



Board of Education Meeting Agenda

Date: Monday, November 7, 2022

TBCC Board Meeting Hybrid - Room 214/215 TBCC Campus – 5:00pm – 7:00pm

Item	Description	Resource
1.	Call to Order • Acknowledge Guests -----	Chair Gervasi
2.	Consent Agenda: -----	(Action) Chair Gervasi
	a. Approval of Agenda	
	b. Approval of October 3, 2022 Meeting Minutes	
	c. Personnel Report.....	Director Daniels
3.	Invitation for Public Comment -----	Chair Gervasi
	Available at the beginning of the meeting is an opportunity for the public to comment on any issue within the jurisdiction of the Tillamook Bay Community College Board of Education. The Board Chair may determine reasonable time, space and manner limitations. At the conclusion of public comment, individual members of the Board may respond to comments made by those who have addressed the Board, may ask staff to review a matter, or may ask that a matter be put on a future agenda.	
4.	New Business and/or focused policy discussions	
	a. Board Years of Service Award – Pamela Zweifel	President Tomlin
	b. Career-to-Career & First Class Scholar Thank You Cards.....	AVP Hanson
	c. Mission Fulfillment Report	(Action) Director McCarley
	d. Board Goals 2022-23	(Action) President Tomlin
5.	Information-Only Items (Board members may request any item be placed on the discussion agenda)	
	a. Program Review: President’s Office	President Tomlin
	b. Dual Credit Report.....	VP Jarrell, Dean Castro
	c. ASTBCC President’s Report.....	ASTBCC President Mackenzie Mitchell
	d. Financial Report	VP Luquette
	e. President’s Report	President Tomlin
6.	Board Member Discussion Items -----	Chair Gervasi
7.	Adjournment -----	(Action) Chair Gervasi

Per Oregon HB 2560 and HB 2459, all TBCC Board meetings are open for remote public participation via Zoom and are recorded for the purpose of transcribing minutes.

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 NOVEMBER MEETING.

Items for approval:

- a. Approval of Agenda for the November meeting
- b. Approval of October 3, 2022 Meeting Minutes
- c. Approval of the Personnel Report

Approval of the Agenda

RECOMMENDATION

MOTION TO APPROVE THE AGENDA FOR THE NOVEMBER MEETING

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

October 3rd, 2022 Board of Education Meeting Minutes

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

Members in Attendance: Kathy Gervasi, Betsy McMahon, Tamra Perman, Mary Faith Bell, Mary Jones, Shannon Hoff, Andrea Goss

Members Not in Attendance:

TBCC Staff in Attendance: President Ross Tomlin, VP Heidi Luquette, VP Paul Jarrell, AVP Rhoda Hanson, Director McCarley, Director Debbie Daniels, Director Sheryl Neu, Director Leon Telesmanich, Michele DeGraffenreid, Executive Assistant Sommer Hendrickson, Lorie Lund

Call to Order • Acknowledge Guests (Agenda Item 1) ----- Chair Gervasi
VP Jarrell introduced Lorie Lund, the new Instructional Support Specialist. The meeting was called to order at 4:00 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 October 3, 2022 meeting.

Approval of January 3, 2022 Meeting Minutes (Agenda Item 2.b)

There were no corrections to the minutes from the Sept 12, 2022 meeting minutes.

Personnel Report (Agenda Item 2.c)..... Director Daniels

The Personnel Report for the month is included in the packet for this meeting.

The Finance Grant Accountant (Melanie Helmick), Development Specialist (Vanessa Steele), Enrollment Navigator (Chris Beigun), AVP of Finance (Alysha Rayford), and Director of Nursing (Tiffanie Hoffmeyer) positions have been filled. Offers have been made and are pending for the CTE Dean position. Interviews are scheduled for the Business Office Generalist, Marketing Coordinator, CCL Systems Navigator, Student Success Specialist and Tutoring and Testing Specialist positions. The following positions remain open till filled: Director of Equity and Inclusion, Facilities Specialist, and Payroll Benefits Specialist.

Additional Agenda Items ----- Chair Gervasi

Mary Jones motioned to approve the Consent Agenda. Andrea Goss 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)

Resolution Authorizing the Sale of Bonds (Agenda Item 4.a)(Action) VP Luquette

VP Luquette asked the Board to authorize the sale of bonds and give President Tomlin and her authority to issue the bonds. President Tomlin and VP Luquette will continue to meet with the Bond council to further look at how many and when the bonds should be sold. They are proposing to sell all bonds in late February or early March. They will continue to provide updates to the Board as this process continues.

Mary Faith Bell motioned to approve the resolution authorizing the sale of bonds. Mary Jones seconded the motion. **The motion carried.**

Approval to Hire Project Management Firm (Agenda Item 4.b) (Action) President Tomlin
President Tomlin presented two firms to the Board at their retreat. He advised that his recommendation is to hire Wenaha Group as the project management firm but to have Cumming Management Group as the second choice should negotiations fall through.

Andrea Goss motioned to approve hiring Wenaha Group and keeping Cumming Management in reserve should negotiations fall through. Betsy McMahon seconded the motion. **The motion carried.**

Information-Only Items (Agenda Item 5)

SBDC Update (Agenda Item 5.a) Director Telesmanich
Director Telesmanich introduced himself to the Board, providing a brief background on himself and his credentials. He then shared the current program roster and noted that more would be added for the Winter term. Classes will begin on October 12th. Director Telesmanich stated that he would be continuing to build more connections with the community in the hopes of offering more opportunities. He reminded the Board that every business that signs up for the college gets one FTE. Seven businesses are currently signed up, but he is expecting more to sign up. Chair Gervasi asked what is considered a small business. Director Telesmanich advised that it is any business with 500 or fewer employees; however, most small businesses that sign up for our classes have five or fewer employees. President Tomlin mentioned that SBDC receives funding from the federal SBA, the state legislature, and the college, as well as bringing in their own revenue from offering classes and workshops. There are 19 SBDC centers in Oregon, all attached to higher education (two at universities, the rest at community colleges).

Financial Report (Agenda Item 5.b) VP Luquette
VP Luquette presented the unaudited ending fund balance for June 30th, 2022. She advised that it is not 100% complete due to not having accrued back all funds. She highlighted that the beginning and ending funds are still looking good. Currently, total expenditures are only at 87.67%, meaning the college has underspent by 13% compared to the usual 8% underspending. The Board asked why the college has underspent by 13%. VP Luquette advised that some of it is due to unfilled positions and being more strategic with spending.

She also mentioned that the college is on track with business services, and everything will be ready for the coming audit in November. Kyra has offered to answer any questions that come up.

President's Report (Agenda Item 5.c) President Tomlin
The President began his remarks with a reminder that the next board meeting is scheduled for November 7th, 2022, at 5:00 pm in rooms 214/215.

He then advised that OPC meets this Thursday in Pendleton, OR, and the OCCA Board meeting is on Friday morning. He also noted that the Mildred Davy Luncheon is on Friday, October 21st, at the Nazarene Church at noon. The Rendezvous will be catering with SAFE group serving. The Extended Staff meeting is scheduled for Friday, October 14th at 8:15 am. He then reminded the Board that the OCCA conference is November 2-4th in Sunriver this year.

President Tomlin then remarked that the Fall In-Service went well and that a BBQ was held on the first day, where Chair Gervasi and the Leadership Team served food.

Lastly, President Tomlin shared highlights of the OCCA Board training held in Independence OR September 16-17th. Chair Gervasi, board member McMahon, and President Tomlin all attended. OCCA

presented information on the political landscape of Oregon, the revenue forecast, and potential funding opportunities. They were also able to meet some new board members from other colleges.

Ross presented an update on the nursing program at the board retreat.

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

There were no Board Member items for discussion.

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

Betsy McMahon motioned to adjourn the meeting. Mary Jones seconded the motion. **The motion carried.** The meeting was adjourned at 4:38 pm.

Personnel Report

RECOMMENDATION

CONSENT AGENDA

BACKGROUND INFORMATION----- Director Daniels

Current Posted Openings

Position Title	Start Date	Status	Committee Chair
CTE Dean	10/13/2022	Hired – Sherry Cook	Paul Jarrell
AVP Finance	Interviews in progress	Open until filled	Heidi Luquette
Finance Accountant	10/4/2022	Hired – Melanie Helmick	Heidi Luquette
Business Office Generalist	10/18/2022	Hired - Jamie Lamb	Heidi Luquette
Director of Equity and Inclusion	JD re-write	Not posted	Heidi Luquette
Facilities Specialist	screening	Open until filled	Pat Ryan
Marketing Coordinator	10/27/2022	Hired- Mia Gibson	Heidi Luquette
CCL Systems Navigator	2 nd Interview in progress	Open until filled 1 st consideration 9/26/2022	Selena Castro
Student Success Coach	2 nd Interview in progress	Open until filled 1 st consideration 9/26/2022	Selena Castro
Tutoring and Testing Specialist	10/19/2022	Cameron Sage	Clare Sobotka
Payroll and Benefits Specialist	No applicants	Open until filled	Debbie Daniels

Invitation of Public Comment

RECOMMENDATION

AVAILABLE AT BOTH THE BEGINNING AND END OF THE MEETING IS AN OPPORTUNITY FOR THE PUBLIC TO COMMENT ON ANY ISSUE WITHIN THE JURISDICTION OF THE TILLAMOOK BAY COMMUNITY COLLEGE BOARD OF EDUCATION. THE BOARD CHAIR MAY DETERMINE REASONABLE TIME, SPACE AND MANNER LIMITATIONS. AT THE CONCLUSION OF PUBLIC COMMENT, INDIVIDUAL MEMBERS OF THE BOARD MAY RESPOND TO COMMENTS MADE BY THOSE WHO HAVE ADDRESSED THE BOARD, MAY ASK STAFF TO REVIEW A MATTER, OR MAY ASK THAT A MATTER BE PUT ON A FUTURE AGENDA.

BACKGROUND INFORMATION.....Chair Gervasi

**NEW BUSINESS AND/OR FOCUSED POLICY
DISCUSSIONS**

RECOMMENDATION

BACKGROUND INFORMATION----- Chair Gervasi

Board Years of Service Award – Pamela Zweifel

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION President Tomlin

Pam has served on the Tillamook Bay Community College Board of Education for the past 6 years. We greatly appreciate her service to the college and will miss having her with us moving forward. We will be presenting her with an appreciation award for her service on the board and providing an opportunity to the board members to share their comments to Pam.

Career-to-Career & First Class Scholar Thank you Cards

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION AVP Hanson

AVP Hanson will present the notes of appreciation from our Career to Career and First Class Scholar recipients.

Mission Fulfillment Report

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION Director McCarley

The academic year 2021-2022 has been a successful year for TBCC as we transition into a new accreditation cycle and implement a new strategic plan. We achieved our mission at a 77% rate on a subset of measures from the previous plan. We have room to improve student success as demonstrated by retention, completion and transfer rates. The continued work we will do to disaggregate these indicators will build a better understanding of how to improve. Past analyses have clearly demonstrated that family income is the most powerful predictor of student success at TBCC, so our focused efforts to support students financially are essential. We provide a myriad of supports to address both food and housing insecurity, as well as transportation and other supports. We have low barrier processes for dispersing emergency funds to support students, a valued service during the pandemic that continues through grant and institutional support.

The new strategic plan will actively guide the strategic work of the College and as we complete strategic work, more will be developed aligned with our priorities. We will integrate the College's Equity Lens in the process, to ensure that all stakeholders have a voice in the work and are empowered to participate. A Data Workgroup with representation from across the campus will identify performance measures that support comparison and benchmarking with other similar colleges, both regionally and nationally. Annually, we will continue to use our performance on these metrics to determine whether we have achieved our mission, and to identify areas needing improvement. The Strategic Plan provides the framework for our improvement efforts, with new projects and initiatives occurring where we need to improve.

While the pandemic has been challenging in so many ways for our students, staff, and faculty, the College has evolved to better serve our students and the community during this period. Together, we can achieve our vision to be the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.

Mission Fulfillment Report 2021-2022

Tillamook Bay Community College (TBCC) completed our accreditation cycle with an outstanding evaluation in October 2021. The process of writing our self-study and preparing for the visit was a useful learning opportunity. We emerged from this process feeling proud of our accomplishments and prepared to lay a path for college-wide improvement. We were particularly pleased to receive his commendation:

NWCCU "commends its collegiality and collaborative effort to support student success through comprehensive outcomes assessment and continuous improvement planning."

This sets the stage for the development of a new strategic plan in alignment with the beginning of another seven-year accreditation cycle.

Beginning in the fall of 2021, we contracted with the Coraggio Group to engage the community in creating the new strategic plan. This began with community engagement efforts which 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. We gathered perspectives and priorities from these stakeholders through a community-wide survey with 179 responses. We also conducted 15 focus groups with 97 participants and four individual interviews. Special effort was made to include the insights of the Latinx community by conducting a focus group with Latinx students and another with Latinx prospective students and their parents.

These qualitative and quantitative data were analyzed to identify key themes that drive our strategic priorities:

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.

It was rewarding to learn how much the community values the college and that students are strong supporters of our work. The community also asked for more engagement with the college and for TBCC to play a role in addressing the challenges being faced by the community. This presents a great opportunity for the college to participate in the important work of the community.

TBCC established a steering committee to guide the development of the plan, which included staff and faculty - everyone was invited to participate. This group worked collaboratively through the winter and spring term to identify the strategic priorities for the college, based on the key insights. The group also wrote the college's new mission statement and values. The steering committee and college leadership worked together to develop the vision for the college, balancing the need to be aspirational while staying grounded in our role in the community.

Mission: TBCC serves our diverse community equitably through educational excellence, community collaboration, and opportunities for lifelong learning

Vision: TBCC is the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.

Values:




- **Relationship-Oriented:** We prioritize relationships and partnerships that strengthen our community.
- **Innovative:** We are continually evolving to meet the changing needs of our community with responsive and relevant solutions.
- **Student-Centered:** We provide our students with the individualized support they need to achieve their unique goals.
- **Equitable:** We are committed to tackling systemic inequities and building an accessible and inclusive environment.
- **Scholarly Excellence:** We protect and promote an environment in which we explore, question, learn, and master both academic and skills-based knowledge.

To operationalize the strategic priorities, employees were invited to participate in priority workgroups to develop objectives - the impact we hope to see - and initiatives - the broad pieces of work needed to achieve these objectives. These workgroups focused

intensely over a five-week period, producing a clear roadmap for our strategic work over the next seven years. Each workgroup identified the key initiatives needed and began to outline the projects that constitute them. Initiatives are seen as broad sets of work which may take one or two years to complete, and then may be retired from the plan. New initiatives, based on emerging issues and the progress made will be developed in 2024 to continue the work of the strategic plan. This will ensure that the plan is living, flexible and can adapt. (See Appendix 1).

During the annual retreat, the Leadership Team identified projects that aligned with the initiatives (see Appendix 2). These projects include current strategic work like the implementation of components of the Title III grant or the building of the new Healthcare Education Building which has recently been funded. We are also using strategic initiatives to frame the work of existing committees - specifically the Equity and Inclusion Committee will support the projects in this priority area, with the leadership of an Equity and Inclusion Director. We are also recruiting employees to participate in an Employee Experience Workgroup to address concerns about morale, flexible work arrangements, and other issues raised in campus conversations about a Culture of Care. This implementation approach was shared with staff and faculty during fall in-service for their input.

Strategic measures will be developed to assess our progress in reaching our objectives. In the fall of 2022, we will reconstitute the Data Committee, a group of staff and faculty from across the College who have an affinity for measurement. This group will identify measures for each objective, and thresholds for performance. As under the previous plan, performance on each measure will be compared with established thresholds:

 Green - Achieved  Yellow - Minimally Achieved  Red - Not Achieved.

The workgroup will benchmark performance on each measure in comparison with similar regional and national colleges. This piece will be essential to ensure that we are meeting and exceeding our peers. The process of developing these measures will be time intensive and may require the entire academic year to complete. These measures will then be used to assess mission fulfillment.

An essential piece of our institutional effectiveness model is the CQI cycle and using performance on strategic measures to focus our work. In past years, we have set college-wide WIGs based on performance on specific measures, like retention and FTE growth. Often these WIG's were harder to operationalize for some teams and so the goal may not have been galvanizing for all staff and faculty. We also recognize that WIGs may have unintended consequences, with an over-emphasis on achieving the WIG to the detriment of other factors. This year we set a WIG that was broad and allowed teams to get specific

objectives for themselves that related directly to their roles. The WIG was 'increase the number of successful student outcomes' and was designed to allow teams to be creative about how they addressed it. Many teams focused on increasing retention, as this has been a focus for us during the pandemic. The Business Office focused on strategies to remove financial holds so that students could register for the coming term. The administration and college relations division, which includes the business office, facilities, IT, marketing and the Foundation, understood the importance of student belonging and engagement to increasing retention. They surveyed student needs and used their input to draft a proposal for a renovation of the existing space. This includes creating a living room space, with improved furniture, more charging stations and monitors with scrolling student information. This proposal was approved and funded by the Leadership Team (LT) and will be implemented this year.

While this approach to WIG's was energizing for some teams, many struggled to identify a project, and because of limited capacity, new work wasn't possible. After much discussion the LT is eliminating WIGS from our institutional effectiveness mode. They distracted from our focus on strategic projects that align directly with mission fulfillment. It was too difficult to identify WIGS that engaged the entire staff and faculty - the focus often fell on Student Services staff, who are already stretched thin. In the coming year, we will be aligning our work toward the strategic objectives and initiatives in the new strategic plan, so that we are directly impacting our strategic objectives.

The new planning cycle presents the opportunity to revisit our Service Area Outcome (SAO) process. We have reorganized our staff and expanded over the last year, so there are teams that don't have established SAO's. Other teams have been working with their SAO's for four or more years, and the SAO's may need adjusting, or they may not work entirely. In the fall of 2022, we will initiative an SAO refresh process, so that each team develops SAO's, assessment methods and projects to drive improvement. These SAO's will all tie directly to a strategic objective in the new strategic plan.

We have continued our process for service area and program reviews, with College Council reviewing the quality of the reviews from the previous year. They use an established rubric to assess the review and this is leading to improved reviews and substantive discussions. We have found though that the three-year cycle doesn't allow enough time for review recommendations to be implemented, assessed and improved. Beginning this year, we are moving to a five-year cycle to allow time to work the CQI process. Due to the reorganization, we have new areas needing review, so we are developing the program review cycle currently.

We improved our process for service area and program reviews by adding a formal review by College Council. Council began in 2021 to use a rubric to assess the quality of every

review that was conducted in the previous year. These rubrics have helped to improve the quality and depth of the reviews, and to provide a window into the work of all departments for the College Council.

In 2019-2020, the College established a set of leading indicators which included both credit and gateway momentum measures from the Guided Pathways model, in addition to persistence, retention and completion rates. These measures are displayed in our Student Success Dashboard which now sits on our redesigned website. Five-year trend data are available there as well as charts which show these measures disaggregated by key student demographic characteristics. We completed an analysis in 2021 to dig deeper into our data to better understand the barriers to success that exist for some students. The results of these analyses clearly indicate that family income is the most predictive factor in student outcomes. Students from low-income families (as measured by 'expected family contribution' from the FAFSA) experience more barriers at the College and are less likely to persist, be retained, pass gateway courses and complete a certificate or degree. The dashboard illustrates this pattern. The next step for the College is to determine how to apply these findings and to identify ways these students can be better supported.

The College continued its commitment to building an equitable educational institution in 2021-2022, by focusing on building our skills, educating ourselves, serving our students, and by reaching out to our community.

1. The Equity and Inclusion Committee developed a three-year plan for a college-wide implementation of the equity lens. This includes training for staff and faculty in the use of the lens, a process for piloting the use of the lens to evaluate processes and policies and increasing capacity to support these efforts. TBCC collaborated with Oregon Coast Community College to fund a full-time Equity and Inclusion Director position to be shared by both schools. After an extensive search, we've been unable to fill that position. TBCC leadership is discussing how to use these funds to support equity and inclusion, which may involve increasing capacity through consulting, or combining the half-time position with another role. In the meantime, we have been piloting the process for using the Equity Lens, by bringing together ad hoc workgroups. Three such groups formed last year, evaluating the 2021 Commencement Ceremony, the college reorganization, and a personnel policy around employee leave for bereavement and parental leave. These were strong learning opportunities and resulted in recommendations for improvement.
2. The committee continued its education efforts with the Equity Book Club, which read and discussed *Queer America*, *The Four Winds*, and *Finding Latinx*. Over 20 faculty and staff participated in the book clubs. We also hosted two film events, inviting the community and local high schools to join us. We streamed *Angst* (a discussion of

anxiety in young people) and Race to Be Human (a documentary about how teenagers experience race and racism).

3. TBCC provides extensive professional development new employees, to educate employees on higher education, college governance and financing, institutional effectiveness and strategic planning, and equity and inclusion. Every new employee participates in a 90-minute training covering the College's equity and inclusion policy and statement, an introduction to key terms and ideas around equity, as well as a discussion of how systemic inequality can present barriers for students.
4. Members of the Equity and Inclusion Committee launched an LGBTQ+ Alliance group, which meets monthly. This group gathers for education, fellowship, and support at the College.

The College continues to embody our values, and embed the spirit of our equity value statement in everything we do:

EQUITY VALUE STATEMENT

Tillamook Bay Community College is enriched by diversity. Each individual uniquely enhances and strengthens our learning environment.

- We value a community that promotes respect and dignity for all.
- We identify and eliminate barriers to learning.
- We provide equitable support and a safe and inclusive environment.
- We promote full engagement in our college community.

We do this through access, opportunity, and advancement for all.

COVID PANDEMIC

As the pandemic continues into 2021-2022 academic year, the College continued operations with strong COVID precautions in place which have been effective at preventing the spread of disease. We have done this with 71% of our classes in person in some form. This includes Hybrid courses with both online and scheduled on-campus classes, Blended classes which can be attended face-to-face, or through Zoom, and the expansion of Hy-Flex courses. We have adapted many of our classes to a Hy-Flex modality which allows students to attend class in-person, synchronously and asynchronously simultaneously. While this modality has been very popular with students, it is challenging for instructors to prepare for and teach. We were able to use federal pandemic funds to support instructors to prepare for these courses. We will continue to provide courses in varying modalities to meet the needs of students.

Area high schools returned to on-campus classes, which allowed for the return of Dual Credit courses. There were 69 Dual Credit courses taught in 2022-2023, up from 47 the previous year. Also, we continued offering free college classes to juniors and seniors, and many enrolled. Overall students enrolled for 4,205 credits, a 28% increase from the previous year, which saved the community over \$532k in tuition.



- Our students are experiencing many challenges due to the pandemic, including increased basic needs insecurity. We expanded the supports that we provide to students to address food insecurity, housing insecurity and other barriers:
- The STEP program - can provide assistance with tuition and fees, support services including books, glasses, gas cards, cell phones, utilities, additional fees, etc.
- Resource Navigation- bilingual navigation of institution, local, state, and federal resources and referrals to partner agencies
- Emergency funds - short online application can provide 24-hour turnaround of up to \$2,000
- Scholarships- allow federal and state grants to go farther/help with living expenses - Career to Career, First Class Scholars, Strong Start, and Bridges/Navigators
- Food pantry- including culturally familiar foods and a personal shopping option
- Transportation - Bus passes or emergency gas cards/ gift cards for current students, and bus tokens for prospective students
- Small balance payoff funds - allow past students to return to school/access financial aid
- Shower vouchers for the YMCA
- Free YMCA memberships for full-time students
- Backpacks for emergencies (i.e. student living in their car) - including toiletries, hat/socks, emergency blanket, rain poncho, laundry detergent, non-perishable foods, shower vouchers (with optional diapers, pet food, feminine hygiene products, bus tokens, \$25 gift card to Fred Meyer)

Our Student Services team has continued to adapt and find ways to support students, including holding advising appointments both virtually and in-person. The team also created online workshops for students and held student cohort meetings using Hy-Flex modalities. Orientation events for new students were held online using Moodle and Zoom meetings as well as face-to-face, all while shifting from one large orientation to events specific to learning communities. This allows students to receive information and support specific to their program of study. Student Services conducted an inclusive graduation

ceremony, so friends and families could celebrate together. All students earning a certificate or degree were invited to attend, including GED and CDL students, which expanded the students participating. We provided live translation in Spanish and broadcast the ceremony on local radio so that more of the community could attend. This event was a tremendous success and very popular with students, staff, faculty and families.

MISSION FULFILLMENT

Tillamook Bay Community College (TBCC) has defined mission fulfillment as attaining 70% of all measures within the achieved or minimally achieved range. The achievement of each indicator is determined by comparing the current statistic with the threshold levels for each measure. These levels are:

 Green - Achieved  Yellow - Minimally Achieved  Red - Not Achieved.












For 2021-2022, we pared down our original 29 measures to a core set of 13, primarily related to student achievement. We have eliminated core themes, and are calculating mission fulfillment across all 13 measures. As we developed our new strategic plan, we simplified the measures for this interim year and focused on measures that provide high quality information about our performance. We excluded those measures which require a great deal of resources to measure and that have not been helpful in driving improvement in years past. We achieved mission fulfillment with 10 of 13 measures (77%) in the achieved or minimally achieved range.

Formerly under the Core Theme: Educational Excellence:

Tillamook Bay Community College

Mission Fulfillment 2021-2022

75% Mission Fulfillment Rate Achieved

	2021- 2022	(2020- 2021)	Threshold	
EE1.2 Term-to-Term Retention	 69%	70%	>=75%: Green, 70% - 75%: Yellow, < 70%: Red	<i>1 pp decrease from previous year.</i>
EE1.3 Year-to-Year Retention - Full Time Students	 51%	55%	>=60%: Green, 60% - 50%: Yellow, < 50%: Red	<i>4 pp decrease from previous year.</i>
EE1.3 Year-to-Year Retention - Part Time Students	 39%	22%	>=30%: Green, 30% - 25%: Yellow, < 25%: Red	<i>17 pp increase from previous year.</i>
EE2.1 Degree Completion - Full Time Students	 32%	27%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	<i>Year-to-year increase in the % of students completing (26 of 81 full-time and 13 of 93 part-time students completed).</i>
EE2.1 Degree Completion - Part Time Students	 14%	15%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	<i>Cohort includes students with a transfer degree as their goal.</i>
EE2.2 Four-Year Transfer Rates	 18%	28%	>=3pp increase: Green, 0-3pp increase: Yellow, < =0pp: Red	
EE3.1 Course Learning Outcomes	 82%	77%	>=70%: Green, 60-69%: Yellow, <60%: Red	<i>Measured by the percentage of students assessed as 'competent' or 'proficient'.</i>
EE3.2 Program Learning Outcomes	 78%	80%	>=70%: Green, 60-69%: Yellow, <60%: Red	
EE3.3 Institutional Learning Outcomes	 79%	74%	>=70%: Green, 60-69%: Yellow, <60%: Red	
EE5.1 Faculty and Staff Perception of Climate	 61%	74%	>=70%: Green, 60-70%: Yellow, <60%: Red	<i>Ratings of the climate as welcoming, supportive, safe, and inclusive.</i>
EE5.2 Student Perception of Climate	 82%	73%	>=70%: Green, 60-70%: Yellow, <60%: Red	

- Term-to-Term Retention – Term-to-term retention dropped slightly from 70% to 69%. Although we hit a high of 80% retention rate in 2016–2017, during the pandemic we have maintained rate in the low 70%, given the challenges that our students have faced, the impacts of the pandemic could not be completely mediated. We have continually emphasized that everyone on campus plays a role in engaging and retaining students.
 - o Student Services staff continues to work diligently with students who were at-risk for withdrawing in fall term, offering academic, social and financial supports. But the stresses experienced by students were significant, and too many of them were unable to complete their courses and/or to return for winter term. Advisors also called and emailed every fall student who failed to register for winter term, to encourage them and help them find a way back to the College.
 - o Student Services continued with the strategy of multiple contacts for new students to improve onboarding. Advisors contact new students after they register for their first term, at the end of week one of the term, and again in the middle of the term, to ensure they have the supports they need to succeed in their courses. Student Services is tracking the success rates of students in their first term as an SAO.
 - o As a part of the Student Services Redesign component of the College’s Title III grant, two student success coaches were hired to guide students. A Lean audit was begun in spring 2022 to provide more streamlined support from

onboarding to graduation. This process will result in operational improvements with the goal of increasing student retention.

- Year-to-Year Retention - Retention of full-time students has dropped during the pandemic from a high of 68% in 2019-2020 to 51% last year. Surprisingly, retention of part-time students increased notably last year from 22% to 39%. We know that the COVID 19 pandemic has had a profound effect on students' ability to attend classes. We know that many of our students are parenting, and as the local K-12 school districts transitioned to remote learning and local child care providers closed their doors; many students had to make the choice to reduce the number of classes they were taking or even stop out entirely. Other students faced personal and/or family illness including mental health struggles and needed time to address these issues.
 - o Learning Communities: We have created meta-majors as a part of the Title III grant which will provide students with curriculum broadly aligned with their career interests and corresponding academic programs. Faculty and student services co-leads will serve as LC mentors and advisors, providing skills and support throughout students' experience. The first term of classes will act as a First Year Experience (FYE). Students will be grouped in cohorts by LC, developing a sense of belonging and strengthening bonds with each other, faculty and staff, and the campus.
- Degree Completion - The completion rate for full-time students increased from 27% to 32%, while the rate for part-time students dropped slightly from 15% to 14%. This decrease puts the rate 'in the red' because the thresholds for this measure are growth targets - percentage point increases. But this 14% completion rate is a significant improvement over the 3% completion rate in 2018-2019.
 - o The Office of Instruction and faculty have redesigned our academic programs so that there is a clear map of courses for each program, so that students can complete the program in two years. Courses on the map are guaranteed to be taught, to meet student need. This certainly makes degree completion easier.
 - o A process has been created to auto-award certificate so that these won't be overlooked. Students can earn Career Pathways certificates on the road to an applied associate degree, for example, and they may not realize it. Auto-awarding can increase student momentum and motivation.
 - o A component of the Title III grant enhances Career Services which will include creating a career services culture throughout the college to support students across the continuum of their experience and building career activities into curriculum. There will be a focus on employable skills and abilities, incorporating workforce data into career exploration and leveraging workforce partnerships. We will also implement the Career

Coach tool to enhance career exploration. These efforts are designed to engage students on a career path, engage them in their future career and increase certificate and degree completion rates.

- o TBCC has also implemented online academic plans which supports staff and students to create, view, and update the students' academic plan. This allows student to own their plan and follow it to completion, making graduation more likely. The Office of Instruction has access to the plans, allowing them to track future course needs so we can offer the courses students need when they need them.
- Four-Year Transfer Rate - This is the fourth year under the redesigned transfer rate measure and the transfer rate decreased from 28% to 18%. While we expect that this rate may fluctuate due to the small size of the cohort, this large shift is interesting. The financial pressures related to the pandemic may have prevented some student from transferring. We have participated in statewide efforts to align degrees across two and four year schools and adopted four of these major transfer maps. These are designed to ease transfer and should increase transfer rates in the next few years.
- Learning Outcomes - Each student who successfully completes a course is evaluated on their progress in meeting course, program, and institutional learning outcomes. This measure is the percentage of students achieving competent or proficient on the outcome. Course and institutional learning outcomes dropped slightly in 2020-2021 and bounced back this year to at or near 80%. Program learning outcomes remained at 80% last year and dropped only slightly this year. Faculty and the Office of Instruction continue to strengthen the system for assessment of student learning outcomes by disaggregating outcomes by gender, race/ethnicity, and other student characteristics to improve instruction. Our fourth annual "Student Learning Outcome Report", included in the appendices, demonstrates these changes and improvements.
- Perception of Climate - Annually students, staff, and faculty are surveyed about their experience as a part of the campus community. We include a set of items to rate dimensions of the campus climate. Four of the dimensions (welcoming, safe, inclusive, and diverse) are used in a composite measure of climate. Student ratings have been trending slowly downward over the last few years but increased to 82% rating the climate positively in 2021-2022. Employee ratings were at 74% positive over the last two years but dropped notably this year to 61% in 2021-2022. It has been a challenging year for employees, with a reorganization, the loss of key staff members, and the ongoing weight of the pandemic. As an initiative in the new strategic plan, we will be working collaboratively to address staff concerns and expect that these efforts will lead to more positive perceptions of the climate.

- Student Perception of Climate – The College uses the same 10 dimensions within the Student Climate Survey, and these ratings are used to create the same composite score. Student ratings remain above the green threshold.

Formerly under the Core Theme: Economic Success

Tillamook Bay Community College					
Mission Fulfillment 2021-2022					
75% Mission Fulfillment Rate Achieved					
	2021- 2022	(2020- 2021)		Threshold	
ES2.1 State Reimbursable Student FTE	16.0%	-7.0%	>3% increase: Green; 0-3% increase: Yellow; < 0% increase: Red		Increase from 434 to 505 FTE in 2021-2022.
ES 2.2 Ending Fund Balance as Percentage of the General Fund	TBD	33%	>=23%: Green; 15% - 23%: Yellow; <15%: Red		Measure reflects EFB as a percentage of total expenditures.- TBD

- State Reimbursable FTE – After two years of declining FTE due to impacts of the pandemic, FTE increased in 2021-2022 by 16% over the previous year. Many of our course offerings returned to normal, with in-person community and continuing education courses occurring in the community. Dual credit courses were offered at area high schools and we continued to offer free tuition to high school students taking college courses, which increased FTE.
- Ending Fund Balance as Percentage of the General Fund – The College continues to do an excellent job developing the annual budget and spending conservatively, and this is reflected in our success on this measure. The thresholds for this measure are consistent with Board policy, such that EFB should not fall below 15% of our expenditures (or into the 'red').

Overall, TBCC exceeded the green or yellow threshold in 77% of our 13 measures. While our students have been impacted by the pandemic in ways that impact their enrollment and progress, we are seeing instruction returning to pre-pandemic conditions. We are proud of our performance under these difficult circumstances.

Program and Service Area Reviews

We have continued using rubrics to evaluate the reviews, to ensure that reviews are aligned with accreditation standards. This review is conducted by a subcommittee of College Council which rates the quality and completeness of the review, and then shares this feedback with the program or service area during a collaborative conversation. We are finding that this process is leading to better and more insightful reviews and

creates substantive interaction and learning for College Council members, who may not be familiar with the work of each program or service area. These reviews are shared publicly on the **College's website**.

Student Learning Outcomes

Faculty, in collaboration with the Office of Instruction, have developed and are implementing an effective learning outcomes assessment model. Faculty assess student learning at the end of every course on institutional, program and learning outcomes to determine whether these outcomes were met and to identify ways that instruction can be better aligned with the outcomes. This process occurs through Moodle which faculty use for course management - and these data can now be disaggregated by gender, age, race/ethnicity, and degree program. The 2021-2022 Student Learning Outcomes report is included as appendix XX and provides more information on the assessment process and goals for the coming year.

Summary

The academic year 2021-2022 has been a successful year for TBCC as we transition into a new accreditation cycle and implement a new strategic plan. We achieved our mission at a 77% rate on a subset of measures from the previous plan. We have room to improve student success as demonstrated by retention, completion and transfer rates. The continued work we will do to disaggregate these indicators will build a better understanding of how to improve. Past analyses have clearly demonstrated that family income is the most powerful predictor of student success at TBCC, so our focused efforts to support students financially are essential. We provide a myriad of supports to address both food and housing insecurity, as well as transportation and other supports. We have low barrier processes for dispersing emergency funds to support students, a valued service during the pandemic that continues through grant and institutional support.

The new strategic plan will actively guide the strategic work of the College and as we complete strategic work, more will be developed aligned with our priorities. We will integrate the College's Equity Lens in the process, to ensure that all stakeholders have a voice in the work and are empowered to participate. A Data Workgroup with representation from across the campus will identify performance measures that support comparison and benchmarking with other similar colleges, both regionally and nationally. Annually, we will continue to use our performance on these metrics to determine whether we have achieved our mission, and to identify areas needing improvement. The Strategic Plan provides the framework for our improvement efforts, with new projects and initiatives occurring where we need to improve.

While the pandemic has been challenging in so many ways for our students, staff, and faculty, the College has evolved to better serve our students and the community during this period. Together, we can achieve our vision to be the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.

APPENDIX 1

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MISSION		VISION		VALUES (RISES)	
<p>TBCC serves our diverse community equitably through educational excellence, community collaboration, and opportunities for lifelong learning.</p>		<p>TBCC is the educational center of our community: responsive, innovative, empowering, and invested in the progress of all.</p>		<p>Relationship-Oriented: We prioritize relationships and partnerships that strengthen our community. Innovative: We are continually evolving to meet the changing needs of our community with responsive and relevant solutions. Student-Centered: We provide our students with the individualized support they need to achieve their unique goals. Equitable: We are committed to tackling systemic inequities and building an accessible and inclusive environment. Scholarly Excellence: We protect and promote an environment in which we explore, question, learn, and master both academic and skills-based knowledge.</p>	
STRATEGIC PRIORITIES		STRATEGIC OBJECTIVES		STRATEGIC INITIATIVES	
<p>Exceptional Student Experience Continue our Guided Pathways work to foster an environment where students can gain a sense of belonging, feel heard, and be empowered to achieve their own excellence.</p>	<p>Educational Excellence & Workforce Development Engage individuals in equitable, inclusive, and supportive learning environments that stimulate growth and prepare them with the skills they need for their next steps in higher education and the modern workplace.</p>	<ul style="list-style-type: none"> Increase the number of students that successfully complete the application to registration process. Increase students' reported sense of belonging and community and minimize any equity gaps. 	<ul style="list-style-type: none"> Students make consistent progress toward their individual educational goals as measured by increased retention, completion, and transfer rates while addressing equity gaps. Increase the number of credential-seeking students who participate in applied learning experiences such as Cooperative Work Experience (CWE), internships, job shadowing, service learning. 	<p>Strengthen Student Onboarding: Provide guidance and resources to support students in the entry and onboarding process.</p> <p>Provide Equitable Student Support: Define and create equitable support for students reflective of their needs.</p> <p>Deliver Responsive Student Engagement Opportunities: Create equitable, innovative, and responsive student engagement opportunities.</p>	
<p>Employee Experience & Organizational Health Continuously assess and improve our systems, processes, and overall employee experience to ensure TBCC is a healthy and effective organization that can attract and retain a talented and diverse team.</p>	<p>Community Engagement & Awareness Intentionally seek opportunities to strengthen and develop relationships with our community and build awareness of how TBCC can contribute to the health and vitality of Tillamook County.</p>	<ul style="list-style-type: none"> Increase the recruitment and retention of employees, with a focus on mirroring the demographics of Tillamook County. Improve employee experience as measured by engagement scores. Maintain economic stability while managing sustainable growth. 	<ul style="list-style-type: none"> Increase the percentage of organizational partners who report a shared sense of direction with TBCC Increase enrollment through targeted community outreach to systemically marginalized communities, high school students, and those seeking additional education. 	<p>Streamline and Standardize Roles and Processes: Review processes and develop how-to guides for departments, positions, and key processes that streamline workflows and ensure sustainability and continuity.</p> <p>Improve Employee Experience: Utilize employee experience data and best practices research to improve TBCC's employee experience.</p> <p>Grow our Capabilities: Determine and provide key opportunities for professional growth and development for faculty and staff.</p>	
<p>Equity & Inclusion Intentionally welcoming the community into a safe and supportive environment where everyone belongs. We do this by eliminating systems barriers and embedding equity and inclusion into every facet of TBCC.</p>	<p>Apply our Equity Lens: Embed the equity lens process based on the existing three-year lens implementation plan.</p> <p>Community Education and Engagement: Develop a comprehensive plan for community education and engagement to increase understanding of equity and inclusion principles and practices.</p>	<ul style="list-style-type: none"> Implement the Equity Lens in both the development and review of policies, administrative rules, and decisions. Increase the community participation in conversations about how equitable environments enrich us all. 	<ul style="list-style-type: none"> Build Partnerships: Build relationships and partnerships throughout Tillamook County to provide expanded opportunities for students. Connect and Convene: Connect and convene the community to come together to address issues that create barriers for students. Be Present in Tillamook County Schools: Connect and build relationships with K-12 staff and students, their caregivers and families to raise awareness of the value of TBCC. 	<p>Implement Learning Communities: Build communities that increase student belonging and engagement, increase student support and that engage employers and the community in our work.</p> <p>Increase Internships and Job Experiences: Develop more experiences for TBCC students regardless of degree and program.</p> <p>Advance Local Business Growth: Provide relevant skill building opportunities and develop educational pathways that address local priorities.</p> <p>Broaden Assessment Efforts: Expand assessment efforts to focus on Program Level Outcomes and participate in statewide efforts to increase the awarding of Credit for Prior Learning.</p>	

APPENDIX 2

Priority: Exceptional Student Experience

Strategic Objectives	Strategic Initiatives	Ongoing Projects
<p>1. Increase the number of students that successfully complete the application to registration process.</p> <p>2. Increase students' reported sense of belonging and community while minimizing any equity gaps.</p>	<p>1. Strengthen Student Onboarding: Provide guidance and resources to support students in the entry and onboarding process.</p>	<p>Title III:</p> <ul style="list-style-type: none"> • Lean Work • Career Coach/Case Management • Guided Pathways • Enrollment Navigator <p>Student Services:</p> <ul style="list-style-type: none"> • Utilizing LMS - Comm+ J1 Web Advising • Clubs/ I'm First
	<p>2. Provide Equitable Student Support: Define and create equitable support for students reflective of their needs.</p>	
	<p>3. Deliver Responsive Student Engagement Opportunities: Create equitable, innovative, and responsive student engagement opportunities.</p>	

Priority: Educational Excellence & Workforce Development

Strategic Objectives	Strategic Initiatives	Projects
<p>1. Within Students make consistent progress toward their individual educational goals as measured by increased retention and completion rates while addressing equity gaps.</p> <p>2. Increase the number of credential-seeking students who participate in applied</p>	<p>1. Implement Learning Communities: Build communities that increase student belonging and engagement, increase student support and that engage employers and the community in our work.</p>	<p>Learning Community Orientations</p>
	<p>2. Increase Internships and Job Experiences: Develop more experiences for TBCC students regardless of degree and program.</p>	<ul style="list-style-type: none"> • Forestry/NR state internships • Tillamook Works - Lauren, K-12/Business/Community
	<p>3. Advance Local Business Growth: Provide relevant skill building opportunities and develop</p>	<ul style="list-style-type: none"> • CIT Building and New building creation

<p>learning experiences such as Cooperative Work Experience (CWE), internships, job shadowing, and service learning.</p>	<p>educational pathways that address local priorities.</p>	<ul style="list-style-type: none"> Healthcare Pathways Development - curricula, increase onsite experiences, integration and alignment with industry demands
	<p>4. Broaden Assessment Efforts: Expand assessment efforts to add focus on Program Level Outcomes and participate in statewide efforts to increase the awarding of Credit For Prior Learning</p>	<ul style="list-style-type: none"> Successful transition of outcomes assessment process to Canvas LMS Continue development and refinement of direct measures of Program Level Outcomes where appropriate Credit for Prior Learning - Develop policies and procedures to award TBCC credit for student's prior work and learning experiences

Priority: Employee Experience and Organizational Health

Strategic Objectives	Strategic Initiatives	Projects
<p>1. Increase the recruitment and retention of employees, with a focus on mirroring the demographics of Tillamook County.</p>	<p>1. Streamline and Standardize Roles and Processes: Review processes and develop how-to guides for departments, positions, and key processes that streamline workflows and ensure sustainability and continuity.</p>	<p>Lean Audit of B.O. (year 2)</p>
<p>2. Improve employee experience as measured by engagement scores.</p>	<p>2. Improve Employee Experience: Utilize employee experience data and best practices research to improve TBCC's employee experience.</p>	<p>Employee Experience Workgroup</p> <ul style="list-style-type: none"> Flexible work arrangements Culture of Care
<p>3. Maintain economic stability while managing sustainable growth.</p>	<p>3. Grow our Capabilities: Determine and provide key opportunities for professional growth and development for faculty and staff.</p>	<ul style="list-style-type: none"> Case Management Training for Student Success Coaches

		<ul style="list-style-type: none"> Professional Development Budget
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Priority: Community Engagement and Awareness

Strategic Objectives	Strategic Initiatives	Projects
1. Increase the percentage of organizational partners who report a shared sense of direction with TBCC. 2. Increase enrollment through targeted community outreach to systemically marginalized communities, high school students, and those seeking additional education.	1. Build Partnerships: Build relationships and partnerships throughout Tillamook County to provide expanded opportunities for students.	Foundation - resource development Housing Commission Member
	2. Connect and Convene: Connect and convene the community to come together to address issues that create barriers for students.	Provide Venue for Community Conversations
	3. Be Present in Tillamook County Schools: Connect and build relationships with K-12 staff and students, their caregivers and families to raise awareness of the value of TBCC.	<ul style="list-style-type: none"> Tillamook Educational Consortium Job Fairs - career exploration Career connected navigator Student Success Coaches - outreach to the high schools (converting dual credit students to UG students)

Priority: Equity and Inclusion

Strategic Objectives	Strategic Initiatives	Projects
1. Implement the Equity Lens in both the development and review of policies, administrative rules, and decisions.	1. Apply our Equity Lens: Embed the equity lens process based on the existing three-year lens implementation plan.	Policy Reviews using Equity Lens Half-time Funding for an Equity Director
	2. Community Education and Engagement: Develop a comprehensive plan for community	Equity training (NAPE with Perkins funding)

<p>2. Increase community participation in conversations about how equitable environments enrich us all.</p>	<p>education and engagement to increase understanding of equity and inclusion principles and practices.</p>	
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2021-2022 Student Learning Outcome Report

REVIEW

Tillamook Bay Community College (TBCC) has worked consistently on Student Learning Outcome Assessment. In 2013, when TBCC achieved its own independent NWCCU accreditation, and split from Portland Community College, faculty wrote new Course Content and Outline Guides (CCOG) and ensured all courses had Course Learning Outcomes (CLO). Relevant Program Learning Outcomes (PLO) and Institutional Learning Outcomes (ILO) are also included. Over the next few years faculty measured these outcomes on paper forms and engaged in the work of mapping all outcomes to ensure that all students could achieve all outcomes when their program is completed at TBCC. Additional work includes each CTE advisory board reviewing learning outcomes, key assignments developed and tied to course learning outcomes, program review which is well underway (measures all student learning outcomes and sets program goals), and the identification of barrier courses (defined as courses with the highest D, F and/or Withdraw rates) which have goals set for improvement. **This is now the FOURTH annual SLO report and it continues to improve.**

Updates

In the past year, 2021-2022, TBCC has continued to work on assessment. A more simplified outcomes tracking process has been developed in Moodle (which is a tool faculty already use). After each course all faculty, regardless of modality or location, measure all student learning outcomes including course learning outcomes, program learning outcomes and institutional learning outcomes directly in Moodle. This information is then exported and ties to a table in Jenzabar which allows us to analyze all SLO achievement by student demographics including gender, race, ethnicity, first generation status, age, and degree program (virtually any demographic factor that we store in Jenzabar). The narrative piece is also still completed in Moodle (as a quiz) and rolled into Jenzabar where faculty can pull it the next time the course is taught (and the Online Instructional Coordinator can pull and send to each faculty the next time they teach the course ensuring that the loop is closed on course improvement). While the process is still a bit "clunky" this is a serious improvement and we are getting far more detailed and relevant information.

2021-2022

For the 2021-2022 academic year 98% of all student learning outcomes (Course Learning Outcomes, Program Learning Outcomes, and Institutional Learning Outcomes) were measured directly by faculty. This is up from 22% (16-17), 22% (17-18), 77% (in 18-19), 93% (in 19-20), and 96% (in 20-21); a gain of 74% overall and 3% over last year. Our completion goal was met and we will now focus on maintaining this impressive progress.

As mentioned above, PLO's and ILO's are measured both directly and indirectly. In the past year rubrics to measure ILO and PLO achievement have been refined and all faculty, each term, are trained consistently on the use of these tools. We continue to ask students to complete a graduation survey and CTE employers to measure student PLO/ILO achievement in their capstone work experience course. We will continue to refine these with rubrics for

Institutional Learning Outcomes (ILO)

- Highest level aspirations, what students should exhibit at the end of their time at TBCC
- Align to values and core themes
- Measured: (a) end of every course; (b) program review; and via (c) Graduation Survey (new)

Program Learning Outcomes (PLO)

- What students should achieve as a result of completing their program
- Measured: (a) end of every course; (b) program review; and via (c) Graduation Survey (new)

Course Learning Outcomes (CLO)

- What a student should achieve at the completion of their course
- Measured: (a) end of every course; (b) course evaluation survey

consistent measurements. All of these efforts lead us to believe that our standardization continuing to improve. PLO's are reviewed in detail every three years in the Program Review and adjusted through that process as data indicates.

CLO's are also measured both indirectly and directly. Faculty measure student success of course learning outcomes based upon performance on selected assignments in each course (direct measurement), and this rolls up into a compilation score in the assessment database (an indirect measure). We are making progress on standardized assignments to measure CLO's and we continue to work on this. Feedback is also gathered from students on course evaluation forms after each course which faculty then review and use for improvement. Faculty also set goals for improvement in each course, each time it is taught. This data is used the next time taught so faculty can prep the course with the previously set goals forefront in their minds. These actions serve to close the loop and re-start the ongoing cycle of improvement.

Overview of Total Achievement of Student Learning Outcomes (including transfer programs):

Note: For all, achievement is designed as competent and above.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Course Learning Outcomes	77%	63%	80%	74%	75%
Program Learning Outcomes	75%	60%	80%	75%	72%
Institutional Learning Outcomes	76%	58%	82%	71%	73%

General Education Results;

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Course Learning Outcomes	77%	63%	80%	72%	72%
Program Learning Outcomes	75%	60%	80%	72%	67%
Institutional Learning Outcomes	76%	58%	82%	68%	73%
ARTS & LETTERS					
CLO			74.62%	73%	77%
PLO			70.34%	69%	79%
ILO			74.55%	70%	75%
READING & WRITING					
CLO			62.22%	63%	54%
PLO			60%	70%	25%
ILO			61.11%	41%	52%
WRITING					
CLO			49.31%	71%	71%
PLO			53.64%	74%	73%
ILO			54.81%	71%	70%
MATH					
CLO			79.74%	65%	64%
PLO			76.99%	71%	68%
ILO			73.35%	61%	65%
SCIENCE					
CLO			61.35%	62%	62%
PLO			52.87%	65%	50%
ILO			55.03%	62%	52%
SOCIAL SCIENCE					
CLO			75.99%	80%	79%
PLO			67.23%	70%	70%

ILO			64.81%	73%	76%

Career Technical Education;

	2019-2020	2020-2021	2021-2022
MIT			
CLO	81%	87%	88%
PLO	78%	90%	89%
ILO	72%	88%	89%
CRIMINAL JUSTICE			
CLO	73%	84%	95%
PLO	76%	83%	88%
ILO	74%	81%	97%
WELDING			
CLO	81%	78%	74%
PLO	78%	84%	50%
ILO	72%	80%	54%
BUSINESS			
CLO	83%	82%	82%
PLO	77%	78%	80%
ILO	77%	78%	79%
HEALTHCARE			
CLO	80%	85%	84%
PLO	98%	79%	79%
ILO	84%	81%	88%

By Student Demographics:

Average Achievement of outcomes for students...	CLO	PLO	ILO
Over 30 years of age	2.99	2.89	2.97
Under 30 years of age	3.14	3.18	3.10
Who identify as American Indian/Alaskan Native	3.34	3.5	3.31
Who identify as Asian	3.46	3.41	3.51
Who identify as Black or African American	2.79	3.03	2.74
Who identify as Hawaiian/Pacific Islander	3.55	3.52	3.44
Who identify as White	3.01	2.95	2.99
Who identify as LatinX	2.90	2.85	2.89
Who identify as male	3.01	2.95	2.99
Who identify as female	3.02	2.98	3.03
Who identify as other than male or female	3.57	3.51	3.58
Grand Average	3.16	3.16	3.14

In general student learning outcome success improved this year. Despite the ongoing impact on our students by COVID, it appears that each new cycle of our assessment practices is revealing increases in most areas. We did note, however a marked decrease from the previous year to this year in our Welding area. We are attempting to pinpoint a specific reason or set of reasons for this, and so far can surmise that in the past year the College was faced with the departure of the CTE Dean, the hiring of a new CTE Dean and subsequent departure of that individual. All of this during the implementation of the new organizational structure of the College. It is conceivable that these aforementioned events may have impacted the results of our learning outcomes assessment. Also worth mentioning again is that our size is a disadvantage for data analysis. Population numbers for some (e.g. Asian, Black, Pacific

Islander students and students that identify as other than male/female) are *extremely* small and occasionally even 1-3 students. So, this data is not reliable for determining trends. Still, it provides information for discussion and is valuable to examine. We can triangulate this information with retention, completion, and disproportionate enrollment data (which does support these findings).

Other Measurements:

Starting in 2019-2020 a graduation survey that measures institutional learning from the student perspective was added to the graduation application process. In 2019-2020 34% (14 of 44) of our graduates completed this survey. In 2020-2021 72% of our graduates completed the survey (34 of 47), and 52% completed it (29 of 55) for 2021-2022. We suspect that the latest figures number may be lower due to the transition of personnel and understaffing in parts of the college, which meant there were fewer people and opportunities to follow up with graduating students to encourage them to complete the survey.

Of those graduates who responded, 94% stated "very much so" in response to the question, "Too what extent did you achieve your goal at TBCC?" The remaining 6% responded "somewhat".

Results for Institutional Learning Outcomes are as follows;

To what degree did you achieve the following during your time here at Tillamook Bay Community College?	Emerging (defined with examples)	Developing (defined with examples)	Competent (defined with examples)	Advanced (defined with examples)
ILO 1: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide independent development, and adapt to new situations.	20: 7% (1) 21: 3% (1) 22: 0	20: 0 21: 12% (4) 22: 3% (1)	20: 43% (6) 21: 48% (16) 22: 61% (19)	20: 50% (7) 21: 36% (12) 22: 35% (11)
ILO 2: STUDENTS WILL EFFECTIVELY COMMUNICATE, IN WRITING, THOUGHTS IN A CLEAR, WELL-ORGANIZED MANNER TO PERSUADE, INFORM AND/OR CONVEY IDEAS	20: 0 21: 3% (1) 22: 0	20: 14% (2) 21: 24% (8) 22: 10% (3)	20: 43% (6) 21: 30% (10) 22: 48% (15)	20: 43% (6) 21: 42% (14) 22: 42% (13)
ILO 2: Students will effectively orally communicate thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.	20: 0 21: 0 22: 0	20: 0 21: 15% (5) 22: 13% (4)	20: 79% (11) 21: 60% (20) 22: 58% (18)	20: 21% (3) 21: 24% (8) 22: 29% (9)
ILO 3: Students will critically analyze and solve problems, differentiating facts from opinions, by using informed judgement based on evidence, sound reasoning, and/or creativity in a variety of situations and areas of study.	20: 0 21: 6% (2) 22: 0	20: 0 21: 9% (3) 22: 6% (2)	20: 50% (7) 21: 33% (11) 22: 68% (21)	20: 50% (7) 21: 52% (17) 22: 26% (8)
ILO 4: Student will demonstrate respect, honesty, and ethical principles by understanding and appreciating differences in cultures and behaviors.	20: 0 21: 0 22: 0	20: 0 21: 9% (3) 22: 3% (1)	20: 21% (3) 21: 33% (11) 22: 42% (13)	20: 79% (11) 21: 58% (19) 22: 55% (17)

It was interesting to see that students agree that writing saw improvement as it was an area we have been working on. Work is still being done to further writing across the institution, so we look forward to continued improvements in this area. Most areas remained consistent, though ethical principles and intentional learning/taking responsibility for own learning seems to have dropped a bit (ILO 1 and 4).

Last year we piloted a survey of our employers and asked them to rate our CTE students in their final capstone course (work experience). Though small, these results are promising. We will continue building this out by requiring it as part of the student CWE and add a training component (rubric) for standardization. It was valuable to see what employer (third party) reviewers thought of our student performance at the conclusion of their programs. For this past year, this survey was not completed due to a number of reasons, including the absence of numerous administrative personnel as a result of resignations and ensuing challenges for filling those vacancies; the departure of the Vice President of Instruction and Student Services and the process for hiring our new VPI and onboarding them after the end of the school year; and the need for many of our current administrative and exempt personnel to take on additional duties and responsibilities to ensure the fluid operation of the college in the absence of several key personnel. The new VPI, Dean of General Education and Transfer, and the Dean of Student Success and Partnerships intend to complete this survey during Fall term of this 2022-2023 year to maintain the continuity of data collection from graduates. The following table shows the results from the previous year. We expect these numbers to trend higher for 2021-2022, and continue to increase for the 2022-2023 year.

Employer Survey Results

INSTITUTIONAL LEARNING	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Takes responsibility for learning new things on the job (ILO 1)				33%	66%
Seeks out new knowledge (ILO 1)				33%	66%
Adapts to new situations (ILO 1)				66%	33%
Effectively communicates orally ideas and thoughts in an organized manner to persuade inform or convey ideas (ILO 2, GE- Oral Communication)			33%	66%	
Effectively communicates written ideas and thoughts in an organized manner to persuade inform or convey ideas (ILO 2, GE- Written Communication)			33%	66%	
Can critically analyze and solve problems (ILO 3, GE- Math)			33%	66%	
Differentiates fact from opinion (ILO 3)				100%	
Uses informed judgement based on evidence and sound reasoning (ILO 3)				100%	
Demonstrates respect, honesty, fairness and ethical			33%	33%	33%

principles by appreciating differences in cultures and behaviors (ILO 4)					
Use appropriate mathematics to solve problems- recognizes which concepts are needed for a scenario, applies, and correctly solves (GE- Computation)			33%	66%	
Accurately interprets, validates and communicates responses (GE- computation)			33%	66%	
Demonstrates effective social skills and understands human behavior (GE- Human Relations)			33%	66%	
Applies knowledge and experience to foster personal growth and appreciate the social world (GE- Human Relations)			33%	33%	33%
Builds and manages relationships (GE- Communication)			33%	66%	

Manufacturing Specific Program Outcomes

PLO	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Demonstrate the technical knowledge and skills necessary for industrial/manufacturing systems			100%		
Communicate effectively, both orally and in writing, using language appropriate to industrial and manufacturing environments.			100%		
Perform troubleshooting/problem solving processes as applied to industrial situations.			100%		
Apply correct mathematical and scientific principles necessary to a mechanized production environment.			100%		
Employ the principles of the customer-business relationship within a manufacturing environment.			100%		

Business Specific Program Outcomes

PLO	UNSAT	MARGINAL	AVE	PROFICIENT	OUTSTAND
Social Skills: Works effectively and ethically within a diverse business team				50%	50%

Info Literacy Skills: Use computer applications for managerial analysis, presentations and reports					100%
Thinking Skills: Apply analytical and critical thinking to evaluate information, solve problems and make decisions					100%
Communication Skills: Communicate effectively, appropriately, and professionally to internal and external stakeholders					100%

General Observations:

The past year (2021-2022) can be characterized as both challenging and productive. TBCC was and still is facing the challenges brought about from COVID. The institutional reorganization was presented and implemented. There have been multiple cases of positions being vacated and filled by new employees, which has required the necessary transition periods for each new colleague to be brought onboard and learn their respective roles within the TBCC work environment. In some cases, this is still ongoing. Despite these challenges, we have found that our students continue to achieve the learning outcomes at respectable rates, with upward tendencies in most cases.

For the upcoming 2022-2023, the two ILO's that shall serve as our themes for the year are the following;

1. ILO 1: Students will engage in and take responsibility for intentional learning, seek new knowledge and skills to guide independent development, and adapt to new situations.
2. ILO 2: Students will effectively communicate, in writing and orally, thoughts in a clear, well-organized manner to persuade, inform and/or convey ideas.

Goals: 2022-2023:

1. We will develop rubrics for student employers to use in the CWE capstone courses and train them on its use.
2. We will have 100% employer completion of the survey.
3. We will seek the successful transition of the outcomes assessment process to the Canvas LMS.
4. We will continue the development and refinement of direct measures of Program Level Outcomes where appropriate.

Overall, we are pleased with the progress made over the past year and look forward to further improvement as we strive to achieve these goals in the next year.

2022-2023 Board Goals

RECOMMENDATION

ACTION ITEM

BACKGROUND INFORMATION President Tomlin

The Board met at the October 3rd, 2022 retreat to discuss the results of the 2021-22 Board Goals. They were successful with accomplishing 79% of their goals this past year. They then used these results to produce a draft of the 2022-23 Board Goals. This draft is being brought to the Board for approval for the coming year. Results for 2022-23 will be reviewed in June 2023 and the process repeated again next year at the Board Retreat.

TBCC BOARD GOALS 2022-2023

Strategic Priority #3: Employee Experience and Organizational Health		Deadline/date of Completion	Accomplished? Yes/No
Strategic Priority #5: Equity and Inclusion			
1.	<p>Goal: Board Members will be trained in board operations and/or Attend TBCC programs and events.</p> <p>Actions:</p>		
	1.a. Attend Sept. OCCA Board Training (required for new Board members)	Sept. 17, 2022	Yes (Kathy, Betsy)
	1.b. Attend OCCA/School Board Convention via and report out at Dec. Board Meeting	Nov. 2022	
	1.c. Attend Board Fall Retreat (Kathy, Mary Faith, Mary, Betsy, Tamra, Andrea, Shannon)	Oct. 3, 2022	Yes
	1 d. Attend Extended Staff Meetings	Oct 2022-June 2023	
	1 e. Attend other OCCA trainings or webinars throughout the year (i.e. Equity Lens or Leadership Workshops).	All year	
	1.f. Implement Equity Lens Tool in Board decision-making when applicable.	All year	
Strategic Priority #2: Educational Excellence and Workforce Development		Deadline/date of Completion	Accomplished? Yes/No
2.	<p>Goal: Board Members will be involved in the new building process and the 2023 Oregon Legislative session.</p> <p>Actions:</p>		
	2.a Support and participate with the College in designing the new Healthcare Education Building.	June 2023	
	2.b Visit Adventist Health Tillamook and get tour of hospital	One Board meeting night	
	2.c Communicate with Legislators on Community College financial and policy needs	Nov-Dec 2022 and Winter-Spring 2023	
	2.d Attend Legislative Summit	March 2023	

TBCC BOARD GOALS 2022-2023

Strategic Priority #4: Community Engagement and Awareness		Deadline/date of Completion	Accomplished? Yes/No
3.	<p>Goal: Board Members will engage with the community and local school districts and be actively engaged in board activities and committees.</p> <p>Actions:</p>		
	3.a Participate in Graduation	June 2023	
	3.b Serve on Board Committees (Foundation Liaison, OCCA Liaison)	All year	
	3.c Invite Superintendents and HS Principals (TEC) to meet with the Board	Winter-Spring 2023	

Information Only Items

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ----- Chair Gervasi

Program Review: President's Office

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION President Tomlin

Each year, a certain number of academic programs and service areas develop program review reports as part of our strategic planning process. TBCC has been on a three year rotating schedule of preparing program review reports. These are reviewed in the Leadership Team, in College Council, and by the Board of Education. These are then part of the packet of information shared with accreditation visiting teams at the Year 7 visit.

This past summer, the Leadership Team modified the rotating schedule for program reviews to be five years instead of three years. This is a trend being implemented by most colleges. The group of program reviews that will be shared with the board this year were prepared at the end of this past year and covers the 2021-22 academic year. All service area reviews have a consistent template to follow, as do the academic program reviews.

The first one to bring to the board this academic year is from the Office of the President, prepared by Sommer and Ross. We will give an overview of the results of the report and answer any questions about it from board members.

Office of the President: Program Review 2021-2022

I. Program/Service Area Description – provide an overview of the work of your department, including how your work supports the mission of the college Program/Service Area Details

A. The Office of the President oversees the operation of the College, works directly with the Board of Education, and is the main connection with the communities in Tillamook County. The President represents the college in many local, regional, and state meetings and events. He leads the college Leadership Team, College Council, and full staff meetings. Work through this office impacts all three core themes.

B. Staff (Individual and FTE)

- i. The Office of the President has 2 full time employees: The President and Executive Assistant to the College President and Board of Education.

C. Duties & Responsibilities

i. The President:

1. The President shall be the chief executive officer of the College. As such, the President shall have the primary responsibility for execution of board policy, whereas the Board of Education, hereinafter referred to as “Board,” shall retain the primary responsibility for formulating and adopting that policy.
2. As chief executive officer of the College, the President shall perform the duties of President that are consistent with Board policies and regulations, state law and federal law.
3. Subject to Board policies, bylaws, and regulations, the President shall be responsible for administration of instruction, student success, business/college operations of the College and the selection, placement, transfer and termination of College personnel.
4. The Board individually and collectively will promptly refer all criticisms, complaints, and suggestions, called to its attention (except involving the President) to the President for investigation and resolution and the President shall promptly report to the Board on the actions on those matters. Those involving the President will be promptly addressed by the Board Chair with the President.
5. The President shall faithfully perform the duties and responsibilities and, shall devote all his professional time, attention and knowledge and skills solely to the affairs and interests of the college.

6. The President shall:
 - a. Oversee the periodic and regular evaluation of all College employees;
 - b. Establish and maintain an appropriate community relations program;
 - c. Endeavor to maintain and improve his professional competence by all available means, including subscribing to and reading appropriate periodicals, joining appropriate professional associations and participating in activities of such associations. The College shall pay for such memberships, subscriptions and related expenses but shall be limited to budgeted amounts; and
 - d. Work with the leadership of the College Foundation to ensure that Foundation funding goals are met.
- ii. The Executive Support Specialist:
 1. President's Office Administration
 - a. Maintain the President's calendar and scheduling of meetings
 - b. Coordinate various meetings and event logistics such as securing rooms/venues, ordering food, rentals and other necessary preparations as directed
 - c. Prepare travel arrangements, expense reports, mileage reimbursements, and payment requisitions for the President
 - d. Verify invoices and create requisitions for payments
 - e. Attend various meetings such as Leadership, College Council, Staff and Extended Staff Meetings, In-Service, and more as requested
 - f. Take the lead on the College Events Committee which plans staff events throughout the year.
 - g. Produce professional level meeting minutes of groups like Leadership Team, College Council, Staff, and others, and organize the storing of all meeting minutes on college hard drives and SharePoint
 - h. Coordinate and maintain college administrative rules and updated policies in Policy Tech and serve as contact person for all Policy Tech related questions
 - i. Assist with budget preparation for the President's Office and track expenses for the Office of the President account
 - j. Assist with College official documents as needed and under direction of the College President

- k. Under the direction of the College President, compose, edit, proofread, and distribute both internal and external communications
 - l. Prepare mailing lists, invitations, printed programs, and other promotional materials as requested to support special events and activities for the President's Office
 - m. Create draft standard operating procedures under the direction of the College President
 - n. Respond to inquiries from the public and other constituents as directed
 - o. Manage the Board of Education and Governance and Leadership sections of webpages under the About TBCC menu item in Word Press.
 - p. Manage all the SharePoint sites under the control of the Office of the President
 - q. Attend and be a full active member of the College's Leadership Team
 - r. Supervise work-study students.
 - s. Maintain confidentiality with sensitive information shared in the Office of the President and in Leadership Team.
 - t. Perform other duties and special assignments as requests/authorized by the President.
 - u. Other duties as assigned.
2. Board of Education Administration
- a. Keep current board rosters, contact information, biographies, oaths of office, elected zone information, election information, board member application, nameplates, board member photos, business cards, etc.
 - b. Manage Board Policies in Policy Tech
 - c. Create and distribute Board packets, public board notices and meeting materials as directed
 - d. Prepare agendas, set-up, attend, take notes and provide accurate and complete minutes for Board meetings each month
 - e. Coordinate meeting and event logistics such as securing rooms/venues, ordering food, rentals and other necessary preparations as directed

- f. Prepare travel arrangements, conference registrations, and mileage reimbursements and submit payment requisitions for Board members
- g. Manage Board of Education and Board Archives Webpages (WordPress)
- h. Communicate regularly with Board members.
- i. Maintain confidentiality with information covered with the Board of Education.

3. Project Management

- a. Organize and manage complex projects in the Office of the President.
- b. Determine the steps needed to successfully complete complex projects and communicate with other people that have a role in completing the project.
- c. Research the information needed to successfully complete the project and use that information to complete each step of the project.
- d. Use writing skills to prepare results of each project.
- e. Ability to manage multiple projects at one time.
- f. Report out results of project work to Leadership Team, College Council, Staff, and Board of Education

D. Professional Development

- i. President
 - a. Leads Leadership Team meetings 3 times a month
 - b. Facilitates and leads Extended Staff meetings
 - c. Accreditation meetings
- ii. Executive Assistant to the President and Board of Education
 - a. Will be joining NAPAHE (National Association for Presidential Assistants in Higher Education)
 - b. Will be training in Docuware.

II. Program/Service Area Outcomes

A. Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.

a. Assessment Tools

Faculty and Staff Climate Survey Question – Employees respond positively to the statement “I receive timely, accurate, and regular information from the President’s Office.”

Thresholds: Green > 80%, Yellow 60%-79%, Red <60%

b. 2019-2020 Activities

1. Monthly half-hour Staff meetings.
2. Monthly Board update reports.
3. Monthly Faculty and Staff Update reports in an email.
4. Send Students a message update each term in an email and meet with FCS and C2C students each term. Include question on Student survey about communication with the President.

c. 2019-2020 Results

1. Results from the 2020 Faculty/Staff Climate Survey covering the 2019-20 academic year on the question of "I receive timely, accurate and regular information from the President's Office."

51 % Strongly Agree

37% Agree

12% Neutral

Total: 88% Strongly Agree or Agree = GREEN Threshold.

d. 2019-2020 Analysis

1. The results show the SAO was achieved at well above the minimum level for the GREEN threshold and was therefore successful this year.
2. The COVID disruption had an impact on these results. Went from sending a monthly email to staff along with having a face to face staff meeting each month and two extended staff meetings each term to sending weekly email updates to all faculty and staff, along with notes to all students on a weekly basis. We had fewer staff meetings and were all on Zoom.

e. 2020-2021 Activities

1. Two Extended Staff meetings each term
2. Weekly update emails to Staff, Faculty and Board

f. 2020-2021 Results

1. Results from the 2021 Faculty/Staff Climate Survey covering the 2020-2021 academic year on the question of "I receive timely, accurate and regular information from the President's office."

62% Strongly Agree

30% Agree

9% Neutral

Total: 92% Strongly Agree or Agree = GREEN Threshold

g. 2020-2021 Analysis

1. The results show the SAO was achieved at well above the minimum level of achieving the GREEN threshold and was therefore successful this year.

Continued holding two extended staff meetings each term (on Zoom all year) and continued sending weekly email updates to all faculty and staff. Continued to hear from staff they like the weekly emails, so those will continue, especially with the results of the survey. We plan to have face-to-face meetings beginning in the fall term. We will send out extended staff meeting days and times to all faculty and staff for the upcoming academic year sometime during the summer.

h. 2021-2022 Activities

1. Two Extended Staff meetings each term
2. Weekly update emails to Staff, Faculty and Board

i. 2021-2022 Results

1. Results from the 2022 Faculty/Staff Climate Survey covering the 2021-2022 academic year on the question of “I receive timely, accurate and regular information from the President’s Office.”
50% Strongly Agree

35% Agree

11% Neutral

4% Strongly Disagree

Total: 85% Strongly Agree or Agree = GREEN Threshold

j. 2021-2022 Analysis

1. The results show the SAO was achieved at above the minimum level for achieving GREEN threshold and was therefore successful this year.
2. We continued holding tow extended staff meetings each term (on Zoom all year) and continued sending weekly updates.

B. Faculty, Staff, and Board Members will report that the President has exhibited strong and effective leadership in helping the College to accomplish its mission and vision.

a. Assessment Tools

Faculty/Staff Climate Survey Question – Employees respond positively (strongly agree or agree) to the statement that measures the effectiveness of the President’s leadership – “The College President is a strong and effective leader of the organization.”

Thresholds: Green > 80%, Yellow 60%-79%, Red <60%

The Board of Education evaluation tool for the President rated the President on 20 goals using a scale of 1-3 (1 Unsatisfactory, 2 – Good, 3 – Excellent).

b. 2019-2020 Activities

1. This was not an SAO during 2019-2020

c. 2019-2020 Results

1. Results from the 2020 Faculty/Staff Climate Survey covering the 2019-2020 academic year on the statement “The College President is a strong and effective leader of the organization.”

53% Strongly Agree

26% Agree

16% Neutral

5% Disagree

Total: 79% Strongly Agree or Agree = YELLOW Threshold

2. Results from the Board of Education 2020 Presidential Evaluation: 2.82 Average Rating of 20 goals by Board Members = GREEN Threshold.

d. 2019-2020 Analysis

1. This was not an SAO during 2019-2020

e. 2020-2021 Activities

1. Facilitated and lead leadership team meetings.
2. Facilitated and lead extended staff meetings.
3. Represented the College in the community and during events.

f. 2020-2021 Results

1. Results from the 2021 Faculty/Staff Climate Survey covering the 2020-2021 academic year on the statement “The College President is a strong and effective leader of the organization.”

45% Strongly Agree

33% Agree

18% Neutral

4% Strongly Disagree

Total: 78% Strongly Agree or Agree = YELLOW Threshold

2. Results from the Board of Education 2020 Presidential Evaluation: 2.83 Average Rating of 22 goals by Board Members = GREEN Threshold.

g. 2020-2021 Analysis

1. The results from the Faculty/Staff Climate survey were very close to being a GREEN threshold. This is a subjective measure and it is hard to know how to impact the result with my actions (the presidents). It is probable that the College COVID response was a factor in the results, yet it was virtually the same as last year. I plan some changes in the Leadership Team structure over the coming year, which will have an impact on the strength and effectiveness of my leadership.

Also very important to me is the response of the Board of Education members who are ultimately the supervisors of the President. I feel the Board and I have a very strong relationship and that I am meeting their expectations of a strong and effective president.

h. 2021-2022 Activities

1. Facilitated and lead leadership team meetings.
2. Facilitated and lead extended staff meetings.
3. Represented the College in the community and during events.

i. 2021-2022 Results

1. Results from the 2022 Faculty/Staff Climate Survey covering the 2021-2022 academic year on the statement “The College President is a strong and effective leader of the organization.”

39% Strongly Agree

28% Agree

15% Neutral

13% Disagree

4% Strongly Disagree

Total: 67% Strongly Agree or Agree = YELLOW Threshold

2. Results from the Board of Education 2020 Presidential Evaluation: 2.87 Average Rating of 20 goals by Board Members = GREEN Threshold.

j. 2021-2022 Analysis

1. The results from the Faculty/Staff Climate Survey at the Strongly Agree and Agree levels were down from last year by 11%. This is likely due to the many changes we made in the organizational structure and in the Leadership Team (LT) over the past year, along with many changes in staff and difficulty in filling positions. This has been a rough year for us at the college even with all of the positive outcomes we have had. I acknowledge that the LT and I

have to do better in the coming year to exhibit strong leadership and work on building trust and confidence among staff.

2. Also very important to me is the response of the Board of Education members who are ultimately the supervisors of the President. I feel the Board and I have a very strong relationship and that I am meeting their expectations of a strong and effective president. The results of the evaluation even exceeded last year by a small amount. I will continue to work to engage the board members as much as possible into college events and schedule more informal get-togethers.

Project list for current year

2021-2022 Project List

Department/Service Area: President’s Office

Lead: Ross Tomlin

Project	Description	Intended Outcome	Budget Requirements	Year	Progress	Completion
Community Engagement	Continue to engage the community throughout Tillamook County by speaking to groups about TBCC and continue to solicit feedback and suggestions on programming and other student success initiatives. Spread the word about the TBCC FMP and next steps. Continue to serve on multiple community	Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.	Ross \$0	2	Continue to serve on all the same boards and committees. Face to Face meetings have been suspended in most cases due to COVID surge, so most are still by Zoom. Actively working where appropriate to increase number of partnerships in the community.	Most groups went back to face to face during winter and spring. Talked to many new groups from Feb-April about the bond campaign. Lots of supportive people in the county for the college. Have new partnership with Rinehart Clinic. I was elected chair of the NWRESD board. Still

	boards and groups that are working to improve Tillamook County. Continue to look for ways to expand community partnerships.					on all other boards and committees.
Capital Campaign Development	Plan out and implement a capital campaign to raise the remaining money needed to build the new building and do the renovations to the current main campus building. .	Faculty, Staff, and Board members will report that the President has exhibited strong and effective leadership in helping the College to accomplish its mission and vision.	Ross, Heidi \$?	1	The Friends of TBCC Committee has been put together and we are developing the list of venues for speaking to community members about the capital campaign and new building. We are on track with the project to have a successful vote in May.	We had a great campaign and it was successful. We passed the bond measure in May and will now have the funds to construct the new Healthcare Education Building.
Accreditation Visit and Follow-up	Works with the Leadership Team to ensure that TBCC has a successful Accreditation Visit in October 2021.	Faculty, Staff, and Board members will report that the President has exhibited strong and effective leadership in helping the College to accomplish	Ross Teresa Erin \$5000	1	COMPLETED. This was very successful. Just completed our visit in January with the NWCCU Board of Commissioners and got many kudos and compliments for the work being done at the college. We also got our one	Very successful outcome for our accreditation visit. I chaired an accreditation visit in April to Dawson College in Montana for NWCCU.

		its mission and vision.			recommendation satisfied prior to the meeting. SUCCESS!	
Develop New Strategic Plan	Work with the Leadership Team, staff, and community members to develop a new strategic plan for TBCC, including a new mission and vision statement with the help of the community.	Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.	Ross Leadership Team \$1000	1	Erin is doing a wonderful job coordinating the work done by the consultant to collect data from faculty, staff, students and the community. All work is on track to be done by end of academic year.	Work was completed on time and board will formally approve the new strategic plan at the September 2022 board meeting.
Faculty, Staff, Student, Board Member Communication	Continue weekly email updates to faculty and staff. Include email notes to students in each term. Continue monthly board reports.	Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.	Ross \$0	2	All of these are continuing and are an important part of making sure communication with staff and board members is continuous and relevant.	Continued weekly emails all year and will continue this following year even with more face to face staff meetings. Also sending the board more update emails in addition to the staff ones to keep them informed.
	Provide regular	Faculty, Staff, and	Candi/Sommer		COVID has made this more	Sommer has jumped in

Employee Events	opportunities for staff and faculty to get together in an informal way.	Board members will report that the President has exhibited strong and effective leadership in helping the College to accomplish its mission and vision.	Events Committee \$350	1	challenging, along with loss of staff. This will be a focus as positions are filled, especially with the hiring of the new Exec Asst to the President.	and taken this task to heart. She is chairing a new Events Committee that is organizing staff events to engage and show appreciation to staff. This will continue into next year.
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A. Which projects will carry over to next year?

- a. The projects that will carry over to next year, 2022-2023, are Community Engagement, Capital Campaign, Faculty, Staff, Student, and Board member Communication and employee events.

III. Project list for next year

A. Make the case – based on the college-wide goals for 2021-2022, your analysis of emerging trends, performance on the SAO’s, and progress on the current year projects, what projects are vital to complete in 2022-23?

- a. With the passage of the bond in May 2022, there is a lot of work to do to get the construction project started. The President’s office will take the lead on getting the work started by hiring a project manager to oversee the process.
- b. With the development of a new strategic plan for the college and after passing the bond, it will be important to go back out into the community and thank the groups for their support on the bond and update them on our new strategic plan.
- c. The internal communication with faculty, staff, students, and the board will continue as in past years and remains a critical part of the president’s job.

B. Revised Project list form – include remaining and new projects

2022-2023 Project List

Department/Service Area: President’s

Office Lead: Ross Tomlin

Project	Description	Intended Outcome	Budget Requirements	Year	Progress
Community Engagement	<p>Continue to engage the community throughout Tillamook County by speaking to groups about TBCC and continue to solicit feedback and suggestions on programming and other student success initiatives. Spread the word about the TBCC FMP and next steps.</p> <p>Continue to serve on multiple community boards and groups that are working to improve Tillamook County. Continue to look for ways to expand community partnerships.</p>	Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and regular information.	Ross \$0	2	
Capital Campaign/New Building	The Bond passed in May, will be putting out RFP for architecture firm to start work on new building design over the summer and work on construction starting as soon as is feasible during the 22-23 fiscal year.	Faculty, Staff, and Board members will report that the President has exhibited strong and effective leadership in helping the College to accomplish its mission and vision.	Ross, Pat, Heidi	1	
Faculty, Staff, Student, Board Member Communication	Continue weekly email updates to faculty and staff. Include email notes to students in each term. Continue monthly board	Faculty, Staff, Students, Board Members, and Community Members will receive timely, accurate, and	Ross \$0	2	

	reports. Hopefully able to have face-to-face staff meetings in 22-23.	regular information.			
Employee Events	Provide regular opportunities for staff and faculty to get together in an informal way.	Faculty, Staff, and Board members will report that the President has exhibited strong and effective leadership in helping the College to accomplish its mission and vision.	Events Committee \$350	1	

IV. SWOC Analysis – include an assessment of emerging needs and trends

A. Strengths

- a. We are a smaller college - easier for college president to communicate with Board, staff, faculty, adjuncts and students.
- b. Office of the President helps coordinate many community events/meetings at the College - updates community on college events, projects, and progress.
- c. Having a strong Leadership team that works closely together to advise and make recommendations to the president and make most of the important decisions that move the college forward.

B. Weaknesses

- a. Struggling with employee recruitment and retention.
- b. Not having a large voice at the state level due to our small size.

C. Opportunities

- a. Developing a new nursing program for our community.
- b. Creating new committees to address morale/work environment issues.
- c. Holding luncheons between college council and leadership team to break down some perceived barriers.
- d. Bringing back the Events Committee to help build morale and staff engagement.
- e. Working with the college faculty and staff to implement the new strategic plan.

D. Challenges

- a. Staff recruitment and retention
- b. Constructing a new Healthcare Education building within budget
- c. Working with EDA to renovate CIT facility
- d. Working with legislators and HECC staff to get maximum funding for community colleges

V. **Budget**

A. Facilities and equipment needs

- a. We should be all set for the coming few years. Possibly a new laptop computer at some point.

B. Staff needs

- a. None.

VI. **Using all the information you've gathered and described above (goal/SAO setting)**

A. Where should your department focus its improvement efforts in the coming year?

- a. Focus on processes and how to do the ongoing tasks more efficiently.
- b. Continue work on communication, internal and external, to keep morale high internally and keep the public trust high externally.

B. How will your work impact and/or support the work of other departments?

- a. Most of the work done in the office of the president impacts other departments, but with the reorganization, most of those efforts will run through the divisions now.

C. How will your work impact and/or support the college's WIGS?

- a. We will not be doing WIGS starting in 22-23. The Office of the President will focus on supporting the initiatives being worked on in the new strategic plan.

D. Should you update, add or edit your SAO's? If so, how?

- a. We are planning to keep the same two SAOs moving forward in 22-23.

Dual Credit Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATIONVP JARRELL, DEAN CASTRO

Update on Accelerated Learning opportunities in offered at our local high schools. Data will be shared regarding classes students take, cost savings to parents, and future planning for Dual Credit.

ACCELERATED LEARNING

A Partnership Between Tillamook Bay Community College and Tillamook County School Districts



Accelerated Learning Credits

Assessment-Based Learning

- Does not require alignment with the college course structure and delivery but rather supports a partnership between the high school and the college to recognize college-level achievement that occurs as part of high school courses and activities.

Expanded Options

- College courses that are taught at the high school by a TBCC faculty or
- Students can enroll in courses at the college – if not taught as Dual Credit at their high school

Tillamook County High Schools – Accelerated Credits & Savings

Total TBCC Dual Credit/Expanded Options & Savings

- 65 Number of Dual Credit Courses Offered
- 935 Number of Dual Credit Student Registrations
- 106 Number of Expanded Options/TBCC Courses*
- 256 Number of Expanded Options/TBCC Student Registrations*
- 1,191 Total Student Registrations
- \$508,805 Total Savings to Families

Savings to Families

- Tillamook School District
 - \$219,978
- Nash-Kah-Nie School District
 - \$223,245
- Nestucca Valley School District
 - \$65,582

*Expanded Options in 2021-2022 was offered as an option to local area high school students for free during the pandemic. Students were permitted to take courses at the college while high schools were closed. TBCC offered an alternative to high school's students. For this reason these data are higher than normal and are not disaggregated to demonstrate Expanded Options at the high school vs. at the college.

Currently, TBCC supports an ongoing Expanded Options Writing program (WR 121122) at Nestucca High School.

We are exploring Health Program courses for Nestucca and Nash-Kah-Nie as well as Criminal Justice and potentially Early Childhood Education Courses.

Accelerated Learning

- Accelerated Learning** – Educational experiences that provide high school students with the opportunity to earn college credit while in high school. These educational experiences may occur at a college/university or as part of the high school program. In many cases, students earn both high school and college credit. Accelerated Learning has many forms in Oregon, some examples include: high school students taking courses at the college independently or as part of Expanded Options or other programs, Dual Credit and Advanced Placement courses.

Accelerated Learning Credit (cont'd)

- Dual Credit** - Dual credit is a program whereby 11th and 12th grade students, and/or 16 years of age, may earn TBCC credit for advanced level courses that are taught at their local high school by high school teachers who have aligned their classes with college curricula.
- High school faculty who teach Dual Credit must meet college qualifications or be eligible to teach the course under the *sponsored dual credit* process.
- Sponsored Dual Credit** – as defined by the state standards
 - A course that is offered as part of the high school program, taught by a high school teacher in partnership with a college faculty member who meets the qualifications to teach the course for the college.

Types of Courses

School	Classes	GenEd/Transfer	Math	Writing	CTE
Nash-Kah-Nie	43	58%	9%	5%	28%
Nestucca	9	67%	0	22%	11%
Tillamook	35	31%	3%	6%	60%

High School Graduate Enrollment at TBCC

Research & Development

CTE Programs

- Early Childhood Education
- Health Professions

Grow-Your-Own

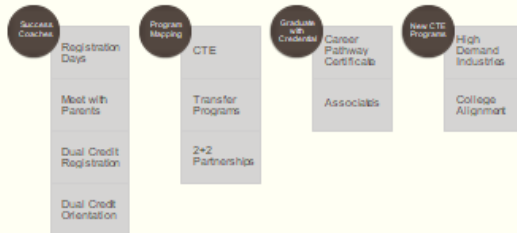
- Teacher Education Program

Equitable Access

- Dual enrollment is less accessible at schools that serve larger proportions of lower-income communities or communities of color



Moving Forward



THANK YOU!

Neah-Kah-Nie High School 2021-2022

447 students earned a total of 1,687 dual credits. Students earned from 3 to 41 credits with an average of 16 credits. Students took from 1 to 11 courses, with an average of about 4 courses taken.

High School students that enroll as undergraduates at TBCC after graduation:

First Year at TBCC	No Prior Dual Credit		Tillamook High School		Neah-Kah-Nie High School		Nestucca High School		Total
	N	%	N	%	N	%	N	%	
2018	12	13.6%	54	61.4%	13	14.8%	9	10.2%	88
2019	22	24.2%	49	53.8%	16	17.6%	4	4.4%	91
2020	12	14.0%	54	62.8%	8	9.3%	12	14.0%	86
2021	26	19.3%	76	56.3%	20	14.8%	13	9.6%	135
2022	29	25.7%	60	53.1%	8	7.1%	16	14.2%	113
Total	101	19.7%	293	57.1%	65	12.7%	54	10.5%	513

Student Major at TBCC: This includes all students who enrolled at TBCC from 2017-2018 to 2021-2022.

Major	N	%	
AA Healthcare Administration	6	9.2%	6
AA Oregon Transfer	13	20.0%	13
AA Transfer in Business	7	10.8%	7
AAOT Education	1	1.5%	1
AAS Criminal Justice	3	4.6%	3
AAS in MIT	3	4.6%	3
Ag and Natural Resources	3	4.6%	3
AGS	16	24.6%	16
AS in Forestry	2	3.1%	2
AS Transfer	11	16.9%	11
Grand Total	65	100.0%	65

Dual Credit Courses by Term:

Term	Course Number	Title	CREDIT_ HR S	Instructor		Enrollmen t
Fall	ART-140- 100-01	Digital Photography (D/C NKN)	3	Albrechtse n	Stephen	29
Fall	COMM- 111-100-03	Public Speaking (D/C NKN)	4	Billstine Jr	James	19
Fall	ENG-104- 100-02	Introduction to Short Fiction (D/C	4	Eisele	Sabrina	15

Fall	FOR-111-100-02	Introduction to Forestry (D/C NKN)	3	Albrechtse n	Stephen	8
Fall	HST-102-100-01	Western Civilization: Medieval to E	4	Scott	Rhonda	0
Fall	HST-202-100-01	US History 1840-1914 (DC NKN)	4	Scott	Rhonda	6
Fall	IMT-140-210-01	Small Engine Repair (D/C NKN)	3	Gernert	Daniel	3
Fall	IMT-150-210-01	Advanced Woods Technology	3	Gernert	Daniel	6
Fall	IMT-151-210-01	Advanced Construction 1	4	Gernert	Daniel	2
Fall	PS-201-100-02	US Government: Foundations and Prin	4	Scott	Rhonda	19
Fall	PSY-201-100-02	Introduction to Psychology, Part I	4	Scott	Rhonda	14
Fall	WLD-111-210-03	SMAW I (DC NKN)	3	Gernert	Daniel	1
Spring	ART-115-100-01	Basic Design - 2D Foundations (DC N	3	Albrechtse n	Stephen	16
Spring	ENG-106-100-02	Introduction to Poetry (DC NKN)	4	Eisele	Sabrina	13
Spring	HE-295-100-02	Health and Fitness for Life (DC NKN	2	Douma	Corey	0
Spring	HST-203-100-02	US History 1914 to Present (DC NKN)	4	Scott	Rhonda	25
Spring	IMT-140-210-01	Small Engine Repair (DC NKN)	3	Gernert	Daniel	1
Spring	MTH-105-100-02	Math in Society (DC NKN)	4	Gores	Kimberly	29
Spring	MTH-112-100-03	Elementary Functions (DC NKN)	4	Gores	Kimberly	10
Spring	PE-295-100-02	Health and Fitness for Life Lab (DC	1	Douma	Corey	0
Spring	PHL-202-100-02	Ethics (DC NKN)	4	Johnson	Andrew	0
Spring	SOC-204-100-01	Sociology in Everyday Life (DC NKN)	4	Scott	Rhonda	8
Spring	WLD-111-210-01	SMAW I (DC NKN)	3	Gernert	Daniel	1
Spring	WLD-261-210-02	Fabrication I (DC NKN)	4	Gernert	Daniel	1
Spring	WR-122-100-04	English Composition II (DC NKN)	4	Billstine Jr	James	16
Winte r	EC-201-100-02	Principles of Economics: Microecono	4	Reynolds	Hannah	16

Winter	ENG-105-100-02	Introduction to Drama (DC NKN)	4	Eisele	Sabrina	11
Winter	ESR-171-100-01	Environmental Science: Biological P	4	Albrechtse n	Stephen	9
Winter	GS-106-100-01	Physical Science (Geology) (DC NKN)	4	McLaughli n	Mark	7
Winter	GS-108-100-02	Physical Science (Oceanography) (DC	4	McLaughli n	Mark	12
Winter	HST-202-100-01	US History 1840-1914 (DC NKN)	4	Scott	Rhonda	24
Winter	MTH-111-100-02	College Algebra (DC NKN)	4	Gores	Kimberly	12
Winter	MTH-111-100-03	College Algebra (DC NKN)	4	Johnson	Andrew	12
Winter	MUS-108-100-01	Music Cultures of the World (DC NKN	3	Zaugg	Russell	9
Winter	PSY-202-100-01	Introduction to Psychology, Part II	4	Scott	Rhonda	9
Winter	WLD-111-210-01	SMAW I (DC NKN)	3	Gernert	Daniel	7
Winter	WLD-261-210-03	Fabrication I (DC NKN)	4	Gernert	Daniel	1
Winter	WR-121-100-03	English Composition I (DC NKN)	4	Billstine Jr	James	19

Nestucca High School 2021-2022

109 students earned a total of 436 dual credits. Students earned from 4 to 24 credits with an average of 10 credits. Students took from 1 to 6 courses, with an average of about 2.5 courses taken.

High School students that enroll as undergraduates at TBCC after graduation:

First Year at TBCC	No Prior Dual Credit		Tillamook High School		Neah-Kah-Nie High School		Nestucca High School		Total
	N	%	N	%	N	%	N	%	
2018	12	13.6%	54	61.4%	13	14.8%	9	10.2%	88
2019	22	24.2%	49	53.8%	16	17.6%	4	4.4%	91
2020	12	14.0%	54	62.8%	8	9.3%	12	14.0%	86
2021	26	19.3%	76	56.3%	20	14.8%	13	9.6%	135
2022	29	25.7%	60	53.1%	8	7.1%	16	14.2%	113
Total	101	19.7%	293	57.1%	65	12.7%	54	10.5%	513

Student Major at TBCC: This includes all students who enrolled at TBCC from 2017-2018 to 2021-2022

Major	N	%	
AA Healthcare Administration	1	1.9%	1
AA Oregon Transfer	11	21.2%	11
AA Transfer in Business	1	1.9%	1
AAOT Education	1	1.9%	1
AAS Business Administration	2	3.8%	2
AAS in MIT	3	5.8%	3
AGS	17	32.7%	17
AS in Animal Science	4	7.7%	4
AS in Forestry	2	3.8%	2
AS in Natural Resources	1	1.9%	1
AS Transfer	9	17.3%	9
Grand Total	52	100.0%	52

Dual Credit Courses by Term:

Term	Course Number	Title	CREDIT_HRS	Instructor		Enrollment
Fall	ART-140-100-01	Digital Photography (D/C NKN)	3	Albrechtse n	Stephen	29
Fall	COMM-111-100-03	Public Speaking (D/C NKN)	4	Billstine Jr	James	19
Fall	ENG-104-100-02	Introduction to Short Fiction (D/C	4	Eisele	Sabrina	15

Fall	FOR-111-100-02	Introduction to Forestry (D/C NKN)	3	Albrechtse n	Stephen	8
Fall	HST-102-100-01	Western Civilization: Medieval to E	4	Scott	Rhonda	0
Fall	HST-202-100-01	US History 1840-1914 (DC NKN)	4	Scott	Rhonda	6
Fall	IMT-140-210-01	Small Engine Repair (D/C NKN)	3	Gernert	Daniel	3
Fall	IMT-150-210-01	Advanced Woods Technology	3	Gernert	Daniel	6
Fall	IMT-151-210-01	Advanced Construction 1	4	Gernert	Daniel	2
Fall	PS-201-100-02	US Government: Foundations and Prin	4	Scott	Rhonda	19
Fall	PSY-201-100-02	Introduction to Psychology, Part I	4	Scott	Rhonda	14
Fall	WLD-111-210-03	SMAW I (DC NKN)	3	Gernert	Daniel	1
Spring	ART-115-100-01	Basic Design - 2D Foundations (DC N	3	Albrechtse n	Stephen	16
Spring	ENG-106-100-02	Introduction to Poetry (DC NKN)	4	Eisele	Sabrina	13
Spring	HE-295-100-02	Health and Fitness for Life (DC NKN	2	Douma	Corey	0
Spring	HST-203-100-02	US History 1914 to Present (DC NKN)	4	Scott	Rhonda	25
Spring	IMT-140-210-01	Small Engine Repair (DC NKN)	3	Gernert	Daniel	1
Spring	MTH-105-100-02	Math in Society (DC NKN)	4	Gores	Kimberly	29
Spring	MTH-112-100-03	Elementary Functions (DC NKN)	4	Gores	Kimberly	10
Spring	PE-295-100-02	Health and Fitness for Life Lab (DC	1	Douma	Corey	0
Spring	PHL-202-100-02	Ethics (DC NKN)	4	Johnson	Andrew	0
Spring	SOC-204-100-01	Sociology in Everyday Life (DC NKN)	4	Scott	Rhonda	8
Spring	WLD-111-210-01	SMAW I (DC NKN)	3	Gernert	Daniel	1
Spring	WLD-261-210-02	Fabrication I (DC NKN)	4	Gernert	Daniel	1
Spring	WR-122-100-04	English Composition II (DC NKN)	4	Billstine Jr	James	16
Winte r	EC-201-100-02	Principles of Economics: Microecono	4	Reynolds	Hannah	16

Winter	ENG-105-100-02	Introduction to Drama (DC NKN)	4	Eisele	Sabrina	11
Winter	ESR-171-100-01	Environmental Science: Biological P	4	Albrechtse n	Stephen	9
Winter	GS-106-100-01	Physical Science (Geology) (DC NKN)	4	McLaughli n	Mark	7
Winter	GS-108-100-02	Physical Science (Oceanography) (DC	4	McLaughli n	Mark	12
Winter	HST-202-100-01	US History 1840-1914 (DC NKN)	4	Scott	Rhonda	24
Winter	MTH-111-100-02	College Algebra (DC NKN)	4	Gores	Kimberly	12
Winter	MTH-111-100-03	College Algebra (DC NKN)	4	Johnson	Andrew	12
Winter	MUS-108-100-01	Music Cultures of the World (DC NKN	3	Zaugg	Russell	9
Winter	PSY-202-100-01	Introduction to Psychology, Part II	4	Scott	Rhonda	9
Winter	WLD-111-210-01	SMAW I (DC NKN)	3	Gernert	Daniel	7
Winter	WLD-261-210-03	Fabrication I (DC NKN)	4	Gernert	Daniel	1
Winter	WR-121-100-03	English Composition I (DC NKN)	4	Billstine Jr	James	19

Tillamook High School 2021-2022

496 students earned a total of XXX dual credits. Credits earned from 1 to 36 credits with an average of 7.4 credits. Students took from 1 to 11 courses, with an average of about 2 courses taken.

High School students that enroll as undergraduates at TBCC after graduation:

First Year at TBCC	No Prior Dual Credit		Tillamook High School		Neah-Kah-Nie High School		Nestucca High School		Total
	N	%	N	%	N	%	N	%	
2018	12	13.6%	54	61.4%	13	14.8%	9	10.2%	88
2019	22	24.2%	49	53.8%	16	17.6%	4	4.4%	91
2020	12	14.0%	54	62.8%	8	9.3%	12	14.0%	86
2021	26	19.3%	76	56.3%	20	14.8%	13	9.6%	135
2022	29	25.7%	60	53.1%	8	7.1%	16	14.2%	113
Total	101	19.7%	293	57.1%	65	12.7%	54	10.5%	513

Student Major at TBCC: This includes all students who enrolled at TBCC from 2017-2018 to 2021-2022

Major	N	%
AA Biology Transfer	2	0.7%
AA Healthcare Administration	9	3.1%
AA Oregon Transfer	66	22.8%
AA Transfer in Business	15	5.2%
AAOT Education	2	0.7%
AAOT English	1	0.3%
AAS Business Administration	10	3.4%
AAS Criminal Justice	14	4.8%
AAS in MIT	13	4.5%
AAS Welding	6	2.1%
Ag and Natural Resources	6	2.1%
AGS	80	27.6%
AS in Agriculture	2	0.7%
AS in Animal Science	5	1.7%
AS in Forestry	7	2.4%
AS in Natural Resources	3	1.0%
AS Transfer	47	16.2%
BHCC	1	0.3%
Undeclared	1	0.3%
Grand Total	290	100.0%

Dual Credit Courses by Term:

Term	Course Number	Course Title	CREDIT_HRS	Instructor		Enrollment
Fall	AG-221-100-02	Metals and Welding (DC THS)	3	Bush	Hayden	6
Fall	AG-221-100-03	Metals and Welding (DC THS)	3	Bush	Hayden	5
Fall	AH-130-100-02	Today's Careers: Health (DC THS)	2	Kleeman	Anna	28
Fall	ANS-121-100-03	Introduction to Animal Science (DC	4	Bush	Brooklyn	19
Fall	BA-101-100-02	Introduction to Business (DC THS)	4	Howard	Taylor	22
Fall	BI-100-100-02	Biology of Human Body Systems (DC	4	Kleeman	Anna	21
Fall	LEAD-242-100-01	Personal Leadership Development (DC	3	Bush	Hayden	13
Fall	PS-201-100-03	US Government: Foundations and Prin	4	Reynolds	Brian	19
Fall	WLD-261-210-02	Fabrication I (DC THS)	4	Bush	Hayden	12
Fall	WR-121-100-04	English Composition I (DC THS)	4	Knobel	Benjamin	23
Winter	AG-221-100-01	Metals and Welding (DC THS)	3	Bush	Hayden	8
Winter	AG-221-100-02	Metals and Welding (DC THS)	3	Bush	Hayden	9
Winter	AH-100-210-02	Medical Terminology (DC THS)	4	Kleeman	Anna	23
Winter	EC-201-100-03	Principles of Economics: Microecono	4	Reynolds	Brian	14
Winter	ESR-171-100-02	Environmental Science: Biological P	4	Loeffler	Lori	5
Winter	HE-110-100-02	CPR/AED for Professional Rescuers a	1	Kleeman	Anna	14
Winter	HE-112-100-02	Standard First Aid and Emergency Ca	1	Kleeman	Anna	14
Winter	PE-182A-100-02	Beginning Group Fitness (DC THS)	1	Seaholm	Daniel	7
Winter	WLD-261-210-01	Fabrication I (DC THS)	4	Bush	Hayden	10
Winter	WLD-261-210-02	Fabrication I (DC THS)	4	Bush	Hayden	6
Winter	WR-122-100-04	English Composition II (DC THS)	4	Knobel	Benjamin	20

Spring	AG-221-100-01	Metals and Welding (DC THS)	3	Bush	Hayden	1
Spring	AG-221-100-02	Metals and Welding (DC THS)	3	Bush	Hayden	3
Spring	AG-221-100-03	Metals and Welding (DC THS)	3	Bush	Hayden	6
Spring	AH-101-210-01	Phlebotomy I (DC THS)	4	Kleeman	Anna	0
Spring	BA-150-100-01	Introduction to Entrepreneurship (D	3	Howard	Tayler	17
Spring	CG-140C-100-02	Career and Life Planning (DC THS)	3	Howard	Tayler	14
Spring	COMM-111-100-02	Public Speaking (DC THS)	4	Knobel	Benjamin	35
Spring	EC-202-100-02	Principles of Economics: Macroecono	4	Reynolds	Brian	11
Spring	ENG-104-100-02	Introduction to Short Fiction (DC T	4	Knobel	Benjamin	5
Spring	FOR-111-100-01	Introduction to Forestry (DC THS)	3	Loeffler	Lori	7
Spring	HE-250-100-02	Personal Health (DC THS)	3	Kleeman	Anna	34
Spring	MTH-112-100-02	Elementary Functions (THS)	4	Laszlo	Geza	22
Spring	PE-182A-100-02	Beginning Group Fitness (DC THS)	1	Seaholm	Daniel	12
Spring	WLD-261-210-01	Fabrication I (DC THS)	4	Bush	Hayden	8

ASTBCC Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATION ASTBCC President Mackenzie Mitchell

The ASTBCC President will update the Board on recent activities of ASTBCC.

Financial Report

RECOMMENDATION
INFORMATION ONLY

BACKGROUND INFORMATION VP LUQUETTE

The report for the month of July – September 2022 is available for your review.

Tillamook Bay Community College
 Unaudited Summary Financial Information
 General Fund
 Fiscal Year-to-Date Ended August 2022
 16.67% of fiscal year completed

	FY 2021-2022			FY 2022-2023		
	Annual Budget	8/31/2021 Actual	Percentage of Budget	Annual Budget	8/31/2022 Actual	Percentage of Budget
Resources						
Beginning Fund Balance	\$ 1,600,000	\$ 1,897,266.91	118.58%	\$ 1,800,000	\$ 1,744,885.90	96.94%
State	\$ 2,784,406	\$ 721,820.84	25.92%	\$ 3,066,186	\$ 766,171.48	24.99%
Property Taxes	\$ 1,410,834	\$ -	0.00%	\$ 1,473,213	\$ -	0.00%
Local Contracts	\$ 40,640	\$ 44,285.04	0.00%	\$ 40,640	\$ 19,112.00	47.03%
Tuition	\$ 942,100	\$ 61,752.01	6.55%	\$ 942,100	\$ 62,873.00	6.67%
Fees	\$ 225,077	\$ 16,707.00	7.42%	\$ 230,577	\$ 15,620.00	6.77%
Sale of Goods	\$ 5,000	\$ 780.25	15.61%	\$ 5,000	\$ 166.26	3.33%
Interest	\$ 50,000	\$ 4,921.99	9.84%	\$ 45,000	\$ 11,962.14	26.58%
Rental	\$ 18,000	\$ 1,100.00	6.11%	\$ 18,000	\$ 1,539.74	8.55%
Miscellaneous	\$ 30,000	\$ 3,125.00	10.42%	\$ 30,000	\$ 5,900.48	19.67%
Transfers	\$ 580,683	\$ 2,835.22	0.49%	\$ 774,816	\$ 1,206.55	0.16%
Total resources	\$ 7,686,740	\$ 2,754,594.26	35.84%	\$ 8,425,532	\$ 2,629,437.55	31.21%
Expenditures						
Instruction	\$ 2,255,758	\$ 206,282.43	9.14%	\$ 2,463,532	\$ 267,197.67	10.85%
Instructional Support	\$ 724,461	\$ 100,756.53	13.91%	\$ 757,033	\$ 117,947.94	15.58%
Student Services	\$ 629,173	\$ 96,833.16	15.39%	\$ 648,400	\$ 92,906.07	14.33%
College Support	\$ 2,073,977	\$ 373,401.22	18.00%	\$ 2,451,261	\$ 482,641.75	19.69%
Plant Operation	\$ 378,180	\$ 65,233.43	17.25%	\$ 455,629	\$ 81,685.11	17.93%
Transfers	\$ 298,000	\$ 26,315.42	8.83%	\$ 308,000	\$ 28,098.93	9.12%
Contingency	\$ 127,191	\$ -	0.00%	\$ 141,677	\$ -	0.00%
Total expenditures	\$ 6,486,740	\$ 868,822.19	13.39%	\$ 7,225,532	\$ 1,070,477.47	14.82%
Ending fund balance	\$ 1,200,000	\$ 1,885,772.07	157.15%	\$ 1,200,000	\$ 1,558,960.08	129.91%

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

	Fund No.	Beginning Fund Balance	2022-2023 Revenue	2022-2023 Expenditures	Ending Fund Balance	2022-2023 Spendable Budget	2021-2022 Prior Year Expenditures 8/31/2022
Nursing Program Agreement	2010	\$ -	\$ -	\$ -	\$ -	\$ 49,000	\$ -
Tillamook Works	2030	\$ 11,508.47	\$ -	\$ 12,384.05	\$ (875.58)	\$ 90,229	\$ 11,275.74
Career Connect	2032	\$ -	\$ -	\$ -	\$ -	\$ 87,729	\$ -
WOU RISE	2040	\$ -	\$ -	\$ 1,999.79	\$ (1,999.79)	\$ 2,000	\$ -
Title III Grant	2200	\$ (31,803.71)	\$ -	\$ 55,403.99	\$ (87,207.70)	\$ 590,588	\$ -
Future Ready Grant	2234	\$ -	\$ -	\$ -	\$ -	\$ 251,216	\$ -
Pathways Grant	2250	\$ -	\$ -	\$ 5,290.37	\$ (5,290.37)	\$ 34,819	\$ 6,326.01
Industrial Maintenance Tech	2260	\$ 37,273.57	\$ -	\$ -	\$ 37,273.57	\$ 47,944	\$ -
SBDC Federal Grant	2300	\$ 19,335.67	\$ -	\$ 5,455.89	\$ 13,879.78	\$ 33,000	\$ 4,538.69
SBDC State Grant	2310	\$ 37,421.43	\$ -	\$ 8,104.03	\$ 29,317.40	\$ 75,000	\$ 26,350.35
SBDC Program Income	2320	\$ 55,876.91	\$ -	\$ 7,391.56	\$ 48,485.35	\$ 89,406	\$ 14,266.50
EDC Contract	2350	\$ -	\$ 13,628.63	\$ 26,229.46	\$ (12,600.83)	\$ 177,627	\$ 25,341.05
TEC Vocational Education Grant	2400	\$ (201.35)	\$ -	\$ -	\$ (201.35)	\$ 66,000	\$ -
Food Pantry	2480	\$ 308.76	\$ -	\$ -	\$ 308.76	\$ -	\$ 153.43
ASPIRE Program	2540	\$ 3,444.32	\$ -	\$ -	\$ 3,444.32	\$ 3,000	\$ -
Benefits Navigator Grant	2551	\$ -	\$ -	\$ 12,056.68	\$ (12,056.68)	\$ 85,000	\$ -
Student Success Grant	2560	\$ (18,665.64)	\$ -	\$ 7,454.62	\$ (26,120.26)	\$ 78,685	\$ 2,630.00
STEP Grant	2580	\$ 14,562.42	\$ -	\$ 6,937.31	\$ 7,625.11	\$ 46,967	\$ 11,803.97
STEP 100% Grant	2581	\$ 3,174.72	\$ -	\$ 473.00	\$ 2,701.72	\$ 30,000	\$ 2,735.97
Pathways to Opportunity	2590	\$ 22,645.34	\$ -	\$ 3,333.50	\$ 19,311.84	\$ 14,000	\$ -
ONWIB Student Success Coach	2595	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Guided Pathways Implementation	2610	\$ 20,339.97	\$ -	\$ -	\$ 20,339.97	\$ 18,000	\$ -
CARES Act Institutional - Section 1	2701	\$ (1,295.00)	\$ -	\$ 277.50	\$ (1,572.50)	\$ -	\$ 82,751.19
CARES Act Institutional - Section 2	2702	\$ -	\$ -	\$ -	\$ -	\$ 30,000	\$ 12,000.00
CARES Act Institutional - Section 3	2703	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 700.00
GEER Institutional Grant	2704	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,876.27
Partners for Rural Innovation Operations	2890	\$ 6,528.75	\$ 500.00	\$ 11,250.72	\$ (4,221.97)	\$ 49,800	\$ 9,543.94
Capital Depreciation & Maintenance Fund	2900	\$ 975,712.74	\$ 2,065.98	\$ -	\$ 977,778.72	\$ 100,000	\$ -
Timber Tax Reserve Fund	2910	\$ 4,260,352.57	\$ -	\$ -	\$ 4,260,352.57	\$ 750,000	\$ -
PRI Capital Maintenance Fund	2920	\$ 101,834.95	\$ 215.63	\$ -	\$ 102,050.58	\$ 20,000	\$ -
Strategic Investment Fund	2950	\$ 1,200,829.91	\$ 2,542.64	\$ -	\$ 1,203,372.55	\$ 450,000	\$ -
Total Special Fund		\$ 6,719,184.80	\$ 18,952.88	\$ 164,042.47	\$ 6,574,095.21	\$ 3,270,010	\$ 219,293.11
Schedule of Special Fund borrowing from General Fund							
		Ending Fund Balance	Less Accounts Receivable	Add Liabilities	Ending Cash Balance 6/30/2022		
Total of Grants that borrow from the General Fund		\$ (70,106.93)	\$ 136,768.98	\$ -	\$ (206,875.91)		
Total of Grants & Reserves that are not borrowing from the General Fund		\$ 6,644,202.14	\$ (729.00)	\$ -	\$ 6,644,931.14		
Total Special Fund		\$ 6,574,095.21	\$ 136,039.98	\$ -	\$ 6,438,055.23		
	Fund No.	Beginning Fund Balance	2022-2023 Revenue	2022-2023 Expenditures	Ending Fund Balance	2022-2023 Spendable Budget	2021-2022 Prior Year Expenditures
Community Education	3100	\$ 10,181.32	\$ -	\$ 713.47	\$ 9,467.85	\$ 9,945	\$ 799.66
TBCC Store	3200	\$ 14,743.45	\$ -	\$ -	\$ 14,743.45	\$ 8,550	\$ 35.45
Customized Training Projects	3300	\$ 16,557.06	\$ -	\$ 600.00	\$ 15,957.06	\$ 18,297	\$ -
Truck Driving Program	3310	\$ 15,507.10	\$ 11,100.00	\$ 9,090.83	\$ 17,516.27	\$ 173,031	\$ 21,244.65
Truck Driving Simulator	3320	\$ (22,039.00)	\$ -	\$ 528.00	\$ (22,567.00)	\$ -	\$ 851.00
TBCC Vending	3400	\$ 9,181.16	\$ -	\$ 204.36	\$ 8,976.80	\$ 10,000	\$ 619.94
Total Enterprise Fund		\$ 44,131.09	\$ 11,100.00	\$ 11,136.66	\$ 44,094.43	219,823	\$ 23,550.70
PERS Pension Bond Fund	4100	\$ 23,403.85	\$ 28,098.93	\$ 1,600.00	\$ 49,902.78	\$ 175,321	\$ 1,600.00
General Obligation Bond Fund	4200	\$ (34,428.19)	\$ (74.75)	\$ -	\$ (34,502.94)	\$ 782,325	\$ -
2022 General Obligation Bond Fund	4210	\$ -	\$ -	\$ -	\$ -	\$ 300,000	\$ -
Total Debt Service Fund		\$ (11,024.34)	\$ 28,024.18	\$ 1,600.00	\$ 15,399.84	\$ 1,257,646	\$ 1,600.00
Campus Construction Fund - GO Bonds	5200	\$ -	\$ -	\$ -	\$ -	\$ 14,500,000	\$ -
Campus Construction Fund - Local Match	5250	\$ 145,387.79	\$ 307.84	\$ -	\$ 145,695.63	\$ 31,000	\$ -
Campus Construction Fund - State Match	5300	\$ -	\$ -	\$ -	\$ -	\$ 8,000,000	\$ -
Grant Construction Fund	5550	\$ (145,008.57)	\$ 20,000.00	\$ -	\$ (125,008.57)	\$ -	\$ -
Center for Industrial Technology Fund	5551	\$ -	\$ -	\$ -	\$ -	\$ 1,100,000	\$ -
Total Capital Projects Fund		\$ 379.22	\$ 20,307.84	\$ -	\$ 20,687.06	\$ 23,631,000	\$ -
Associated Students of TBCC	7100	\$ 8,960.01	\$ -	\$ -	\$ 8,960.01	\$ 9,481	\$ 163.10
Phi Theta Kappa Honorary Society Fund	7200	\$ 829.79	\$ -	\$ -	\$ 829.79	\$ 2,250	\$ 131.93
Total Agency Fund		\$ 9,789.80	\$ -	\$ -	\$ 9,789.80	\$ 11,731	\$ 295.03
PELL Grant	8010	\$ -	\$ 16,193.00	\$ 39,232.00	\$ (23,039.00)	\$ 751,150	\$ 31,333.00
Supplemental Education Opportunity Grant	8020	\$ -	\$ 637.00	\$ 1,637.00	\$ (1,000.00)	\$ 17,720	\$ 420.00
CRRSA Act for Students	8093	\$ -	\$ 3,497.00	\$ 3,497.00	\$ -	\$ -	\$ 14,613.00
Direct Loans	8100	\$ -	\$ 1,010.00	\$ 2,022.00	\$ (1,012.00)	\$ 350,000	\$ 4,103.00
Federal Work Study	8190	\$ -	\$ -	\$ 795.96	\$ (795.96)	\$ 14,244	\$ -
Oregon Opportunity Grant	8210	\$ 926.00	\$ -	\$ -	\$ 926.00	\$ 250,000	\$ -
Chafee Grant	8220	\$ -	\$ -	\$ -	\$ -	\$ 15,000	\$ -
Oregon Promise Grant	8230	\$ -	\$ -	\$ -	\$ -	\$ 90,000	\$ -
State CARES Support	8231	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,667.00
Tuition Waivers	8310	\$ 6,766.00	\$ -	\$ -	\$ 6,766.00	\$ 10,000	\$ 1,040.00
Board Scholarships	8320	\$ 43,494.41	\$ -	\$ 12,826.00	\$ 30,668.41	\$ 170,000	\$ 10,608.00
Institutional Work Study	8330	\$ 42,257.45	\$ -	\$ -	\$ 42,257.45	\$ 10,072	\$ -
Foundation Scholarships	8340	\$ -	\$ 29,523.00	\$ 3,977.00	\$ 25,546.00	\$ 85,000	\$ 3,987.80
Non-Institutional Scholarships	8400	\$ 4,447.28	\$ -	\$ -	\$ 4,447.28	\$ 53,328	\$ -
Total Financial Aid Fund		\$ 97,891.14	\$ 50,860.00	\$ 63,986.96	\$ 84,764.18	\$ 1,816,514	\$ 67,181.80

President's Report

RECOMMENDATION

INFORMATION ONLY

BACKGROUND INFORMATIONPresident Tomlin

Upcoming Dates:

- The next Board meeting is Monday, December 5, 2022 at 5:00 pm. It will be in person with a Zoom option.
- Extended Staff Meeting is scheduled for Friday, November 18 from 8:15-11am in Room 214-215. There will be a Zoom option that will be shared with board members.

Updates:

- OPC Meeting on October 6 and OCCA Board meeting on October 7 at Blue Mountain CC.
- Mildred Davy Scholarship Recognition Luncheon on Friday, October 21.
- OCCA Advocacy Training on Oct 21.
- OCCA Conference in Sun River on November 2-4.
- NCHEMS higher education in Oregon report.

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