

College Council Agenda

Date: 1.20.17 | Begin: 12:00pm End: 1:30pm | Location: CC127

Topic/Item	Mapping	Presenter	Allotted Time	Key Points Provide 50 words or less on expected outcome	Category
Minutes (12/2/16)	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance		NA	Minutes from the meeting on 12/2/16 were previously sent out for review. Any comments/corrections, please contact Beth.	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input type="checkbox"/> Information <input checked="" type="checkbox"/> Document
Core Theme	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	David Plotkin	20 min	Language Changes – 1st Read Objectives & Indicators Update	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
Board Policy	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Bill Waters	10 min	Academic Freedom and Responsibility Draft Language	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
ISP – 1st Reads	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Nora Brodnicki	10 min	ISP 290 Educational Progress ISP 374 DANTES Subject Standardized Tests (DSST)	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
Board Resolution R16/17-23:	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	John Ginsburg	10 min	Student Right to Learn	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document

New Administrative Regulation	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Chris Smith	15 min	Retaliation and Whistleblower Protection	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
Articulation Agreement and Transfer Guide Handbook	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Jaime Clark	5 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
Committee Reports 1. Presidents' Council	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Sue Goff	5 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
Association Reports 1. Associated Student Government (ASG) 2. Classified 3. Part-time Faculty 4. Full-time Faculty 5. Administrative Confidential	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance		10 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
	Assigned Action Items	Assigned to	Notes		Due
	Upcoming Meeting	Start Time	End time	Location	
	February 3, 2017	12:00pm	1:30pm	CC127	
Attendance					

College Council Members 16-17: Sue Goff (Chair), Beth Hodgkinson (Recorder), Dion Baird (ITS), Dave Gates (ITS – alternate), Tara Sprehe (AFaC), Darlene Geiger (AFaC – alternate), Molly Burns (AFaC), Stephanie Schaefer (AFaC), Ryan Davis (AFaC), Scot Pruyne (AFaC), Andrea Vergun (AFaC), Ryan West (AFaC), Sue Caldera (THOW), Ida Flippo (THOW) Chris Hughes (THOW), Jarett Gilbert (THOW), Sunny Olsen (THOW), Patricia Anderson Wieck (HR) Jennifer Nelson (CS), Mickey Yeager (CS), Bill Calabrese (CPR), Sarah Hoover (AS), Bob Keeler (AS), All Association Presidents, All Deans

Notes to Self	Deferred Items
<ul style="list-style-type: none"> College Council Minutes can be found at F:\1MINUTES\College Council\16-17 	

College Council Minutes

Date: 12.2.16 | Begin: 12:00pm End: 1:30pm | Location: CC127

Topic/Item	Presenter	Minutes
Minutes (11/18/16)	Sue Goff	Minutes from the meeting held on 11/18/16 were previously sent out for review. Any comments and/or corrections, please contact Beth.
Right to Learn Resolution & Budget Update	Joanne Truesdell	<p>Joanne presented a resolution that she will be proposing to the Board to adopt in order to maintain our commitment to our student’s right to learn. With the recent election, there were questions on how the college considers policies and practices around immigration. We don’t require immigration status to attend, and according to the Family Educational Rights Privacy Act (FERPA), we can’t devolve student records, outside directory information, without a court order. We will work to create a process for potential Immigration and Customs Enforcement (ICE) officers to follow which would require them to work through the college administration.</p> <p>Governor Kate Brown released her 2017-19 recommended budget, including a recommendation for the Community College Support Fund (CCSF). Gov. Brown recommended to keep the CCSF at \$550 million, which is the same as the current year. Other notable items in Gov. Brown’s recommended budget:</p> <ul style="list-style-type: none"> • \$8 million for DeJardin Hall capital work • We may receive a small amount of safety and security funding • Our deferred maintenance request was not funded • Oregon Promise: \$39 million, funded for years two and three • Oregon Opportunity Grants: \$11 million increase, which will serve 5,000 more students <p>Moving forward, the Legislature will take the governor’s recommended budget into consideration during its session, but there is no guarantee that those numbers won’t change.</p>

<p>Color Parking Lots & Evacuation Routes</p>	<p>Luke Norman & Pete Kandratieff</p>	<p>Luke’s primary role here at CCC is to move transportation barriers for students. One of the barriers that we have become aware of through a recent survey is that our students don’t know where to park and that limits their ability to get to classes on time. Luke has been working with the Campus Signage committee, Campus Services, and some other stakeholders to figure out an easy way to develop a system so people know how to locate our parking lots. Based on that, they developed a signage system to assign colors to the different lots. At entry points, there are color blocks with arrows indicating where the lots are located and are spelled out for student, staff, faculty and visitors who are color blind. A color parking map easily identifies the available lots to share with campus visitors. This information will be available online as well as in our schedule of classes, course catalog, and other materials.</p> <p>Pete shared the critical piece of our emergency planning evacuation routes for all of the buildings. Evacuation instructions included an aerial view of the evacuation assembly zone along with instructions. Reminders are included on how to safely exit the building as well as discouraging elevator use. The evacuation floor plan includes a legend and easy-to-read arrows. Once people evacuate to the assembly zone, they will be instructed to the next step by both Building Emergency Response Team (BERT) members and Campus Safety staff who will help direct people once they get there. Instructions will be available and located in buildings during in winter term.</p> <p>BJ Nicoletti commented that we have learned many safety concerns from a recent student survey. Comments included: better lighting on the Oregon City campus and parking lot signage that includes emergency protocol information.</p>
<p>Committee Reports 1. Presidents’ Council</p>	<p>Sue Goff</p>	<p>No report.</p>
<p>Association Reports 1. ASG 2. Classified 3. Part-time Faculty 4. Full-time Faculty 5. Administrative Confidential</p>		<p>1. ASG – Megan Baumhardt: We have many updates about the services that ASG provided during fall term. We had 75 people apply for winter term grants which is typically lower than fall term. Last spring, we surveyed our students and the number one request was an opportunity to go to the movies. ASG purchased 50 subsidized movie tickets packages from Regal Cinemas that included two ultimate movie tickets along with a \$10 concessions gift card. The total price for each package is \$27, and we are offering this package for \$20 to our students. So far, ASG has sold 36 packages. The Multicultural Center along with the Service Learning Specialist asked students to encourage each other by posting Leafs of Positivity. John Ginsburg brought back this idea from the Harmony Center as a way to showcase our Thankfulness during the season. A total of 33 Giving Tree applications have been submitted. All gifts will be handed out at the Holiday Party on December 8 from 6-8 p.m.</p>

		<p>Students are applying for holiday food baskets. ASG plans to distribute ten baskets at the Holiday Party. If you are interested in volunteering for a service learning opportunity, you can help build food baskets on Tuesday, December 6. For more information about this event or potential donations, check out FYI Today. During fall term, the Cougar Cave had 128 students visit for a total of 200 visits. Currently, we are well stocked thanks to faculty, staff, and community donations. Hygiene items are always in need and are welcomed. In coordination with the Cougar Cave, our Free Food Market has given out a total of over 1,600 pounds of food this term to our students, faculty, staff, and community members. ASG is undergoing some leadership changes. Thankfully, a couple of officers will stay to integrate our new members. Our Community Wellness Officer will be leaving this term, but we hope to continue the same level of events as we have in the past. The Harmony Campus cereal event was successful in giving out 80 bowls of cereal. During spring term, we hope to schedule the Dollar BBQ at the Harmony Campus and are considering to host an ASG meeting at both the Harmony and the Wilsonville Campuses. We plan to continue with our book exchange and lending library services during winter term as well as look forward to additional events such as movie night and a special Valentine's Day sale. Hoping to educate our students on starting your day out right with important nutrition on March 6 for National School Breakfast Day.</p> <ol style="list-style-type: none"> 2. Classified – No report. 3. Part-time Faculty – Leslie Ormandy: Encouraging part-time faculty to donate cash to ASG for the Giving Tree. The bargaining team may have met with management for the last time in finalizing the part-time faculty contract. As it looks now, the contract has an increase in salary as well as making both dental and vision insurance available for the first time. 4. Full-Time Faculty – Nora Brodnicki: Human Resources has the full-time faculty contracts available. Mark your calendar for Winter Inservice on February 10. Don't miss the All Staff Recognition on Thursday, December 8, from 12-1:30 p.m. in the Niemeyer – Osterman Theatre and the evening staff from 8-9:30 p.m. in the Community Center – Cougar Café. Please come, eat, and hear amazing things about your colleagues. The faculty coordinated a service project with the FYE sections to donate a total of 353 items for the Cougar Cave with a focus on hygiene items. Nora recruited two full-time faculty to work on SISTERRS, a CCC Data Quality Improvement Project. This will mandate all of our degree and certificate seeking students to go through an online student orientation as well as means to collect essential data for our first time CCC students. Looking for volunteering to step up as members of the Building Emergency Response Team (BERT). Leslie Ormandy commented the need for a current list of BERT member by building. 5. Administrative Confidential – BJ Nicoletti: Focused on the holiday food baskets.
--	--	--

<p>Announcements</p>	<p>All</p>	<p>Joanne Truesdell – Reminder to come by the executive offices on December 7 to bid farewell to Vice President of Campus Services Jim Huckestein as he is retiring. Celebrate with Matthew Altman on December 2 as he will be taking a position at Rock Creek Portland Community College as their new Math and Technology Dean.</p> <p>Lori Hall, Public Information Officer – Lori had scheduled during the Monday of finals week a college-wide test for our emergency notification system that goes out through our offices phones and college load speakers. She asked if this would be disruptive to our students and the consensus at College Council was that it needed to be rescheduled.</p> <p>Justin Montgomery – Reminder to attend the All Staff Recognition on December 8. (Event was cancelled due to inclement weather. The All Staff Recognition event will be combined with the All Staff Breakfast in March.)</p> <p>Leslie Ormandy – Students need clarification on college closures in the case of inclement weather. The college will follow up and will relay the closure procedure.</p> <p>Ida Flipo – The Cultural Arts Committee will be hosting a series of Oregon Humanities lectures during winter and spring terms. Sharron Furno from the Criminal Justice department has been interested in acquiring a 3D scanner to use in our Criminal Investigation classes. Cynthia Risan and Donna Larson were instrumental in acquiring some Perkins funds for this purchase.</p> <p>BJ Nicoletti – New college survey, Eyes on Student Engagement, went out to our students. We had about 1,400 students respond that included questions about transportation, instructional environment, and student engagement. Results are expected out in January.</p> <p>Matthew Altman – Another successful Science, Technology, Engineering & Math (STEM) mentoring training for 10 faculty and 25 students. Our STEM tutors have been working with students in the Learning Center. Over 1,100 students were mentored this term which equals to more than 1,500 hours of mentoring from those tutors alone. Kimberly Hilderbrand-Faust is our new STEM Academic and Career Coach, who is working in a full-time, grant-funded position.</p> <p>Stephanie Schaefer – In early winter, we are hoping to execute the rest of our mini grant for Career Assessments. Four of us are going through trainings, and we will be able to offer three different instruments. We have a Counseling Special Needs Fund that is currently at a balance of \$600. If any of you are needing to donate before the end of the fiscal year, please consider that this fund is used for students to assist them to purchase a book, pay for supply or to help with an expense.</p>
-----------------------------	------------	---

Present		Sue Goff (Chair), Robert Keeler, Stephanie Schaefer, Christina Bruck, Sue Caldera, Ida Flippo, Jane Littlefield, Max Wedding, Ali Ihrke, Leslie Ormandy, Xaun Wilson, Megan Baumhardt, David Plotkin, Matthew Altman, Chris Hughes, Justin Montgomery, Christine Tappe, Denice Bailey, Luke Norman, Sarah Hoover, Pete Kandratieff, BJ Nicolette, Lisa Davidson, Lori Hall, Beth Hodgkinson (recorder)
----------------	--	--

Core Theme Ideas and Strategic Priorities 16-17



Education That Works



Overview

1. New Core Theme descriptions - DRAFT
2. Direction for New Core Theme Indicators
3. Core Theme and Strategic Priority Relationship
4. Strategic Priorities 2016-17

Summary of Recommended Changes to Core Themes

Current Academic Transfer: We provide education that results in successful academic transfer to a four-year institution.



Recommended Academic Transfer: We prepare learners to transition to a four year institution and attain their goals for further education.

Current Career Technical Education: We provide education and training that reflect the economic needs of the community and region and lead to successfully attaining employment.



Recommended Career Technical Education: We prepare learners to attain their education and training goals for career advancement through programs and services that reflect regional labor market needs.

Current Essential Skills: We provide education that supports high school completion and learning English, and develops essential skills such as mathematics, reading and writing.



Recommended Essential Skills: We prepare learners for high school completion, English language proficiency, and foundational skills in mathematics, reading, and writing.

Current Lifelong Learning - We provide diverse special events, enrichment programs, and continuing education opportunities and develop strong partnerships with our community agencies.



Recommended Lifelong Learning: We provide professional, cultural, and personal development, as well as the enrichment of our community, through events, services and training.

Core Themes: Guiding Principles for Language Changes

1. Clarify
2. Reflect what we do
3. Reflect Core Theme Purpose –
 - Define “threshold” of mission fulfillment
4. Lead to measures – valid, reliable, meaningful, realistic
 - Lagging (Core Theme) vs. Leading (Strategic Priority)

Core Themes: Academic Transfer

- **Current:** We provide education that results in successful academic transfer to a four-year institution.
- **Recommended:** We **prepare learners to transition** to a four year institution and **attain their goals** for further education.

Core Themes: Career Technical Education

- **Current:** We provide education and training that reflect the economic needs of the community and region and lead to successfully attaining employment.
- **Recommended:** We **prepare learners** to attain their education and training **goals** for **career advancement** through programs and services that **reflect regional labor market** needs.

Core Themes: Essential Skills

- **Current:** We provide education that supports high school completion and learning English, and develops essential skills such as mathematics, reading and writing.
- **Recommended:** We prepare learners for high school completion, English language proficiency, and foundational skills in mathematics, reading, and writing.

Core Themes: Lifelong Learning

- **Current:** We provide diverse special events, enrichment programs, and continuing education opportunities and develop strong partnerships with our community agencies.
- **Recommended:** We provide **professional**, cultural, and personal development – as well as the **enrichment of our community** – through events, services and **training**.

Core Themes: Lagging vs. Leading Indicators

Core Themes should have lagging indicators

- Direct Measures
- Retrospective – looking back over a year or two
- Reviewed annually for overall institutional accountability
- Provide red flags or indicate area for investigation
- Choice of indicators fairly constant over seven-year accreditation cycle

Strategic Priorities should have leading indicators

- Provide data that is actionable in the short term (weekly, monthly, quarterly)
- Reviewed on a continual basis to adjust actions
- Are predictive of change in Core Theme / lagging indicators
- Choice of indicators may change depending on actions / needs for Strategic Priorities.

Core Themes:

Ex. Of Lagging vs. Leading Indicators

Core Theme:

Students are ready to succeed at a four year school based on:

1) persistence and graduation rates within 3 years and 2) an audit of student GPA at transfer institutions.

Strategic Priority:

% of transfer-intent students who successfully complete 7+ credits

% of transfer-intent, full-time students who successfully complete 15+ credits

Core Themes:

Academic Transfer Indicator Ideas

Outcomes of Learning/Prepared

- Rates of attainment of program learning outcomes for credit students
- Rates of attainment of Gen Ed learning outcomes

CCC Student Success Cohort

- Students are ready to succeed at a four year school based on 1) persistence and graduation rates within three years and 2) an audit of student GPA at transfer institution.
- Rates of completion at CCC or transfer to four-year institution within three years.

Core Themes: CTE Indicator Ideas

- Rates of attainment of program learning outcomes for credit students.
- Rates of attainment on related instruction learning outcomes.
- CCC Student Success Cohort: 1) rates of completion at CCC within three years and/or 2) achieving employment in field before completing or one year after completing.

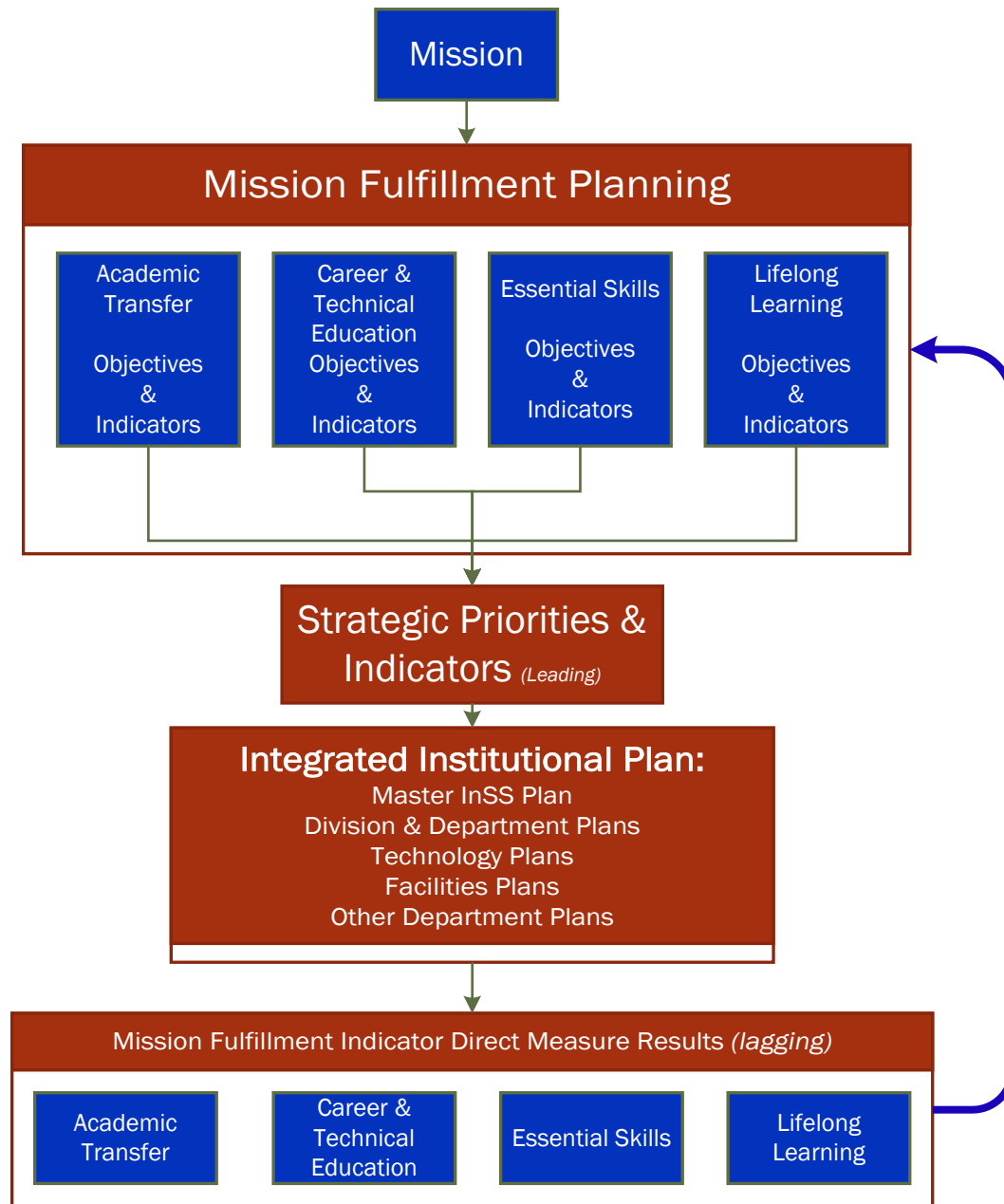
Core Themes: Essential Skills Indicator Ideas

- Progression through Developmental Ed writing and math to first level degree/certificate intent course within time periods
- % of CCC GED prep students who attaining GED.
- Completion by CCC adult high school students within year.
- ESL students have confidence conversing with native English speakers within a year

Core Themes:

Lifelong Learning Indicator Ideas

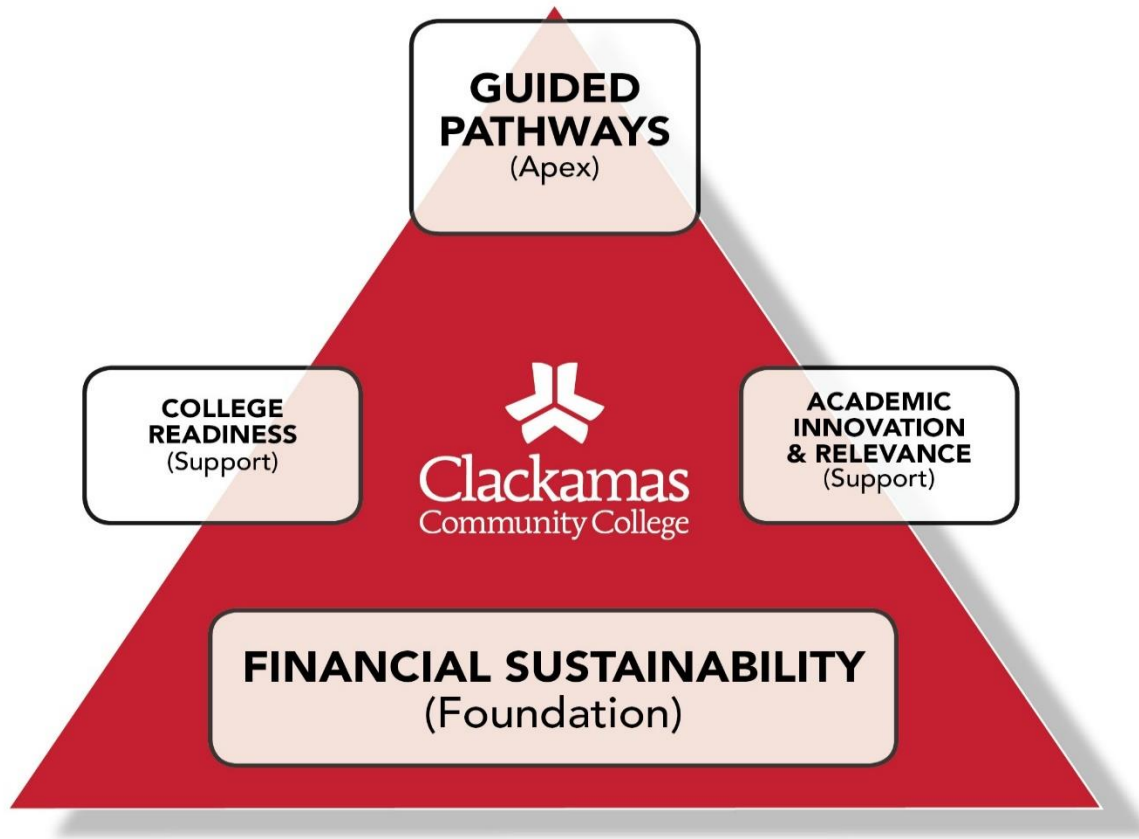
- Unduplicated Headcount Participation in Community Education Department and % of service district population 18 years and older it represents.
- Repeat and first time customers in Community Education and student satisfaction evaluations.
- Credentials/Certifications from Customized Training and Workforce area.
- Customer satisfaction survey results.



STRATEGIC PRIORITIES 2016-2019

Relationships

(Outcome: Improve Student Success)



Academic Freedom and Responsibility

~~As a public institution, the College does not promote any particular political or religious point of view, but rather encourages exploration of many points of view.~~

The purpose of this policy is to promote public understanding and support of academic freedom and professional responsibility to the students, to the community, and to College staff.

Clackamas Community College is operated for the common good and not to further the interest of either individuals working at the College or the institution as a whole. The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and is applied to teaching and other College-related activities. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the instructor in teaching and of the student in learning. It carries with it duties correlative with rights.

- 1. Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but paid research should be based upon an understanding with the authorities of the institution.**
- 2. Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.**
- 3. College and university teachers are members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.**

END OF POLICY

Legal Reference(s):

[ORS 341.290\(2\)](#)
[ORS 336.477](#)

[OAR 589-008-0100\(1\)\(f\)](#)

U.S. CONST. amend. I; U.S. CONST. amend. XIV.
OR. CONST., art. I, § 8.

ISP 290

Educational Progress Policy (Replaces “Ability to Benefit” Policy)

PURPOSE

Establishes alternate progress standard for students not subject to the Academic Standing Policy.

SUMMARY

Students not subject to the Academic Standing Policy who repeatedly fail to progress in courses or demonstrate repeated inability to progress toward meeting applicable course or program outcomes may be required to follow an appropriate action plan crafted in response to the student’s demonstrated difficulties.

STANDARD

1. Faculty evaluate whether students have made substantial progress meeting learning outcomes in their courses. If such progress has not been made, the faculty member will work together with his/her department chair/director to determine an appropriate course of action (determine appropriate action as outlined in 290P).
2. Appeals or requests for exceptions to the Educational Progress policy can be made on a case by case basis to the Dean of Academic Foundations and Connections.
3. Students receiving financial aid may be subject to additional criteria regarding their educational progress. In such cases those criteria may be incorporated into any action plans created.

REVIEW HISTORY

ISP Committee	Adopted	[Date]
College Council	Reviewed	[Date]

ISP 374

DANTES Subject Standardized Tests (DSST)

PURPOSE

Establishes regulation and conditions for awarding college credit through the DANTES Subject Standardized Tests (DSST).

SUMMARY

Clackamas Community College awards DSST credit to students who have completed a DANTES Subject Standardized Test in a recognized subject area and in accordance with the following conditions.

STANDARD

1. DSST credit will be awarded according to the American Council on Education (ACE) recommendations.
2. Instructional departments will determine the appropriate course equivalency for DSST students. (See ISP 374A DANTES Subject Standardized Tests Credit Chart)
3. DSST credit will be noted on the student transcript and may be applied towards course equivalencies, program requirements and degree completion.

REVIEW HISTORY

ISP Committee	New format	
ISP Committee	Reviewed/No changes	
College Council	Reviewed	
Instructional Council	Adopted	

RESOLUTION R16/17-23**Right to Learn**

Implementing Board Policy BBA – Board Powers and Duties

WHEREAS, the Clackamas Community College (CCC) Board of Education (Board) is committed to the success of every student at the College and the mission of CCC is to serve the people of the College district with high-quality education and training opportunities that are accessible to all students, adaptable to changing needs and accountable to the community we serve;

WHEREAS, the Board, faculty and staff believe all students have the potential to achieve, and it is the responsibility of our institution to give students the opportunity and support to meet their highest potential;

WHEREAS, the Board is committed to the enforcement of the Family Educational Rights and Privacy Act (FERPA), and therefore does not ask or require of students their immigration status or that of their family members;

WHEREAS, CCC, under FERPA, has approved directory information published and shall not release “non-directory” student record information unless legally compelled to do so;

WHEREAS, the Board has the authority and responsibility to control access to College property, owned, leased, rented or occupied for the purpose of CCC-related education, service or operations and restricts the facilitation or consent to immigration code enforcement unless under court order or in the event of an imminent health or safety risk;

WHEREAS, CCC Campus Safety officers do not have the authority to and will not enforce federal immigration laws;

WHEREAS, the Board believes the physical safety and emotional well-being of all students at the College, and ensuring that our campuses are safe and inviting for all students and their families, is paramount to students being able to achieve (CCC does not tolerate any form of discrimination, harassment or bullying as per policy JFCF/GBNA: Hazing/Harassment/Intimidation/Bullying/Menacing);

WHEREAS, the Board further believes that our students’ ability to achieve success is negatively impacted by external disruption of the educational environment; and

WHEREAS, the Board under ORS 341.290(4) and (17) has the power and duty as outlined in Board Policy BBA to control the use of and access to the grounds, building, books, equipment and other property of the College and prescribe rules for the use and access to public records of

the College that are consistent with ORS 192.420, and education records of students under applicable state and federal law and rules of the State Board of Education.

NOW THEREFORE, THE BOARD RESOLVES:

1. The President shall within the next 90 days, update the Board on the development of processes and procedures that, at a minimum, include the following elements:
 - a. Notification procedures requiring any Immigration and Customs Enforcement (ICE) officer intending to enter any CCC property to first notify the President and the Director of College Safety, in person, of its intention, with adequate notice.
 - b. The authorization of ICE officer's credentials, the inquiry as to their request for access and the legal validity of the request.
 - c. The verification of written authority from ICE instructing them to enter CCC property and for what purpose.
 - d. Steps to be taken that provide for the educational needs, physical and emotional safety of its community members, staff and students who are on College property or at a College function.
 - e. The training, within 90 days of hire, of all appropriate personnel with information on how to respond to ICE personnel who are requesting information about CCC students and families and/or attempting to enter CCC property. Appropriate personnel should be informed on any College procedures for notifying students about inquiries to their educational records including ICE efforts to gain information about students and families.
 - f. Coordination with community, school district, child care and all community partners on College property to support students and families inclusive of ICE-related actions.
2. Pursuant to the Family Educational Rights and Privacy Act (FERPA) and relevant law, CCC staff shall not disclose personal information including, but not limited to, any CCC student immigration status. In addition, no CCC staff member shall ask about any student's immigration status or that of a student's family members.

Dated this 20th day of December, 2016.

ATTEST:

Board Chair

President

Retaliation and Whistleblower Protection

Non-Retaliation

The College strictly prohibits discrimination or retaliation against any individual who has opposed any discrimination act or practice; because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under state and federal law, as well as College policy.

Whistleblower Retaliation

The College strictly prohibits discrimination or retaliation against any employee for engaging in whistleblowing activities as defined in ORS 659A.200 to 659A.229, including disclosure of information otherwise protected under Oregon's public records law (ORS 192.501 to 192.505).

An employee who *in good faith has an objectively reasonable belief* that the actions of the college or its employees violates federal, state or local law and who, in the process of reporting the alleged violation, discloses information that is exempt from disclosure under Oregon's Public Records laws (ORS 192.501 to 192.505) has an affirmative defense against civil or criminal charges arising out of such disclosure if the protected information was disclosed to:

1. A state or federal regulatory agency;
2. A law enforcement agency;
3. A manager employed by the college; or
4. An attorney, when the communication is in connection with the alleged violation and the communication is subject to Oregon's attorney-client privilege protection under ORS 40.225.

The affirmative defense provided for herein applies to an employee's disclosure of information related to an alleged violation by a coworker or supervisor acting within the course and scope of employment of the coworker or supervisor.

The affirmative defense does not apply to information that:

1. Is disclosed or redisclosed by the employee or at the employee's direction to a party other than the parties listed above; or
2. Is stated in an agreement that is not related to the employee's employment with the employer and is either:
 - a. a commercial exclusive negotiating agreement, or
 - b. a commercial nondisclosure agreement;
3. Is disclosed by an attorney or his/her employee if the information disclosed is related to the representation of a client; or

4. Is protected from disclosure under federal law, including but not limited to HIPAA and FERPA and under these circumstances may only be disclosed in accordance with federal law.

Any employee who invokes his or her rights under this policy has the right to file a complaint under the College's harassment complaint procedure (GBNA/JFCF-AR); and, is entitled to all remedies available under Oregon's unlawful employment practices law, ORS 659A.200 to 659A.224.

END OF POLICY

Legal References:

[ORS 659A.200 to 659A.229](#)

[ORS 192.501 to 192.505](#)

Approved by President's Council: _____
(Date)

Articulation Agreement and Transfer Guide Handbook

This document is intended to support the development of articulation agreements and transfer guides for approved Clackamas Community College programs, it is in no way a substitute for the appropriate curriculum process.

Purpose:

Clackamas Community College (CCC) is committed to developing and implementing articulation agreements and transfer guides with four-year colleges/universities to promote transfer of academic credit for our students.

Development of articulation agreements and transfer guides:

- Supports curricular alignment with educational partners.
- Identifies appropriate transfer courses for students.
- Creates program-specific articulation agreements.

This handbook establishes the key elements of the articulation and transfer guide process, providing guidance to Deans and Department Chairs to facilitate formal and informal partnerships with four-year colleges/universities.

Definitions:

Articulation is a broad term that relates to various methods by which students can receive transfer credit for specific course work that they have mastered.

Articulation Agreements are formal agreements between educational institutions for the transfer of course credit taken at one institution to another institution. The agreements are contracts signed by representatives of both entities.

Transfer Guides are informal agreements between institutions that identify courses for students to take toward completion of specific degrees.

Principles:

CCC intends to enter into articulation agreements and transfer guides that:

- Increase access to and attainment of students' education/career goals.
- Align with CCC's program offerings.
- Strengthen partnerships and initiatives that benefit students and CCC.

Note: This document was modeled after the Lone Star College System and Portland State University's Articulation Agreement Guidelines Manuals.

Types of Agreement:

Agreement:	How it is developed/implemented:
Formal Articulation Agreement	
<i>AAS Program-to-Program Articulation Agreement:</i> Specifies how courses in an Associate of Applied Science (AAS) at CCC will transfer to a specific major at a four-year college/university. Generally accompanied by a Transfer Guide.	Generally initiated by academic departments, this is a formal agreement that must be vetted and signed by the Vice President of Instruction and Student Services, Dean of Curriculum and Planning, and specific Division Dean.
<i>AS Program-to-Program Articulation Agreement:</i> Specifies how courses in an Associates of Science (AS) at CCC will transfer to a specific major at a four-year college/university. Generally accompanied by a Transfer Guide.	Generally initiated by academic departments, this is a formal agreement that must be vetted and signed by the Vice President of Instruction and Student Services, Dean of Curriculum and Planning, and specific Division Dean.
<i>Other Agreement Options:</i> Specifies how courses in a specific certificate or pre-requisite program at CCC will transfer to a specific major at another community college or four-year college/university. Generally accompanied by a Transfer Guide.	Generally initiated by academic departments, this is a formal agreement that must be vetted and signed by the Vice President of Instruction and Student Services, Dean of Curriculum and Planning, and specific Division Dean.
Informal Agreement	
<i>Transfer Guides:</i> Transfer guides are term-by-term advising maps designed to illustrate pathways for students completing a CCC program that plan to transfer to specific majors at a specific four-year college/university.	Generally initiated by either academic departments or student services, this is an informal agreement that is signed by the Dean of Curriculum, Planning, and Research.

Process:

1. Articulation agreements or transfer guides do not substitute the appropriate curriculum process. The process identified in this handbook is for approved CCC programs.
2. Initiation
 - a. A request for an articulation agreement or transfer guide may be generated from either a CCC department (academic or student services) or four-year college/university.
 - b. Regardless of the origin of the agreement, all requests to initiate development of articulation agreements or transfer guides must be communicated in writing to the Office of Education Partnerships (OEP).
 - c. OEP will coordinate with the CCC department or four-year college/university to complete a "Notice of Intent Form" (Appendix A).
 - i. The notice will follow a standard format, including:
 1. Date
 2. Name and contact information of CCC faculty submitting the form
 3. Name of CCC Program
 4. Name of four-year college/university with which the agreement or guide will be developed
 5. Type of agreement
 6. Brief rationale to support entering into the agreement

7. Four-year college/university contact person and contact information
8. Department Chair's signature
9. Division Dean's signature

3. Development

- a. To ensure quality and consistency of agreements, the following areas will be addressed in all agreements: purpose of agreement and description of degrees/programs covered in the agreement, and terms of conditions (timeframe, review, and termination).
- b. Justification if the proposed articulation agreement or transfer guide is going to be more than 90-credits.
- c. OEP will work with the CCC department to develop the agreement.
 - i. For transfer guides the CCC department will complete a "Transfer Guide Template" (Appendix B).
 1. Include a statement on transfer guides that indicate the guide represents an articulation agreement (if appropriate).
 - ii. Once transfer guides are complete, the OEP is notified to ensure that the transfer guides are posted on the website.
- d. The partnering institution may draft an institutional or program specific agreement. The draft agreement is reviewed by the OEP and appropriate academic and service departments.

4. Approval

- a. OEP in collaboration with the CCC department engaging in the agreement will develop, implement, and coordinate the communication and approval from the partnering four-year college/university.
- b. Once the agreement is ready for review and signatures, OEP will forward it to the appropriate signatory for approval.
 - i. Division Dean
 - ii. Dean of Curriculum, Planning, and Research
 - iii. Vice President of Instruction and Student Services
- c. Upon approval, articulation agreements are electronically stored on the "I" drive Contracts folder, hard copies are housed in the Executive Offices.
- d. Upon approval, transfer guides are electronically store on the "I" drive Student and Academic Support Services (SASS) folder, hard copies are housed in the Curriculum Office.

5. Signing Ceremonies

- a. Signing ceremonies may be held for articulation agreements if appropriate.
 - i. Two sets of original documents are brought to the signing ceremony.
 - ii. Agenda to include:
 1. Welcome and introduction of each institution's representatives
 2. Comments by those present
 3. Signing activity
 4. Closing remarks and photo coverage for press release
 - iii. CCC representatives invited to attend:
 1. Agreement development members from both institutions
 2. Student Services representative(s)

3. Department Chair
 4. Deans and Associate Deans
 5. Vice Presidents
 6. President
-
6. Promote the Agreement
 - a. Following approval, the agreement will be added to the CCC Articulation Agreement or Transfer Guide webpages.
 - b. Email notifications will be sent to:
 - i. Deans
 - ii. Department Chair
 - iii. Curriculum Office
 - iv. Director, Student and Academic Support Services
 - v. Directors of Harmony and Wilsonville Campuses
 - c. Copies of the agreement are disseminated as a PDF to the partnering college/university.
 - d. Director, Student and Academic Support Services informs Academic & Career Coaches of new agreements at department meetings.
 - e. Directors of the Harmony and Wilsonville Campuses will inform Academic & Career Coaches of new agreements at department meetings.
-
7. Annual Review
 - a. All agreements will be reviewed annually to ensure alignment with current curriculum.
 - b. Agreement review will occur by CCC academic department representatives and the Curriculum Office.
 - c. Each reviewed agreement will be dated to reflect the date of the reviewed and to assist in maintaining the most current agreements.
-
8. Renewal
 - a. Prior to the expiration of an agreement, the OEP will notify CCC academic departments that an agreement is about to expire. The current agreement will be attached to the notification.
 - b. At that time the CCC academic department works with the partner college/university to review and revise the agreement as appropriate.
 - c. Departments will need to update agreement forms as well as transfer guide and submit for review and approval following the standard process.
 - d. Once the agreement is ready for review and signatures, it will be forwarded to the appropriate signatory for approval.
 - e. Upon approval, articulation agreements are electronically stored on the "I" drive Contracts folder, hard copies are housed in the Executive Offices.
 - f. Upon approval, transfer guides are electronically store on the "I" drive Student and Academic Support Services (SASS) folder, hard copies are housed in the Curriculum Office.

Appendix A: Notice of Intent Form

Notice of Intent to Develop an Agreement

Date: <i>Click here to enter text.</i>
Name of CCC Program: <i>Click here to enter text.</i>
Name of Partnering Institution: <i>Click here to enter text.</i>
Type of agreement: <input type="checkbox"/> AAS Program to Program Articulation Agreement <input type="checkbox"/> AS Program to Program Articulation Agreement <input type="checkbox"/> Other Agreement Options <input type="checkbox"/> Transfer Guide
Brief Rationale to Support Entering into the Agreement: <i>Click here to enter text.</i>
CCC Program Contact (Name, Title, Email, and Phone Number): <i>Click here to enter text.</i>
Partnering Institution Contact (Name, Title, Email, and Phone Number): <i>Click here to enter text.</i>
Department Chair's Signature
Division Dean's Signature

**Justification if the proposed agreement or transfer guide will be more than 90-credits.*

Appendix B: Transfer Guide Template

Clackamas Community College - *ENTER DEPT NAME*

Transfer Guide with *ENTER COLLEGE NAME*

Purpose: *Click here to enter text.*

Clackamas Community College <i>ENTER DEGREE PROGRAM</i>	<i>ENTER COLLEGE NAME</i> <i>ENTER DEGREE PROGRAM</i>
--	--

Program/Major Requirements:

CCC Courses	Quarter Credits	<i>COLLEGE NAME</i> Course Equivalents	Quarter Credits
<i>Click here to enter text.</i>	<i># of cr.</i>	<i>Click here to enter text.</i>	<i># of cr.</i>
<i>Click here to enter text.</i>	<i># of cr.</i>	<i>Click here to enter text.</i>	<i># of cr.</i>
<i>Click here to enter text.</i>	<i># of cr.</i>	<i>Click here to enter text.</i>	<i># of cr.</i>
<i>Click here to enter text.</i>	<i># of cr.</i>	<i>Click here to enter text.</i>	<i># of cr.</i>
<i>Click here to enter text.</i>	<i># of cr.</i>	<i>Click here to enter text.</i>	<i># of cr.</i>

Additional Requirements for Program/Major: <i>LIST REQUIREMENTS OR TEXT WITH DESCRIPTION</i>

In addition to the departmental requirements listed above, students must also complete coursework for university admission, general education requirements and BA/BS requirements. Meet with a *COLLEGE NAME* Academic & Career Coach to develop an effective transfer plan that will meet your individual needs.

General Education Requirements: <i>Click here to enter text.</i>
--

Terms of Condition: This Agreement shall cover the _____ catalog year. This Agreement will be reviewed each year for changes to either party's course and/or program offerings. Either party may terminate or suspend this Agreement for upon ninety (90) days written notice. Notwithstanding the termination of this Agreement, any students who are in a class shall be treated as if this Agreement continues to be in effect.

Clackamas Community College _____

Signature: _____

Print Name: _____

Title: _____

Date: _____