

College Council Agenda

Date: 5.19.17 | 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 (5/5/17)	<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 5/5/17 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
Testing and Placement Center Updates	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Beth Wicklund Ric Jenkerson	10 min		<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
ITS Updates	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Dave Gates	15 min	Virtual Desktop Interface (VDI) Summer Student Lab Updates - Windows 10 & Microsoft 2016	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document
ARC – 1st Read	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Tara Sprehe	10 min	ARC 402 Active Military Deployment ARC 601 Policy Expressive Conduct	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document
ISP – Informational Items	<input type="checkbox"/> SP1 <input type="checkbox"/> SP2 <input type="checkbox"/> SP3 <input type="checkbox"/> SP4 <input checked="" type="checkbox"/> Compliance	Sue Goff	10 min	ISP 160 Course Outlines and Syllabus Information DRAFT ISP 160A Course Syllabus Information DRAFT	<input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" 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 checked="" type="checkbox"/> Document
Association Reports 1. 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 Dates	Start Time	End time	Location	
	June 2, 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 Pruyn (AFaC), Andrea Vergun (AFaC), Ryan West (AFaC), Sue Caldera (TAPS), Ida Flippo (TAPS) Chris Hughes (TAPS), Jarett Gilbert (TAPS), Sunny Olsen (TAPS), 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: 5.5.17 | Begin: 12:00pm End: 1:30pm | Location: CC127

Topic/Item	Presenter	Minutes
Minutes (4/21/17)	Sue Goff	Minutes from the meeting held on 4/21/17 were previously sent out for review. Any comments and/or corrections, please contact Beth.
President Search Forums, May 8-12	Amanda Coffey	CCC President Joanne Truesdell announced her decision to retire her presidency effective July 2018. The CCC Board of Education is conducting a national search for the college's next leader, and the college wants to first hear from faculty, staff, students, and the community because your input matters. Nine forums will be held during the week of May 8-12 on all three CCC campuses. The forums will be facilitated by Preston Pulliams of Gold Hill Associates. The information gathered will be compiled and shared with the Search Advisory Committee, who will develop the president profile that will be approved by the Board of Education.
Safety Update	Pete Kandratieff	The Clackamas County Sheriff's Office did not renew the Intergovernmental Agreement (IGA) with CCC that allowed our Campus Safety Officers to maintain sworn law enforcement officer status. As a result, our Campus Safety Officers transitioned to unarmed staff on July 1, 2016. The Board approved funding for two full-time, armed Clackamas County Sheriff's Office deputies to be assigned to the College beginning in September 2016. The College attempted to enter into an IGA with the Sheriff's Office for this service, but they were unable to provide any deputies due to their inability to fill mandatory patrol staffing positions. The College wants an armed law enforcement presence on campus in addition to our Campus Safety Department for college safety. The Oregon City Police Chief, Jim Band, has agreed to an IGA with the College for one full-time, armed officer on our campuses as our College Resource Officer (CRO). The CRO would work closely with the Director of College Safety. The College is working to finalize the agreement with the OCPD in the next month, so a CRO can be identified and begin their full-time assignment at the College starting on September 1.

<p>ARC/ISP 1st Reads</p>	<p>Christina Bruck</p>	<p>These are ARC/ISP policies that bridge both Student Services and Instruction, so they are processed through both the ARC and ISP committees as well as College Council.</p> <p>ARC/ISP 640 Academic Accommodations Policy – 1st Read Suggested changes to the fourth paragraph: add “qualified” before the word documentation; add Disability Resource Center (DRC) before the word staff; and add some language that the DRC would encourage faculty’s input regarding students who may need accommodations.</p> <p>ARC/ISP 641 Service Animal Policy – 1st Read A concern was brought up that the American Disabilities Act (ADA) and the Oregon Revised Statutes (ORS) are not consistent. Within the policy as defined by the ADA, it states if service animals only provide emotional support that they are not a service animal, but the ORS speaks only to physical impairment, so Christina will come back with further clarification. Christina will add clarification within the policy to clarify that an assistance animal is not the same as a service animal.</p> <p>ARC/ISP 642 Personal Audio and Video Recording Policy This policy was taken to our College attorney, and it was discovered that students are allowed to record lectures. The College and/or instructors cannot be asked that recorders be turned off, but they can request that during small group interactions unless the group consents to be recorded. A student cannot be forced to turn off a recorder. The policy also notes that recordings cannot be released to others or shared on the internet.</p> <p>Leslie requested that some suggested language from the policy be forwarded to our instructors that could be included in their syllabi. A question was brought up if still photography would be included in this policy or not. Just something to think about.</p> <p>Remember that these are first reads and will come back with recommendations and a second read. Forward comments to Christina or anyone on ARC or ISP.</p>
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<p>Self Service Faculty Tab</p>	<p>Dustin Bare Chris Sweet</p>	<p>Starting with summer registration, prerequisites are turned on. If you have a required prerequisite for a course, students who don't meet that will no longer be able to register. The faculty member will now have the ability to provide consent without using the blue add/drop forms or sending emails to allow your students to register. Student Planning uses three different terms that replaces the process we are familiar with as Instructor Consent. Faculty Consent is required for a student that would like to enroll in a course after it has started. Requisite Waiver is required for a student that would like to enroll in a course without officially meeting a course prerequisite. Students can demonstrate proof of prerequisites placement or submission of previous college transcripts. A good example of a student who may need a requisite waiver would be a student who lives in a Spanish-speaking home and wants to take SPN-201. The instructor could approve this within the system which would allow the student to register online. Student Petition is required for a student that would like to enroll in a course with a special requirement. For instance, if a camera is required, you could provide them a student petition which would allow the student to register online. If you choose to use the add/drop form, know that it has been updated with the new terminology. Dustin demonstrated how to use Faculty Tab within the test environment. Documents will be available to help guide faculty through this new process. Note that once faculty members either grant consent/waiver that this doesn't register the student automatically for the course or send the student an automatic reply. The faculty will need to reply to the original email or face-to-face request. It puts the responsibility back on the student. Chris will be sending out an email to faculty that will provide the new terminology, each of the step-by-step directions for each of the different consent/waiver types, and provide a one-hour information sessions directed towards the faculty tab. Chris and Dustin will also provide the step-by-step documentation that we are providing for our students on this new process. At locations on campus such as Advising, the college will be providing students with email templates to ensure that when they email faculty with request that they include the pertinent information. Looking ahead they will continue to provide faculty with additional opportunities for training during fall InService and throughout fall term 2017.</p>
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<p>Committee Reports 1. Access, Retention, and Completion (ARC) 2. Curriculum 3. Presidents’ Council – no report</p>	<p>John Ginsburg</p> <p>Terry Mackey</p>	<p>This fairly new committee formed in 2015 meets to prioritize, coordinate, and shepherd projects and tasks related to Access, Retention & Completion (ARC). The goals this year were to streamline and structure meetings, move “in-progress” policies to College Council, and identify big-picture” items to tackle. Meetings are divided into three parts: just-in-time issues, policy proposal, discussion/approval and big picture items. Many of our College policies aren’t written down. Considerable work has been done to identify missing policies and have been brought forward to discuss, create, and present for approval. It’s a challenge to keep policies organized and stay focused on committee progress. The committee continues to look at potential improvements that we can make to our programs, services, and systems that will impact the access, retention, and completion for our students.</p> <p>The Curriculum Committee provides guidance, advocacy, and oversight for curricular issues that are cross-departmental or instructional in scope and impact. The committee made considerable progress during 2016-17 including 23 new courses, 3 new programs, 40 program amendments, and 8 program suspensions. The committee adopted 4 process documents that come in three formats. They also looked at related instruction and identified outcomes for CTE programs. In addition, the committee came up with both a related instruction certification and general education certification process document, flowchart, and checklist.</p>
<p>Association Reports 1. ASG 2. Classified 3. Part-time Faculty 4. Full-time Faculty 5. Administrative Confidential</p>		<p>1. ASG – Beth Hodgkinson for Megan Baumhardt: International Week: May 15 - 18 from 12- 1 p.m. daily with food, music, and activities from four regions including: Middle East, Asia, Latin America and Europe. Field Day is scheduled on May 31 in the Community Center quad from 11 a.m. – 2 p.m. A carnival theme with food and a variety of activities planned. Please contact ASG if you are interested in volunteering. ASG will be bringing back the “Dead Week Day of Massage”, Monday through Thursday from 11 a.m. – 2 p.m. in the Community Center as well at the Harmony campus Tuesday from 11 a.m. – 3 p.m. The Student Leadership banquet is scheduled on June 7. We are hiring both peer assistants and new members for next year. Stop by the office and get an application or apply online.</p> <p>2. Classified – Enrique Farrera: Make sure to attend one of the president search forums to share your input for the college’s next leader. The association is forming a budget committee to review their finances. The elections are coming up to elect a new board for 2017-18.</p> <p>3. Part-time Faculty – Leslie Ormandy: A call out to our part-time faculty to ask them what they would like to see in CCC’s next president. Send Leslie your feedback</p>

		<p>from the AFAC Dean forums. We have started the process for the 2017-18 election. We are seeking volunteers for the graduation ceremony. The summer barbeque picnic is scheduled – contact Jennifer Rueda for additional information.</p> <p>4. Full-Time Faculty – Stephanie Schaefer: The Senate elections are underway and will close on May 5. The faculty luncheon is scheduled on May 18. OEA grants are available to all three associations. Each association has up to \$2,000 that they can request for students totaling \$6,000 available to CCC.</p> <p>5. Administrative Confidential – BJ Nicolette: Incoming president is Jaime Clarke.</p>
Present		<p>Sue Goff (chair), Robert Keeler, Jackie Flowers, Sue Caldera, Bill Waters, David Plotkin, Denice Bailey, Paul Moredock, Dustin Bare, John Ginsburg, BJ Nicolette, Dru Urbassik, Terry Mackey, Beth Wicklund, Ida Flippo, Eric Lewis, Bob Cochran, Bill Calabrese, Amanda Coffey, Lili Tau – ASG, Max Wedding, Jack Hardy, Jaime Clarke, Greer Gaston, Chris Sweet, Stephanie Schaefer, Leslie Ormandy, Pete Kandratieff, Enrique Farrera, Laura Lundborg, Beth Hodgkinson (recorder)</p>

**Placement Advising for Student Success (PASS) with updates from Testing and Placement Center
College Council Meeting
May 5, 2017**

Overview: What is PASS?

Placement Advising for Student Success (PASS). PASS advisors work with students to guide placement into the highest-level math and writing courses in which they are likely to succeed with appropriate support. PASS placements use student input and multiple other measures, rather than a single test score, to promote the student's choice in determining their best path at Clackamas Community College.

Placement Advising Coordinator Position

The PASS Program filled the coordinator position in October. Beth Wicklund, Placement Advising Coordinator, is located in the Testing Placement Center. She can be reached at extension x6294 or at beth.wicklund@clackamas.edu. She is learning and assessing the processes and systems in place, as well as working on training programs to build on the success and integrity of the process used by the PASS Faculty, Advising and Career Coaches, Testing Center, Welcome Center, ABS and GED PASS advisors.

PASS Faculty working with Placement Advising Coordinator

The PASS faculty, Amanda Coffey (Writing PASS Advisor) and Kurt Lewandowski (Math PASS Advisor) are co-located in the placement office with the Placement Advising Coordinator for weekly office hours. They have been meeting with students for placement advising, providing input on new PASS tools for other PASS advisors, and they have been working with Ric Jenkerson on the assessment of the Accuplacer placement test and the Accuplacer Next Generation test. Amanda and Kurt have been "testing" these tests in order to determine the accuracy of the math, writing, and reading placement test and correlating these scores to the current math and writing courses offered at CCC.

Beth Wicklund, Placement Advising Coordinator, x6294, RR140, beth.wicklund@clackamas.edu

- PASS contact for students: pass@clackamas.edu , x6062
- Note: Beth monitors PASS emails and phone messages, which are forwarded to Kurt and/or Amanda for more complex placement scenarios.

PASS Intersections with Service Areas

In addition to the Testing Center and Advising staff, Welcome Center, Workforce, Adult Basic Skills, Educational Partnerships office, and the staff at Harmony & Wilsonville have joined the conversations about placement using multiple measures. Intersections of their work continue to inform program development. Examples of these intersections include:

- College and Career Readiness – (Working with high school partners to increase college and career readiness skills, building awareness of PASS program, supporting successful transitions to CCC, and increasing student retention and completion goals with development of referral process.)
- Getting Started Process –(Working with Enrollment Services, Welcome Center, and Educational Partnerships office, while updating testing and placement assessment info on website/schedule/catalog.)
- IR/IT Colleague; SISTERRS & student types—(Identifying key data points for placement collected through the application process.)
- Self Service/Student Planning Implementation—(Preparation for the enforcement of prerequisites for math & writing courses for summer registration.)

PASS Data Analysis for Continuous Program Improvement

The PASS program has been collecting data for over two years. The first year sample included 135 students. Stefan Baratto has worked with the Institutional Research office to establish the foundation for continuous data collection in the Developmental Ed. redesign effort at CCC. Over 700 students will be included in the second year data analysis for PASS; we expect results to be similar to that of year one:

- Overall, students placed through the PASS program “saved” 2.20 terms of math classes compared to students placed by traditional means and performed just as well.
- Overall, students placed through the PASS program “saved” 0.57 terms of writing classes compared to students placed by traditional means and performed just as well. (*Note: fewer placement levels; results are just as significant.*)

As we continue to scale the PASS program so that a majority of incoming students are placed using multiple measures, the placement process continues to improve. **The student’s goal is prioritized in the placement process, which has created a systemic change to entry and advising processes.** The PASS program is committed to building connections to academic and non-academic student supports by strengthening the referral process to DRC, ESL, GED, Skills Development, VET Center, Math Lab, Writing Center, FAFSA, as well as the Welcome Center and New Student Advising.

Testing Center Updates:

ACCUPLACER

As of November 1st of 2016, the college began exclusively offering ACCUPLACER tests as the new standardized placement test option. The COMPASS test was discontinued while 95% of Oregon community colleges agreed to use ACCUPLACER for improving the student experience among Oregon community colleges. The Testing Center staff works closely with PASS faculty and the new Placement Advising Coordinator to determine cut scores and further integration with use of multiple measures.

Clackamas Community College is at the forefront of using multiple measures for placement; additionally, CCC is the first in the state to offer ACCUPLACER Next Generation (NG). After PASS faculty compared ACCUPLACER Classic to NG, they were convinced multiple measures had the potential to be more accurate and NG was an improvement if a standardized test remained among the multiple measures. With PASS faculty expertise and a pioneer spirit, the Testing Center choice to remain on the forefront of placement using multiple measures in Oregon; we believe it was the right decision. If you have questions, please contact Ric Jenkerson ricj@clackamas.edu x3372 in Testing Center office (RR136).

UPDATED TESTING PROCTOR FORM

The testing proctor form was recently updated to provide clearer guidelines for instructors and students. This updated version is now offered in fillable format and can be found online at <https://www.clackamas.edu/uploadedFiles/Departments/Testing/Content/ProctorSheet.pdf>. Our goal is to incorporate this form submission process into the new website.

POLICIES & PROCEDURES

The National College Testing Association (NCTA) is “dedicated to the promotion of professionalism and quality in the administration of testing services and programs, including issues relating to test administration, test accessibility, test development, test scoring, and assessment” (<http://www.ncta-testing.org/>). The CCC Testing Center serves both on-campus and off-campus customers and has a rigorous certification process for providing nationally recognized tests and certifications, such as NCRC, GED, and Pesticide Application. Our office will be reviewing, revising and updating policies and procedures during the next two years in order to show that it is meeting the criteria to be certified as a test center aligned with NCTA professional standards and guidelines.

Remodel:

The Testing Center has undergone several changes in the past few months. With the addition of a full-time PASS Advising Coordinator and two PASS faculty, it was necessary to reconfigure the office, which was a goal for many years as we wanted to provide a more welcoming and reduced stress environment that still maintained the integrity needed for an official testing site. The removal of a wall created one large L-shaped office, which is now being referred to as the **Placement Office** (AKA: PASS Office). This office allows both faculty and the Coordinator space to meet with students when assisting with placements.

In the main area of the Testing Center, the layout of the welcome experience has been modified for a reduced stress environment. The check-in desk moved to provide more immediate attention upon entry; Lockers, cubbies and seating moved to the center and sides of the seating area; and the full-time staff continue to support daily operations with presence in their original locations. With newly painted walls, accent lighting and live plants, we feel we have achieved an overall feng-shui that is more welcoming and stress reducing. We would like to have inspirational artwork and more comfortable seating as well as new paint in the testing rooms; please drop by to check us out and contribute your ideas for our phase two. The vision was to create a calmer, accessible and inviting testing experience for students and staff while eliminating the “DMV flare”. We are so close to achieving our goal!

PASS Program/Testing Center Placement Advising for Student Success



Education That Works



PASS/Testing Center Updates

- **Overview of PASS and Student Placement Process**
- **Placement Advising Coordinator Position**
- **PASS Faculty Updates**
- **PASS Programs Intersections with other Teams and Programs**
- **Data Analysis**
- **Contact Information**
- **Testing Center Updates**
- **Accuplacer Next Generation (new placement tests)**
- **Remodel Update**

Math Placement Chart

	Test Subject	MTH 10 or 20	MTH 60, 50 or 98	MTH 65 or 98	MTH 80, 95, or 98	MTH 095 or 098	MTH 105, 111	MTH 112, 243 or 251	
	SAT	If Less than 440, Consider Multiple Measures					450-480	490-560	>=570
	ACT	If 19 or Less, Consider Multiple Measures					20-21	22-26	>=27
AccuPlacer Next Generation	Arthim	MTH 10 MTH 20							
	Elem Algebra	200-225: MTH 20	226-245	246-260	261-270		270-300 See Coll Mth Score		
	Coll Mth						200 - 250	251 - 275 MTH 112, 243 276 - 300 MTH 251	
Smarter Balanced	Never place here if student has graduated HS or earned a GED after 2014	Level 1 without 12th grade Mth	Level 1 plus 12th grade Mth	Level 2 without 12th grade Mth 80 or 98	Level 2 plus 12th grd Mth	Level 3 plus 12th grd Mth	Level 4 plus 12th grade Mth		
GED				145-164	Level 3 without 12th grd Mth	Level 4 without 12th grd Mth	175-200 See PASS		
Old Placement Test Scores									
COMPASS	Pre-Algebra	0-20: Mth 10 21-48: Mth 20	49-100						
	Algebra	0-20: See Pre-Algebra Score	21-40	41-55	56-82	83-100: Mth 98, 105 or 111			
	College Algebra					0-40: See Alg Scores	41-52	53-70 71-100	
	Trig							0-45 46-99	

(Revised 1/27/17)

Writing Placement Chart

Writing Placement Chart		ABE-012	ABE-012 WRD-090 See PASS Advisor	WRD-090 See PASS Advisor	WRD 098	WR 101 OR 121	
	SAT	460 OR LESS, CONSIDER MULTIPLE MEASURES				470 or Higher	
	ACT	18 OR LESS, CONSIDER MULTIPLE MEASURES				19 or Higher	
	AccuPlacer Next Generation	Reading Comp	236	237-249	250-262	275 - higher WR 121 263-275 (See Sentence Skills Score)	
		Sentence Skills			Less than 262	Greater than 263	
	Smarter Balanced	Level 1 without successful completion of 12th grade English	Level 1 plus successful completion of 12th grade English	Level 2 without successful completion of 12th grade English	Level 2 plus successful completion of 12th grade English	Level 3 plus satisfactory completion of 12th grade English	
					Level 3 without satisfactory completion of 12th grade English	Level 4 plus satisfactory completion of 12th grade English	
	GED	Never place here if student has graduated HS or earned a GED after 2014		145-164		165-174	
	Old Placement Test Scores						
	COMPASS	Reading	0-49	50-60	61-80	81-100	
Writing		0-31	32-60	61-78	81-100		

(Revised 1/27/17)

Math Placements (self-report and/or unofficial transcripts)

1. Graduated or passed GED within 2 years

- GPA
- Scores: GED 2014, SAT, ACT
- Math coursework and grades
- Full time vs. part time student
- Less than 20 hours of weekly commitments
- Feelings about math (positive or negative)

Graduated or passed GED more than 2 years ago

- GPA
- Scores: GED, SAT, ACT
- Past math courses and math experience
- Full time vs. part time student
- Less than 20 hours of weekly commitments
- Has degree beyond HS diploma
- Job requires math skills
- Feelings about math (positive or negative)

2. Consider Educational Goals – Math Pathways

Career Tech Path

MTH 020, MTH 050, MTH 080

STEM Path

MTH 020, MTH 060, MTH 065, MTH095, MTH 111, MTH 112, MTH 251

Alternate Path

MTH 020, MTH 098, MTH 105, MTH 243

3. Use Math Faculty: specific questions about math skills correlating to math placement

4. Placement Test

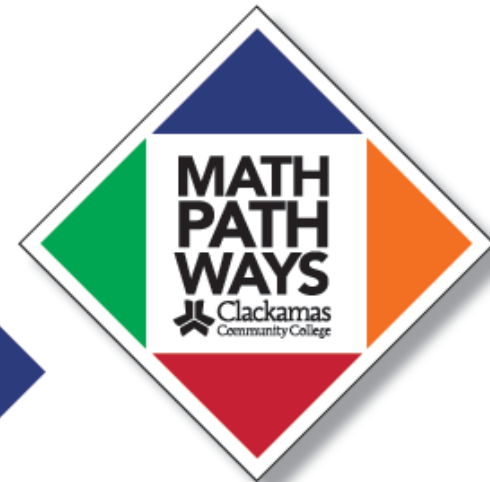
- Accuplacer (currently) or New Generation Accuplacer (near future)
- Program requirements: apprenticeships, admissions to various programs

Challenges:

- Scaling-up to all incoming students- creating tools for advisors
- Covering multiple entry points (online enrollment, advising, testing center, high schools, three campuses)
- Systematizing student support crosswalks (tutoring, math lab)

Want to find out which math path is right for your academic and career goals? Contact a CCC academic advisor at 503-594-3475 for help with choosing or switching your math path.

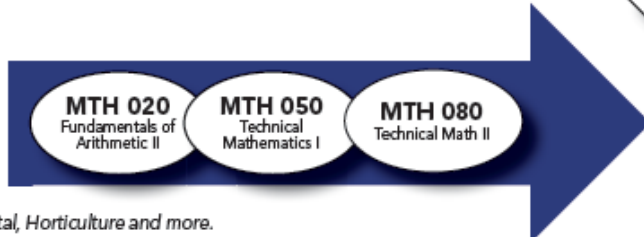
Transferring to a university? Choose the green or orange path.



CAREER TECH PATH (1-2 YEAR)

Jobs in this path include:

Automotive, Welding, Dental, Horticulture and more.



STEM PATH (TRADITIONAL)

Jobs in this path include:

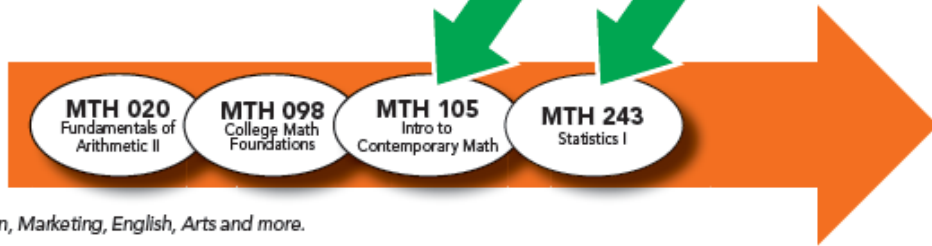
Science, Engineering, Chemistry and more.



ALTERNATE PATH

Jobs in this path include:

Psychology, Communication, Marketing, English, Arts and more.



Writing Placements (self-report and/or unofficial transcripts)

1. Graduated or passed GED within 5 years

- GPA
- Scores: GED, SAT, ACT
- English coursework and grades
- Has written 3 page essays or research papers?
- Interest in reading
- Full time vs. part time student
- Less than 20 hours of weekly commitments
- Feelings about writing (positive or negative)
- Writing sample
- Motivation level

Graduated or passed GED more than 5 years ago

- GPA
- Scores: GED, SAT, ACT
- Past English courses and writing experience
- Has written 3 page essays or research papers?
- Interest in reading
- Full time vs. part time student
- Less than 20 hours of weekly commitments
- Has degree beyond HS diploma
- Job requires writing and reading skills
- Feelings about writing (positive or negative)
- Writing sample
- Motivation level

2. Consider Educational Goals:

Career Tech Path

University Transfer

3. Use Writing Faculty: specific questions about writing skills correlating to writing placement

4. Placement Test

- Accuplacer (currently) or New Generation Accuplacer (near future)
- Program requirements: apprenticeships, admissions to various programs

Challenges:

- Scaling-up to all incoming students- creating tools for advisors
- Covering multiple entry points (online enrollment, advising, testing center, high schools, three campuses)
- Systematizing student support crosswalks (tutoring, writing center)

Next Steps

- Continue to scale up with refinement of placement tools and training of advising and support staff, including Welcome Center's partnership with high schools
- Continue to improve placement process with success data and faculty input
- Develop support referral process to accompany placement recommendations

ARC 402

Active Military Deployment

PURPOSE

Establishes the policy and process for students who are active military that are deployed during an academic term.

SUMMARY

Students called to active military deployment will have the following options:

- Receive course grades for the current term, or incompletes for all courses, if approved by their faculty
- Receive administrative withdrawals with a refund of tuition and fees for all courses during the time of active deployment
- A combination of grades/incompletes and administrative withdrawals

END OF POLICY

APPROVALS

ISP Committee – if appropriate	Date: N/A
College Council – first reading	Date:
College Council – second reading	Date:
President's Council – if appropriate	Date:

ARC 601 - Policy

Expressive Conduct

PURPOSE

Establishes regulations for time, place, and manner of speech and other related activities on CCC campuses.

SUMMARY

Clackamas Community College recognizes, values, and supports the freedom of speech, thought, expression, and assembly. The exercise of these freedoms is central to the fulfillment of the College's academic mission.

These regulations ensure the daily functioning of the College and its activities by setting forth reasonable regulation of time, place, and manner of speech activities on the College campus. These regulations are not to be interpreted or enforced in a way that targets any speech activity on the basis of its content.

For the purposes of this document, speech activities include petitioning, leafletting, speech-making, demonstrating, picketing, sign-posting, and rallying. Other types of activities may also be included under the umbrella of speech activities.

POLICY

The College outlines policies regarding speech activities on campus as follows:

1. (Time): Speech activities are limited to times when classes are in session (which may include day, evening, and weekend times during the academic year). When classes are not in session, then speech activities are limited to regular business hours of the College (typically Monday-Friday, 8a-5p).
2. (Place): Speech activities may take place on any College grounds outside of campus buildings, as long as such areas are not designated for authorized or limited access only. However, organized speech activities may not occur in areas dedicated to a specific purpose that would be disrupted thereby, such as parking lots, athletic areas, or walking trails.
3. (Place): Interior locations may not be used for petitioning, leafletting, demonstrating, picketing, or rallying. Interior locations may be used for invited speaker events, as defined below.
4. (Manner): No speech activities may impede pedestrian and vehicular traffic or unreasonably disrupt regular or authorized activities in classrooms, offices, laboratories and other College facilities or grounds. Such activities may take place at least 25 feet from all building entrances.
5. (Manner): No speech activities may be conducted at a sound volume or otherwise in a manner which disrupts the normal use of classrooms, offices, laboratories, and other College facilities.
6. (Manner): No speech activities shall be conducted in a manner that is unlawful, that endangers the safety of the College community or public, that causes damage to College facilities and property, violates CCC policy or procedures or misrepresents/implies that the College sponsors, supports, or endorses any view, belief, or statement being expressed.

Special Guidelines for Rallies and Demonstrations

1. Recognized College student organizations who wish to schedule a demonstration, rally, or equivalent activity may request the space through the regular reservation procedure with the Student Life and Leadership Office and submission of the Rallies and Demonstration Space Request Form.
2. Students, staff, faculty, campus departments, or members of the public who wish to schedule a demonstration, rally, or equivalent activity may request exterior space through the regular reservation procedure with the Facilities Reservations Office and submission of the Rallies and Demonstration Space Request Form. Contact information for the organizer must be provided, as well as the nature of the activity.

3. Rallies and demonstrations are restricted to occur in exterior locations only and must follow all other general guidelines above.
4. Persons desiring to conduct a rally or demonstration must notify the applicable office at least one full (24 hour) business day prior to the rally or demonstration in order to ensure public safety and appropriate staffing. Groups wanting to use tables or chairs must provide three full (72 hour) business day notice for the activity. Rental rates apply for off-campus groups.
5. Rallies or demonstrations may not take place in any location where another organization has previously reserved the space.
6. Organizers for rallies and demonstrations must check in with the Student Life and Leadership office or the Facilities Reservations Office (or with Campus Safety if during a time these offices are closed) upon arrival to campus.
7. Length of Rallies and Demonstrations. Rallies and demonstrations are limited to take place during the same calendar day for a maximum of 12 hours.
8. Black-out dates. Rallies and demonstrations shall not occur on the dates of the following occasions: All-Staff Kickoff of In-Service, Fall Student Kickoff, and Graduation.

Special Guidelines for Invited Speakers

1. Student organizations and campus departments shall have the right to invite speakers to address audiences on campus, and should follow the normal reservations process, either through the Student Life and Leadership Office or the Facilities Reservations Office.
2. Invited speaker events may take place within designated spaces that are typically used for such purposes, including classrooms and auditoriums. Regardless of location, the event may not interfere with the College's mission of instruction and related services and business operations.
3. The right of speakers to speak and audiences to hear free from undue disruption and interference shall be protected. Members of the community who wish to conduct expressive conduct related to an invited speaker must follow all guidelines above.
4. Sponsoring groups must not imply the College's endorsement of the invited speaker or the speaker's views, unless so indicated by a staff member authorized to represent the College.
5. Materials given or advertisements for event may not insinuate in any way the College is sharing views, content or responsibility for those leading and/or participating in events unless the College's Public Information Officer has given written consent to use the College logo(s), or permission to advertise on behalf of the College.

Applicability

This policy applies to property owned or controlled by Clackamas Community College. In the case of leased or rented property, it applies only to the confines of the property under control by CCC, not to a greater property area outside of CCC control and owned by a third party.

Enforcement

CCC Campus Safety, in partnership with the Departments of Student Life and Leadership and Facilities Reservations, shall enforce the provisions of this policy.

END OF POLICY

Rallies and Demonstrations Space Request Form

Clackamas Community College recognizes, values, and supports the freedom of speech, thought, expression, and assembly. The exercise of these freedoms is central to the fulfillment of the College's academic mission.

Please see ARC 601 for the complete policy on expressive conduct, which includes petitioning, leafletting, speech-making, demonstrating, picketing, sign-posting, and rallying. Rallies and demonstrations in particular require notice and coordination with College officials to enable fulfillment of the College's mission of instruction, related services, and business operations, as well as ensuring the safety of the rally/demonstration participants and observers.

The College outlines policies regarding speech activities on campus as follows:

1. (Time): Speech activities are limited to times when classes are in session (which may include day, evening, and weekend times during the academic year). When classes are not in session, then speech activities are limited to regular business hours of the College (typically Monday-Friday, 8a-5p).
2. (Place): Speech activities may take place on any College grounds outside of campus buildings, as long as such areas are not designated for authorized or limited access only. However, organized speech activities may not occur in areas dedicated to a specific purpose that would be disrupted thereby, such as parking lots, athletic areas, or walking trails.
3. (Place): Interior locations may not be used for petitioning, leafletting, demonstrating, picketing, or rallying. Interior locations may be used for invited speaker events.
4. (Manner): No speech activities may impede pedestrian and vehicular traffic or unreasonably disrupt regular or authorized activities in classrooms, offices, laboratories and other College facilities or grounds. Such activities may take place at least 25 feet from all building entrances.
5. (Manner): No speech activities may be conducted at a sound volume or otherwise in a manner which disrupts the normal use of classrooms, offices, laboratories, and other College facilities.
6. (Manner): No speech activities shall be conducted in a manner that is unlawful, that endangers the safety of the College community or public, that causes damage to College facilities and property, violates CCC policy or procedures or misrepresents/implies that the College sponsors, supports, or endorses any view, belief, or statement being expressed.

Special guidelines for rallies and demonstrations are as follows:

1. Recognized College student organizations who wish to schedule a demonstration, rally, or equivalent activity may request the space through the regular reservation procedure with the Student Life and Leadership Office, accompanied by submission of this form.
2. Students, staff, faculty, campus departments, or members of the public who wish to schedule a demonstration, rally, or equivalent activity may request exterior space through the regular reservation procedure with the Facilities Reservations Office, accompanied by submission of this form. Contact information for the organizer must be provided, as well as the nature of the activity.
3. Rallies and demonstrations are restricted to occur in exterior locations only and must follow all other general guidelines contained within ARC 601 related to expressive conduct.

4. Persons desiring to conduct a rally or demonstration must notify the applicable office at least one full (24 hour) business day prior to the rally or demonstration in order to ensure public safety and appropriate staffing. Groups wanting to use tables or chairs must provide three full (72 hour) business day notice for the activity. Rental rates apply for off-campus groups.
5. Rallies or demonstrations may not take place in any location where another organization has previously reserved the space.
6. Organizers for rallies and demonstrations must check in with the Student Life and Leadership office or the Facilities Reservations Office (or with Campus Safety if during a time these offices are closed) upon arrival to campus.
7. Length of Rallies and Demonstrations. Rallies and demonstrations are limited to take place during the same calendar day for a maximum of 12 hours.
8. Black-out dates. Rallies and demonstrations shall not occur on the dates of the following occasions: All-Staff Kickoff of In-Service, Fall Student Kickoff, and Graduation.

Name of individual or representative(s):		
Name of entity/organization:		
Address:		
Telephone:	E-mail:	
Date requested:	Begin time:	End time:
Location requested:		
Tables/chairs requested:		
<i>(Note 3 business days required to request tables and chairs. Rental rates may apply for off-campus groups. Contact Facilities Reservations at FacilityResv@clackamas.edu or 503-594-3308 for more information)</i>		
Description of intended activity:		

By signing below, I acknowledge that I have read, understand, and accept the guidelines regarding expressive conduct in general and rallies and demonstrations in particular.

Printed Name: _____

Signature: _____ **Date:** _____

SUBMIT TO: Facilities Reservations Office, Gregory Forum. FacilityResv@clackamas.edu

(Student Clubs submit this form to Student Life and Leadership Office, CC 152)

ISP 160

Course Outlines and Syllabus Information

PURPOSE

Establishes parameters for both the course outline, which aligns the course with accreditation requirements, and the course syllabus, which provides information about course content and operation for students so the instructor and students have a mutual understanding of performance expectations and learning outcomes.

SUMMARY

A course outline provides faculty with a unified guideline for the content of the class and is aligned with accreditation requirements. It is developed by faculty and approved by the Curriculum Committee. A course syllabus provides students with both necessary information for one particular class (for example, due dates) and with policies that are standard across campus (for example, disability resource information). Between outline and syllabus, faculty and student expectations should be clear for any given class and consistent across sections of that class.

STANDARD

1. A course outline will be developed for each course and workshop by department faculty. The course outline will be reviewed at least every five years and revised as necessary.
2. All instructors will provide students with a syllabus for every course section offered within the first week of the class. This syllabus must contain, as a minimum, the information referred to in ISP 160A (Instructor Information, Grading Information, Course Information, and CCC Information and Expectations). The format may vary, especially for class sections taught online, but the information must be consistent and accessible. Instructors are encouraged to seek out best teaching practices to ensure that students are familiar with the contents of the syllabus.
3. Course syllabi will be kept in the department office. (NOTE: See the College's Curriculum & Instruction Retention Schedule in the Curriculum Office for a minimum length of time for syllabi retention.)
4. Department chairs or directors (or in their absence, a faculty curriculum lead) will work closely with faculty to ensure timely reviews of course outlines and syllabi.
5. Course outline documents appear on the Curriculum Committee myClackamas site.
6. Course syllabus requirements appear in ISP 160A.

APPROVALS

ISP Committee	
ISP Committee	November 21, 2014
ISP Committee	(Reviewed/Minor housekeeping appendix renumbering change)—November 8, 2013
College Council	December 2, 2011
College Council	November 5, 2010

College Council	April 17, 2009
College Council	April 7, 2006
College Council	November 21, 2003
ISP Committee	(Reviewed/Still Current policy/No Change Needed) – November 2, 1999
Instructional Council	August 10, 1994

ISP 160A

Course Syllabus Information

The purpose of the class syllabus is to clearly describe the content and operation of the class so the instructor and students have a mutual understanding of performance expectations and learning outcomes.

Every class section will have a syllabus written and distributed to each student. Instructors may design their own syllabus format and add information unique to their area, but all syllabi will contain the following minimum information:

1. Instructor Information
 - Office Hours/Office Location
 - Telephone extension
 - Email address
2. Grading Information
 - Attendance requirements and relation to grade
 - Tests scheduled and relation to grade
 - Assignments and relation to grade
 - myClackamas (CougarTrax) /access to grades
 - Other student performance standards
 - Academic honesty expectations and consequences
3. Course Information
 - Course title and number
 - Credits
 - Course meeting dates, times and location
 - Course description
 - Student learning outcomes
 - Required text or readings
 - Major topic outline or calendar
 - A statement that calendar and syllabus are subject to revision (at the instructor's discretion)
4. CCC Information and Expectations*
 - Safety information (campus and course, if applicable)
 - Disability Resources information
 - Civil discourse expectation
 - Learning Center information
 - Title IX information
 - Moodle information (if it is used in the class)

* Since these expectations are standard and well-represented across campus, including in the Student Handbook, instructors are encouraged to use best practices for student-friendly syllabi, which may mean directing students to these pieces of information elsewhere in their course or campus materials.