### 408.3 All Experiential Learning

All experiential learning;

1. Conforms to Standards of the Council for Adult and Experiential Learning ([www.cael.org/](http://www.cael.org/)), including:

- a. Credit should be awarded only for learning, not for experience.
- b. College credit should be awarded only for college-level learning.
- c. Credit should be awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
- d. The determination of competence levels and of credit awards must be made by appropriate subject matter and academic experts.
- e. Awards credit course-by-course, not in blocks.

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## ACADEMIC FREEDOM

Article Number: 420

Approved: May 6, 2019

Reference:

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### 420.1 Academic Freedom

The purpose of this policy is to promote understanding and support of academic freedom and professional responsibility to the students, to the community, and to Tillamook Bay Community College (TBCC).

Academic freedom is applied to teaching and other college-related activities. It is fundamental for the protection of the rights of the faculty in teaching and of the student to freedom in learning.

This institution is being operated for the common good and not to further the interest of either the individual faculty or the institution. The common good depends upon the free search for truth and its free exposition.

1. Faculty are entitled to freedom in their presentation and discussion of the subject matter, as outlined in the Course Content Outcome Guide (CCOG).
2. Faculty are entitled to freedom in professional development activities, if such activities further their skills and knowledge as determined by their self-evaluation and/or professional improvement plan.
3. Faculty are citizens, members of a learned profession, and members of the educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes responsibilities. Thus, a faculty should clearly state to a public audience that they are ~~they are~~-communicating as ~~a private citizens~~ and not as a representative of the College. All employees should consider that the public may judge Tillamook Bay Community College by their communications.
4. As members of the Institution, faculty seek above all to be effective teachers. Although they observe the stated regulations of the institution, they maintain their right to disagree and seek possible revisions.
5. Faculty are encouraged to be involved in their community and, as members of the community, have the rights and obligations of any citizen. They determine the amount and character of their civic and community involvement outside the institution with due regard to their responsibilities within it. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty have particular obligations to promote conditions of free inquiry and to further public understanding of academic freedom.

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## PERSONAL FREEDOM

Article Number: 421  
Approved: May 6, 2019  
Reference:

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### 421.1 Personal Freedom

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



## Policy Review: 500-Level Policy

### **RECOMMENDATION**

INFORMATION ONLY - FIRST READING

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

This is the year that we are reviewing all of the Board policies. Our Board Policy Committee (Kathy, Mary Faith, Mary) met in March to review recommended edits to the 500-level policies and see if any other edits were suggested. The revised 500-level policy follows this docket page.

This is a first reading for these revisions. The changes will be reviewed.

## STUDENT RESOURCES &amp; SCHOLARSHIPS

Article No.: 501

Approved: March 7, 2011, July 15, 2013, May 2, 2016, [April XX, 2022](#)

Reference: ORS 341.485

Related to: AR B008, AR B010

## INTRODUCTION

TBCC will try to assist a student with financial aid when the person/family is unable to meet college expenses. It is the student's responsibility to: (1) obtain and file the appropriate forms; (2) maintain the correct contact information on file; (3) respond promptly and fully to all requests for information; and (4) understand and comply with the rules governing the aid received.

501.1 – ~~BOARD-College~~ SET RATES

The ~~Board-College~~ will periodically set and publish tuition rates, deferred tuition, interest charges and other financial programs and charges. Student financial resource processes will be developed and implemented [through the Financial Aid office with approval of the AVP of Finance, the AVP of Student Services and the VP of Academic and Student Services.](#) ~~Through College administrative Without prior approval by the Chief Finance Office or Chief Academic Officer,~~ students with past due debts to the College will not be allowed to register for classes until the total indebtedness is paid in full. Individuals whose accounts have been submitted to the Oregon Department of Revenue for collection will not be eligible for a deferred tuition note or the Student Assistance Fund.

## 501.2 STUDENT EMPLOYMENT

Student employment may be available at the College. A minimum of two pay grade levels of student employment are available.

A. [PAID STUDENT TUTOR](#)S

[Paid Student](#) Tutors will be hired as a student employee on a term-by-term basis. The total employment for each term shall not exceed 40 hours per term. Exceptions to the maximum hours per term may be determined by the peer-tutor supervisor in consultation with the Human Resource Director [and AVP of Student Services.](#)

## B. STUDENT GOVERNMENT AND HONOR SOCIETY OFFICERS

TBCC supports student leadership and values students developing their leadership skills. It is important to have as many students as possible develop their skills. To that end, a student may be an officer in only one of the student government and honor society organizations. ~~Scholarships~~[An employment position of student employee](#) will be granted on a per term basis to officers of the following College student organizations:

STUDENT RESOURCES & SCHOLARSHIPS

Article No.: 501

Approved: March 7, 2011, July 15, 2013, May 2, 2016, [April XX, 2022](#)

Reference: ORS 341.485

Related to: AR B008, AR B010

1. Associated Students of Tillamook Bay Community College (ASTBCC) – President, Vice President, Finance Manager, Public Relations Director, and Office Manager
2. Phi Theta Kappa International Honor Society (PTK) – President, Vice President, Secretary, Public Relations Director, and Treasurer

To qualify, student officers of ASTBCC and PTK need to be actively participating in the administration, planning, and leadership of their respective organization for documented hours served. Hours qualifying include acting as a liaison between students, ~~faculty~~ ~~faculty~~, and administration, assisting in the coordination and implementation of a variety of student interest topics to contribute to the social and intellectual development of the student body, and representing the student body in committee meetings and college events.

Each term, the staff advisor to each organization will identify qualified officers and the ~~AVP of Student Services~~ ~~Director of Facilities, Safety and Human resources~~ or designee will approve the award. The total value of each officer's ~~scholarship~~ ~~employment~~ each term shall not exceed the equivalent cost of four credits of tuition.

~~501.2~~ 501.3- GENERAL TUITION WAIVERS

Tuition waivers and discounts are allowed in some circumstances for courses offered by Tillamook Bay Community College (excluding partner agency courses) as prescribed in College Administrative Rule B008. Tuition waivers will be granted at the President's discretion to support an organized student recruitment marketing campaign.

A. GED GRADUATES

To help students transition to college-level coursework, students in the GED program will receive a tuition waiver for a single ~~course during their GED studies credit or continuing education course~~ (maximum value equivalent to four credits tuition). ~~The waiver may be used -after completing two GED exams. -After completing all GED examinations students are again awarded a free college class (maximum value equivalent to four credits tuition).~~

B. FORMER FOSTER CHILDREN TUITION AND FEE WAIVER

Tillamook Bay Community College will waive tuition and fees not covered by federal or state aid for former foster children age 25 and under. This waiver does not apply to textbooks.

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## STUDENT RESOURCES &amp; SCHOLARSHIPS

Article No.: 501

Approved: March 7, 2011, July 15, 2013, May 2, 2016, [April XX, 2022](#)

Reference: ORS 341.485

Related to: AR B008, AR B010

## C. GOLDEN AGE TUITION WAIVER

A 50% tuition waiver for credit or continuing education courses may be granted to individuals who are 62 years of age or over when classes begin. This tuition waiver does not apply to course or lab fees and textbook costs. The waiver is on a first-come, first-serve and space-available basis.

## D. SENIOR AUDIT TUITION WAIVER

An Oregon resident 62 years of age or over will qualify for a tuition waiver to audit a course if: space is available in the course after tuition-paying students have registered; the department the course is being taught in approves; the auditing student is registered for eight credits or fewer per term; and, if the course is designated as a lower division collegiate course. This waiver is on a first come, first-served basis and does not apply to course or lab fees and textbook costs.

## E. VETERANS TUITION WAIVER

## 1. DISABLED OREGON VETERANS

Tillamook Bay Community College shall waive tuition (not covered by any other agency or government sponsored program) of veterans who are identified as disabled fifty percent or more while participating as a result of military service and who listed Oregon as their permanent residence at time of discharge. These waivers will be administered through processes outlined in Administrative Rule B010.

## 2. DEPENDENTS OF FALLEN OR 100% DISABLED OREGON SERVICE PERSONNEL

Tillamook Bay Community College will provide a tuition waiver to the spouse and children age 23 and under (including adoptive and step-children) of all branches of the United States Armed Forces or United States Coast Guard who:

- Died while on active duty, or
- Died as a result of a military service-connected disability, or
- Is 100% permanently disabled as a result of a military service-connected disability as certified by the U.S. Department of Veterans' Affairs.

STUDENT RESOURCES & SCHOLARSHIPS

Article No.: 501

Approved: March 7, 2011, July 15, 2013, May 2, 2016, [April XX, 2022](#)

Reference: ORS 341.485

Related to: AR B008, AR B010

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In addition, the student must be a resident of Tillamook Bay Community College district at the time of application for a waiver. These waivers will be administered through processes outlined in Administrative Rule B008.

~~501.3~~ 501.4- SCHOLARSHIPS

Throughout each academic year, scholarship opportunities are made available to prospective and continuing Tillamook Bay Community College students. These scholarships can have different funding sources, different award criteria (e.g., local high school graduate, academic achievement, financial need, etc.), and often have different application requirements (e.g., completed FAFSA, student essays, etc.) and filing deadlines. Specific guidelines for advertising and award of institutional scholarships are part of College Administrative Rule B008.

On a regular basis and as approved by the College President, Tillamook Bay Community College will advertise the available scholarships, their award criteria, application requirements, and filing deadlines.

Following the filing deadline, the Tillamook Bay Community College Scholarship Committee will meet to review the applications, verify that the applicants meet the published requirements, and identify award finalists based on the award criteria and availability of scholarship funds.

A. FIRST CLASS SCHOLAR TUITION SCHOLARSHIP

The TBCC First Class Scholars Program is a tuition scholarship available to qualified Tillamook County high school or home school graduates. The scholarship is awarded in conjunction with the Oregon Promise tuition grant and covers any remaining tuition, fees and textbooks covers an up to six terms at \$250 per term for 6 terms of enrollment (6 terms up to 19 credits a term).

B. CAREER TO CAREER TUITION SCHOLARSHIP

The ~~Career-to-Career~~Career-to-Career scholarship is a tuition scholarship available to qualified Tillamook County individuals who need support transitioning to a new career or promotion. The scholarship covers up to one hundred and fourteen credits of tuition, over six terms of enrollment (6 terms up to 19 credits a term).

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## College Tuition and Fees: Second Reading

### RECOMMENDATION

ACTION ITEM - SECOND READING

**BACKGROUND INFORMATION** .....AVP Williams

Presented here for a second reading is the proposed 2022-2023 Tuition and Fee Schedule. Proposed changes from 2021-22 are shown below. The current average tuition rate for Community Colleges in Oregon is \$112.05 for 2021-2022. As presented in February, TBCC is currently ranked 16<sup>th</sup> in total annualized cost for the 17 Oregon community colleges.

<b>Tuition or Fee Item</b>	<b>Current 2021-2022</b>	<b>Proposed 2022-2023</b>
<i>Tuition</i>		
In-State Tuition per Credit Hour for the first 15 credits per term	\$104	<del>\$104</del> <u>\$106</u>
Out-of-State Tuition per Credit Hour for the first 15 credits per term	\$124	<del>\$124</del> <u>\$126</u>
<i>Fees</i>		
Universal Fee (per credit)	\$17	<del>\$17</del> <u>\$20</u>
Adult Basic Skills Instructional Course Fee (includes ABE/GED/ESOL courses)	\$15	\$15
Late Payment Fee	\$50	\$50
Placement Test for non-TBCC students or staff	\$30	\$30
Placement Test Retest	\$30	\$30
Proctored Testing per test for non-TBCC credit students or staff	\$30	\$30
<i>Credit for Prior Learning:</i>		
College Level Exam Program (CLEP) Administration Fee	\$25	\$25
Challenge Exam	\$50	\$50
Department of Public Safety Standards and Training (DPSST) Credits	\$75	\$75
Official Transcript Fee (per transcript) (one free when degree or certificate is mailed)	\$5	\$5
Expedited Transcript Fee (per transcript)	\$30	\$30
Return Check Fee	\$25	\$25

## President's Contract, Goals for 2022-2023

### RECOMMENDATION

ACTION ITEM

### BACKGROUND INFORMATION .....Chair Gervasi

At the executive session prior to this board meeting, the Board members reviewed evaluation results for the President among themselves, then shared with the President. They then discussed the President's contract language changes for 2022-23, salary for 2022-23, and goals for 2022-23. The Board is now asked to approve the President's Contract and Goals for 2022-23.

# New Degrees

## **RECOMMENDATION**

INFORMATION ONLY - FIRST READING

## **BACKGROUND INFORMATION** ----- VP Rivenes

We are bringing forward, for your approval, the following new Major Transfer Map (MTM) degrees for adoption:

- Associate of Science-Transfer (MTM) Sociology
- Associate of Science-Transfer (MTM) Sociology & Anthropology
- Associate of Arts-Transfer (MTM) Sociology
- Associate of Arts-Transfer (MTM) Sociology & Anthropology

These are statewide degrees that will prepare a student as a junior in the major at every Oregon public institution.

I am happy to entertain any questions.



# Associate of Arts Transfer: Sociology & Anthropology Degree

TBCC guarantees, at a minimum, the following courses each quarter for the completion of the Associate of Science Transfer-Sociology. A student can transfer in or take other courses that meet the requirements though this is discouraged.

	FALL TERM	WINTER TERM	SPRING TERM
<b>YEAR 1</b>	CG 100 College Success & Survival (3 CR)	ENG 254 Survey of American Lit II (4 CR)* OR ENG 105 Introduction to Drama (4 CR)*	HST 202 US History 1840 -1914 (4 CR)* OR HST 203 US History 1914 to Present (4 CR)*
	WR 121 English Composition I (4 CR)*	WR 122 English Composition II (4 CR)* OR WR 227 Tech & Professional Writing (4 CR)*	SOC 206 Social Problems (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)
	LEAD 110 Leadership & Ethics in the Helping Professions (4 CR)	SOC 204 Sociology in Everyday Life (4 CR)	COMM 111 Public Speaking (4 CR)*
	<i>CREDIT TOTAL 15</i>	<i>CREDIT TOTAL 16</i>	<i>CREDIT TOTAL 16</i>
<b>YEAR 2</b>	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 Phys. Science (Oceanography) (4 CR) NOTE: GS 109 is also acceptable
	SPA 201 Second Year Spanish I (4 CR)	SPA 202 Second Year Spanish II (4 CR)	SPA 203 Second Year Spanish III (4 CR)
	ENG 250 Folklore & Mythology (4 CR)*	ATH 103 Intro to Cultural Anthropology (4 CR)	SOC 228 Intro to Environmental Sociology (4 CR)
		MTH 243 Statistics (4 CR)*	MTH 244 Statistics II (4 CR)*
	<i>CREDIT TOTAL 12</i>	<i>CREDIT TOTAL 16</i>	<i>CREDIT TOTAL 16</i>

Total 91 credits 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 2022-2023 [www.tillamookbaycc.edu](http://www.tillamookbaycc.edu) \*Note: We recommend these courses in order to also complete the Oregon Transfer Module (OTM)

# Associate of Arts Transfer: Sociology Degree

TBCC guarantees, at a minimum, the following courses each quarter for the completion of the Associate of Science Transfer-Sociology. A student can transfer in or take other courses that meet the requirements though this is discouraged.

	FALL TERM	WINTER TERM	SPRING TERM
<b>YEAR 1</b>	CG 100 College Success & Survival (3 CR)	ENG 254 Survey of American Lit II (4 CR)* OR ENG 105 Introduction to Drama (4 CR)*	HST 202 US History 1840 -1914 (4 CR)* OR HST 203 US History 1914 to Present (4 CR)*
	WR 121 English Composition I (4 CR)*	WR 122 English Composition II (4 CR)* OR WR 227 Tech & Professional Writing (4 CR)*	SOC 206 Social Problems (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)
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	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 Phys. Science (Oceanography) (4 CR) NOTE: GS 109 is also acceptable
	SPA 201 Second Year Spanish I (4 CR)	SPA 202 Second Year Spanish II (4 CR)	SPA 203 Second Year Spanish III (4 CR)
	PSY 201 Intro to Psychology (4 CR)*	ATH 103 Intro to Cultural Anthropology (4 CR)	SOC 228 Intro to Environmental Sociology (4 CR)
		MTH 243 Statistics (4 CR)*	MTH 244 Statistics II (4 CR)*
	<i>CREDIT TOTAL 12</i>	<i>CREDIT TOTAL 16</i>	<i>CREDIT TOTAL 16</i>

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<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
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# Associate of Science Transfer: Sociology & Anthropology Degree

TBCC guarantees, at a minimum, the following courses each quarter for the completion of the Associate of Science Transfer-Sociology. A student can transfer in or take other courses that meet the requirements though this is discouraged.

	FALL TERM	WINTER TERM	SPRING TERM
<b>YEAR 1</b>	CG 100 College Success & Survival (3 CR)	ENG 254 Survey of American Lit 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 Tech & Professional Writing (4 CR)*	SOC 206 Social Problems (4 CR)*
	LEAD 110 Leadership & Ethics in the Helping Professions (4 CR)	SOC 204 Sociology in Everyday Life (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)*	PSY 202 Intro to Psychology, Part II (4 CR)	COMM 111 Public Speaking (4 CR)*
	<i>CREDIT TOTAL 15</i>	<i>CREDIT TOTAL 16</i>	<i>CREDIT TOTAL 16</i>
<b>YEAR 2</b>	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 Phys. Science (Oceanography) (4 CR) NOTE: GS 109 is also acceptable
	CS 160 Intro. To Computer Science (4 CR)	CHOOSE 1 ART 270 Printmaking (3 CR) ART 140 Digital Photography (3 CR)	PSY 239 Abnormal Psychology (4 CR)
	ENG 250 Folklore & Mythology (4 CR)*	ATH 103 Intro to Cultural Anthropology (4 CR)	SOC 228 Intro to Environmental Sociology (4 CR)
		MTH 243 Statistics (4 CR)*	MTH 244 Statistics II (4 CR)*
	<i>CREDIT TOTAL 12</i>	<i>CREDIT TOTAL 15</i>	<i>CREDIT TOTAL 16</i>

**Total 90 credits 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 2022-2023 [www.tillamookbaycc.edu](http://www.tillamookbaycc.edu) \*Note: We recommend these courses in order to also complete the Oregon Transfer Module (OTM)

# Associate of Science Transfer: Sociology Degree

TBCC guarantees, at a minimum, the following courses each quarter for the completion of the Associate of Science Transfer- Sociology. A student can transfer in or take other courses that meet the requirements though this is discouraged.

	<b>FALL TERM</b>	<b>WINTER TERM</b>	<b>SPRING TERM</b>
<b>YEAR 1</b>	CG 100 College Success & Survival (3 CR)	ENG 254 Survey of American Lit 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 Tech & Professional Writing (4 CR)*	SOC 206 Social Problems (4 CR)*
	LEAD 110 Leadership & Ethics in the Helping Professions (4 CR)	SOC 204 Sociology in Everyday Life (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)*	PSY 202 Intro to Psychology, Part II (4 CR)	COMM 111 Public Speaking (4 CR)*
	<i>CREDIT TOTAL 15</i>	<i>CREDIT TOTAL 16</i>	<i>CREDIT TOTAL 16</i>
<b>YEAR 2</b>	<b>FALL TERM</b>	<b>WINTER TERM</b>	<b>SPRING TERM</b>
	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 Phys. Science (Oceanography) (4 CR) NOTE: GS 109 is also acceptable
	CS 160 Intro. To Computer Science (4 CR)	CHOOSE 1 ART 270 Printmaking (3 CR) ART 140 Digital Photography (3 CR)	PSY 239 Abnormal Psychology (4 CR)
	ENG 250 Folklore & Mythology (4 CR)*	ATH 103 Intro to Cultural Anthropology (4 CR)	SOC 228 Intro to Environmental Sociology (4 CR)
		MTH 243 Statistics (4 CR)*	MTH 244 Statistics II (4 CR)*
	<i>CREDIT TOTAL 12</i>	<i>CREDIT TOTAL 15</i>	<i>CREDIT TOTAL 16</i>

**Total 90 credits 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 2022-2023 [www.tillamookbaycc.edu](http://www.tillamookbaycc.edu) \*Note: We recommend these courses in order to also complete the Oregon Transfer Module (OTM)

## Information Only Items

**RECOMMENDATION**

INFORMATION ONLY

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

## Program Review: Nature and Outdoors

### **RECOMMENDATION**

INFORMATION ONLY

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

The College Mission is to create bridges to opportunity by providing quality education that serves the needs of our diverse community. The Nature and Outdoor program serves this mission because it has four completely transferrable degrees that support student success to complete a bachelor's degree in their desired field at Oregon State University, without taking excess or unneeded credits. Additionally, these degrees serve local Tillamook industry needs in Agriculture, Forestry, and Natural Resources. The program strives to provide students with summer job opportunities with local state and federal agencies.

THESE PROGRAMS ARE RUN BY Megan Deane McKenna, who will provide you with an overview of her amazing programs.



# TILLAMOOK BAY

## COMMUNITY COLLEGE

Three-Year Instructional Program Review Template  
Tentative Due Date: May 30 of the Academic Year Assigned

Program Name: Nature and Outdoors

Degrees and Certificates offered within Program:

- AS Forestry
- AS Natural Resources
- AS Animal Science
- AS Agricultural Sciences

Statement of Collaboration

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

Participants in the review:

Authorization:

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

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

*Serena Pivney*  
\_\_\_\_\_  
Signature of Vice President of Instruction

*6/23/21*  
\_\_\_\_\_  
Date of Submission

# 1.0 MISSION AND GOALS

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

## *College Mission & Vision*

### College Mission

The College Mission is to create bridges to opportunity by providing quality education that serves the needs of our diverse community. The Nature and Outdoor program serves this mission because it has four completely transferrable degrees that support student success to complete a bachelor's degree in their desired field at Oregon State University, without taking excess or unneeded credits. Additionally, these degrees serve local Tillamook industry needs in Agriculture, Forestry, and Natural Resources. The program strives to provide students with summer job opportunities with local state and federal agencies.

### College Vision

The College Vision is to be a local leader in educational excellence and innovation, community advancement and economic success. The Nature and Outdoors program aligns with the College Vision by annually assessing the degrees and making course adjustments that support student success. The courses are primarily taught by adjuncts who are local experts in their respective fields and active members of the community. Most subject specific classes (ANS, FOR, SOIL, etc.) have a lab component where students apply content from lectures in hands-on activities. Many of these labs utilize community resources and have incorporated more community partners as the program continues to develop and evolve. This also aligns with the College Vision which highlights the college as a local leader in community advancement.

## *Core Themes*

**Core Theme #1: Educational Excellence:** Students are provided with the opportunity to succeed in an equitable, inclusive and supportive environment that enhances individual and professional growth, through academic, personal and professional development.

The Nature and Outdoors Program supports educational excellence in four (4) specific ways:

1. **Direct alignment** with Oregon State University Course Learning Outcomes, which means equivalent course transfer.



2. **Instruction provided by local experts** who have worked within the fields of forestry, natural resources, agricultural science, or animal science for many years.
3. **Advising** to make sure that students are taking the right classes and are on track to graduate and transfer to Oregon State University.
4. **Transfer support** that removes barriers in the transfer process and makes sure that all students have all necessary classes, as well as auxiliary support for a successful transfer experience.

**Core Theme #2: Economic Success:** The College contributes to the economic growth and development of students, community residents, and the entire region, while also practicing good stewardship of college resources.

The Nature and Outdoors Program(s) supports Economic Success in two (2) specific ways:

1. **Local jobs and internships in the field.** To date, 6 students from the Forestry/Natural Resources degrees have worked with the Forest Service, based in Hebo, OR.
2. **Designing degrees that support the local economy.** Agricultural Sciences, Forestry, Natural Resources, and Animal Sciences are all fields that support Tillamook County's local economy.

**Core Theme #3: Leadership, Partnership and Community Engagement:** The college and its students, staff and faculty serve as educational and community leaders through professional development, skill building, or partnership with local business and school districts, post-secondary institutions, the TBCC Foundation, and governmental and social services.

The Nature and Outdoors Program supports Leadership, Partnership, and Community Engagement in three (3) specific ways:

1. **Dual Credit** courses are offered in a number of subject specific courses including AG, ANS, HORT, and FOR. These courses provide high school students with the opportunity to learn more about these specific subject areas and expose them to the degree options at TBCC.
2. **Labs** throughout the community are possible through partnership local businesses, government agencies, and individuals. Forestry and Natural Resource labs have occurred at Anderson Hill, Kilchis Point, local ODF land, and local small woodland owners. Agriculture and Animal Science labs have occurred at a variety of dairies and farms throughout the county such as Nehalem River Ranch, Martin's Dairy, Oldenkamp Dairy, Larson Longhorn Ranch, among others. While the labs provide the students with valuable application experience, they also serve as a way to inform community members of the course offerings and content that are offered by the college.
3. **Partnership with Oregon State University Extension Service** supports students in the Nature and Outdoors program through course alignment with OSU classes, transfer support, and access to resources, such as the shared van that supports transportation to labs.

## Program Description

AS in Forestry	AS in Natural Resources	AS in Agricultural Sciences	AS in Animal Sciences
<p>This degree is for students who are interested in a career in forestry as a professional forester, silviculturist, GIS specialist, or fire ecologist. Upon completion of this degree, students should have completed all required pre-professional coursework to apply to Oregon State University's professional program in the school of Forestry.</p>	<p>This degree is for students who are interested in careers that include (but are not limited to) occupations such as a riparian/watershed specialist, recreation manager, forest/wildlife ecologist, or a wildland law enforcement officer. Upon completion of this degree, students should have completed all necessary prerequisite requirements to transfer to Oregon State University to complete a Bachelor's degree in Natural Resources.</p>	<p>This degree is for students who are interested in a career as an agricultural consultant, agricultural educator, agronomist, or agriculture production manager. Upon completion of this degree, students should have completed all necessary prerequisite requirements to transfer to Oregon State University to complete a Bachelor's degree in Agricultural Sciences.</p>	<p>This degree is for students who are interested in pursuing a career in production in meat, eggs or wool, becoming a veterinarian, or working in nutrition. This degree aligns with the courses in the Animal Science degree at Oregon State University (OSU). Students who want to directly transfer to OSU after completing this degree, are highly encouraged to work directly with an OSU academic advisor.</p>
<ul style="list-style-type: none"> <li>• Complete all courses with a minimum grade of "C" or "Pass" or better. Students must have a cumulative GPA of 2.0 at the time the AS is awarded.</li> <li>• Courses may not be double counted within General Education (e.g. Oral Communication and Arts and Letters)</li> <li>• General Education courses must include; <ul style="list-style-type: none"> <li>✓ Writing (8CR): WR 121 and either WR 122 or WR 227</li> <li>✓ Oral Communication (3CR+): COMM 111 or COMM 112</li> <li>✓ Math (4CR+): MTH 105 or higher</li> <li>✓ Health/PE: HE250 + 1 CR in PE or HE/PE295 (max 3 CR): HE295, HE 242, HE 250, HE 254, PE 295, PE 142, PE 182</li> <li>✓ Information Literacy: embedded within WR courses</li> <li>✓ Arts &amp; Letters/Humanities: two courses (6 credits) for AS degrees (e.g. ART, COMM, ENG, MUS, REL, PHL or Foreign Language)</li> <li>✓ Social Science: two courses (6 credits) for AS degrees (e.g. PSY, SOC, PS, HST, or ECON)</li> <li>✓ Science/Math/Computer Science: 7 credits for AS degrees with at least one lab science (e.g. MTH, CS, BI, G, GS, GEO, CHEM, PHY).</li> </ul> </li> <li>• A Maximum of 12 credits can be Career Technical Education courses</li> <li>• A Maximum of 9 credits can be from courses labeled 199/299</li> <li>• A Maximum of 24 credits can be ESOL</li> <li>• A Maximum of 24 credits can be "P" grades</li> <li>• A Maximum of 21 credits can be from Credit for Prior Learning (CPL)</li> <li>• Electives must be used to bring the program of study up to a minimum of 90 credits, and a maximum of 108</li> <li>• 30 credits are required to meet residency at TBCC, 24 of which must apply to the degree for which the student is being awarded</li> </ul>			

## Program Learning Outcomes

AS in Forestry	AS in Natural Resources	AS in Agricultural Sciences	AS in Animal Sciences
<ol style="list-style-type: none"> <li>1. Demonstrate knowledge of forest ecology and silviculture principles to understand how forests and forested watersheds respond to natural disturbances or management activities.</li> <li>2. Develop skills in geospatial analysis, basic surveying, mapping, and GIS.</li> <li>3. Demonstrate the ability to measure and inventory forest vegetation with precision and accuracy.</li> <li>4. Demonstrate an understanding of the social and political context of forestry and be able to describe current policies, laws, and regulations governing the management of forestlands.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe ecological processes, including human impacts that influence ecosystem change, natural succession, and the future sustainability of natural resources.</li> <li>2. Characterize natural resources and be able to quantify at least one of these resources.</li> <li>3. Envision desired future conditions in an area to achieve a set of natural resource-related objectives.</li> <li>4. Work effectively with, and within, interdisciplinary and diverse groups to resolve management problems and achieve management objectives.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand major agricultural themes and issues, domestically and worldwide.</li> <li>2. Analyze the effectiveness of agricultural practices, sustainability issues, and global agricultural movements and trends.</li> <li>3. Understand the broad effect of social, economic, and environmental forces on the agricultural industry.</li> <li>4. Provide leadership and communication skills in agricultural communities throughout the U.S. and beyond.</li> </ol>	<ol style="list-style-type: none"> <li>1. Integrate and apply essential core information about production methods of two different species.</li> <li>2. Understand the behavior of traditional animal species and the ethical implications of production methods for these species.</li> <li>3. Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions</li> <li>4. Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner</li> <li>5. Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.</li> </ol>

## 2.0 PROGRAM DATA AND TRENDS ANALYSIS

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

The analysis for programs between 2018-2020 showed the majority of the trends varied (meaning they increased and then decreased in 2020) or decreased because of COVID-19, which impacted the Spring 2020 term and overall trends for 2020.

For the degrees with an increased trend, this is due to the fact that these are new degrees and started in 2019.

Program Name: Nature and Outdoors

Data Point	Table	Trend (2018-2020)	Highest Year
Enrollment	2.1.a	<b>Trend: Varied</b> 2018: 394 2019: 425 2020: 187	2019  Fewer sections of ESR 171 were offered from 2019 to 2020. ESR 171 is not in any of the degree maps for Nature and Outdoors Program and we may look to alter to more courses such as FOR 111.
Number Program Majors	2.1.b	AGNR: Decreased (discontinued the degree) ASAG: Increased ASF: Increased ASNR: Increased	AGNR: 2018 ASAG: 2020 ASF: 2020 ASNR: 2020
Total FTE	2.1.c	<b>Trend: Varied</b> 2018: 27.4 2019: 29.7 2020: 16.8	2019
Number Sections Offered	2.1.d	<b>Trend: Varied</b> 2018: 24 2019: 28 2020: 14	2019  Spring of 2020 highly impacted overall sections offered; all content specific and dual credit classes were canceled due to COVID-19.
FTEF	2.1.e	<b>Trend: Varied</b> 2018: 0.57 2019: 0.62 2020: 0.35	2019

Fill Rate	2.1.f	<b>Trend: Decreased</b> 2018: 33.9% 2019: 29.4% 2020: 17.9%	2018  Spring of 2020 highly impacted overall fill rate, all content specific and dual credit classes were canceled due to COVID-19.
% Students Persisting from Fall to Fall	2.1.h	AGNR Retention rate: 53% Other majors retention rate: 41%	
Average Successful Completion Rate	2.1.i	8 students have completed the AGNR degree since 2015, sample size is too small to calculate a rate.	
Course passing rate		Trend: By sex: Overall increase in passing rates for both men and women.  By race/ethnicity: Passing rates for white students have increased, while passing rates for Latinx students are varied.	Women pass at higher rates compared to men (~6% more)  Some suggestion that white students pass at higher rates than Latinx students, but number of Latinx students is small. While the discrepancy should be noted, a larger sample size will provide more of an opportunity to draw conclusions about passing rates.

## 2.2 Program Peer Comparison

*How does your program compare with peers?* See analysis section. Generally, TBCC enrollment numbers are slightly lower than other schools.

FTE Data were pulled from HECC and all degree level data used in the following table were pulled from Quality Info. Data were available in the "Schools and Training Providers" section for Forestry, Natural Resources, Ag, and Animal Science. Most recent available data is from 2016.

For FTE reference, Tillamook Bay Community College 2020 FTE was 827.

Program Name: Nature and Outdoors

Content Area	Type of Degree	School (2020 FTE)	Annual Number Degrees Awarded	Annual Number Certificates Awarded	Type of Degree	Certificate options
Agriculture	Agricultural Business and Mgmt	BMCC (1,561 FTE)	4	0	AAS	
	Agricultural Business and Mgmt	Chemeketa (9,832 FTE)	2	0	Non-credit	
	Agricultural Business and Mgmt	LBCC (6,437 FTE)	4	0	AS	
	Agricultural Business and Mgmt	TVCC (1,779 FTE)	2	3	AS and AAS	Ag Business Tech 1 year
	Agricultural Production Operations	BMCC (1,561 FTE)	6	5	AAS	Vet Certificate
	Agricultural Science	COCC (5,534 FTE)			AS	
	Agriculture, General	Klamath (1,797 FTE)	1	0	AAS	Ag and Natural Resources
	Agriculture	LBCC (6,437 FTE)	1	0	AS	
	Agriculture	TVCC (1,779 FTE)	0	0	AS	
	Applied Horticulture	Chemeketa (9,832 FTE)	6	0	AAS	
	Horticulture	Clackamas (7,506 FTE)	0	10	AS and AAS	1 year certificate
	Crop Production	BMCC (1,561 FTE)	12	14	AAS	Pest Management CPCC
	Agronomy and Crop Science	TVCC (1,779 FTE)	1	0	AS and AAS	Crop Science Tech CPC
	Farm/Farm and Ranch Mgmt	TVCC (1,779 FTE)	0	4	AAS	Ranch Animal Technician CPC and Range and Forest Technician, CPC
	Range Science and Mgmt	TVCC (1,779 FTE)	0	36	AS	

Animal Science	Animal Sciences	LBCC (6,437 FTE)	6	0	AS	
	Animal/Livestock Husbandry Production	BMCC (1,561 FTE)	13	14	AAS	Beef Production CPCC
	Animal Science	TVCC (1,779 FTE)	2	0	AS	
Natural Resources	Environmental Science	LBCC (6,437 FTE)	0	0	AS	
	Environmental Science	PCC (27,040 FTE)			AS	
	Environmental Science	Rogue CC (3,619 FTE)			AAOT	
	Fire Science	BMCC (1,561 FTE)	0	0	AAS	EMT Cert
	Fire Science	Chemeketa (9,832 FTE)	26	0	AAS	EMT Cert
	Fire Science	Clackamas (7,506 FTE)	0	12		1 Year Cert
	Fire Science	Clatsop CC (784 FTE)	4	0	AAS	
	Fire Science	COCC (5,534 FTE)	10	0	AAS	
	Emergency Response Operations	Klamath (1,797 FTE)			AAS	Wildland Firefighter 1 year cert
	Fire Science	PCC (27,040 FTE)	18	9	AAS	1 Year CPC
	Fire Science	Rogue CC (3,619 FTE)	19	9	AAS	CPC Fire Fighter
	Fire Science	SWOCC (1,976 FTE)	5	6	AAS	Fire Science Levels 1, 2, 3, 4 CPCC
	Fire Science	TVCC (1,779 FTE)	5	2	AAS	Wildland Fire Management 1 Year and Wildland Fire Tech CPC
	Fire Science	Umpqua (3,118 FTE)	1	0	AAS	
	Fishing and Fisheries Sciences and Mgmt	Mt. Hood (7,164 FTE)	15	0	AAS	
	Wildlife, Fish, and Wildlands Science and Mgmt	TVCC (1,779 FTE)	3	0	AS and AAS	
	Geography	PCC (27,040 FTE)			AS	1 year GIS CPC
	GIS	COCC (5,534 FTE)			AAS	1 year cert
	GIS Technology	Clackamas (7,506 FTE)	0	1		1 Year cert
	Commercial UAS	Lane (7,723 FTE)	1	13	AAS	1 year GIS cert
	Surveying and Geomatics	Umpqua (3,118 FTE)			AS	1 year GIS cert

Natural Resources	Natural Resources	COCC (5,534 FTE)			AS	
	Natural Resources	SWOCC (1,976 FTE)	0	0	AS	
	Natural Resources	TVCC (1,779 FTE)	9	0	AS and AAS	Env Sci Tech 1 Year Cert
	Natural Resources	Umpqua (3,118 FTE)			AS	
	Natural Resources Technology - Forestry or Wildlife Resources focus	Mt. Hood (7,164 FTE)	8	5	AAS	NR Tech Cert 1 year
	Outdoor Leadership	COCC (5,534 FTE)			AS	
	Water and Environmental Technology	Clackamas (7,506 FTE)			AAS	
	Forestry	Forest Engineering	Umpqua (3,118 FTE)			AS
Forest Engineering		SWOCC (1,976 FTE)			AS	
Forest Mgmt		Umpqua (3,118 FTE)			AS	
Forest Mgmt		COCC (5,534 FTE)			AS	
Forest Mgmt		SWOCC (1,976 FTE)	1	6	AS	1 Year certificate
Forest Operations		Umpqua (3,118 FTE)			AS	
Forest Renewable Materials		SWOCC (1,976 FTE)			AS	
Forest Resource Technology		COCC (5,534 FTE)	8	14	AAS	1 Year certificate
Forest Restoration and Fire		Umpqua (3,118 FTE)			AS	

### Analysis:

#### Agriculture

Across Oregon CCs, 16 different degrees related to Agriculture were offered. In total, there were almost the same number of Associate of Applied Science degrees (9) compared to Associate of Science degrees (8), sometimes both were offered for the same program (i.e. Horticulture at Clackamas or Agricultural Business Management at Treasure Valley). Finally, 43% of the degrees had a certificate option. There was not a clear trend between more degrees or certificates awarded across all the degrees. Depending on the degree, sometimes more certificates were awarded (i.e. Range Science and Management at Treasure Valley CC) where as other times more degrees were awarded (all but one of the Agricultural Business and Management Programs).



The two most prevalent agricultural degrees offered across Oregon CCs were Agricultural Science (5) and Agricultural and Business Management (4). While the number of degrees awarded were slightly higher than the numbers of students graduating from the TBCC Agricultural Science program, they are not substantially higher.

Finally, 2016 data reflected three schools had crop production degrees who have subsequently stopped offering those degrees. Only two crop production degrees remains, 2016 data for BMCC show higher numbers, and low enrollment for TVCC.

### Animal Science

Three other Oregon CCs offer an Animal Science degree. Two of the degrees are Associate of Science degrees, while one of the degrees is an Associate of Applied Science. Generally, more degrees are offered compared to certificates. To date, TBCC has not had any student enroll in the Animal Science program, so the number of students in these programs is higher than TBCC enrollment. There are many students who think they want to work with animals and believe that becoming a veterinarian is their only option.

### Natural Resources

Across Oregon CCs, 28 different degrees related to Natural Resources were offered. There were more Associate of Applied Science degrees (16) compared to Associate of Science degrees (12). Finally, 53% of the degrees offered a certificate option. More degrees were awarded compared to 1-year certificates for every program.

The Fire Science degrees were exclusively Associate of Applied Science degrees and had the most options across the state (11). One-year certificates were available at 72% of the Fire Science programs, and some institutions also included the EMT certification as part of their program. The enrollment numbers in these degrees were generally high and may be something for TBCC to consider adding in the future.

The next most prevalent programs were Geographic Information Systems (GIS) (5) and Natural Resources (5). Every one of the GIS programs offered a 1-year GIS certificate. These certificates fell under a range of differing degrees. There was an even split between AS and AAS degrees. Geographic Information Systems is a relatively new field, so enrollment data was limited in 2016. Finally, Natural Resources programs were offered as both AS (3) and AAS (2) degrees across the state. The enrollment numbers at peer institutions are slightly higher compared to TBCC enrollment numbers, but not by much.

## Forestry

Across Oregon CCs, 9 different Forestry degrees were offered. The Forestry degrees were almost exclusively offered as Associate of Science degrees (8) compared to Associate of Applied Science (1). Data were limited to look at degree and certificate award numbers. From the very limited available data, more certificates were awarded compared to degrees, however these data are limited.

The Forest Management degree was the most common degree offered (3). From the one school with available data, TBCC has more students on track to complete the degree compared to the enrollment numbers presented.

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

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

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

#### *Sex/Gender of Students*

Major	Women	Men
All AGNR Majors	50%	50%
All other majors at TBCC	62%	38%

Note: In the last program review, only 25% of the students identified as female, there has been an increase in females in the AGNR programs.

#### *Race/ethnicity of students*

Major	Latinx	White	<i>Other</i>
All AGNR Majors	5%	84%	11%
All other majors at TBCC	20%	70%	10%

Note: 25% of students enrolled in AGNR classes identify as Hispanic/Latino, but only 5% of program majors identify as Hispanic/Latino.

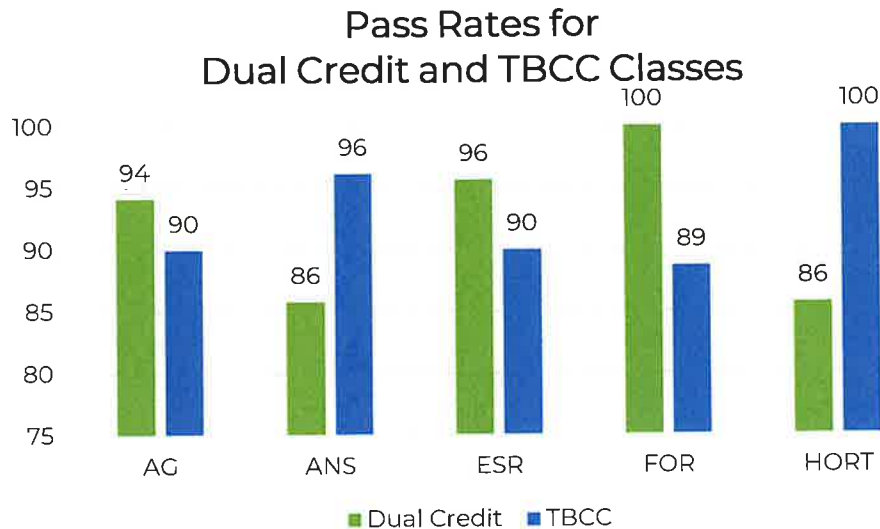
*Retention for full-time and part-time students*

	Persisted to Winter		Dropped		Total n
Majors	n	%	n	%	
AG/NR/FOR	12	70.59%	5	29.41%	17
Full-time	7	63.64%	4	36.36%	11
Part-time	5	83.33%	1	16.67%	6
Other Program majors	206	74.37%	71	25.63%	277
Full-time	146	80.22%	36	19.78%	182
Part-time	60	63.16%	35	36.84%	95
Grand Total	218	74.15%	76	25.85%	294
	Fall to Fall Retention		Dropped		Total n
Majors	n	%	n	%	
AG/NR/FOR	9	52.94%	8	47.06%	17
Full-time	6	54.55%	5	45.45%	11
Part-time	3	50%	3	50%	6
Other Program majors	114	41.16%	163	58.84%	277
Full-time	93	51.10%	89	48.9%	182
Part-time	21	22.11%	74	77.89%	95
Grand Total	123	41.84%	171	58.16%	294

***Analysis:***

While the numbers are small for the program, fall to fall retention was slightly higher for the AG/NR/FOR programs compared to all other programs, both for part time and full-time students. From fall to winter, retention was slightly lower in the AG/NR/FOR compared to all other programs, and there was less retention for full time students compared to part time students, which is a trend generally not observed. It is unclear why the fall to winter retention was higher for part-time students compared to full-time students, and it is also important to recognize that the sample size is relatively small, so it is difficult to draw conclusions.

## 2.5 Other Data – Pass Rates for Dual Credit and TBCC Classes



### *Analysis*

There is variability between pass rates for dual credit or TBCC classes and no consistent trend of higher pass rates in one format of teaching versus the other.

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

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

- Forestry program is increasing in enrollment
- General trends indicated increasing enrollment in the programs until COVID-19 impacted Spring 2020 enrollment and class offerings.
- There is equal gender representation in the program. Female representation increased from 25% to 50% between the last program review to this current program review.
- Retention rate is slightly higher in the AGNR programs (53%) compared to all other college programs (43%).

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

- Significantly fewer number of students who identify as Latino/Hispanic in program classes.
- While the sample size is small, from the limited data provided, there were more full-time students who did not persist from Fall to Winter, compared to part time students.
- 47% of AGNR majors dropped from Fall to Fall. While this is less compared to all other majors (58%), this is still an area for improvement.

- Number of Dual Credit sections offered decreased from Winter 2019 to Winter 2020, this was mainly due to fewer sections of ESR 171.
- Males are passing at a lower rate compared to females.
- Latino/Hispanic students are passing at a lower rate compared to white students.

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

- Determine alternative Dual Credit courses to offer. ESR 171 has been offered in the past, isn't part of any of the program degree maps. Could FOR 111 be an alternative? Is there another alternative that would work better?
- Continue to work on retention from Fall to Winter and Fall to Fall.
- Continue to develop aligned assessments for dual credit courses.
- Increase female instructors in the programs.
- Increase students who identify as Latino/a/x/Hispanic in the program.

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

- Animal Science and Agricultural Science enrollment numbers are low. Is there another type of degree that would have higher enrollment?
- Determine the best ways to support retention

## 3.0 STUDENT LEARNING OUTCOMES ASSESSMENT

### Overall SLO data for Nature and Outdoors program

	2018-2019	2019-2020
Course Learning Outcomes	83	84
Program Learning Outcomes	80	80
Institutional Learning Outcomes	77	79

Overall, students are achieving the student learning outcomes (SLOs) in the Nature and Outdoor Program. The achievement rates are high and this is most likely due to continued work on CCOGs, alignment with OSU curriculum, alignment between TBCC and Dual Credit classes, and collaboration among faculty.

The following data break down achievement rates by degree areas as well as assess ILOs across the learning community.

2018-2019

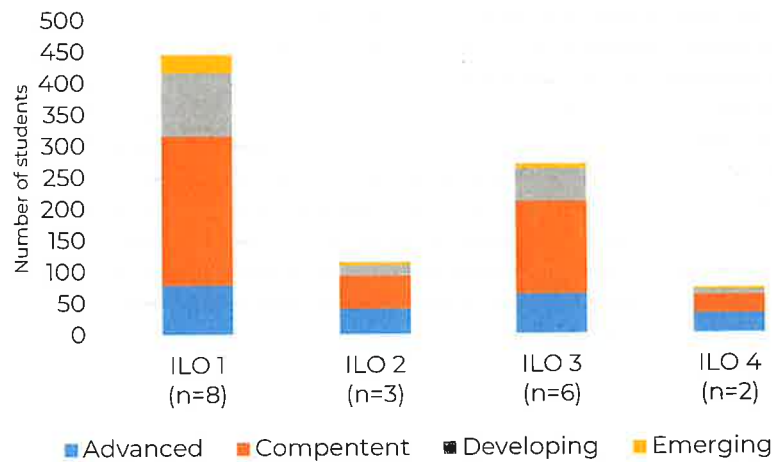
	AG/ANS	FOR/NR
Course Learning Outcomes	81	92
Program Learning Outcomes	78	100
Institutional Learning Outcomes	75	88

Student achievement was slightly higher in the FOR/NR classes compared to the AG/ANS classes. One explanation for this outcome is that there were more AG/ANS Dual Credit classes offered, and so students did not yet achieve program learning outcomes and institutional learning outcomes. Additionally, there were more AG/ANS classes offered in general in 2018-2019, which could have led to more variability in student performance.



This graph further breaks down the level of competency students scored in each level of the student learning outcomes. When comparing student achievement across CLOs, PLOs, and ILOs in AG/ANS classes, there is a consistent achievement trend; generally, most students were competent at each learning outcome level (CLO/PLO/ILO). In the FOR/NR classes, this trend is not observed. The majority of students were advanced for both the CLOs and PLOs, but the overwhelming majority of students were measured as competent at the institutional level. There were two FOR/NR classes evaluated, and they were both in the first two terms of the degree, so while students were achieving at advanced levels according to CLOs and PLOs, they had not yet achieved an advanced level at the institutional level.

### 2018-2019 ILO Achievement for Nature and Outdoors Program



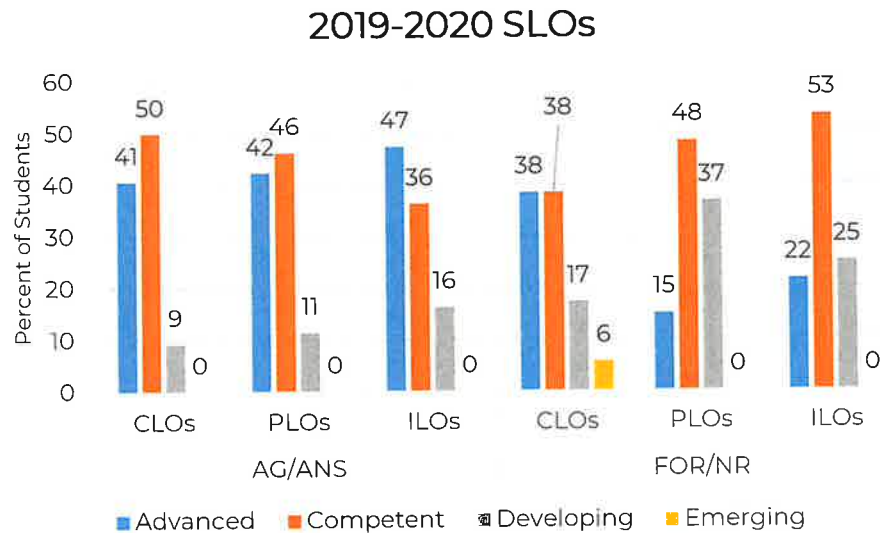
This graph shows that in the Nature and Outdoors program, ILO 1 was measured the most and ILO 4 was measured the least (and in 2018-2019, 0 FOR/NR classes taught ILO 4). This leaves an opportunity to incorporate *ILO 4: "Student will demonstrate respect, honesty, and ethical principles by understanding and appreciating differences in cultures and behaviors,"* in more of the curriculum.

#### 2019-2020

	AG/ANS	FOR/NR
Course Learning Outcomes	91	77
Program Learning Outcomes	89	63
Institutional Learning Outcomes	84	75

This table shows that overall achievement of SLOs was higher in the AG/ANS classes compared to the FOR/NR classes.





This graph shows that on average, students in the AG/ANS classes were measured more often at the advanced levels for all three levels of student learning outcomes compared to FOR/NR classes.

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

Generally, students have achieved the SLOs in Ag, Animal Science, Forestry, and Natural Resource classes. The data above demonstrates the majority of students in both dual credit and TBCC classes are achieving advanced or competent ratings in the Nature and Outdoors classes.

#### Forestry/Natural Resources

The assessment of course level SLOs has led to more alignment in curriculum across forestry classes so that students build on concepts from one course to the next. For example, there was collaboration between the Intro to Forestry and Forest Biology classes so that forest health issues were introduced in the Intro to Forestry class and expanded upon in Forest Biology. As a result, students are able to gain a higher level of understanding when they can build on their foundational knowledge from the initial course learning outcomes in introductory classes, and apply some of that knowledge in later classes.



### Agriculture/Animal Science

Overall achievement in the AG/ANS classes was high in both 2018-2019 and 2019-2020 academic school years. There is continued collaboration with Dual Credit and TBCC instructors to align dual credit classes such as ESR 171, ANS 121, and HORT 111.

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

All content specific classes in AG, ANS, FOR, and NAT classes have student learning outcomes that directly align with OSU's classes to ensure that classes directly articulate to OSU. This means that students are more ready to transfer when they complete any of the degrees within the Nature and Outdoors program.

In the previous Program Review, there was still the AAS in Agriculture and Natural Resources. This degree was attempting to serve as both a transfer and terminal degree and resulted in ineffectively achieving either goal. By creating four AS transfer degrees, students are taking the classes they need to arrive at OSU as a junior. The first cohort will graduate at the end of Spring 2021, and the subsequent Program Review will be able to evaluate the success of transfer to 4-year institutions.

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

There are there main challenges to make course and program level assessment more effective for my program:

1. **Data** – data collection for SLOs has been a work in progress. With updated data collection practices, the hope is that data can be disaggregated by students as well as collated to align with the data provided by the Office of Institutional Effectiveness.
2. **Aligned rubrics** – There is discrepancy between the understanding of different achievement levels at each level of outcomes assessment. Over time, it is the goal to develop rubrics for the CLOs in key ANS and FOR classes that are taught by multiple instructors.
3. **Aligned program learning outcomes** – it was possible to evaluate the gaps of ILOs within the Nature and Outdoor Program because there were shared ILOs across all classes. It would be equally beneficial to do this at the PLO level, and it is the goal to align PLOs across all degrees (with limited exceptions) so that PLO evaluation is possible in the next Program Review. Over the next year, key signature assignments to measure PLOs will be determined in classes in the FOR/NR classes and the AG/ANS classes.

## 4.0 EVALUATION OF PROGRESS TOWARD ACHIEVEMENT OF PREVIOUS PROGRAM PLANS

- 4.1 Evaluate steps taken to achieve plans established in the last program review.
- Expand certificate offerings in the AgNR program  
Certificates were not expanded in the last 3 years. Instead, the focus was on creating 4 new fully transferrable degrees in Agricultural Sciences, Animal Sciences, Natural Resources, and Forestry.
  - Expand course offerings to include more general agriculture and natural resource offerings  
New forestry classes were added for the forestry degree map, and 200 level biology, chemistry, and physics have been added so that students transfer with the correct science classes. There also was a new ANS class (ANS 122) developed and offered (although it didn't run due to low enrollment). This class was developed due to industry feedback around particular content needed in the new Ag Tech program so that students would be proficient in Large Animal Handling, factors for Milk Quality, and Nutrition as dairy robotics technicians.
  - Review current course offerings and revise as needed  
Class offerings were narrowed so that students had a clear path for what they needed to transfer to OSU. As mentioned above, 200 science classes were added to TBCC to fulfill the requirements in the Forestry, Natural Resources, and Animal Science degrees.
- 4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.  
\$7,313 in Perkins Funds and \$396.81 in program funds purchased forestry supplies, and this has greatly enhanced the lab activities in all forestry classes. Additionally, \$4,174 in Perkins Funding has purchased ag specific class equipment to support ANS 121 and ANS 122.

## 5.0 PROGRAM PLANS

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

- **Develop aligned Program Learning Outcomes for FOR/NR/AG**  
As mentioned in the SLO section, alignment of PLOs for FOR/NR/AG will allow for more analysis across classes and provide the ability to assess if there are any specific gaps that need to be addressed so that students are ready whether they graduate and transition directly into the workforce, or transfer to OSU. One way to evaluate PLOs is through creating signature assignments in key classes throughout the degree to measure student progress. One specific goal with PLOs is to incorporate a climate change component as a PLO that is addressed in every AG/NR/FOR class. This is an ever-pressing need in Ag/Natural Resources/Forestry and something that graduating students need to be prepared to address in future careers.
- **Assess viability and determine curriculum for a 1-year GIS certificate**  
With numerous Natural Resource and Forestry agencies in Tillamook County, a 1-year GIS certificate could be a very attractive option for professionals who want to enhance their skills in this very necessary and increasingly important technology. There are currently five other community colleges in Oregon that offer a 1-year certificate that can be used as models when determining what may be right for TBCC.
- **Implement a pilot non-credit Ag Business accelerator course to gauge community interest in Ag Business knowledge**  
General enrollment in the Agricultural and Animal Sciences classes has been low at TBCC (although there are still high numbers in Dual Credit classes). Recent feedback indicates that small producers in Tillamook County need business management support in addition to marketing, value-added products, and other topics. Chemeketa currently offers a non-credit 2-year program for producers and could provide as an excellent model for developing a program at TBCC.
- **Continue to foster relationships with future employers**  
The Forest Service, based in Hebo, OR, has been an excellent partner with providing summer and full time employment for TBCC Forestry and Natural Resources students. As the program grows, it will be important to connect with other local agencies (ODF, Oregon State Parks, local non-profits, etc.)
- **Continue to develop and revise a recruitment plan for the Nature and Outdoors program.**  
There has been considerable work creating promotional social media posts and updating brochures on the local level. Continued recruitment at the high schools through the dual credit classes will also be necessary for increasing

enrollment in all programs. In this short-term goal, the Nature and Outdoors Program will continue to work with the marketing department to develop and implement a plan that promotes the program and encourages involvement.

Additionally, the program coordinator has created a new summer program called Juntos Afuera, for Latinx/o/a high school students in Tillamook County. The goal of this program is to show Latinx students that the outdoors are an inclusive and safe space where they can learn about and celebrate their culture. Additionally, the goal is to provide leadership development skills that begins to grow an active group of Latinx explorers and stewards. There is a hope that some students may choose to explore a career or educational path in Natural Resources or Forestry after participating. It will be a few years before those data are available to measure if this happens or not.

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

- **Create a partnership at Anderson Hill with the County**  
Anderson Hill is county property located just 15 minutes from TBCC's campus and has applications for every class in the Forestry and Natural Resources program. While labs are currently taking place at Anderson Hill for some of the classes, a formal partnership may allow students to do more to apply their skills by completing surveys, mapping the area, and creating management plans. Next steps include talking with OSU about how they manage and create strategic plans for their experimental forests to then present to a group of adjunct faculty. When meeting with all adjunct faculty, the group will articulate how to incorporate Anderson Hill into their curriculum and collaborate across classes. This will also help determine how a partnership may be possible to do some harvesting in the future. This area has the potential for future research and could be designated as an experimental forest, but much work needs to be done to make this determination.
- **Explore an Ag Business program**  
As mentioned in the above short term goal section, starting with a non-credit Ag Business accelerator series of classes will be a starting point to gauge local producers in their interest in a credit program. Four other community colleges across the state have either an AS or AAS degree for agricultural business management, and this may be an area to include as a degree if that is a need/want from our local producers. There may not be interest in a for credit degree program, Chemeketa's non-degree program has remained this way for 30 years and served the needs of their community, so this is something that still needs to be explored.

- **Explore a Fire Science Program**

As seen in the peer comparison chart, many other community colleges across the state offer a fire program. There may be an opportunity to add a fire program related to Forestry and Natural Resources, and partner with ODF and other local agencies for summer employment opportunities. Additionally, BMCC and Chemeketa offer 1-year EMT certifications in their Fire Sciences programs, and this may be something that could be offered in partnership with the health care department.

- **Monitor student transfer success**

Most students in the Nature and Outdoors program will transfer to OSU to finish a 4-year degree. As students transfer, it is vital for the program to monitor successes and challenges, both with actual transfer logistics as well as content knowledge. OSU Open Campus is currently working on evaluation metrics to be approved by the IRB, to better understand the successes and challenges of transferring.

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

Most of these goals require the time of the program coordinator, but no additional financial resources are needed. If a GIS certificate is added, there may be additional costs associated with that certificate, but to determine its viability, there are not additional resources required at this time.

To create a partnership with Anderson Hill and align PLOs, the program faculty will request funding to pay for adjunct time to meet as a group and discuss these topics.

The current budget is sufficient to meet continual program needs. See attached budget document.

# BUDGET FOR AGRICULTURE, NATURAL RESOURCES, AND FORESTRY PROGRAM

ACCOUNT CODE	DESCRIPTION	2018-2019 ACTUAL	2019-2020 ACTUAL	2020-2021 ADOPTED	2021-2022 PROPOSED
<b>1000-260 LDC – Agriculture/Natural Resources/Forestry</b>					
<b>PERSONNEL SERVICES</b>					
1000-260-5060-00	Instructional Salaries - Adjunct	28,739	9,105	14,352	14,352
1000-260-5070-00	Hourly Wages	903	(309)	2,800	2,800
1000-260-5080-00	Other Payroll Expenses	10	3	22	22
1000-260-5082-00	Workers' Comp Insurance	128	36	74	59
1000-260-5083-00	FICA	2,268	673	1,312	1,312
1000-260-5084-00	PERS Contributions	3,340	1,479	1,063	1,191
1000-260-5085-00	Unemployment Insurance	694	149	223	275
<b>MATERIALS AND SERVICES</b>					
1000-260-6010-00	Supplies	-	-	1,500	500
1000-260-6012-00	Textbooks	33	3	600	600
1000-260-6020-00	Travel and Meeting	428	-	1,400	1,000
1000-260-6170-00	Other Contracted Services	32,900	44,092	45,000	50,000
1000-260-6302-00	Other course Expense	79	802	1,000	1,000
<b>LDC – AGRICULTURE/NATURAL RESOURCES/FORESTRY TOTALS</b>		<b>69,522</b>	<b>56,033</b>	<b>69,346</b>	<b>73,111</b>

## 6.0 REQUESTS FOR RESOURCES

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

Type of Resource	Requested Amount	Potential Funding Source
Personnel	\$500	AG/NR/FOR budget
Facilities		
Equipment		
Supplies	Currently \$1,000	Is sufficient
Computer Hardware		
Computer Software		
Training	\$1,500	Perkins Funding
Other (promotion)	\$500	
Total Requested Amount	\$3,500	

### 6.1 Describe the resource request.

Funding to pay 7 adjuncts a total of 4-5 hours to meet and provide feedback on two specific projects related to the FOR/NR program.

Funding to create t-shirts for the Nature and Outdoors Learning Community.

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

By meeting with all FOR/NR adjunct faculty to gain feedback on program learning outcomes, one of the short-term goals of aligning program learning outcomes will be addressed. Additionally, a second meeting with the adjunct faculty will assist in developing a long-term plan for TBCC's partnership with Anderson Hill and how the various adjuncts can incorporate that area in parts of their labs.

For the t-shirts or hoodies, creating a sense of community and identity can be a really important component for students in college. By providing t-shirts or hoodies, students will not only feel they are a part of a program, but also help promote the program around the community when they are wearing their apparel. Marketing will be involved in the design and ordering for the t-shirts or hoodies.

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

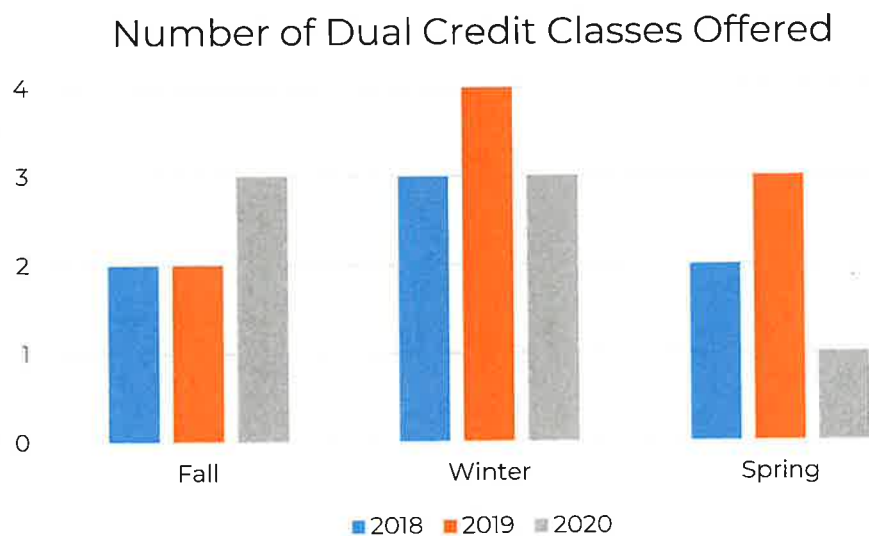
Aligned PLO assessments will support the continual improvement process for curricular and program development. A sense of community with t-shirts will support retention and potentially support increased recruitment to the program.

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

The college's big goal this year to focus on retention. Continual improvement of curriculum, as well as a sense of community both can support retention for students.

## 8.0 HIGH SCHOOL, COMMUNITY, AND EMPLOYER OUTREACH

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



The number of dual credit offerings have generally remained consistent over the last three-year period. Again, Spring of 2020 impacted the number of dual credit courses that could be offered due to COVID-19.

Dual credit courses were offered at all three school districts in Tillamook County. Tillamook High School offers the most dual credit classes compared to Neah-Kah-Nie and Nestucca. Most Dual Credit classes in the Nature and Outdoor program are offered in the agricultural science degree, AG, ANS, and HORT.

There is a goal to expand dual credit in the forestry degree by offering FOR 111 at NKN during the 2021-2022 school year. Additionally, there may be one course, NAT 201 – Managing Natural Resources, in the Agricultural Science and Natural Resource degrees that could be offered as a dual credit course. Further exploration is needed to make this determination.



## 9.0 EXECUTIVE SUMMARY

The Nature and Outdoors program has responded to student needs over the past three years and made adjustments that best serve students. By creating four completely transferrable degrees, students arrive at four-year institutions in Junior standing, without extra credits.

Enrollment in the Nature and Outdoors program has fluctuated over the last three years, mostly due to COVID-19 and course offerings both at TBCC and through dual credit. There has been an increase in the number of females in the program from the last program review to this program review. There are considerably less students who identify as Hispanic/Latino/a/x compared to the number of white students in the program as well as at the college. More work is needed to increase participation and retention for students who identify as Hispanic/Latino/a/x.

When comparing TBCC's programs with peers across the state, TBCC's enrollment numbers are slightly lower, but generally within the same range as other schools (even compared to schools with a much higher FTE). Through the analysis of other programs across the state, two programs that could be advantageous to add at TBCC are a GIS certificate and a Fire Program. Both of those programs had high enrollment numbers and are potential needs for the community. Further exploration is needed in order to determine if adding these programs makes sense for the school.

Students have been achieving the SLOs for the program. Future data collection will allow further analysis on student performance based on characteristics such as gender or race, and will help identify if there are discrepancies in achievement. Additionally, alignment of the PLOs for all degrees in the Nature and Outdoors program will help with continuous curriculum improvement.

Finally, increased participation in the Nature and Outdoors program is a constant goal. Both the short- and long-term goals in this report offer new program ideas or enhancement of current programs that will continue to build on the successes that currently exist and address emerging community needs.

# 10.0 VICE PRESIDENT OF INSTRUCTION PROGRAM REVIEW

## SUMMARY PAGE

I'd like to start my comments by thanking Megan Deane McKenna for her hard work on this Program Review and for all of her work coordinating these programs. I am very confident in their rigor, alignment and the way that they prepare TBCC students for transfer. Thanks you Megan, this hard work has not gone unnoticed.

As this review discusses, this program started as one CTE degree (AAS Forestry and Natural Resources). This program did not align well to OSU transfer programs and the majority of our students were transferring. Megan worked hard to align this one CTE degree into four completely articulated transfer degrees in Natural Resources, Forestry, Animal Science, and Agriculture. In addition to their alignment with OSU, a strength of these degrees are their alignment to TBCC's ILO's. These programs are growing slowly. Again, Megan does a great deal of work marketing her programs throughout the community and it makes a difference. Interestingly, numbers in peer programs across the state have also decreased. Covid has likely impacted enrollment. In terms of diversity, these programs are nicely split between genders, but we would like to see an increase in Latino/Latina students.

Based on all data and this report, goals are as follows:

### Short-Term

- Find an alternative dual credit class to ESR 171 (e.g. FOR 111)
- Monitor OSU Bacc Core changes
- Implement non-credit Ag Business course to gauge community interest in Ag Business endeavors
- Develop recruitment and marketing plan for degrees (and engaging business partners in this work)

### Mid-Term

- Increase program retention and completion
- Attract greater numbers of Latino/Latina students
- Align, develop and train faculty on program learning rubrics
- Add a certificate in this learning community (e.g. Fire, GIS)

### Long Term

- Create partnership at Anderson Hill
- Explore AG Business
- Explore Fire Science programs

- Monitor student transfer success

Again, I am confident in the work that Megan has under-taken and I look forward to seeing these programs continue growing and demonstrating student success in learning!

# Insight Report for new Strategic Plan

## **RECOMMENDATION**

INFORMATION ONLY

## **BACKGROUND INFORMATION** .....Director McCarley

TBCC collaborated with the Coraggio Group to reach out to stakeholders through interviews, focus groups and an online survey. A total of 280 community members participated by sharing their perspectives, priorities and insights. The [Insight Report](#) highlights the key themes that emerged from this outreach. These themes are:

1. TBCC is valued and respected by the community.
2. The community is counting on the college to support workforce development and economic vitality.
3. There is a need to increase visibility, awareness, and engagement with TBCC across the community.
4. Students are the college's greatest promoters, and they desire even more of the great support they receive at TBCC.
5. There is an opportunity for TBCC to lead, convene, and connect the community to address challenges and foster civic engagement.
6. A continued commitment to diversity and inclusion at the college is important to stakeholders.
7. Strengthening systems, processes, capabilities, and relationships at the college would improve employees' experience.

These themes and the supporting data will be used by the Strategic Planning Committee to draft the components of the College's new strategic plan. Board members are encouraged to weigh in on these key themes and offer guidance.





# Strategic Planning Insight Report

Tillamook Bay Community College

February 23, 2022

Coraggio Group  
503.493.1452 | coraggiogroup.com





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This report is a summary of the data collection and community engagement effort conducted by Coraggio Group on behalf of Tillamook Bay Community College (TBCC). The purpose of this effort was to gather insights from key stakeholders in preparation for TBCC's next Strategic Plan.

The engagement took place from December 2021 to February 2022. We received a total of 280 responses from stakeholders who shared their perspectives, priorities, and insights through a survey, focus groups and interviews. Coraggio Group conducted 4 one-on-one interviews and partnered with TBCC to conduct 15 focus groups that garnered 97 participants. Coraggio Group also conducted an online survey that ran from December 10, 2021, to January 17, 2022. A total of 179 individuals responded to the survey.

These community engagement efforts included stakeholders such as business community leaders including industry-specific advisory group members, K-12 partners including the Tillamook Education Consortium, elected local and regional officials, non-profit and governmental agency partners, foundation supporters, students, staff, faculty, and members of the TBCC Board of Education.

179

Survey Participants

97

Focus Group  
Participants

4

Interview Participants

# Introduction

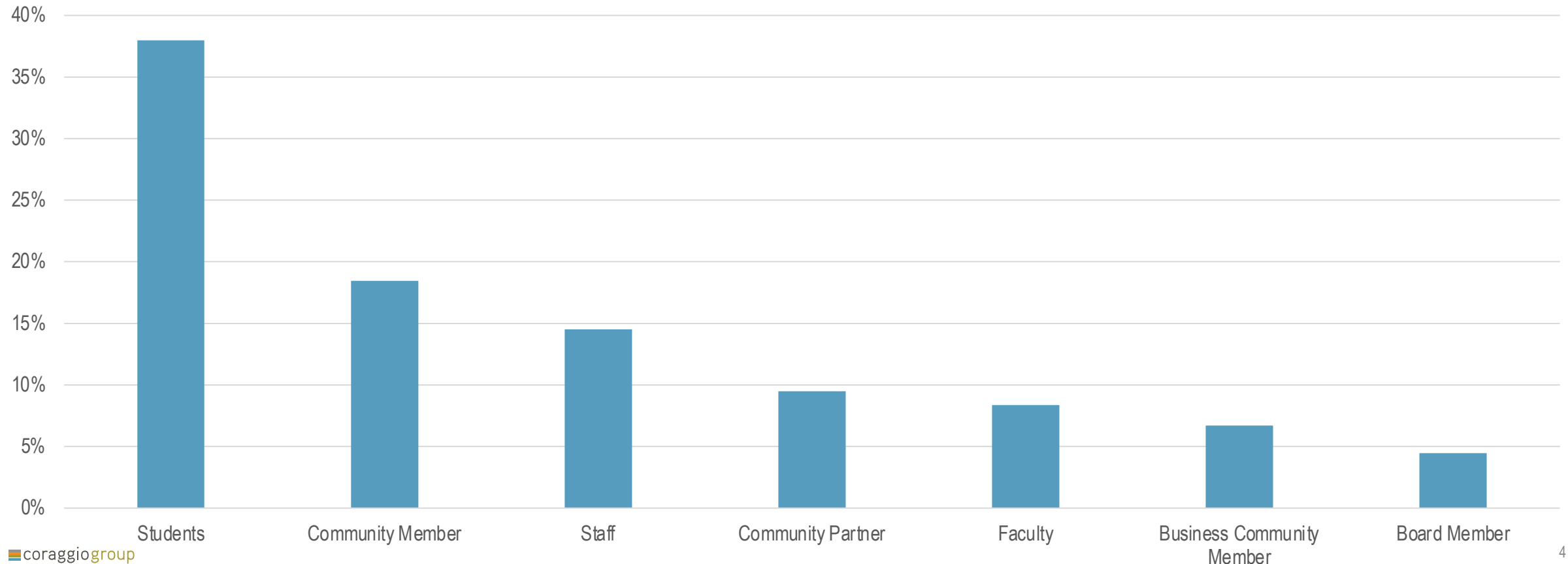
# Survey Demographics by Affiliation to TBCC

For cross tabulation and to identify large differences in opinions, survey respondents were asked to self-identify their affiliation to TBCC, their race/ethnicity, and their age group. Any significant differences are noted in the themes.

Due to a low number of responses from some stakeholder groups, the following groups were merged for accurate analysis (Appendix 1.1):

- 'Elected Official/Government' and 'Donor' were combined with 'Community Partner'
- 'Attended a class/workshop at TBCC' was combined with 'Community Member'
- 'Alumni' was combined with 'Student'

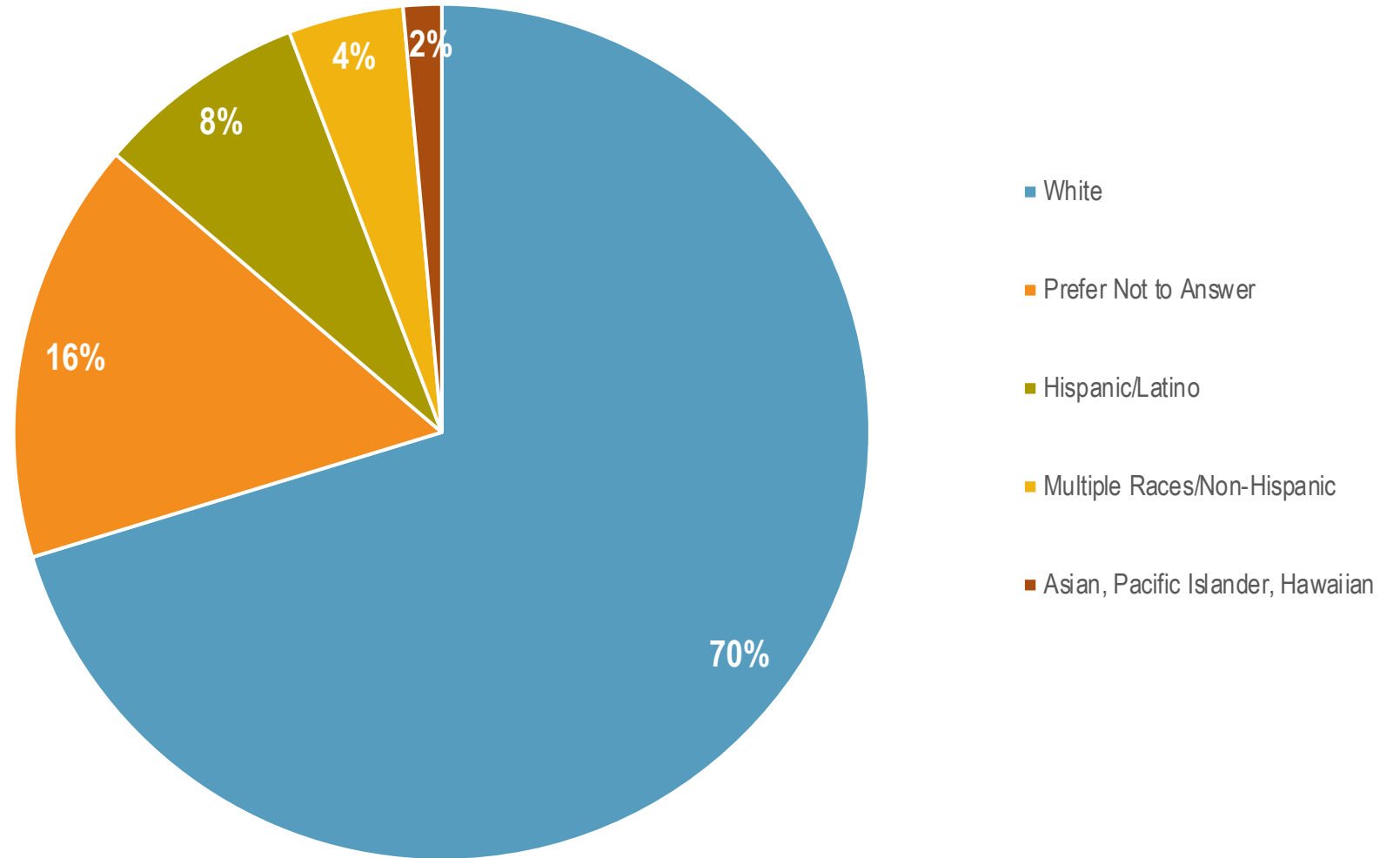
N = 179





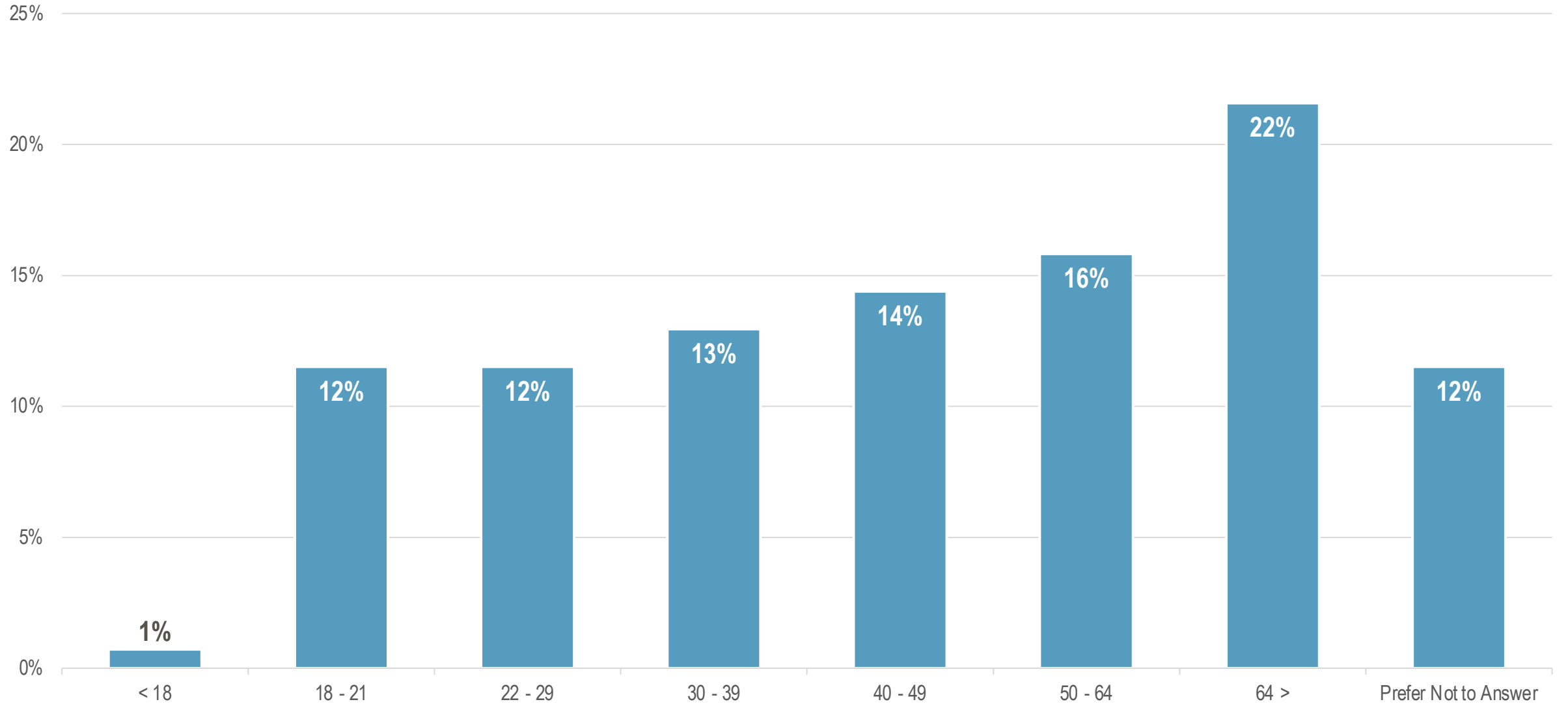
# Survey Demographics by Race/Ethnicity

N = 138



# Survey Demographics by Age Group

N = 139





This report highlights key themes identified through the stakeholder outreach. Each theme is supported by survey data, as well as complementary findings and relevant quotations from interviews and focus groups. These themes were developed using the following methods:

- Quantitative questions were analyzed using category means, percentage rates, and frequencies.
- Qualitative open-ended questions were analyzed by assigning themes influenced by response content and Coraggio's interpretation of those responses.

1. **TBCC is valued and respected by the community.**
2. **The community is counting on the college to support workforce development and economic vitality.**
3. **There is a need to increase visibility, awareness, and engagement with TBCC across the community.**
4. **Students are the college's greatest promoters, and they desire even more of the great support they receive at TBCC.**
5. **There is an opportunity for TBCC to lead, convene, and connect the community to address challenges and foster civic engagement.**
6. **A continued commitment to diversity and inclusion at the college is important to stakeholders.**
7. **Strengthening systems, processes, capabilities, and relationships at the college would improve employees' experience.**

## Themes

# TBCC's Current Reputation Descriptors



## Insights

- TBCC has a very positive reputation. The college's net promoter score was in the excellent range and stakeholders described the college as innovative, community focused, and caring. (see appendix 1.10 and 1.12)
- Stakeholders believe TBCC is on the right course, and see the college's vision, mission, values and strategic priorities as continuing to be important and appropriate moving forward. (see appendix 1.3, 1.5, 1.7, and 1.8)
- TBCC is bringing tremendous value to the community by providing affordable, accessible, and relevant educational opportunities. The free dual credit programs and programs that respond to workforce needs are seen as particularly valuable. (see appendix 1.15)
- Stakeholders think TBCC can increase its value to the community even more by refining the vision and mission and clarifying economic success as a value.

## Implications

- TBCC's next strategic plan presents an opportunity to reaffirm the College's commitment to both the community and to continuous improvement.
- TBCC should continue to prioritize the programs that the community most values, such as the free dual credit program and critical workforce training programs.
- The scope and definition of "economic success" as a value will need to be clarified if it is to remain in the next plan.
- Areas for improvement in the next plan include having more measurable goals and incorporating more emphasis on the College's DEI commitment.

Theme 1: TBCC is valued and respected by the community.

“We’d be at a huge loss as a community without TBCC.”

“We should all be proud of TBCC. They genuinely want to help their students.”

“TBCC is very good at figuring out what is needed in the local community, and catering to that specific niche.”

“The college interacts with the community in a way that increases education as a value in our community.”

“We’re the only institution of higher learning in a sixty-mile radius. We are people’s exposure to higher education.”

“Our new building would include a large space for events. We don’t have anything like that, and I see it being a heart of activity for our community.”

“They balance who they are in the community with both continuing education and targeted academics. It is important for a community college to be accessible to all and they provide that.”

“Not everyplace has the opportunity and the resources that TBCC offers – they provide an incredible value.”

“There’s some people that just would never actually go to college if it wasn’t for a local source like this. It gives them the chance to expand their mind.”

“TBCC gives me hope because I can get affordable education and my kids will know that higher education is possible.”

“The dual credit program and free classes for high schoolers that otherwise might not have gone to college is a huge value; they can start to feel success.”

“The college adds a lot of benefit by even just existing. There are so many people who wouldn’t be getting an education just due to being rural.”

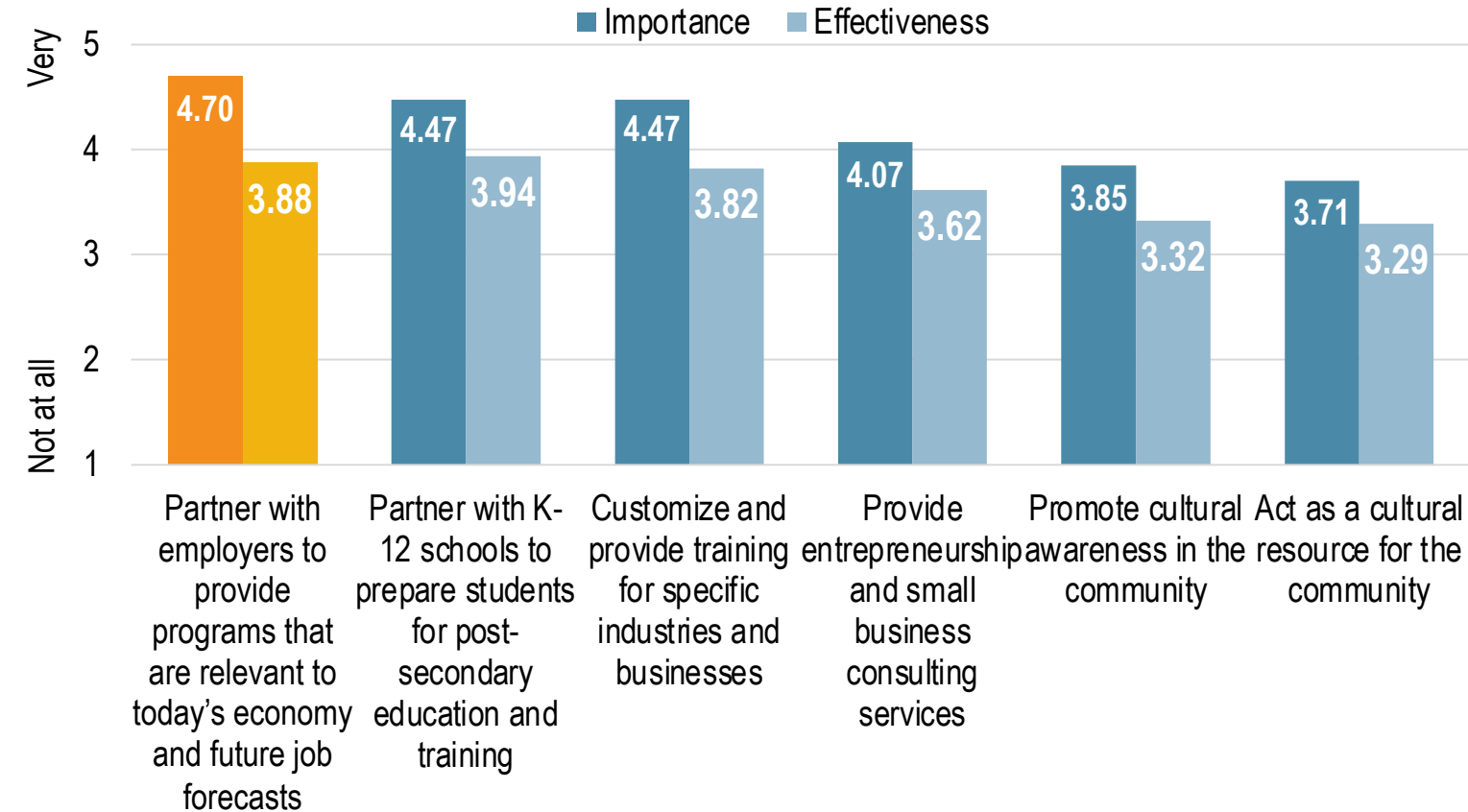
“The greatest value provided by TBCC is a low-cost alternative to jumping straight into 4-year university. Our community is low-income, and students transfer into a four-year university as a junior, which saves a ton of money.”

“Local communities look to their community colleges to provide for everything from A-Z. That is a challenge and opportunity – what does the local community want us to be, what is our identity, how can we be flexible when the situation changes?”

“[College leaders] are so open to listening to things and really looking at the business side of things but even more, the community side of things.”

“They have a good reputation and are seen as a good community partner. They have good rapport with industry and have created outposts in North and South parts of the county. They have worked to be a county-wide resource.”

## TBCC's Role in Serving their Community



## Insights

- Stakeholders believe partnering with employers to respond to workforce development needs and future opportunities is TBCC's most important role.
- TBCC is seen as a responsive, collaborative, and effective partner to local businesses. (see appendix 1.15)
- Workforce development needs in the community are extensive, both in terms of local businesses sorely needing more skilled workers and local people needing opportunities to grow their careers and earning potential. Stakeholders believe TBCC plays, and must continue to play, a central role in addressing these needs. (see appendix 1.17)

## Implications

- It is important that TBCC continues to prioritize programs that support the economic vitality of individuals and the community.
- TBCC should continue to invest time and resources in effective partnership with and support to local businesses.
- TBCC has the opportunity to be both responsive to current workforce needs as well as future trends.
- It is worth acknowledging that the level of enrollment at the college can limit the college's ability to be as responsive as they might desire in terms of course offerings.

**Theme 2: The community is counting on the college to support workforce development and economic vitality.**



“TBCC is an important economic driver. They are a large employer that provides living wage jobs. Also, they do a great job of focusing on certification programs that get people to work quickly in good jobs.”

“Work with the community to identify the most pressing workforce needs, like law enforcement, healthcare, admin. roles and determine what keeps those roles from filling, including what training is needed.”

“TBCC provides a low barrier option for people in our community to build different lives for themselves.”

“The MIT program has stacking credentials so that people can open the door and get started on developing their skills, have a sense of accomplishment, and then add on over time.”

“Continue the partnerships with the major industry organizations in the county. We are all facing labor and automation challenges.”

“We need living wage jobs. They are integral to the success and wellbeing of our whole community. I can’t recruit enough people to Tillamook and so we need to develop the people that live here. We will lose the industry that is here if there is not a skilled workforce.”

“The college can’t please everyone and that’s okay. I’d like to see them be willing to say “no” if it doesn’t align with what they want to do.”

“Our employees have done TBCC programs that have built up their skills and allowed them to be promoted and progress in their careers.”

“We’re in dire need of skilled trades workers in our county.”

“The CDL program is a gold star example. A local transportation group came and said, we’ve got a problem, and the college stepped in and got the program going to address it.”

“We have a big hospitality industry, and people can’t translate bartending or house cleaning into a job at the bank or hospital where they can make better income, get benefits, etc. They’re having to leave – not because they want to or don’t belong – but they can’t afford it here and don’t have the skills to seek better jobs.”

“TBCC could be that place that would give our citizens the ability to get an education but then apply it to the community and remain here – increase our quality of life and theirs.”

“We need to focus on STEM and the science-y stuff that will be needed more as we get electric vehicles, and infrastructure, etc. It doesn’t feel we’re quite teed up for that.”

“Anytime I have a need for someone skilled, I call the college. I consider TBCC to be one of our best partners. Whatever I ask for, they try to produce. It is mutually beneficial for both the college, the community, and for us.”

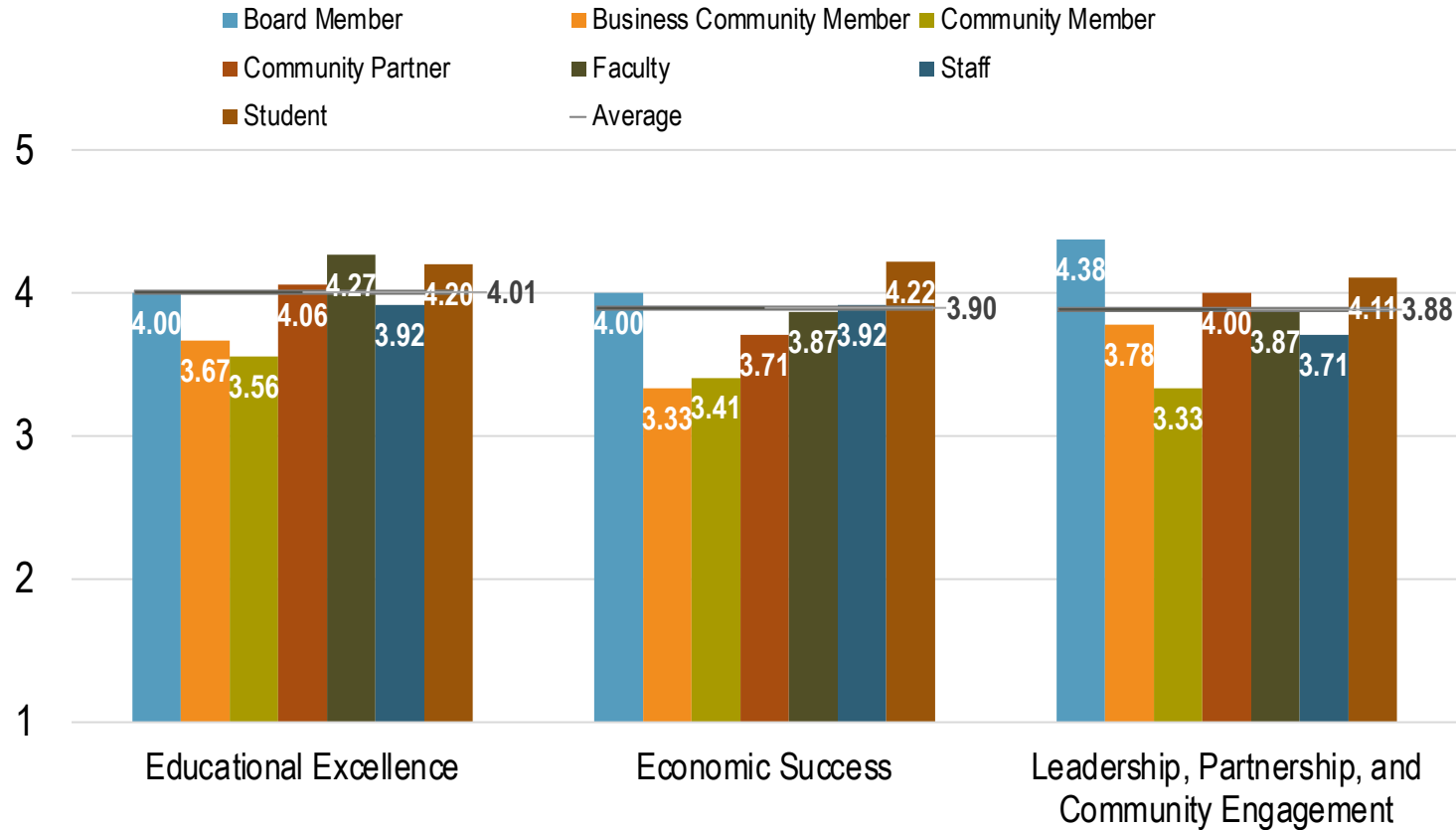
“Partnering with local employers is one of, if not the, single most valuable element to helping the community gain skilled workers.”

“A lot of us students will end up going elsewhere as there are not a lot of job opportunities for us to stay in the community.”

“We have an obligation to serve society as a whole given that we’re publicly funded. We should support a future for the area, not just the success of individual students but producing people who can function economically and civically; so that we have effective nurses and teachers.”

“Creating opportunities for educated people to return back to the community in their fields of choice, will enrich the whole community.”

## Strategic Priorities Effectiveness by Affiliation



### Insights:

- While the college tends to have a positive reputation, many stakeholders see an opportunity for TBCC to be more visible in the community.
- Students, staff and faculty consistently rated TBCC higher than business community members and general community members did in the survey, raising questions about the community’s level of awareness and connection to the College. (see appendix 1.2a, 1.4a, 1.13, 1.14a)
- The value and programs TBCC provides could be clarified especially with high school students and their families to improve awareness and reputation.
- Many believe the College could engage more people through greater promotion, thereby increasing enrollment and potentially the number and types of classes offered.

### Implications:

- The college should continue to utilize and expand their communication channels with the community in order to increase awareness of, connection to, and support for the institution.
- K-12 partnerships and increasing awareness of TBCC’s programs and value with high school students and their families should be prioritized.
- As passionate promoters of the college, TBCC students and alumni could be engaged in better telling the College’s story.

**Theme 3: There is a need to increase visibility, awareness, and engagement with TBCC across the community**



“How can they differentiate TBCC from high school? I think a lot of high school students think it's just kind of more of the same thing. And that's not as motivating. So, I think that is an opportunity for us.”

“It might be good for us to hire a PR firm. We have a lot of exciting things to share, but we don't always get the word out. Especially with the bond campaign coming up.”

“I'd like us to be seen as progressive, but I'm not sure it plays well in a rural community. I want us to be an exciting college that students are thrilled to go to, not just because it is cheap and local. Not a last resort, but a cool place to go.”

“There could be a lot more outreach to and services to the retirement community or the broader community in general.”

“To boost enrollment, we have to capture more of the HS population, but that population isn't growing, so our reputation is very important.”

“The community has a huge need for healthcare workers, but the advertising for our programs, like medical assistants, nursing etc. is lacking. The local healthcare institutions are constantly reaching out looking for applicants. We are missing out on a huge opportunity for students and addressing a real need for our community.”

“Retirees are another huge potential area, both for recreational classes and academic classes as well.”

“Have TBCC advisors in the high schools every single month. They could be a strong connector. If students knew how economical and easy it is, they'd be successful.”

“ I want us to be seen as the first stop for students, not fallback plan.”

“We need more information on the different programs and grants for both adults and younger students. Many go to state schools when TBCC offers the same classes here at a cheaper price.”

“Partner with immigrant services and the Migrant Education Program to connect with the Hispanic community.”

“Maybe if the college found way to highlight lesser-known classes during registration, that might be helpful and might boost enrollment.”

“Sometimes it feels like the college isn't as present as it could be in the community. We all know it's there, but sometimes feels it's not as much a part as it could be.”

“What I'd like to see is more outreach from the college to the community. We get our booklet with course offerings and occasionally little fliers – but it would be so nice to have another opportunity to be able to get more information from the college on things that they are doing.”

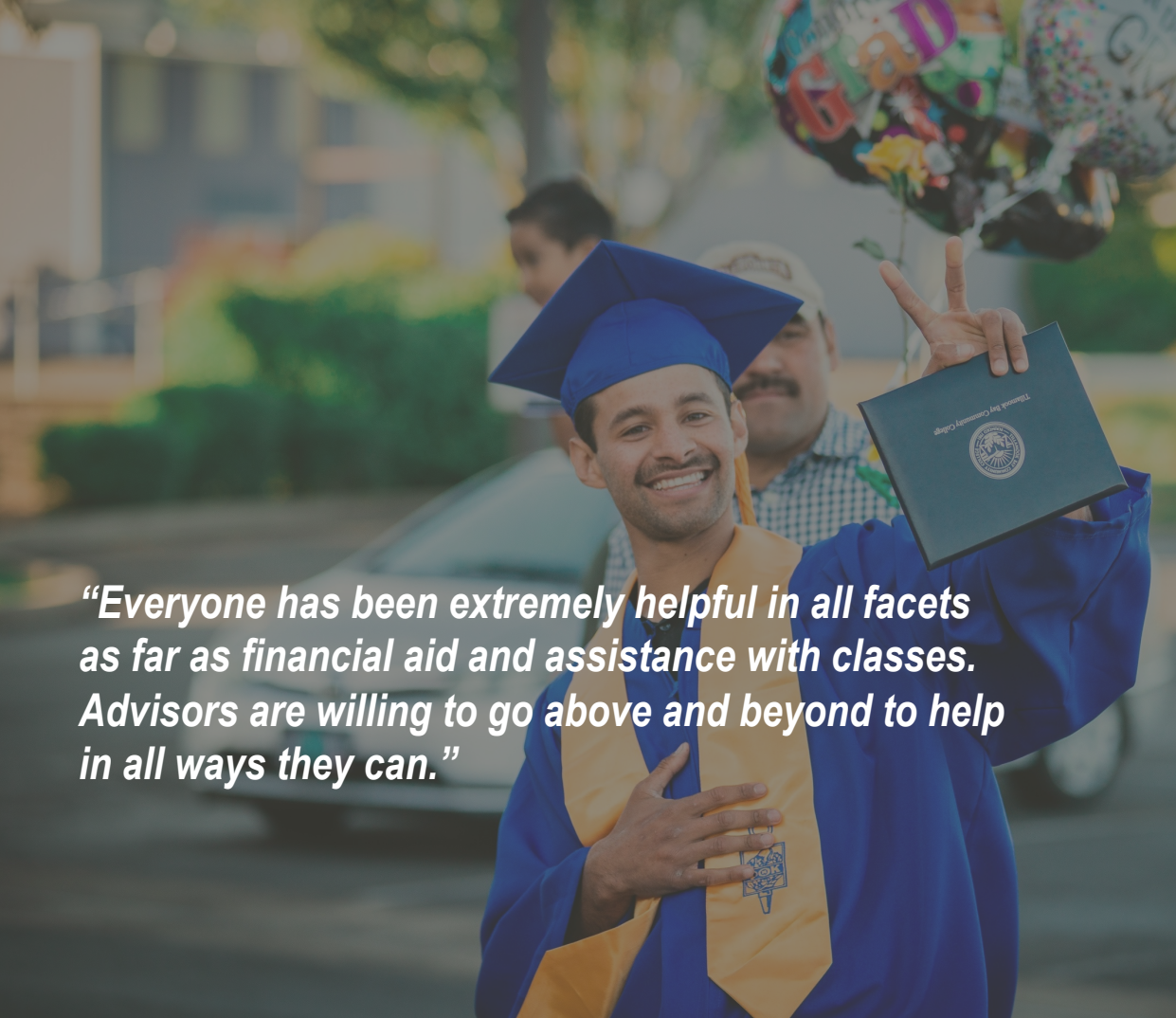
“Have we told the community about the benefits navigator so they know students have more access to services attending school?”

“We need to get out of our comfort zone and try to get into the comfort zone of those we are trying to communicate with.”

“The college needs to do more to educate the community – especially the adults with kids – so that they know what TBCC has to offer.”

“The college needs to work on activities/programs that pull more people to the college so that they get to know the college.”

“The college needs to maintain the reputation of being extremely fiscally responsible. They do require bonds, so people need to know the money is being carefully spent.”



*“Everyone has been extremely helpful in all facets as far as financial aid and assistance with classes. Advisors are willing to go above and beyond to help in all ways they can.”*

## Insights:

- Students at TBCC deem their college to be ‘world class’ and highly effective in serving students due to the welcoming and accepting student environment, excellent faculty, and amazing one-on-one support they receive. (see appendix 1.9, 1.13, 1.14a)
- TBCC’s students desire access to more classes and more class times/formats. (see appendix 1.18) They appreciate the flexibility of the HyFlex classes and would like to see these continue.
- As a result of the pandemic, students feel less connected to each other and the faculty and staff at TBCC, and desire more opportunities for community building.
- Students really appreciate the Advisors at TBCC but would like to see the advising services expanded and advising quality raised.
- Some aspects of the student experience could be strengthened such as finding course information, registration, options for books, and extracurricular opportunities.

## Implications:

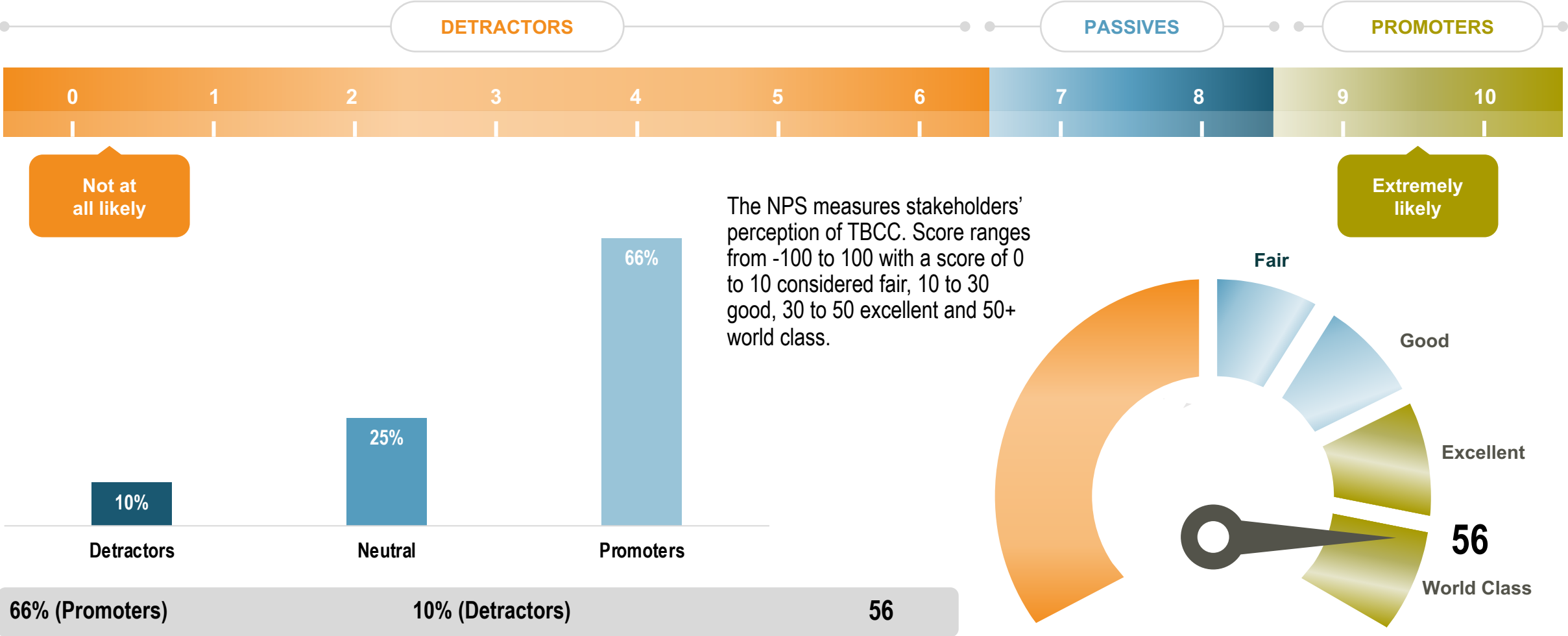
- Find ways for students and alumni, as passionate promoters of the college, to play a more active role with employee recruitment, student enrollment, and general marketing.
- Increase opportunities for students to build a sense of community.
- Deepen the capabilities and expertise of TBCC’s advisors and develop quality informational materials that advisors and students can refer to.
- Maintain and expand partnerships and services that provide wrap around and culturally responsive supports for students’ educational success and general wellbeing.
- Given that students’ needs are diverse and will evolve, the College should establish processes for continual learning and improvement to remain responsive.

**Theme 4: Students are the college’s greatest promoters, and they desire even more of the great support they receive at TBCC.**

# Student Net Promoter Score (NPS)

How likely is it that you would recommend TBCC to a friend or colleague?

N = 63 students and alumni



“Everyone has been extremely helpful in all facets as far as financial aid and assistance with classes. Advisors are willing to go above and beyond to help in all ways they can.”

“Even our administrators know who the students are.”

“We need more teachers, more classes, more online classes, and more knowledgeable and helpful advisors.”

“I’d like there to be better library resources and more help with books.”

“I believe TBCC has a great opportunity to be part of students lives - not just their education.”

“HyFlex learning has been huge for TBCC - online and Zoom options for students who need flexibility is so great and needed for many students.”

“Maintain the quality of education in an online format. Clarify what knowledge, skills and abilities we’re fostering. Synchronous learning is required in cases when people need to connect, discuss and debate.”

“The only thing frustrating at TBCC is that there are only a couple advisors for the whole student body – it’s a small school, but a lot of classmates and I have had issues knowing exactly what we need to do.”

“Enrollment needs to be a focus; we need to maintain our student population and get back on our growth curve.”

“Every student has a different vision of what success is for them based on where they are in their life, and we have small enough classes that we can personalize a bit.”

“Improve the student experience from browsing the website to getting class info., to student advising, and creating communities both in person and virtual. We need to meet students where they actually are.”

“Even searching the courses on the website is more difficult than it needs to be. Registration is not straightforward.”

“Find a way to identify/eliminate any obstacles/barriers of seamless transition between high school – TBCC – four year – employment.”

“Build partnerships with K12 schools and universities to give students a roadmap to desired degrees/achievements. This is especially important as it relates to online degrees.”

“Our advisors have been a revolving door since I’ve been here. It’s been hard to retain them. And they are often the connector for students to figure out how to navigate the college.”

“Student success includes where they go after they get their degree, and that includes getting placed into the field they are aiming for.”

“Our students have food and housing insecurity; also, a lot of students living through domestic violence.”

“I would say a majority of the teachers actually care. They want you to do well, and many go out of their way to make that happen.”

“One of my favorite things about TBCC is the flexible and down to earth staff. I truly feel like professors want me to succeed. In most classes, assignments make sense in a real-world situation and don’t feel like busy work.

“Consider dormitories. Columbia Gorge College did this.”

“One of the consequences of being a small is we don’t have some of the social benefits. It’s not a social hub, at least not right now, and that’s too bad.”





*“An opportunity is working together on a vision for the community. There are so many things where the community can be unified, and TBCC can really play a big part.”*

## Insights

- Stakeholders believe TBCC could play a role in addressing major community challenges such as housing, childcare, and civic engagement.
- While these challenges sit outside of the college’s core educational focus areas, they are related in that they impact students, employees, local businesses and the community at large. (see appendix 1.18)
- As a respected leader and partner in the community, stakeholders think TBCC can convene and connect the community to come together and collaboratively solve problems.
- TBCC is seen as having the unique potential to help foster dialogue, understanding, and greater unity around shared interests in a community that is often divided.
- Community was the word most frequently used to describe the reputation stakeholders want the college to have. (see appendix 1.11)

## Implications

- TBCC will need to determine on what community challenges they want to play a role and then consider in what ways they are able to be involved. While in some cases, the College may want to play a leadership role, in others it may be more impactful for other organizations or groups to lead, while the college plays a supporting role.

**Theme 5: There is an opportunity for TBCC to lead, convene, and connect the community to address challenges and foster civic engagement.**

“They have a very positive reputation. They are a leading light for a lot of things.”

“The equity work they are doing is really important and we need them to continue to be a leader on this front. Not all people in our community are ready to embrace that.”

“Maybe they can get more involved with helping find housing for students.”

“Housing is a huge issue in our community. People can’t find affordable housing. So, when we do have job opportunities, we can’t fill them.”

“Our community has a problem with critical thinking and culture change. I would be interested to see a series of celebrated and visible civics lessons at the college. We need to promote the idea that innovation is good.”

“What can we do foster a richer cultural environment that draws employees to the college and other local employers? How can the college help with this?”

“We need more affordable housing available for the local workforce.”

“It’s hard to recruit awesome educators, especially with the lack of affordable housing.”

“Housing is a top issue. Student housing is an issue. Maybe dormitories for students would be a solution. They could also be used in summer for seasonal tourism workers.”

“Our communities are torn on issues almost 50/50 in so many areas. I would love to see more engagement, critical thinking skills, and how to come together with common goals, even though we might not agree on everything. The college can be a great resource for hosting those conversations and finding ways to reach out to community- those who want to be part of life learning; just having safe spaces where we can grow with each other.”

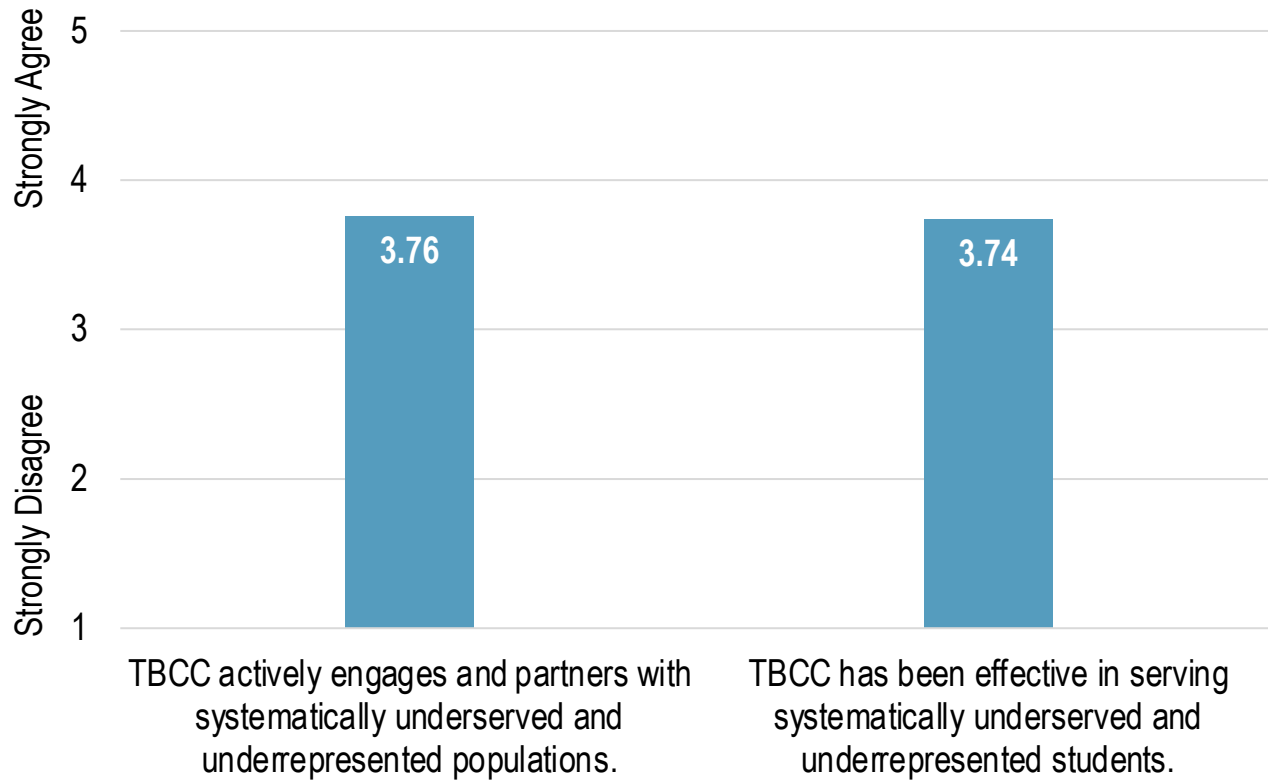
“How can we start talking about livable wages so people can afford to pay their rent and stay in their homes in Tillamook County?”

“Inspire and empower people who are here to be more involved with community instead of complaining.”

“We’re providing better educated citizens. Community engagement and civic dialogue – there’s an opportunity for TBCC to do more of that.”

“The housing crisis impacts ALL levels of TBCC...students, staff, etc. and our whole community.”

## Engaging and Serving Underrepresented and Underserved Communities



### Insights:

- TBCC was rated above average in engaging, supporting, and serving underrepresented communities and its culture and reputation are described as 'inclusive' and 'diverse'. (see Appendix 1.9, 1.10, 1.11)
- Students, staff, and faculty desire increased representation within the TBCC community. There is also interest in expanded course offerings and training for employees in order to to foster a more equitable and inclusive community.
- Some describe TBCC as a leader in Diversity, Equity and Inclusion (DEI) practices within the region and highlight this as a significant opportunity for TBCC. (see Appendix 1.17)
- Interestingly, survey respondents who self-identified as non-white gave a significantly higher rating to TBCC's DEI efforts and have a higher Net Promoter Score. (see Appendix 1.16a, 1.13a)
  - All Latinx folks are promoters, NPS = 100
- Encouraging cultural awareness and developing global citizens is seen as an important role the College plays for students, however, stakeholders are less certain if promoting these in the community is equally important for TBCC. (see Appendix 1.14 and 1.15)

### Implications:

- The College should consider further specifying its DEI goals and initiatives including improving representation and diversity within TBCC.
- There is some tension around the degree to which TBCC should be promoting or leading the areas of DEI within the community. To strengthen broader support and engagement, the college may need to communicate the benefits of a more diverse, equitable, and inclusive college and community.
- There are opportunities for TBCC to continue to deepen the already strong relationship they've built with the Latinx community.

**Theme 6: A continued commitment to diversity and inclusion at the college is important to stakeholders.**

**“All members in the community are welcome despite their background.”**

**“We have a growing Latinx community, and the college is a great resource for that community. They create a safe place to grow and excel. The college can help that population stand on equal footing and achieve opportunities.”**

**“Keep serving and providing additional supports for people experiencing poverty. We have a very low median income.”**

**“I want to be known for our bilingual classes and services.”**

**“Many Hispanic/Latinx TBCC students are first generation college students and if TBCC had staff who could speak Spanish, then more parents could be involved in helping their kids navigate college life.”**

**“We need a medical Spanish class to learn how to speak to the Hispanic community while dealing with prescriptions and such to make sure there’s appropriate translation.”**

**“TBCC treats everyone the same and gives everyone the same opportunities and that's how it should be.”**

**“We need to be more culturally diverse; our faculty, staff, and the curriculum. There are things we could do to structurally encourage a curriculum that is less western, and more internationally informed.”**

**“If we bring people in, we need to do it in an inclusive way. Don’t forget the people in our county that don’t have a relationship yet with the college, like our Latino population. It’s also the blue-collar kids who could work on career and technical education and we need to show them the opportunities.”**

**“TBCC is welcoming and accepting to everyone.”**

**“I want to be able to walk in and see staff who look, and sound like me.”**

**“When I’ve gone through difficult times the college was extremely helpful.”**

**“Cultural responsiveness has been previously lacking but is improving in some areas. More diversity training could be helpful to staff and faculty with limited experience in this area.”**





*“Let’s find ways to move forward but also take care of everyone – staff and faculty alike. Help folks feel secure and valued.”*

## Insights:

- TBCC employees appreciate many aspects of the work environment and culture, and they are proud to work at TBCC. (see appendix 1.13)
- For most employees, there is a strong sense of community and camaraderie at the college, that has unfortunately been significantly impacted by the pandemic.
- Many processes and systems are seen as ineffective and inefficient; creating roadblocks and burdens for employees. Additionally, poor communication and collaboration channels lead to siloes.
- Recruiting and retaining qualified employees is a challenge (see appendix 1.18). Current employees want to know they are valued and secure and there is the desire to increase capabilities of some roles, such as advisors.
- Staff are the least likely of all stakeholders to recommend the college to a friend or family member.
- Adjuncts in particular desire better onboarding, support, communication, and connection to the rest of the College.

## Implications:

- It is important that the College attend to maintaining and improving the workplace culture and environment. Care should be given to adjuncts’ experience in particular.
- Key college processes and systems should be identified, assessed, improved and transparently shared to support efficiency, effectiveness, and consistency.
- Committees, communications, and relationships should also be assessed and improved in order to increase collaboration and reduce siloes.

**Theme 7: Strengthening systems, processes, capabilities, and relationships at the college would improve employees’ experience.**

**“I love our students, and our community. We are a true community college.”**

**“I feel really disconnected as an adjunct. I am alone out here. I’d like a more cohesive feeling of connectedness. I’d like a mentor; someone checking in on me.”**

**“It feels homey as a small college, and I really like that.”**

**“There are a lot of inefficiencies and time wasting. We could all do more – but it seems like we are too busy to come up with new things.”**

**“I think I do more committee work than teaching. We need a systematic rethinking of our jobs and how committees work.”**

**“I feel like people at TBCC are family, but teaching isn’t normal right now. We come to work, we close our doors, and we rarely see each other.”**

**“I feel expendable as an adjunct. I want to feel a part of the team and a greater sense of security. Our work is term to term, and you always wonder if you’ll get classes.”**

**“We have a lot of autonomy and flexibility, particularly at the faculty level.”**

**“We were doing really well creating a great environment for faculty and students – a hub where folks could come together – and Covid destroyed that.”**

**“There’s a lot of assumed knowledge of how to do things and what is done. I don’t think there is an onboarding process.”**

**“I’m often told there isn’t a process for doing things; it feels like I am cobbling it together and that’s very de-motivating.”**

**“TBCC has been the most understanding and personable place I have worked.”**

**“We are doing meaningful work that makes a difference in other people’s lives.”**

**“Collaborating in a more systematic way would be great. We’re all wearing many hats and sometimes we forget what others are doing in their roles.”**

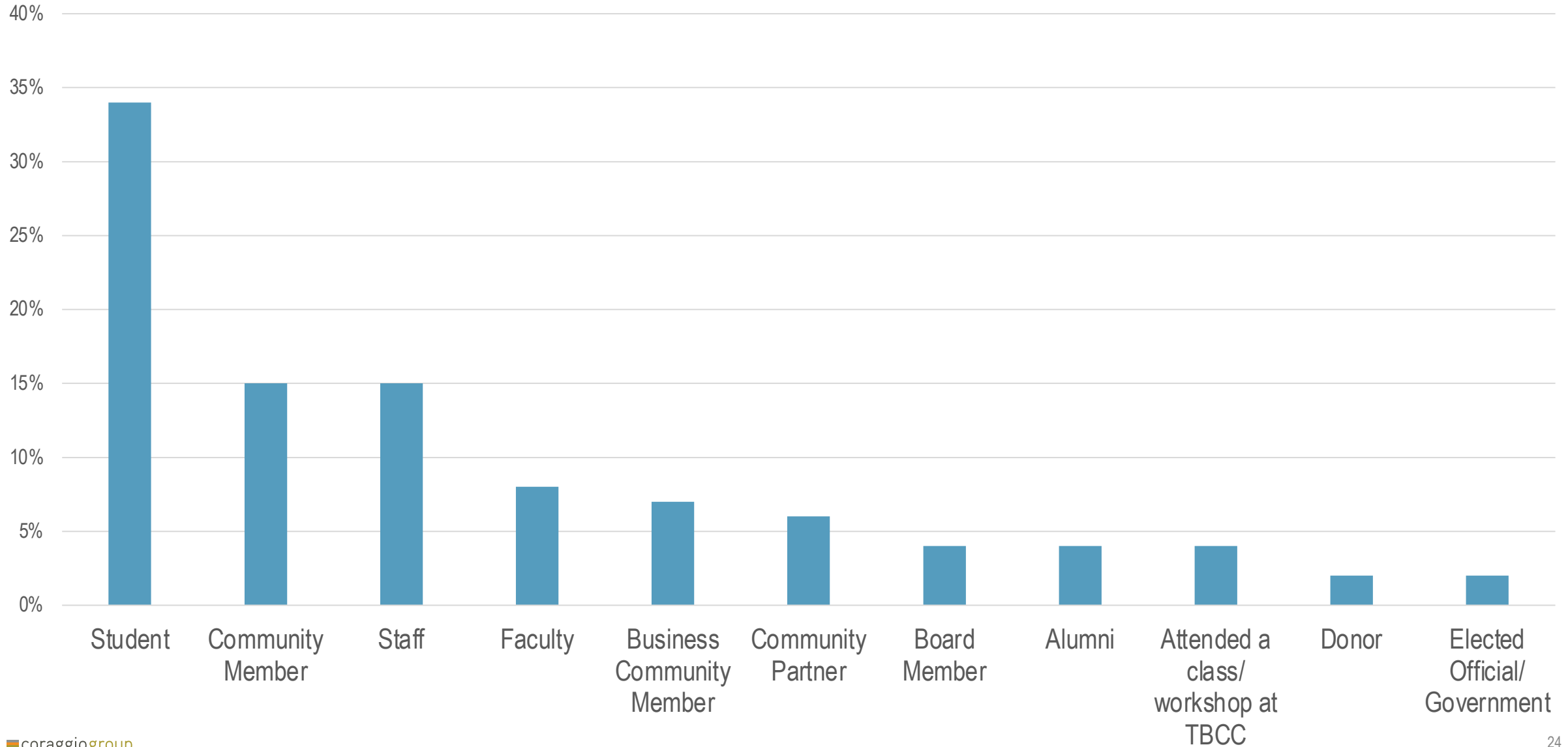
**“We need to be careful that we don’t wear people out or let them wear themselves out.”**

**“I want the college to more value their adjuncts. I feel valued culturally by the organization and by individuals, but not in terms of organizational policy and practices.”**

# APPENDIX

# Appendix 1.1 - Original Survey Demographics

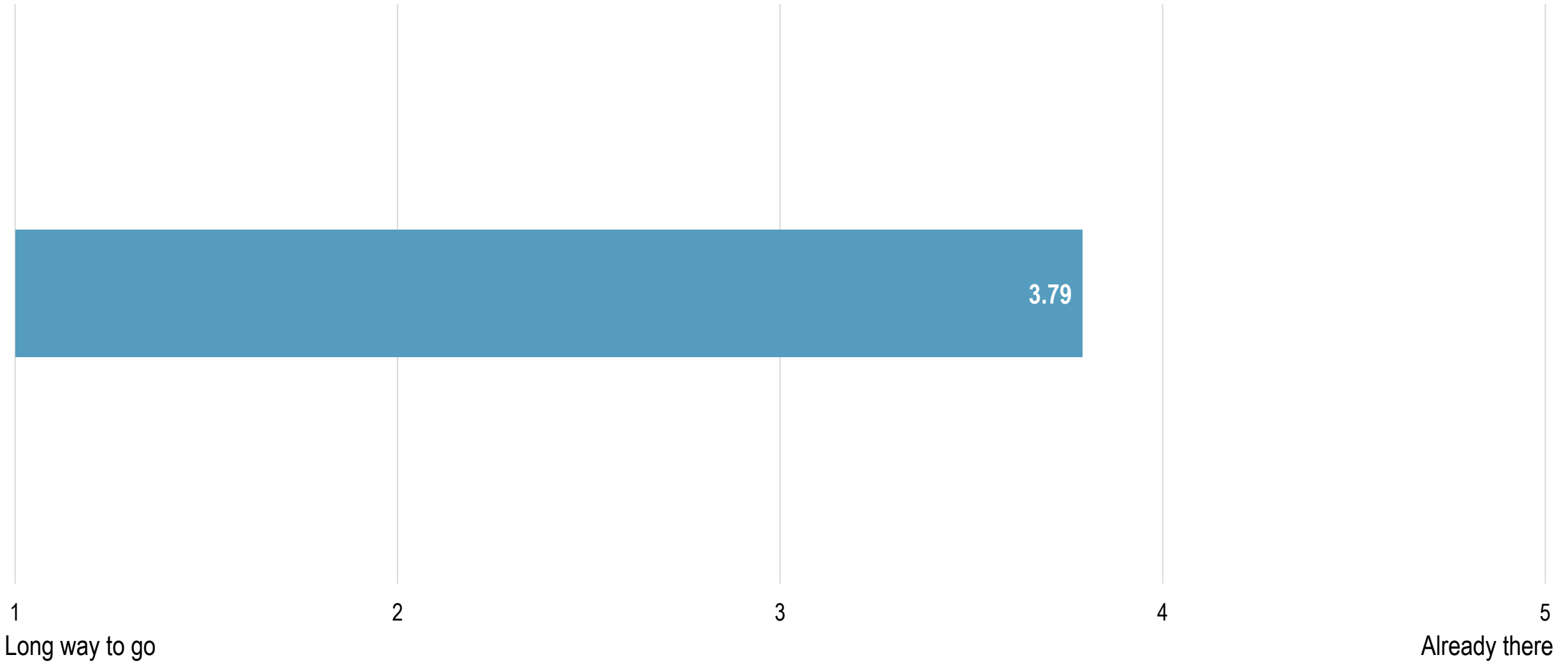
N = 179



# Appendix 1.2 – Vision

Reflecting on TBCC’s vision, how far do you believe the college is from achieving its vision?

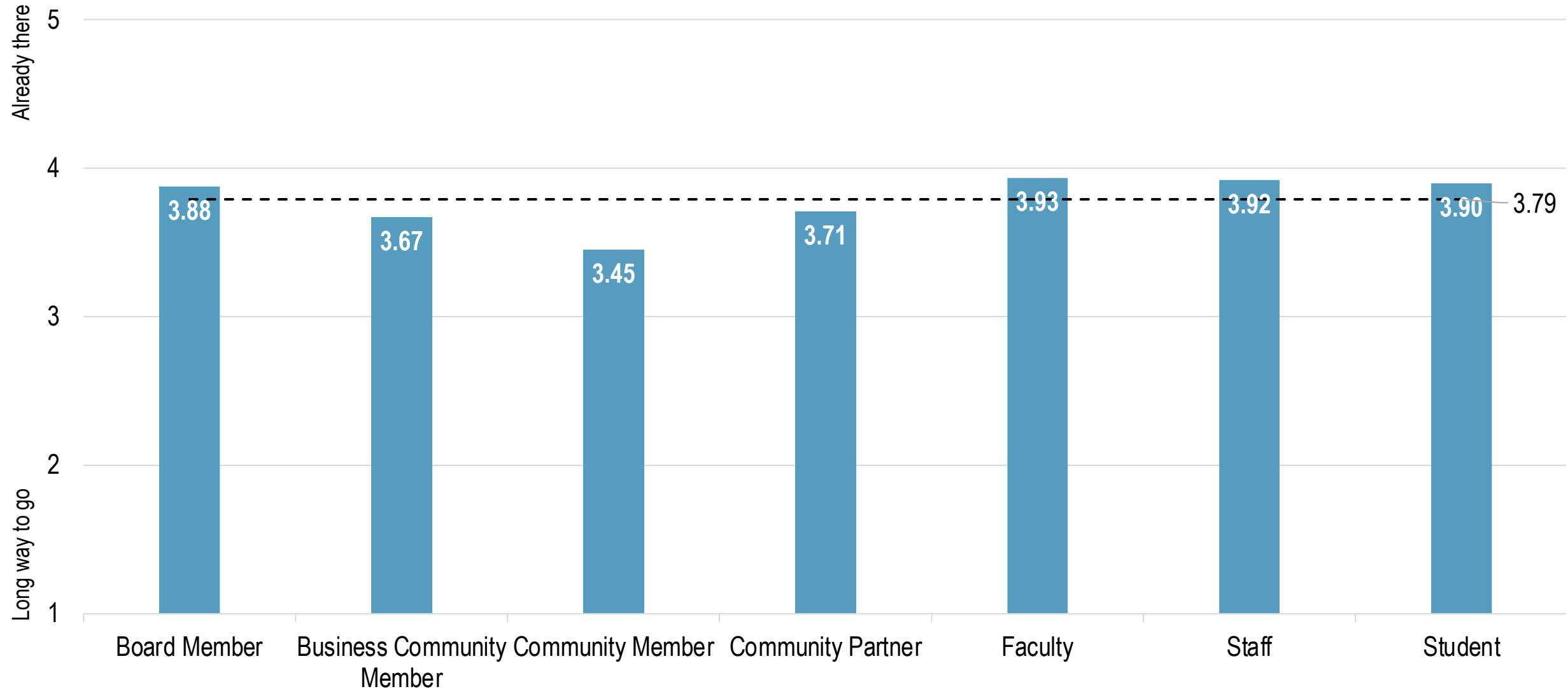
N = 176



# Appendix 1.2a – Vision by Affiliation

Reflecting on TBCC's vision, how far do you believe the college is from achieving its vision?

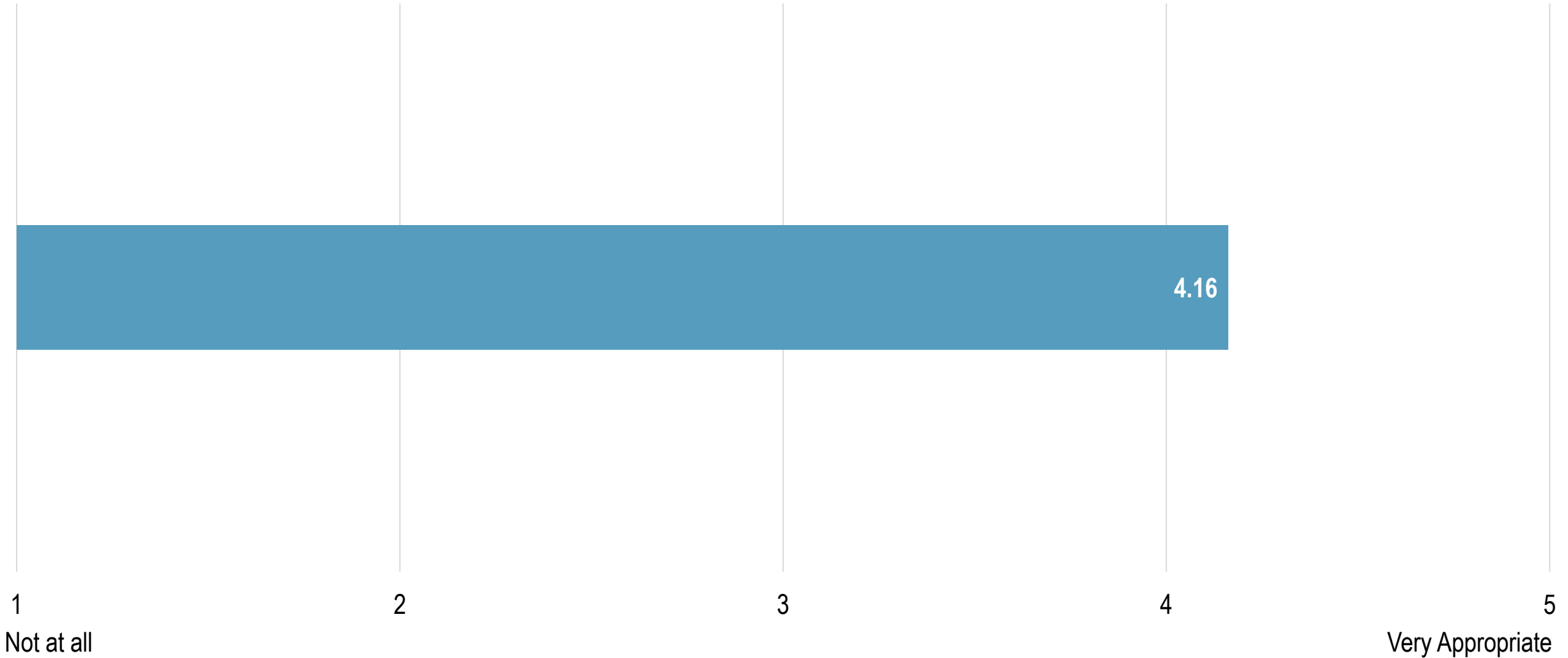
N = 176



# Appendix 1.3 – Vision Appropriateness

To what extent do you believe the current vision continues to be appropriate for our next strategic plan?

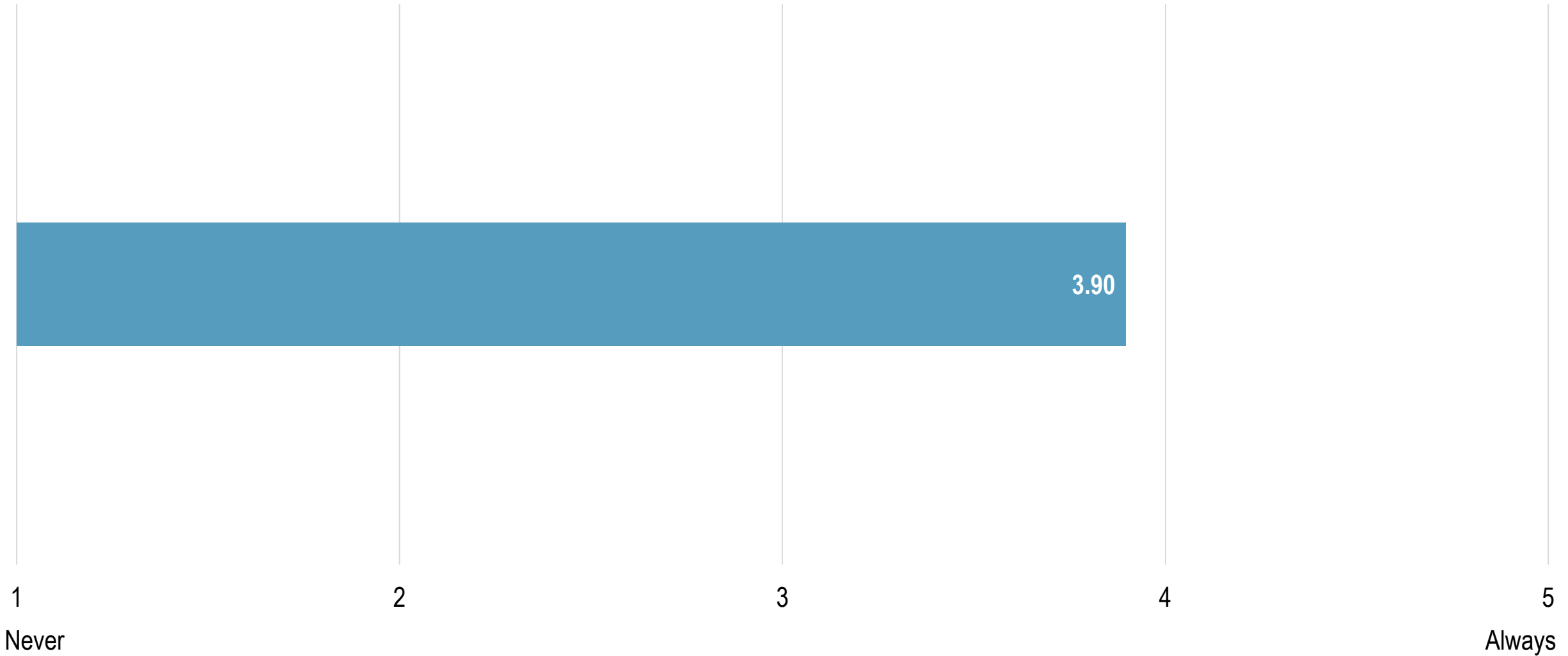
N = 176



# Appendix 1.4 – Mission

Reflecting on TBCC’s mission, how often does the college live up to its mission?

N = 176

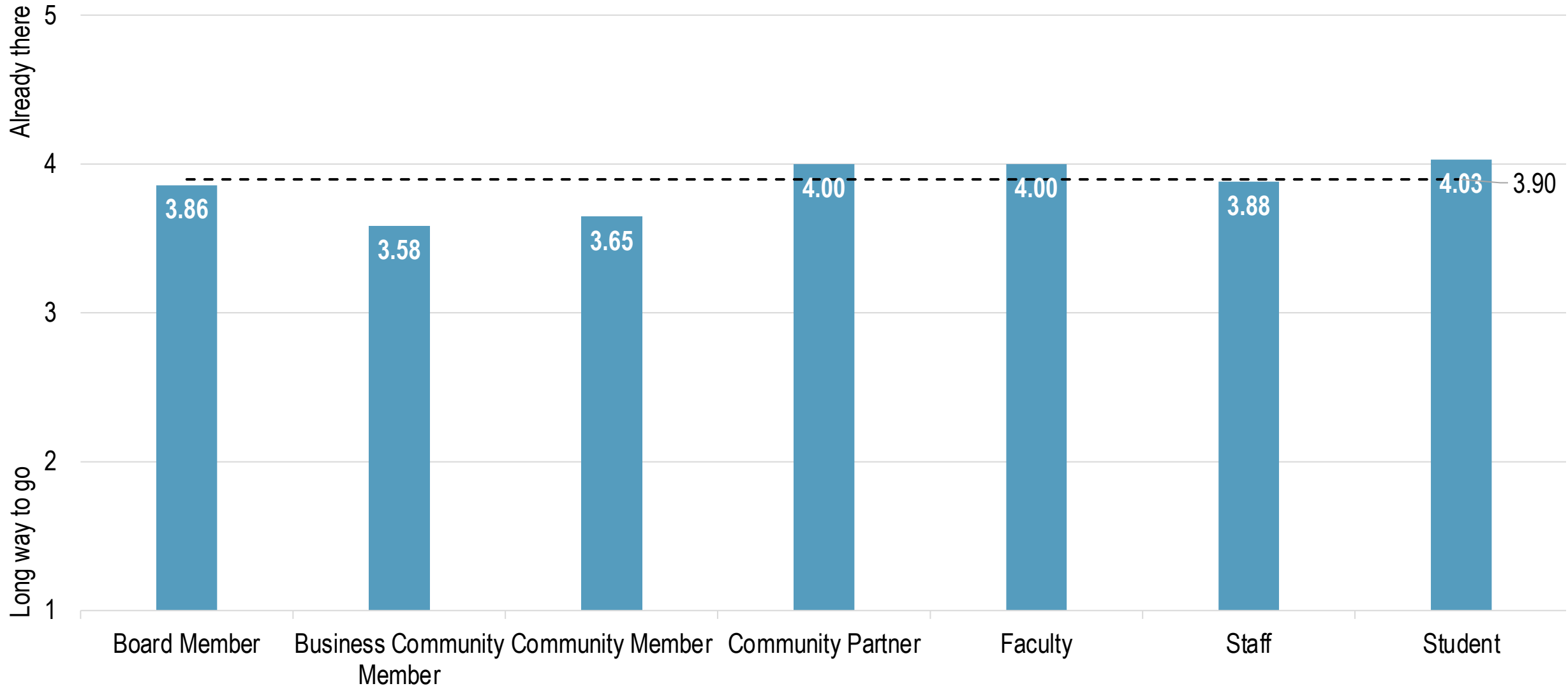




# Appendix 1.4a – Mission by Affiliation

Reflecting on TBCC's mission, how far do you believe the college is from achieving its mission?

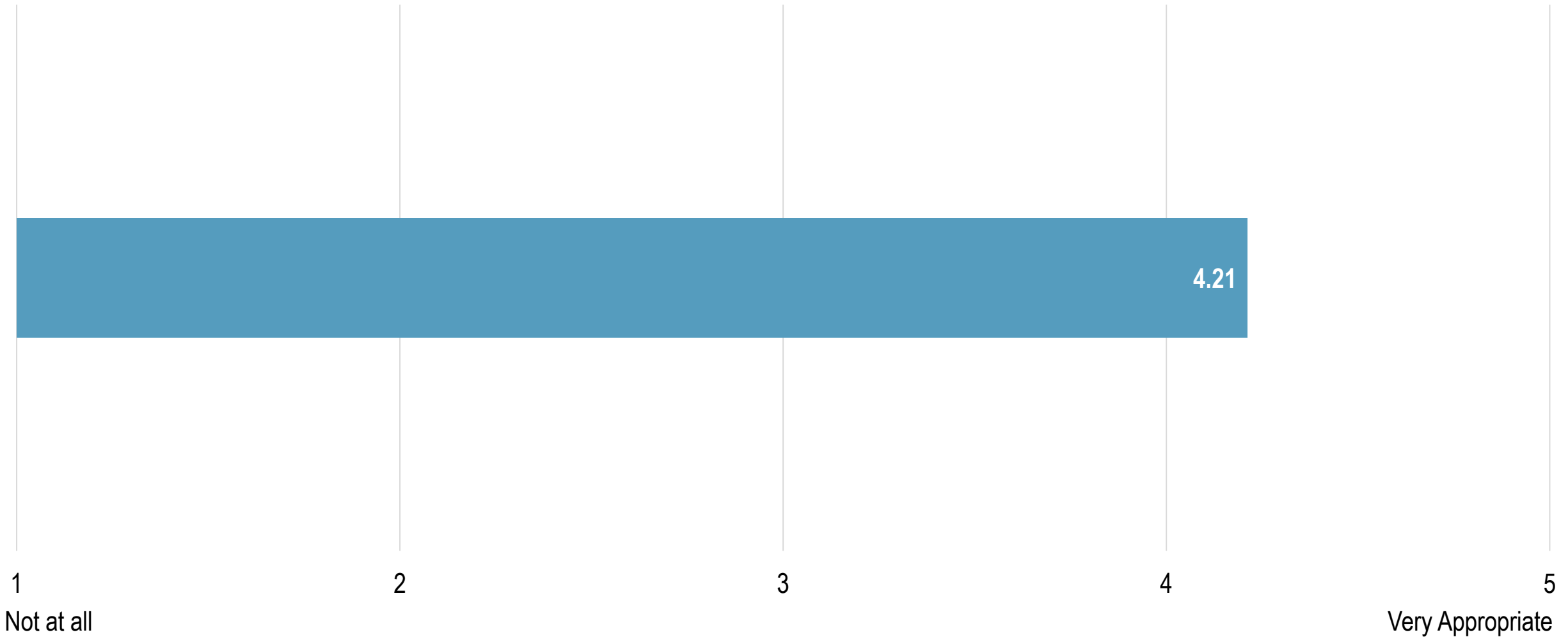
N = 176



# Appendix 1.5 – Mission Appropriateness

To what extent do you believe the current mission continues to be appropriate for our next strategic plan?

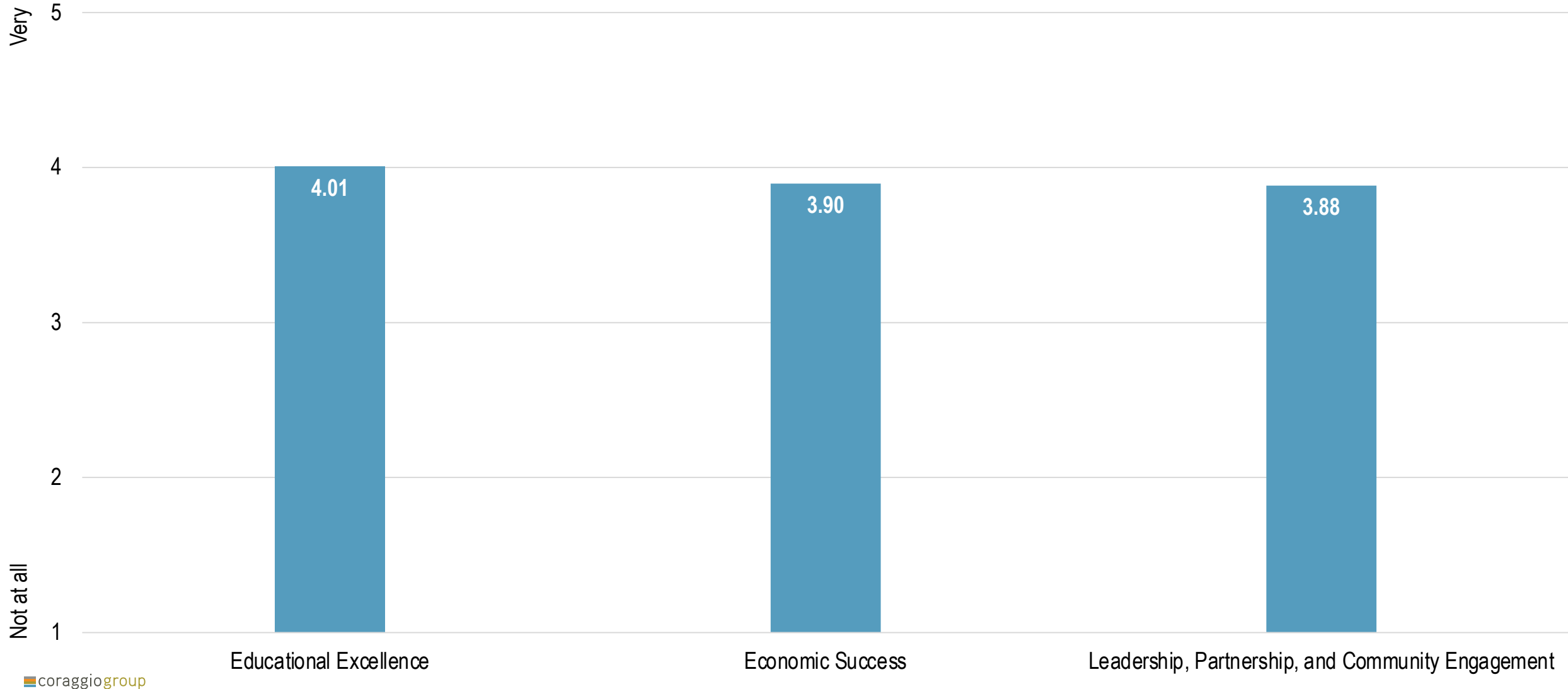
N = 176



# Appendix 1.6 – Strategic Priorities Effectiveness

Please rate how effective TBCC has been at accomplishing each strategic priority:

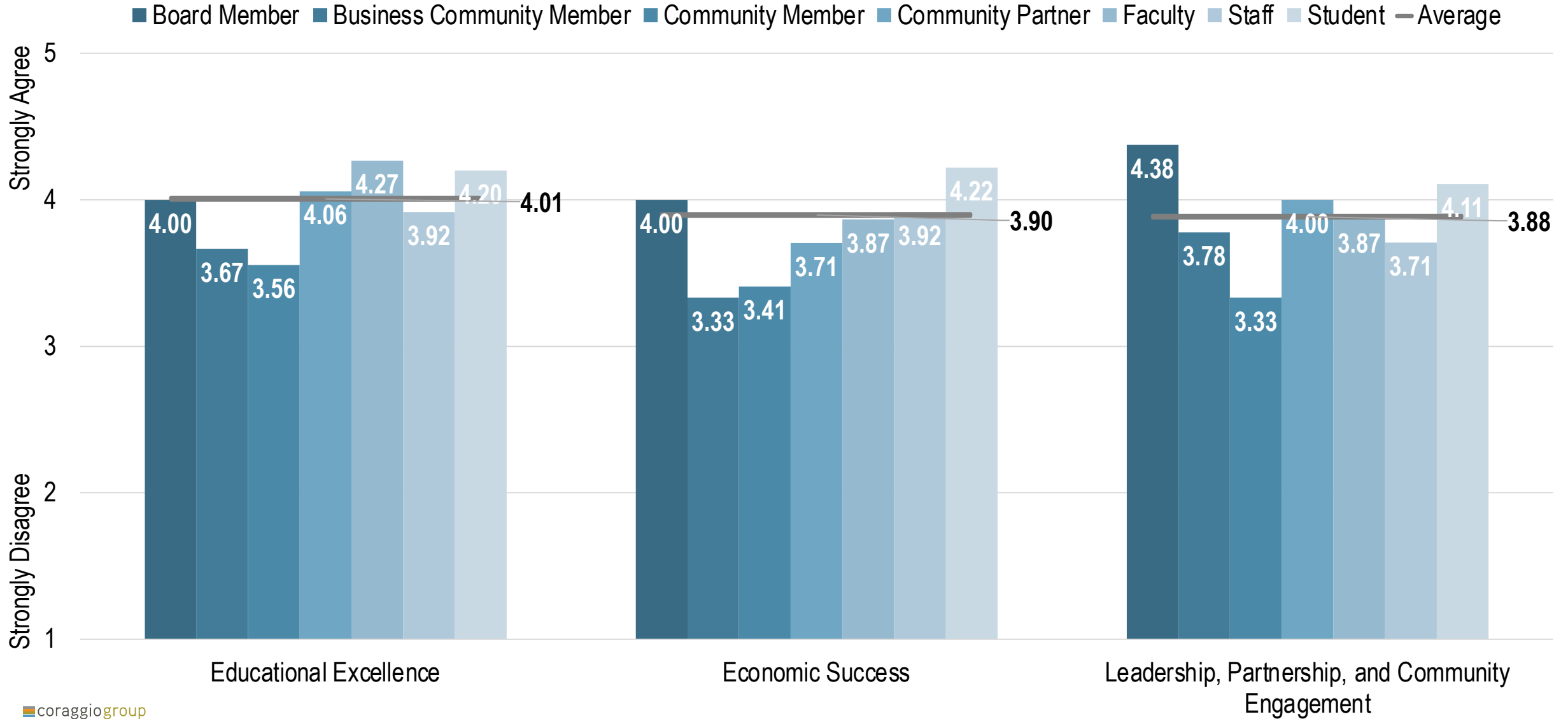
N = 165



# Appendix 1.6a - Strategic Priorities Effectiveness by Affiliation

Please rate how effective TBCC has been at accomplishing each strategic priority:

N = 165

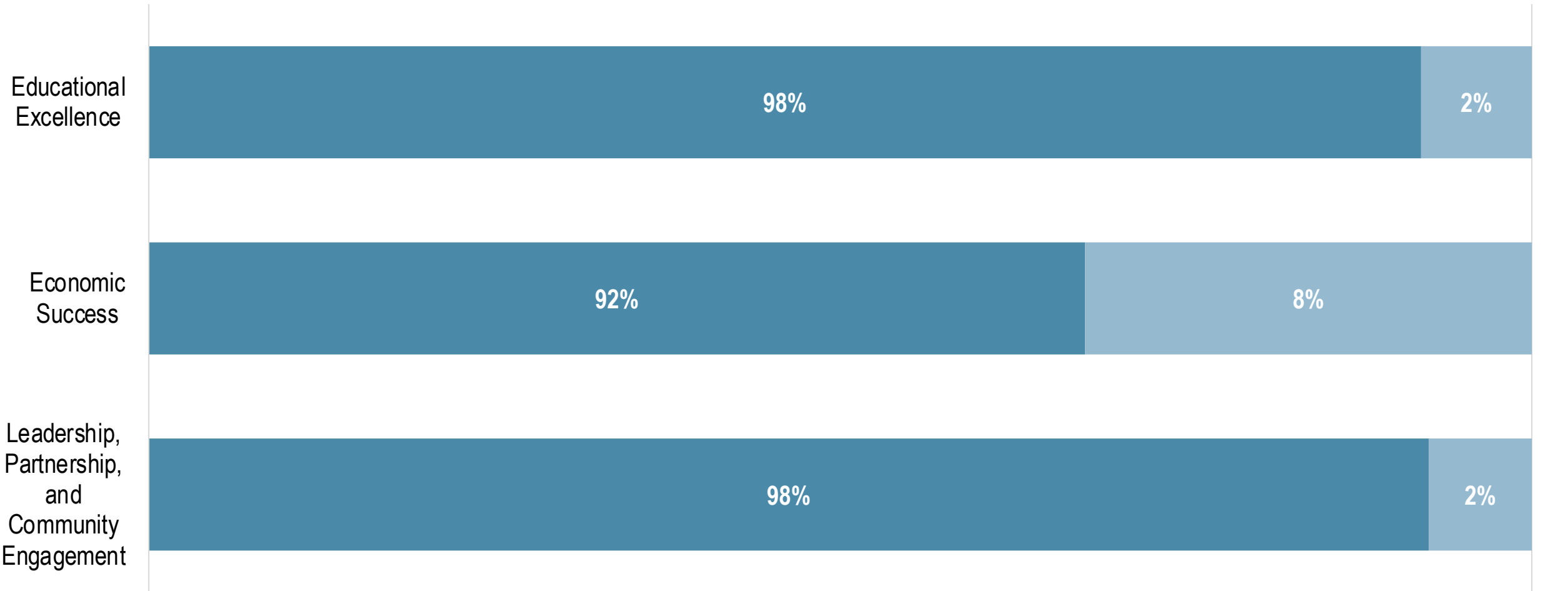


# Appendix 1.7 – Continued Relevance of Strategic Priorities

For each of the current strategic priorities, please indicate whether you believe it should continue to be a priority in the next strategic plan.

N = 161

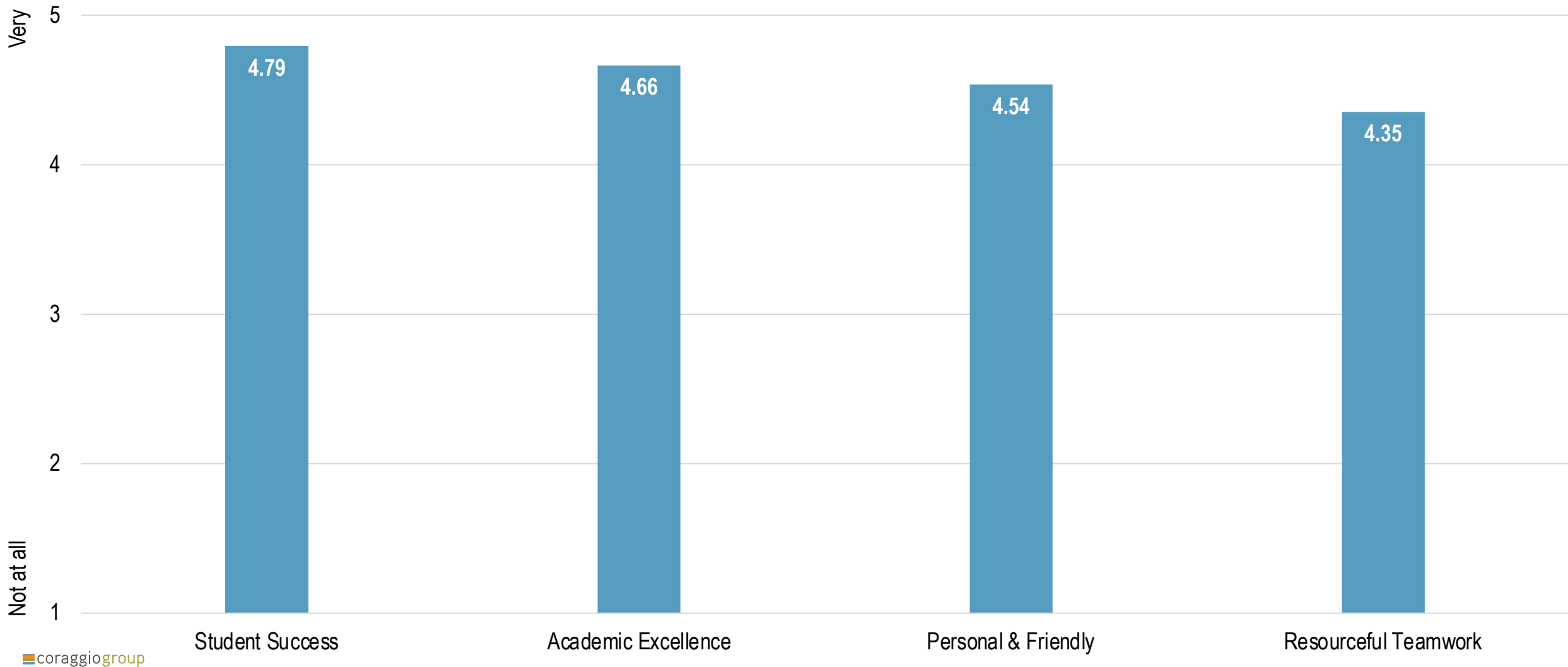
■ Yes ■ No



# Appendix 1.8 – TBCC Values

Please rate how important you believe each value is in creating a positive culture and atmosphere for the college:

N = 160



# Appendix 1.9 – Culture and Atmosphere Descriptors

Are there any other words you would like to suggest that better describe the existing or desired culture and atmosphere for the college?

N = 59



# Appendix 1.10 – Reputation Descriptors

What three words do you believe best describes TBCC's current reputation?

N = 108







# Appendix 1.12 – Net Promoter Score (NPS)

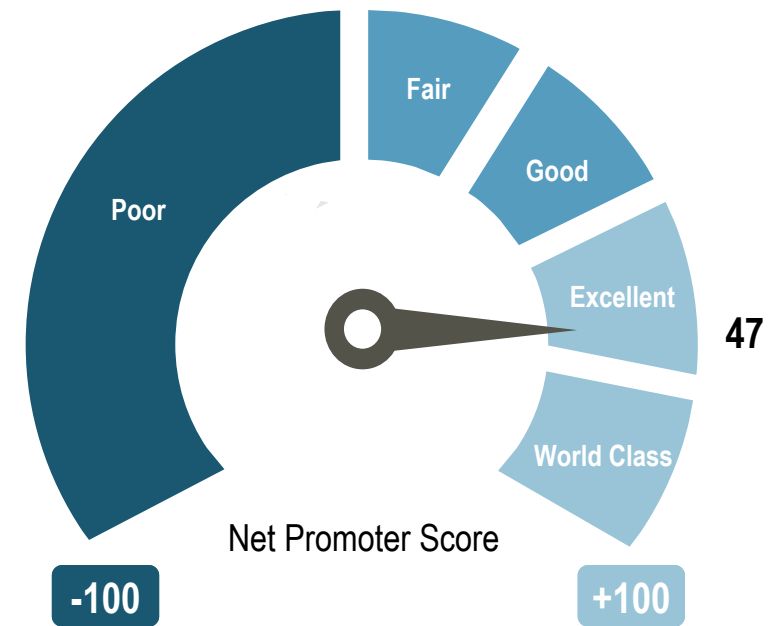
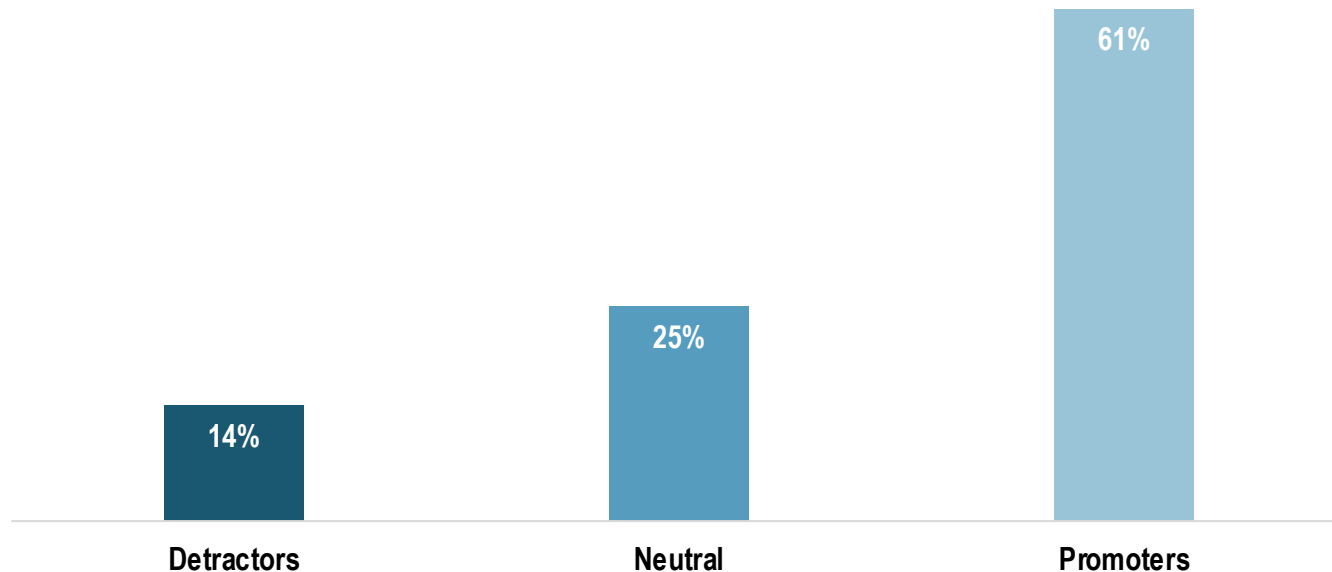
How likely is it that you would recommend TBCC to a friend or colleague?

N = 153

1	2	3	4	5	6	7	8	9	10
Detractors						Neutral		Promoters	

The NPS measures stakeholder perception of TBCC. Score ranges from -100 to 100 with a score of 0 to 10 considered fair, 10 to 30 good, 30 to 50 excellent and 50+ world class.

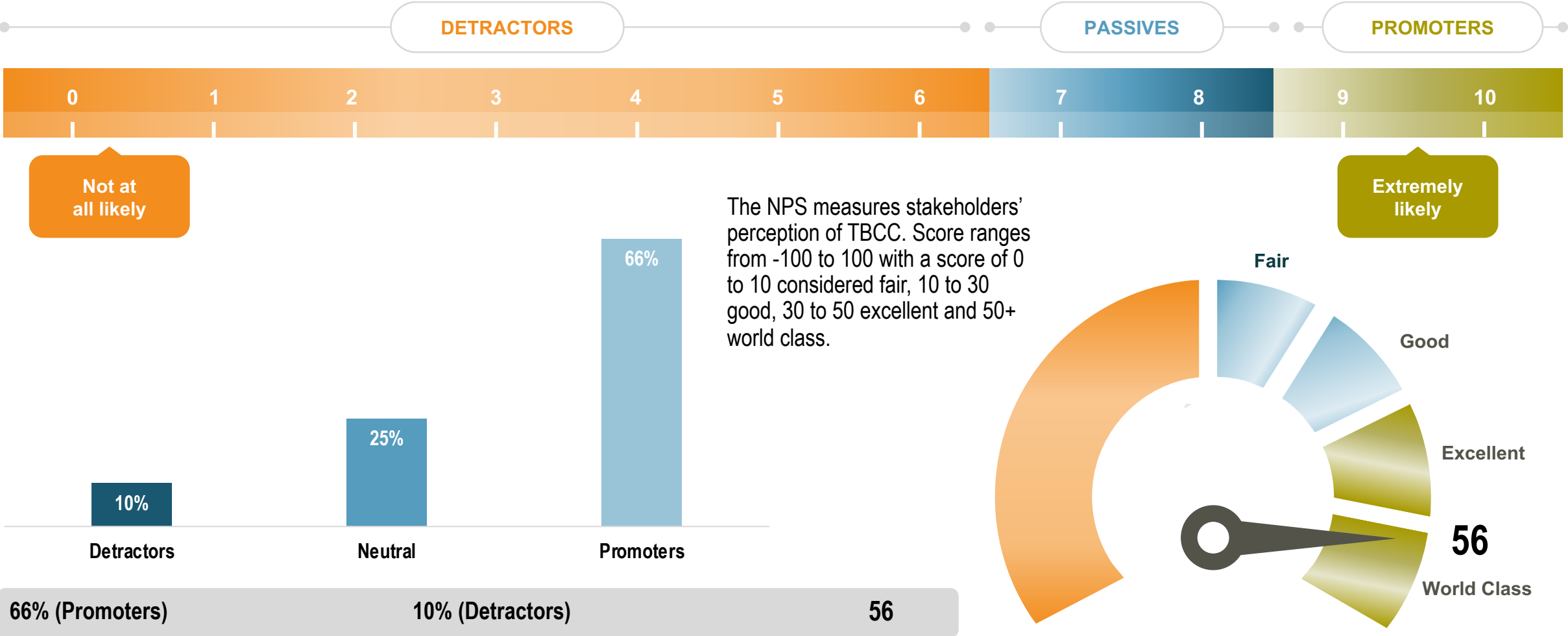
$$\text{NPS} = \% \text{ of Promoters} - \% \text{ of Detractors}$$



# Student Net Promoter Score (NPS)

How likely is it that you would recommend TBCC to a friend or colleague?

N = 63 students and alumni



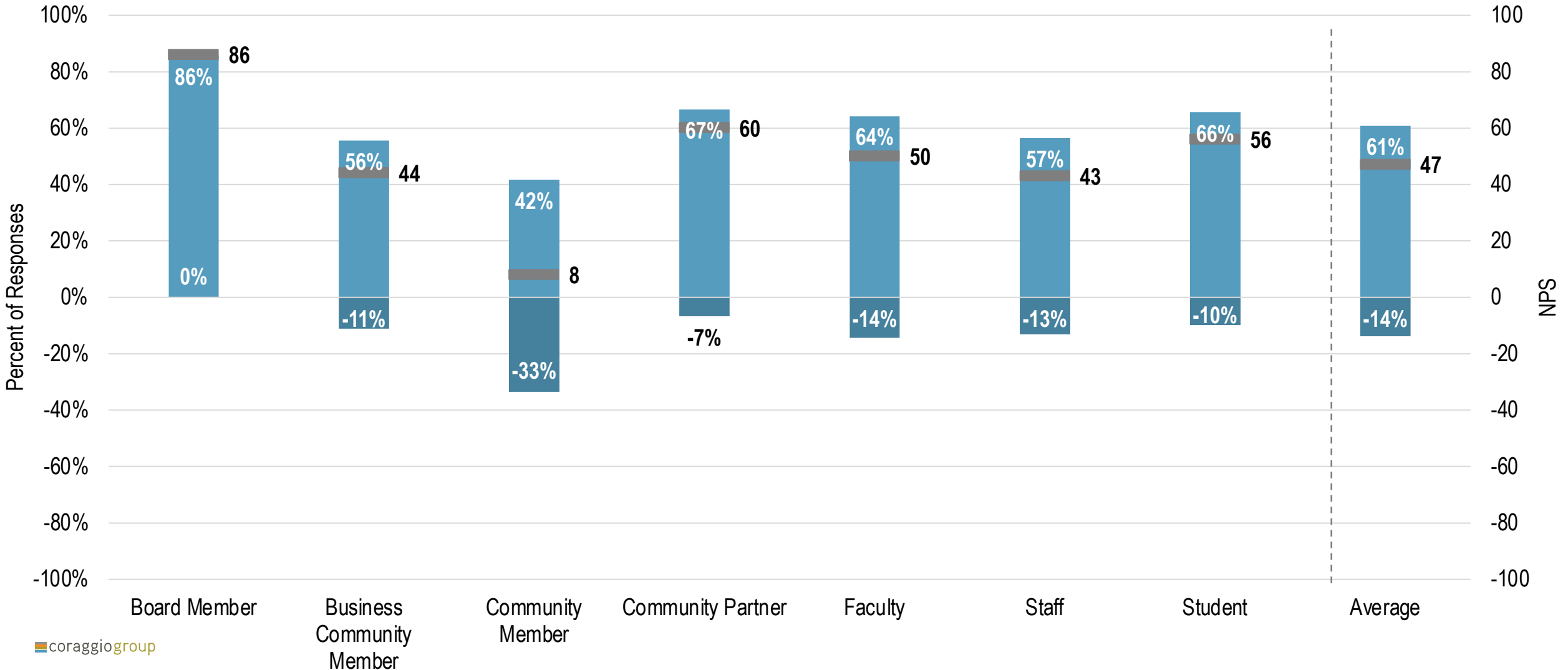
# Appendix 1.13 – Net Promoter Score by Affiliation

How likely is it that you would recommend TBCC to a friend or colleague?

N = 153

Score ranges from -100 to 100 with a score of 0 to 10 considered fair, 10 to 30 good, 30 to 50 excellent and 50+ world class.

■ Detractors ■ Promoters — Net Promoter Score

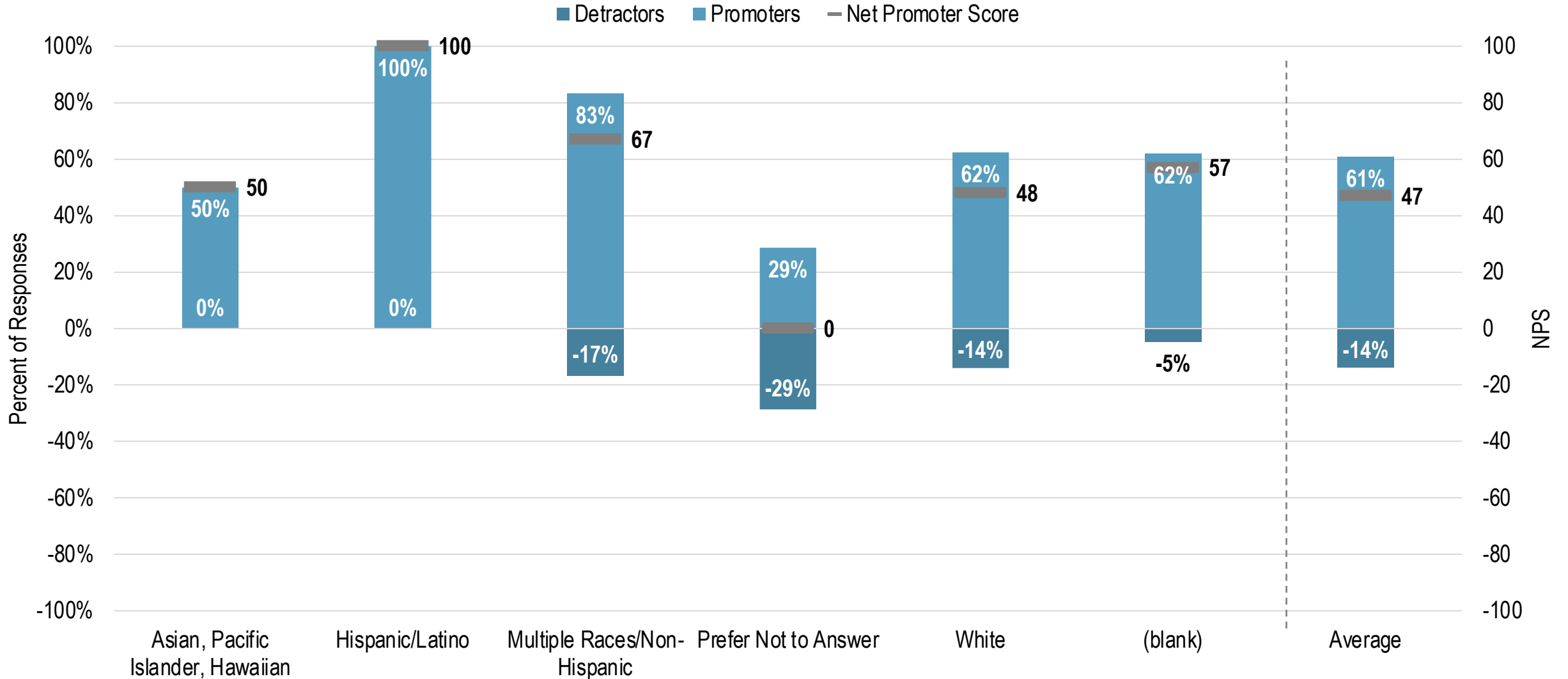


# Appendix 1.13a – Net Promoter Score by Race/Ethnicity

How likely is it that you would recommend TBCC to a friend or colleague?

N = 153

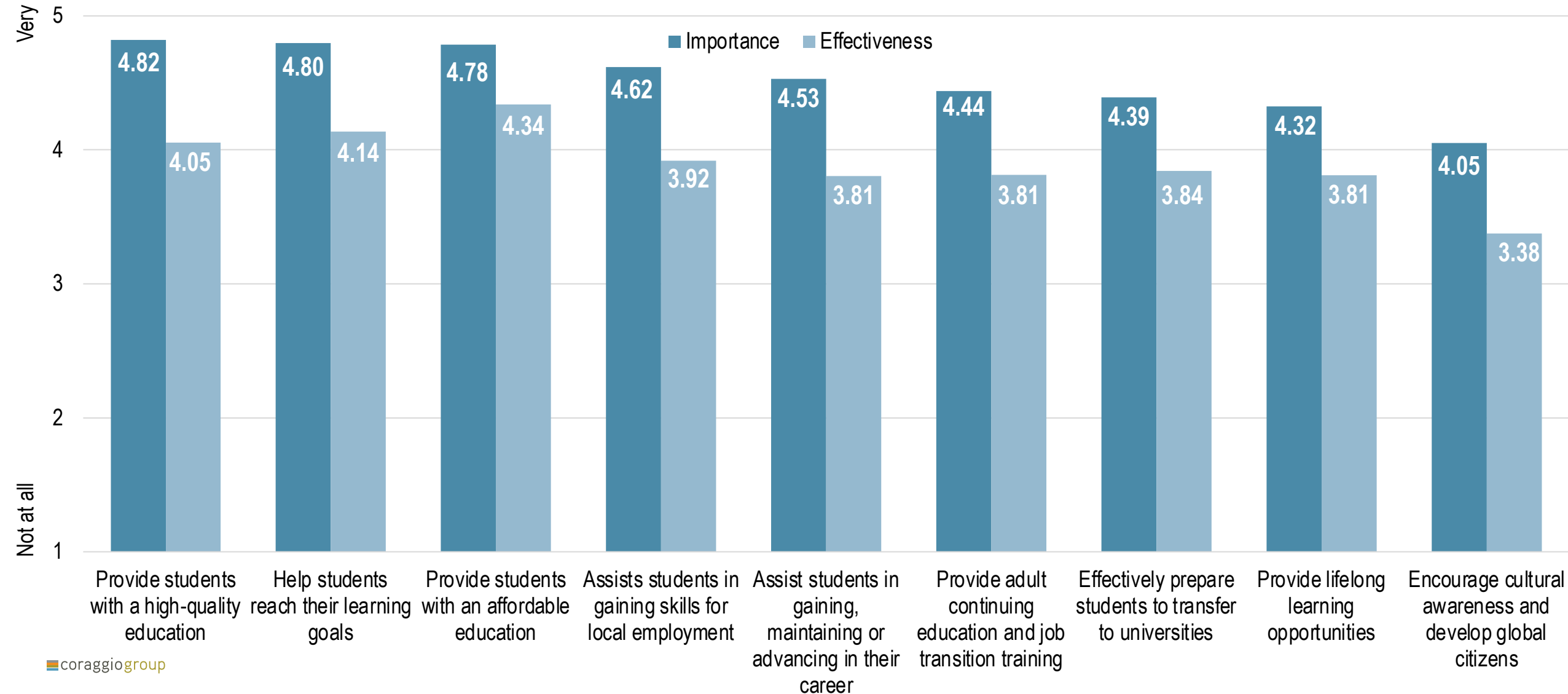
Score ranges from -100 to 100 with a score of 0 to 10 considered fair, 10 to 30 good, 30 to 50 excellent and 50+ world class.



# Appendix 1.14 – TBCC’s Role in Serving their Students

How important the following roles are for community colleges in *servicing their students* and the effectiveness of TBCC in these roles.

N = 139

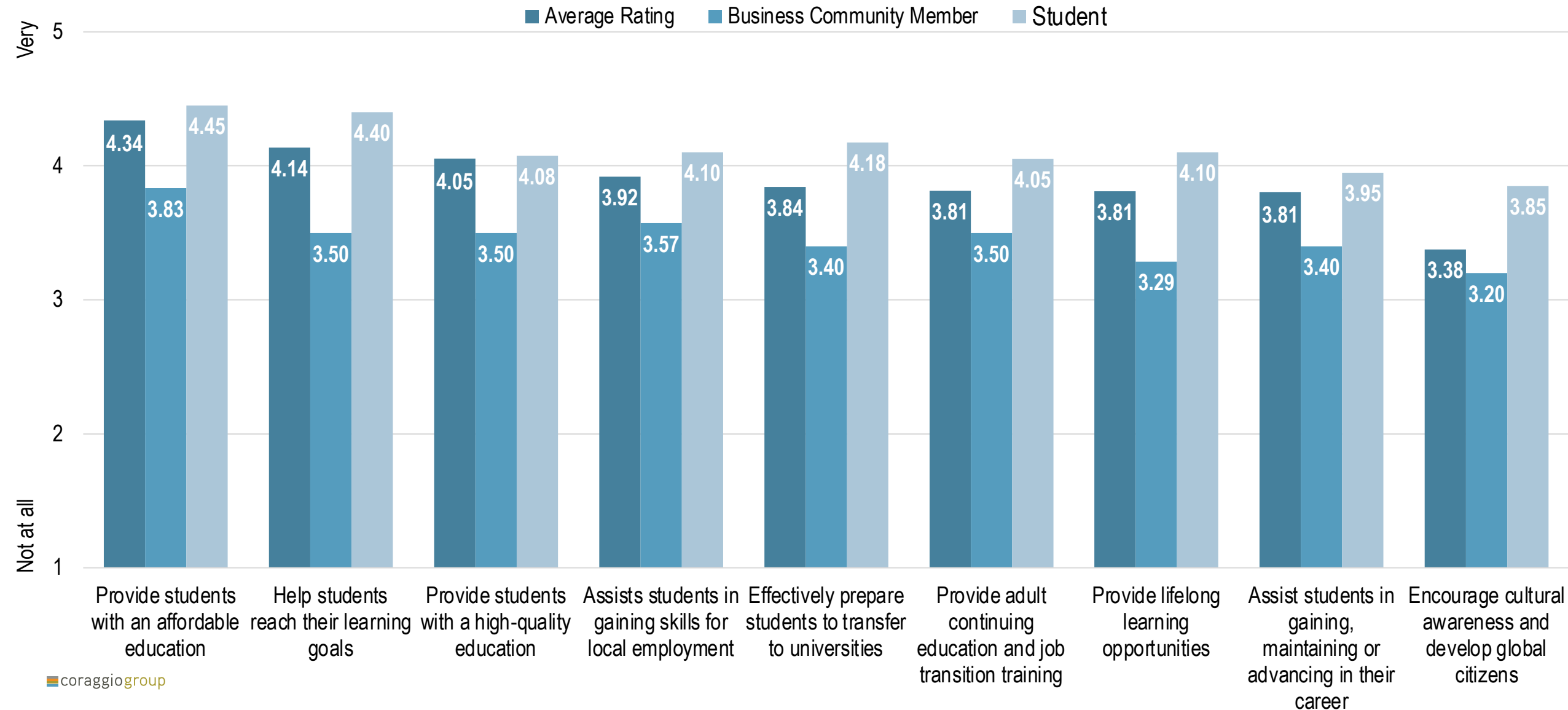


# Appendix 1.14a – TBCC’s Effectiveness in Serving their Students (By Affiliation)

How effective is TBCC in *servicing their students* in these roles by affiliation.

N = 111

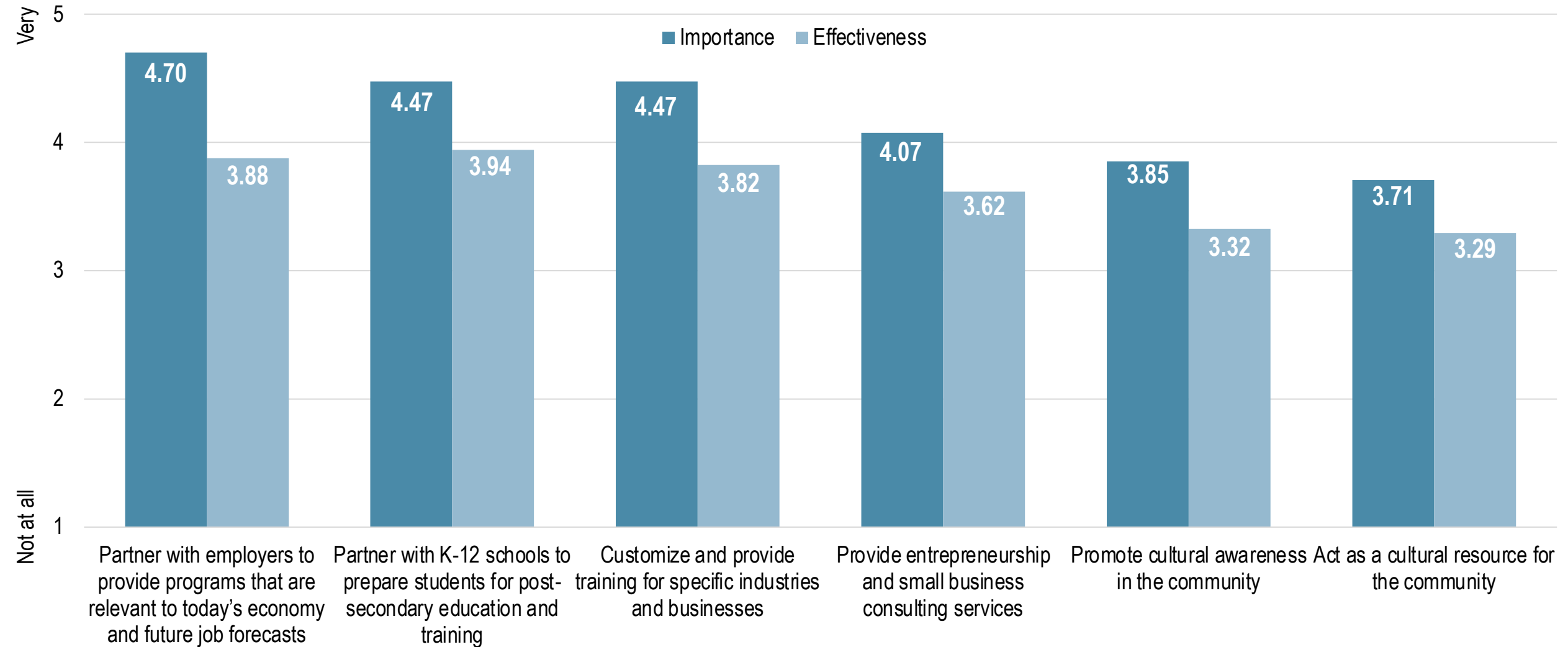
N = 6



# Appendix 1.15 – TBCC’s Role in Serving their Community

How important the following roles are for community colleges in *servicing their community* and the effectiveness of TBCC in these roles.

N = 137



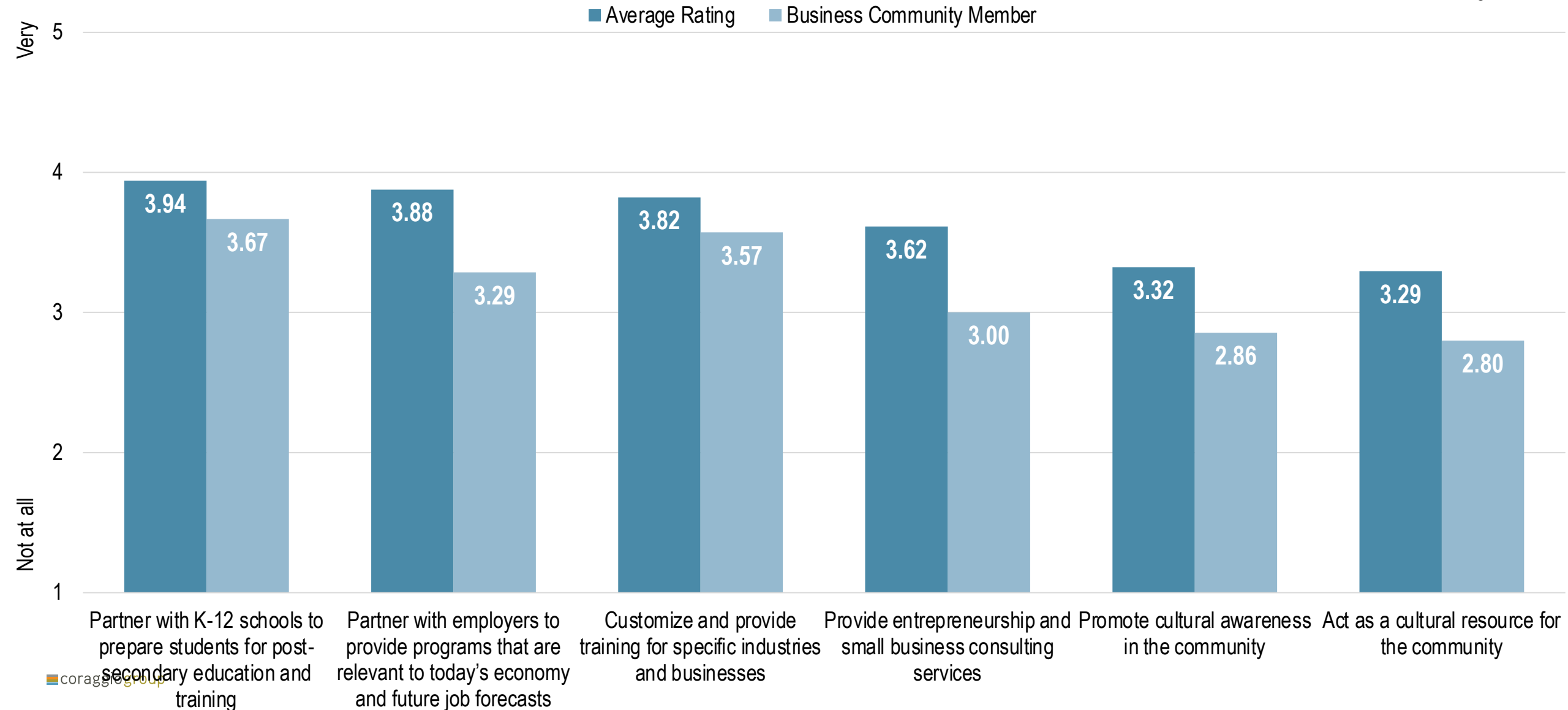


# Appendix 1.15a – TBCC’s Effectiveness in Serving their Community (by Affiliation)

How effective is TBCC in *servicing their community* in these roles by affiliation.

N = 105

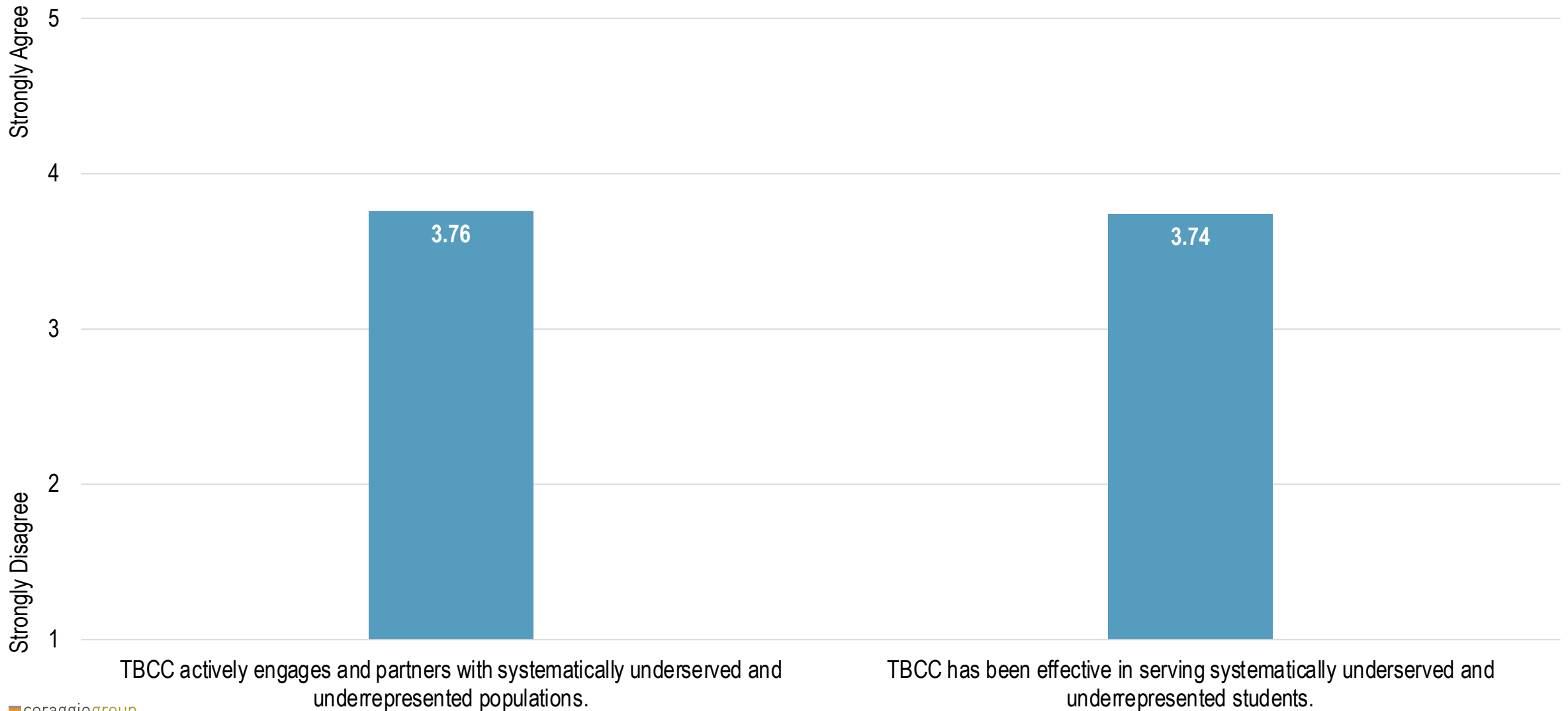
N = 6



# Appendix 1.16 – Diversity, Equity & Inclusion

Please indicate your level of agreement with these statements:

N = 131

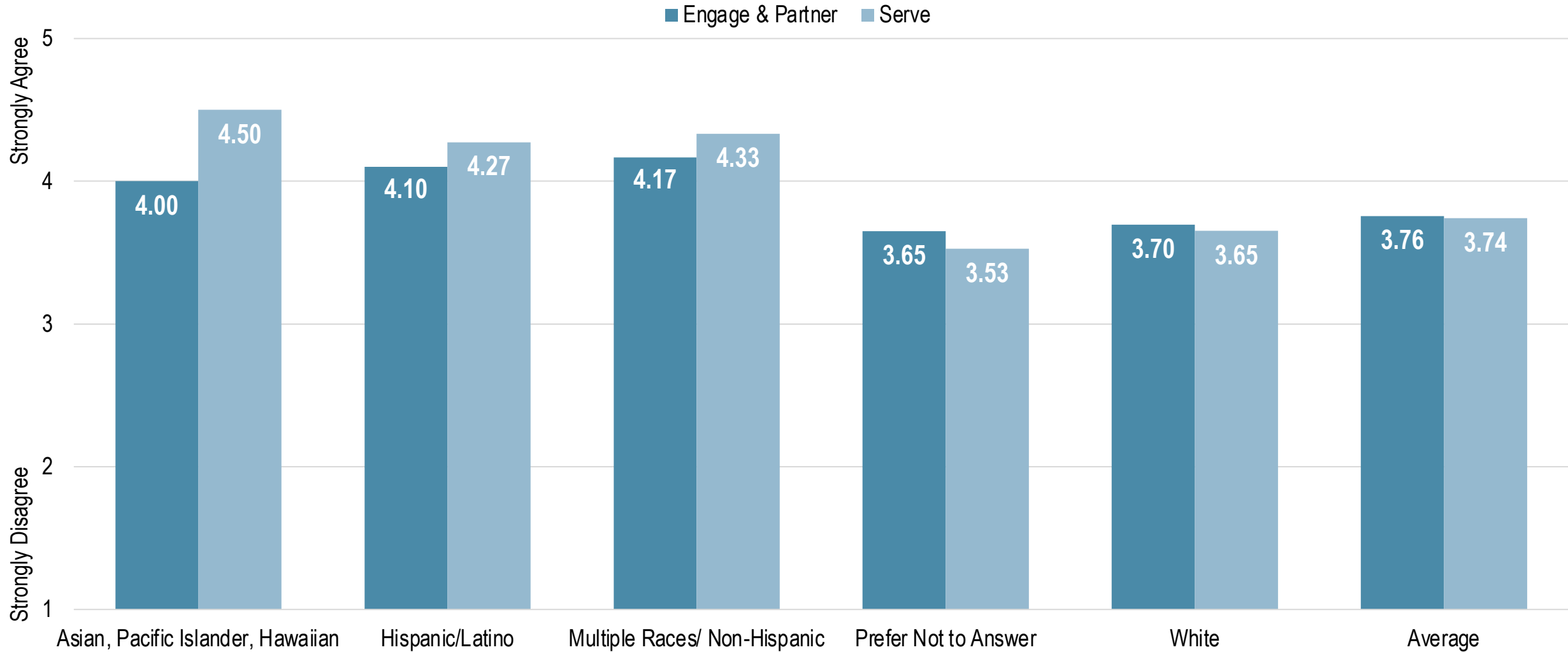


# Appendix 1.16a – Diversity, Equity, and Inclusion (by Race/Ethnicity)

N = 131

Please indicate your level of agreement with these statements:

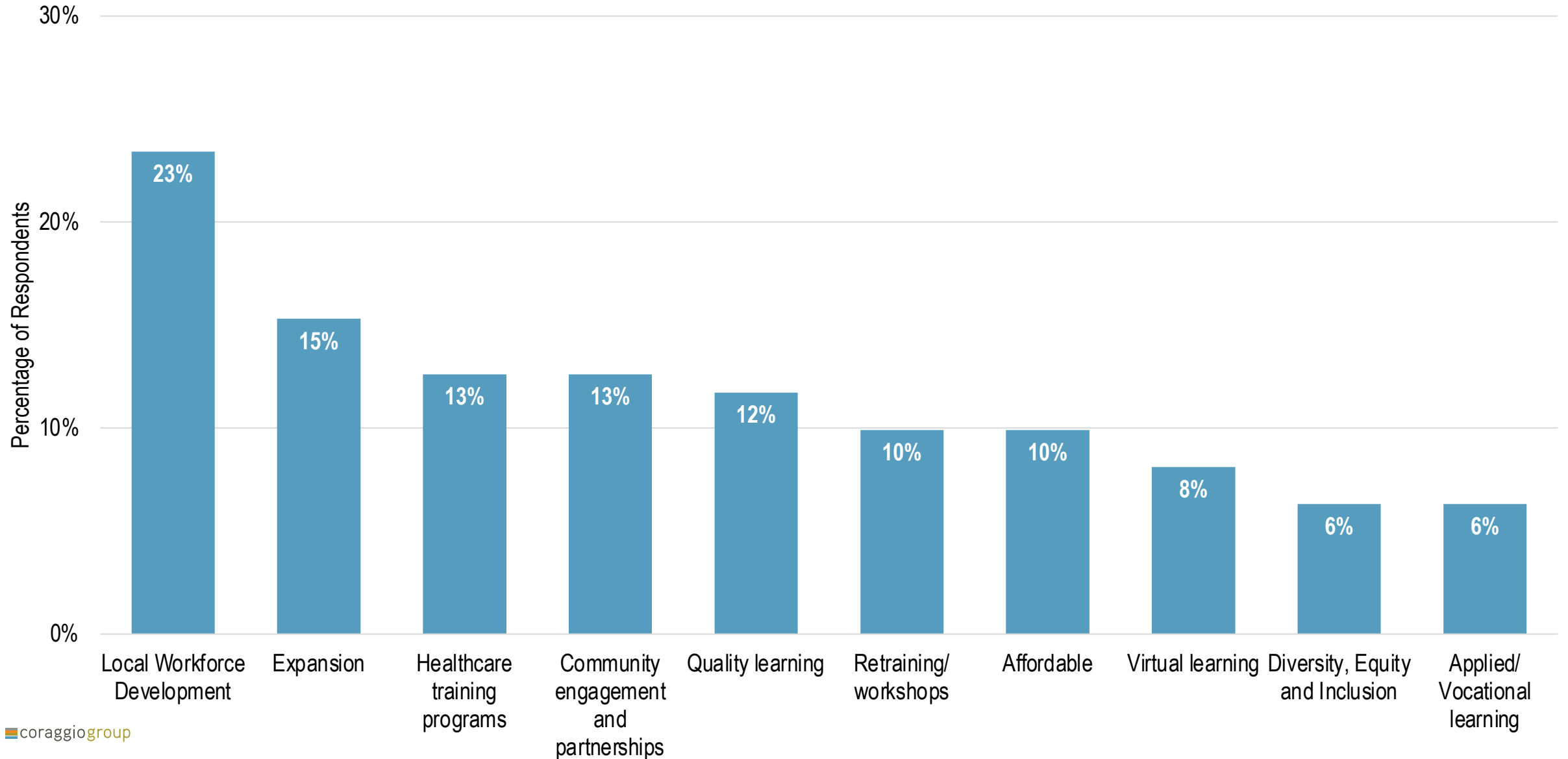
- TBCC actively engages and partners with systematically underserved and underrepresented populations. (Engage & Partner)
- TBCC has been effective in serving systematically underserved and underrepresented students. (Serve)



# Appendix 1.17 – Strategic Opportunities for TBCC

What do you believe is the single most significant opportunity facing the college?

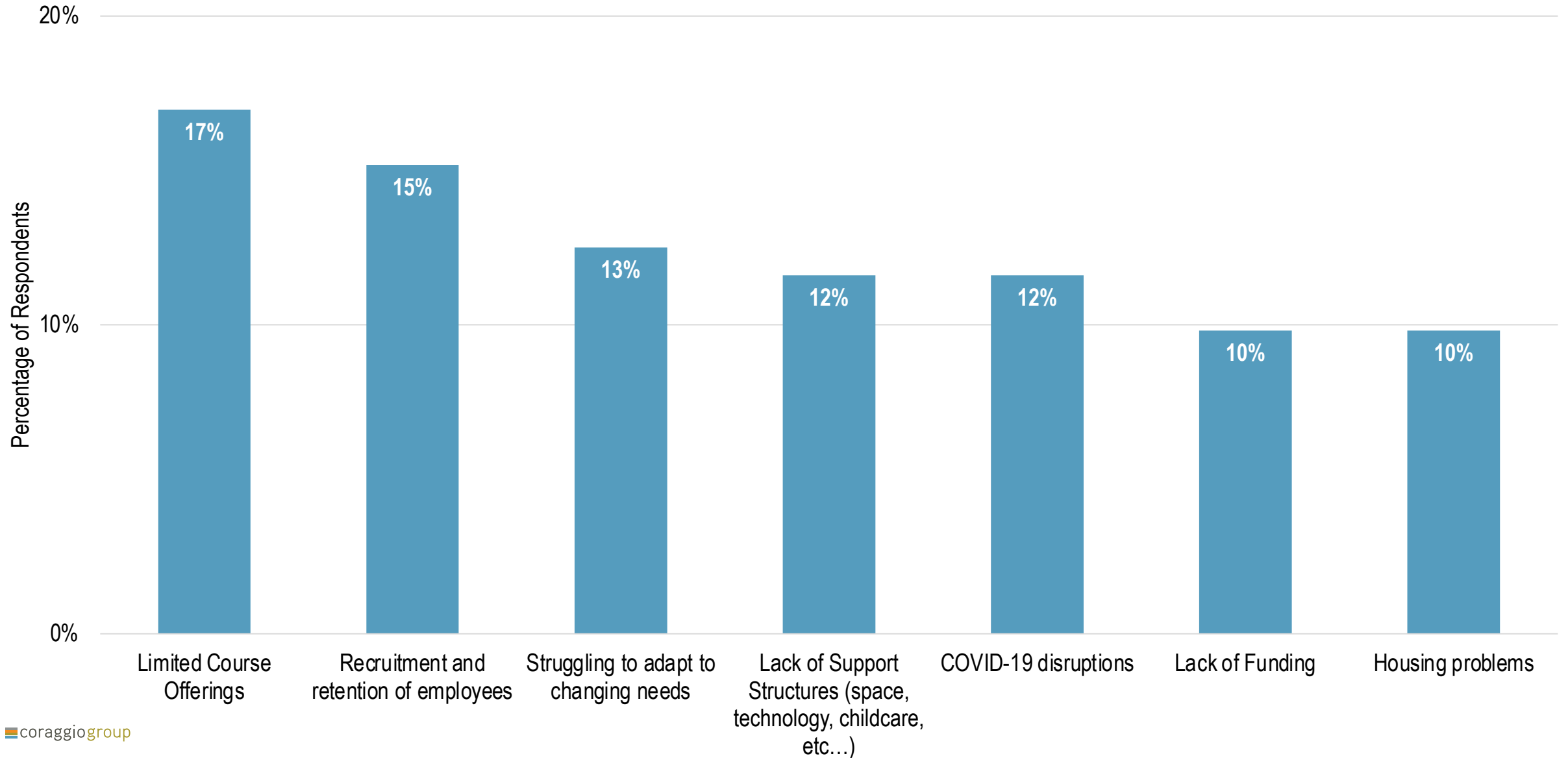
N = 111



# Appendix 1.18 – Challenges facing TBCC

What do you believe is the most significant challenge facing the college?

N = 112





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# ASTBCC Report

**RECOMMENDATION**

INFORMATION ONLY

**BACKGROUND INFORMATION** .....ASTBCC President Ayala

The ASTBCC President will update the Board on recent activities of ASTBCC and plans for the Spring term.

# Financial Report

**RECOMMENDATION**

INFORMATION ONLY

**BACKGROUND INFORMATION** .....AVP Williams

The report for the month of February 2022 is available for your review.



Tillamook Bay Community College  
 Unaudited Summary Financial Information  
 General Fund  
 Fiscal Year-to-Date Ended February 2022  
 66.67% of fiscal year elapsed

	FY 2020-2021			FY 2021-2022		
	Annual Budget	02/28/21 Actual	Percentage of Budget	Annual Budget	02/28/22 Actual	Percentage of Budget
<b>Resources</b>						
Beginning Fund Balance	\$ 1,600,000	\$ 1,840,987.35	115.06%	\$ 1,600,000	\$ 1,824,498.87	114.03%
State	\$ 2,419,566	\$ 1,877,012.37	77.58%	\$ 2,784,406	\$ 2,187,788.29	78.57%
Property Taxes	\$ 1,402,498	\$ 1,282,839.79	91.47%	\$ 1,410,834	\$ 1,344,625.49	95.31%
Local Contracts	\$ 74,000	\$ 9,600.00	12.97%	\$ 40,640	\$ 44,285.04	108.97%
Tuition	\$ 942,100	\$ 698,135.95	74.10%	\$ 942,100	\$ 583,989.69	61.99%
Fees	\$ 231,377	\$ 183,908.00	79.48%	\$ 225,077	\$ 130,695.00	58.07%
Sale of Goods	\$ 4,500	\$ 4,144.71	92.10%	\$ 5,000	\$ 2,583.50	51.67%
Interest	\$ 115,000	\$ 32,816.86	28.54%	\$ 50,000	\$ 19,268.29	38.54%
Rental	\$ 18,000	\$ 7,000.00	38.89%	\$ 18,000	\$ 8,080.00	44.89%
Miscellaneous	\$ 30,000	\$ 17,156.34	57.19%	\$ 30,000	\$ 21,540.84	71.80%
Transfers	\$ 412,816	\$ 98,715.14	23.91%	\$ 580,683	\$ 91,095.08	15.69%
<b>Total resources</b>	<b>\$ 7,249,857</b>	<b>\$ 6,052,316.51</b>	<b>83.48%</b>	<b>\$ 7,686,740</b>	<b>\$ 6,258,450.09</b>	<b>81.42%</b>
<b>Expenditures</b>						
Instruction	\$ 2,092,856	\$ 1,301,705.50	62.20%	\$ 2,255,758	\$ 1,221,220.54	54.14%
Instructional Support	\$ 679,872	\$ 410,346.68	60.36%	\$ 724,461	\$ 466,238.86	64.36%
Student Services	\$ 608,847	\$ 352,705.71	57.93%	\$ 629,173	\$ 350,731.90	55.74%
College Support	\$ 1,824,031	\$ 1,110,987.69	60.91%	\$ 2,073,977	\$ 1,279,919.46	61.71%
Plant Operation	\$ 383,607	\$ 213,489.16	55.65%	\$ 378,180	\$ 215,769.14	57.05%
Transfers	\$ 293,000	\$ 115,445.40	39.40%	\$ 298,000	\$ 113,279.79	38.01%
Contingency	\$ 167,644	\$ -	0.00%	\$ 127,191	\$ -	0.00%
<b>Total expenditures</b>	<b>\$ 6,049,857</b>	<b>\$ 3,504,680.14</b>	<b>57.93%</b>	<b>\$ 6,486,740</b>	<b>\$ 3,647,159.69</b>	<b>56.22%</b>
Ending fund balance	\$ 1,200,000	\$ 2,547,636.37	212.30%	\$ 1,200,000	\$ 2,611,290.40	217.61%

Agenda Item 5.D. Attachment #2  
Tillamook Bay Community College  
Unaudited Summary Financial Information (Modified Accrual Basis)  
Fiscal Year-to-Date Ended February 2022

	Fund No.	Beginning Fund Balance	2021-2022 Revenue	2021-2022 Expenditures	Ending Fund Balance	2021-2022 Spendable Budget	2020-2021 Prior Year Expenditures 2/28/2021
Nursing Program Agreement	2010	\$ -	\$ -	\$ -	\$ -	\$ 49,000	\$ -
Tillamook Works	2030	\$ 11,523.42	\$ 29,620.78	\$ 29,635.73	\$ 11,508.47	\$ 77,113	\$ 48,962.80
Tillamook Works Intern	2031	\$ -	\$ 1,918.74	\$ 2,339.92	\$ (421.18)	\$ -	\$ -
Title III Grant	2200	\$ -	\$ -	\$ 8,998.91	\$ (8,998.91)	\$ -	\$ -
Pathways Grant	2250	\$ -	\$ 11,772.66	\$ 15,928.57	\$ (4,155.91)	\$ 29,707	\$ 23,569.00
Industrial Maintenance Tech	2260	\$ 19,314.25	\$ 18,750.00	\$ 7,354.08	\$ 30,710.17	\$ 32,679	\$ 47,104.05
SBDC Federal Grant	2300	\$ -	\$ 19,977.45	\$ 25,685.76	\$ (5,708.31)	\$ 33,000	\$ 22,103.72
SBDC State Grant	2310	\$ -	\$ 37,500.00	\$ 49,328.07	\$ (11,828.07)	\$ 72,000	\$ 39,836.25
SBDC Program Income	2320	\$ 135,436.91	\$ 10,749.00	\$ 58,314.80	\$ 87,871.11	\$ 115,438	\$ -
SBDC - NOW Grant	2321	\$ -	\$ 8,400.00	\$ -	\$ 8,400.00	\$ -	\$ -
SBDC Rural Outreach Grant	2330	\$ -	\$ -	\$ -	\$ -	\$ 10,000	\$ 5,813.98
SBDC CARES Act	2331	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 22,785.98
EDC Contract	2350	\$ -	\$ 76,984.32	\$ 103,394.72	\$ (26,410.40)	\$ 161,356	\$ 100,601.59
TEC Vocational Education Grant	2400	\$ -	\$ -	\$ 6,328.57	\$ (6,328.57)	\$ 66,000	\$ 28,468.76
Food Pantry	2480	\$ 1,153.43	\$ -	\$ 289.04	\$ 864.39	\$ 1,000	\$ 829.47
ASPIRE Program	2540	\$ 3,444.32	\$ -	\$ -	\$ 3,444.32	\$ 3,000	\$ -
Benefits Navigator Grant	2551	\$ -	\$ 23,436.88	\$ 34,488.26	\$ (11,051.38)	\$ -	\$ -
Student Success Grant	2560	\$ -	\$ 28,934.19	\$ 47,513.52	\$ (18,579.33)	\$ 70,000	\$ 52,664.59
STEP Grant	2580	\$ 29,601.32	\$ 31,043.38	\$ 48,755.43	\$ 11,889.27	\$ 43,700	\$ 30,195.37
STEP 100% Grant	2581	\$ 3,073.76	\$ 15,000.00	\$ 8,528.64	\$ 9,545.12	\$ -	\$ 2,747.21
Pathways to Opportunity	2590	\$ -	\$ -	\$ 95.00	\$ (95.00)	\$ 18,750	\$ 22,402.67
ONWIB Student Success Coach	2595	\$ -	\$ -	\$ -	\$ -	\$ 36,281	\$ 5,880.52
Guided Pathways Implementation	2610	\$ 20,810.45	\$ -	\$ 470.48	\$ 20,339.97	\$ 18,000	\$ -
CARES Act Institutional - Section 1	2701	\$ -	\$ 310,818.20	\$ 393,596.74	\$ (82,778.54)	\$ -	\$ 66,852.65
CARES Act Institutional - Section 2	2702	\$ -	\$ 15,950.00	\$ 15,950.00	\$ -	\$ -	\$ 8,106.08
CARES Act Institutional - Section 3	2703	\$ -	\$ 1,372.55	\$ 1,372.55	\$ -	\$ -	\$ 46,983.34
GEER Institutional Grant	2704	\$ -	\$ 10,606.35	\$ 10,606.35	\$ -	\$ -	\$ 1,500.00
Partners for Rural Innovation Operations	2890	\$ 11,218.58	\$ 17,446.49	\$ 25,527.47	\$ 3,137.60	\$ 39,800	\$ 23,320.09
Capital Depreciation & Maintenance Fund	2900	\$ 938,888.81	\$ 3,016.61	\$ -	\$ 941,905.42	\$ 35,000	\$ -
Timber Tax Reserve Fund	2910	\$ 3,849,400.84	\$ 191,317.16	\$ -	\$ 4,040,718.00	\$ 728,568	\$ -
PRI Capital Maintenance Fund	2920	\$ 81,359.57	\$ 261.40	\$ -	\$ 81,620.97	\$ 20,000	\$ -
Strategic Investment Fund	2950	\$ 1,243,831.09	\$ 4,016.56	\$ -	\$ 1,247,847.65	\$ 300,000	\$ 61,636.06
<b>Total Special Fund</b>		<b>\$ 6,349,056.75</b>	<b>\$ 868,892.72</b>	<b>\$ 894,502.61</b>	<b>\$ 6,323,446.86</b>	<b>\$ 1,960,392</b>	<b>\$ 662,364.18</b>
Schedule of Special Fund borrowing from General Fund							
		Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 2/28/2022		
Total of Grants that borrow from the General Fund		\$ (176,260.60)	\$ 11,772.66	\$ -	\$ (188,033.26)		
Total of Grants & Reserves that are not borrowing from the General Fund		\$ 6,499,707.46	\$ 14,979.90	\$ -	\$ 6,484,727.56		
<b>Total Special Fund</b>		<b>\$ 6,323,446.86</b>	<b>\$ 26,752.56</b>	<b>\$ -</b>	<b>\$ 6,296,694.30</b>		
	Fund No.	Beginning Fund Balance	2021-2022 Revenue	2021-2022 Expenditures	Ending Fund Balance	2021-2022 Spendable Budget	2020-2021 Prior Year Expenditures
Community Education	3100	\$ 10,586.83	\$ 3,448.00	\$ 3,847.51	\$ 10,187.32	\$ 13,769	\$ 6,098.64
Driver Education Program	3110	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,790.45
TBCC Store	3200	\$ 12,338.70	\$ 1,869.56	\$ 65.40	\$ 14,142.86	\$ 5,550	\$ 278.67
Customized Training Projects	3300	\$ 16,503.04	\$ -	\$ 1,095.98	\$ 15,407.06	\$ 18,295	\$ 1,018.45
Truck Driving Program	3310	\$ 39,144.77	\$ 104,309.17	\$ 127,634.54	\$ 15,819.40	\$ 153,251	\$ 47,101.13
Truck Driving Simulator	3320	\$ (12,252.88)	\$ 1,259.18	\$ 1,978.29	\$ (12,971.99)	\$ 23,935	\$ 45,929.95
TBCC Vending	3400	\$ 6,751.39	\$ 2,551.17	\$ 1,323.81	\$ 7,978.75	\$ 7,300	\$ 931.63
<b>Total Enterprise Fund</b>		<b>\$ 73,071.85</b>	<b>\$ 113,437.08</b>	<b>\$ 135,945.53</b>	<b>\$ 50,563.40</b>	<b>222,100</b>	<b>\$ 107,148.92</b>
PERS Pension Bond Fund	4100	\$ 29,121.04	\$ 109,765.38	\$ 26,358.88	\$ 112,527.54	\$ 171,118	\$ 28,895.15
General Obligation Bond Fund	4200	\$ 30,505.23	\$ 644,170.38	\$ 39,201.96	\$ 635,473.65	\$ 763,325	\$ 44,752.63
<b>Total Debt Service Fund</b>		<b>\$ 59,626.27</b>	<b>\$ 753,935.76</b>	<b>\$ 65,560.84</b>	<b>\$ 748,001.19</b>	<b>\$ 934,443</b>	<b>\$ 73,647.78</b>
Local Match Fund	5250	\$ 175,920.62	\$ 565.22	\$ -	\$ 176,485.84	\$ 53,291	\$ 56,000.00
Grant Construction Fund	5550	\$ (175,008.57)	\$ 30,000.00	\$ -	\$ (145,008.57)	\$ -	\$ -
Center for Industrial Technology Fund	5551	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 523,492.00
<b>Total Capital Projects Fund</b>		<b>\$ 912.05</b>	<b>\$ 30,565.22</b>	<b>\$ -</b>	<b>\$ 31,477.27</b>	<b>\$ 53,291</b>	<b>\$ 579,492.00</b>
Associated Students of TBCC	7100	\$ 6,670.97	\$ 3,374.40	\$ 1,641.66	\$ 8,403.71	\$ 9,481	\$ 1,943.17
Phi Theta Kappa Honorary Society Fund	7200	\$ 1,009.82	\$ 595.00	\$ 659.04	\$ 945.78	\$ 3,725	\$ 2,176.21
<b>Total Agency Fund</b>		<b>\$ 7,680.79</b>	<b>\$ 3,969.40</b>	<b>\$ 2,300.70</b>	<b>\$ 9,349.49</b>	<b>\$ 13,206</b>	<b>\$ 4,119.38</b>
PELL Grant	8010	\$ -	\$ 330,156.00	\$ 330,156.00	\$ -	\$ 751,150	\$ 436,213.00
Supplemental Education Opportunity Grant	8020	\$ -	\$ 8,025.15	\$ 8,025.15	\$ -	\$ 17,625	\$ 10,500.00
CARES Act for Students	8090	\$ -	\$ -	\$ -	\$ -	\$ 150,000	\$ 72,272.00
GEER funds for Students	8091	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,001.00
CARES Act Inst for Students	8092	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,142.00
CRRSA Act for Students	8093	\$ -	\$ 392,921.00	\$ 392,921.00	\$ -	\$ -	\$ -
HEERF III Institutional Grants for Students	8094	\$ -	\$ 69,381.00	\$ 69,381.00	\$ -	\$ -	\$ -
Direct Loans	8100	\$ -	\$ 29,086.00	\$ 29,086.00	\$ -	\$ 350,000	\$ 58,033.00
Federal Work Study	8190	\$ -	\$ 376.22	\$ 2,203.24	\$ (1,827.02)	\$ 16,944	\$ 3,889.70
Oregon Opportunity Grant	8210	\$ -	\$ 116,500.00	\$ 124,547.00	\$ (8,047.00)	\$ 250,000	\$ 150,568.00
Chafee Grant	8220	\$ -	\$ 3,334.00	\$ 3,334.00	\$ -	\$ 15,000	\$ -
Oregon Promise Grant	8230	\$ -	\$ 48,100.00	\$ 44,356.00	\$ 3,744.00	\$ 90,000	\$ 51,245.00
State CARES Support	8231	\$ -	\$ 1,667.00	\$ 1,667.00	\$ -	\$ -	\$ -
Tuition Waivers	8310	\$ 10,000.00	\$ -	\$ 1,350.50	\$ 8,649.50	\$ 10,000	\$ 126,187.00
Board Scholarships	8320	\$ 39,599.62	\$ -	\$ 82,954.46	\$ (43,354.84)	\$ 170,000	\$ 108,780.00
Institutional Work Study	8330	\$ 42,359.85	\$ -	\$ 102.40	\$ 42,257.45	\$ 10,072	\$ 220.12
Foundation Scholarships	8340	\$ -	\$ 35,555.77	\$ 67,474.47	\$ (31,918.70)	\$ 85,000	\$ 58,077.21
Non-Institutional Scholarships	8400	\$ 420.00	\$ 24,792.00	\$ 17,899.72	\$ 7,312.28	\$ 53,328	\$ 35,225.55
<b>Total Financial Aid Fund</b>		<b>\$ 92,379.47</b>	<b>\$ 1,059,894.14</b>	<b>\$ 1,175,457.94</b>	<b>\$ (23,184.33)</b>	<b>\$ 1,969,119</b>	<b>\$ 1,140,353.58</b>

Agenda Item 5.D. - Attachment #3  
 Tillamook Bay Community College  
 Summary Financial Information - Cash Status  
 Preliminary for Fiscal Year-to-Date Ended February 2022  
 66.67% of Budget Period Expended

	General Fund			Special Fund			Enterprise Fund			Debt Service Funds		
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%
Beginning Cash Balance		\$ 1,389,462			\$ 6,118,659			\$ 72,494			\$ 50,650	
Beginning Fund Balance	\$ 1,600,000	\$ 1,824,499	114.03%	\$ 6,244,908	\$ 6,349,057	101.67%	\$ 55,036	\$ 73,072	132.77%	\$ 60,000	\$ 59,626	0.00%
<b>Resources</b>												
State Aid	\$ 2,784,406	\$ 2,187,788	78.57%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Grants and Contracts	\$ 40,640	\$ 44,285	0.00%	\$ 664,207	\$ 654,757	98.58%	\$ 13,093	\$ -	0.00%	\$ -	\$ -	0.00%
Tuition and Fees	\$ 1,167,177	\$ 714,685	61.23%	\$ 40,150	\$ 10,599	26.40%	\$ 169,856	\$ 99,335	58.48%	\$ -	\$ -	0.00%
Local Taxes	\$ 1,410,834	\$ 1,344,625	95.31%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 728,100	\$ 643,211	88.34%
Timber	\$ -	\$ -	0.00%	\$ 768,274	\$ 191,317	24.90%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Sale of Goods	\$ 5,000	\$ 2,584	51.68%	\$ -	\$ -	0.00%	\$ 6,000	\$ 1,498	24.97%	\$ -	\$ -	0.00%
Interest	\$ 50,000	\$ 19,268	38.54%	\$ 20,450	\$ 7,295	35.67%	\$ -	\$ -	0.00%	\$ 3,225	\$ 964	29.89%
Rental	\$ 18,000	\$ 8,080	44.89%	\$ 8,000	\$ 4,775	59.69%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%
Miscellaneous	\$ 30,000	\$ 21,541	71.80%	\$ 84,700	\$ 150	0.18%	\$ 28,009	\$ 9,334	33.33%	\$ -	\$ -	0.00%
Transfers	\$ 580,683	\$ 91,095	15.69%	\$ 53,291	\$ -	0.00%	\$ -	\$ 3,270	0.00%	\$ 160,000	\$ 109,761	68.60%
<b>Total Revenues</b>	<b>\$ 6,086,740</b>	<b>\$ 4,433,951</b>	<b>72.85%</b>	<b>\$ 1,639,072</b>	<b>\$ 868,893</b>	<b>53.01%</b>	<b>\$ 216,958</b>	<b>\$ 113,437</b>	<b>52.29%</b>	<b>\$ 891,325</b>	<b>\$ 753,936</b>	<b>84.59%</b>
<b>Expenditures</b>												
Salaries and Wages	\$ 4,831,360	\$ 2,831,364	58.60%	\$ 515,634	\$ 382,609	74.20%	\$ 124,892	\$ 56,766	45.45%	\$ -	\$ -	0.00%
Operating Expenditures	\$ 1,210,189	\$ 702,516	58.05%	\$ 325,194	\$ 222,154	68.31%	\$ 84,419	\$ 28,688	33.98%	\$ 1,600	\$ 1,600	100.00%
Capital Outlay	\$ 20,000	\$ -	0.00%	\$ 15,000	\$ 197,910	1319.40%	\$ -	\$ 48,500	0.00%	\$ -	\$ -	0.00%
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 932,843	\$ 63,961	6.86%
Transfers	\$ 298,000	\$ 113,280	38.01%	\$ 573,564	\$ 91,830	16.01%	\$ 4,589	\$ 1,992	43.41%	\$ -	\$ -	0.00%
Other budgetary accounts (Note 1)	\$ 127,191	\$ -	0.00%	\$ 6,367,857	\$ -	0.00%	\$ 8,200	\$ -	0.00%	\$ -	\$ -	0.00%
<b>Total expenditures</b>	<b>\$ 6,486,740</b>	<b>\$ 3,647,160</b>	<b>56.22%</b>	<b>\$ 7,797,249</b>	<b>\$ 894,503</b>	<b>11.47%</b>	<b>\$ 222,100</b>	<b>\$ 135,946</b>	<b>61.21%</b>	<b>\$ 934,443</b>	<b>\$ 65,561</b>	<b>7.02%</b>
Ending Fund Balance	\$ 1,200,000	\$ 2,611,290		\$ 86,731	\$ 6,323,447		\$ 49,894	\$ 50,563		\$ 16,882	\$ 748,001	
<b>Adjustments to bring Ending Fund Balance to Ending Cash Balance</b>												
<b>Assets</b>												
Receivables		\$ 207,344			\$ 26,753			\$ 17,700			\$ 25,859	
Inventories		\$ 544			\$ -			\$ -			\$ -	
<b>NET EFFECT ON CASH</b>		<b>\$ (207,888)</b>			<b>\$ (26,753)</b>			<b>\$ (17,700)</b>			<b>\$ (25,859)</b>	
<b>Liabilities</b>												
Accounts Payable		\$ 68,908			\$ -			\$ -			\$ -	
Unearned Revenue (Note 2)		\$ 51,449			\$ -			\$ -			\$ 25,859	
Payroll		\$ 222,139			\$ -			\$ -			\$ -	
<b>NET EFFECT ON CASH</b>		<b>\$ 342,496</b>			<b>\$ -</b>			<b>\$ -</b>			<b>\$ 25,859</b>	
<b>NET ADJUSTMENTS</b>		<b>\$ 134,608</b>			<b>\$ (26,753)</b>			<b>\$ (17,700)</b>			<b>\$ -</b>	
<b>ENDING CASH BALANCE</b>		<b>\$ 2,745,898</b>			<b>\$ 6,296,694</b>			<b>\$ 32,863</b>			<b>\$ 748,001</b>	
		2,745,897.46			\$ 6,296,694.30			32,863.40			748,000.19	
		(0.54)			0.30			0.40			(0.81)	

Agenda Item 5.D. - Attachment #3  
 Tillamook Bay Community College  
 Summary Financial Information - Cash Status  
 Preliminary for Fiscal Year-to-Date Ended February 2022  
 66.67% of Budget Period Expended

	Capital Projects Funds			Agency Fund			Financial Aid Fund			
	Budget	Actual	%	Budget	Actual	%	Budget	Actual	%	
Beginning Cash Balance		\$ 912			\$ 7,681			\$ 94,001		
Beginning Fund Balance	\$ 1,291	\$ 912	70.64%	\$ 2,700	\$ 7,681	284.48%	\$ 125,828	\$ 92,379	73.42%	
<b>Resources</b>										
State Aid	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Grants and Contracts	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 1,633,750	\$ 999,545	61.18%	
Tuition and Fees	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Local Taxes	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Timber	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Sale of Goods	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Interest	\$ 2,000	\$ 565	28.25%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Rental	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Miscellaneous	\$ 50,000	\$ 30,000	0.00%	\$ 3,025	\$ 595	19.67%	\$ 135,000	\$ 60,348	44.70%	
Transfers	\$ -	\$ -	0.00%	\$ 8,000	\$ 3,375	42.19%	\$ 130,000	\$ 1	0.00%	\$ 207,502
<b>Total Revenues</b>	<b>\$ 52,000</b>	<b>\$ 30,565</b>	<b>58.78%</b>	<b>\$ 11,025</b>	<b>\$ 3,970</b>	<b>36.01%</b>	<b>\$ 1,898,750</b>	<b>\$ 1,059,894</b>	<b>55.82%</b>	
<b>Expenditures</b>										
Salaries and Wages	\$ -	\$ -	0.00%	\$ 6,266	\$ -	0.00%	\$ 26,341	\$ 2,288	8.69%	
Operating Expenditures	\$ -	\$ -	0.00%	\$ 6,940	\$ 2,301	33.16%	\$ 1,940,248	\$ 1,172,770	60.44%	
Capital Outlay	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Debt Service	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
Transfers	\$ 53,291	\$ -	0.00%	\$ -	\$ -	0.00%	\$ 2,530	\$ 400	0.00%	\$ 207,502
Other budgetary accounts (Note 1)	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	\$ -	\$ -	0.00%	
<b>Total expenditures</b>	<b>\$ 53,291</b>	<b>\$ -</b>	<b>0.00%</b>	<b>\$ 13,206</b>	<b>\$ 2,301</b>	<b>17.42%</b>	<b>\$ 1,969,119</b>	<b>\$ 1,175,458</b>	<b>59.69%</b>	
Ending Fund Balance	\$ -	\$ 31,477		\$ 519	\$ 9,350		\$ 55,459	\$ (23,185)		
<b>Adjustments to bring Ending Fund Balance to Ending Cash Balance</b>										
<b>Assets</b>										
Receivables		\$ -			\$ -			\$ -		
Inventories		\$ -			\$ -			\$ -		
<b>NET EFFECT ON CASH</b>		\$ -			\$ -			\$ -		
<b>Liabilities</b>										
Accounts Payable		\$ -			\$ -			\$ -		
Unearned Revenue (Note 2)		\$ -			\$ -			\$ -		
Payroll		\$ -			\$ -			\$ -		
<b>NET EFFECT ON CASH</b>		\$ -			\$ -			\$ -		
<b>NET ADJUSTMENTS</b>		\$ -			\$ -			\$ -		
<b>ENDING CASH BALANCE</b>		<b>\$ 31,477</b>			<b>\$ 9,350</b>			<b>\$ (23,185)</b>		
		31,477.27			9,349.49			-23184.33	(0.67)	
		0.27			(0.51)			<b>\$ 9,841,098</b>		

Agenda Item 5.D. - Attachment #3  
Tillamook Bay Community College  
Summary Financial Information - Cash Status  
Preliminary for Fiscal Year-to-Date Ended February 2022  
66.67% of Budget Period Expended

Beginning Cash Balance  
Beginning Fund Balance

- Resources
  - State Aid
  - Grants and Contracts
  - Tuition and Fees
  - Local Taxes
  - Timber
  - Sale of Goods
  - Interest
  - Rental
  - Miscellaneous
  - Transfers

Total Revenues

- Expenditures
  - Salaries and Wages
  - Operating Expenditures
  - Capital Outlay
  - Debt Service
  - Transfers
  - Other budgetary accounts (Note 1)

207501.5

Total expenditures

Ending Fund Balance

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

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 Monday, May 2 at 5:00 pm on Zoom.
- Chairing an Accreditation visit April 20-22.
- OCCA Board meeting is scheduled for Friday, May 6.

### Updates:

- Bond Campaign update
- EDA Grant and Congressman Schrader earmark project funding
- Budget development process

## 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