

College Council Agenda

Date: 2.15.19 | Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

| Topic/Item | Presenter | Allotted Time | Key Points | Category |
|---|-----------------|---------------|---|--|
| Minutes | | NA | Minutes from the 2/1/19 meeting have been posted 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 |
| High School Partnerships | Jaime Clarke | 20 min | Update on our current High School Connection Programs. | <input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document |
| New HR Process | Vicki Hedges | 25 min | Learn about the new talent acquisition process. | <input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input checked="" type="checkbox"/> Document |
| CCC Non-Graduates Survey | Lisa Anh Nguyen | 5 min | Inform the college community that a survey has been developed to understand why students leave CCC without a degree/certificate. Survey will be piloted during winter term. | <input type="checkbox"/> Discussion <input type="checkbox"/> Decision <input type="checkbox"/> Advocacy <input checked="" type="checkbox"/> Information <input type="checkbox"/> Document |
| ISP Reads | Dru Urbassik | 10 min | ISP 181 Related Instruction – 1 st Read | <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 | 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 | | | 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 | |
| | March 1, 2019 | 12:00 p.m. | 1:30 p.m. | CC127 | |
| Attendance | | | | | |
| College Council Members 18-19: Sue Goff (Chair), Beth Hodgkinson (Recorder), Tara Sprehe (AFaC), Molly Burns (AFaC), Esther Sexton (AFaC), Scot Pruyun (AFaC), Andrea Vergun (AFaC), Darlene Geiger (AFaC – alternate), Sarah Hoover (AS), Bob Keeler (AS), Mickey Yeager (CS), Patricia Anderson Wieck (HR), Jennifer Miller (IEP), DW Wood (IEP), Dion Baird (ITS), Dave Gates (ITS – alternate), Sue Caldera (TAPS), Ida Flippo (TAPS), Jarett Gilbert (TAPS), Sunny Olsen (TAPS), Chris Hughes/Joyce Gabriel (TAPS – alternates), All Association Presidents, All Deans | | | | | |
| Notes to Self | | | | Deferred | |
| <ul style="list-style-type: none"> College Council Minutes can be found at F:\College Council\18-19 | | | | | |

College Council Minutes

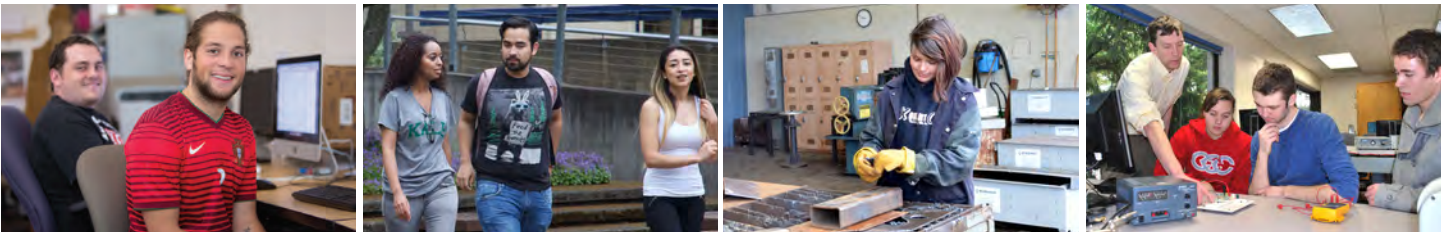
Date: 2.1.19 | Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

| Item/Presenter | Minutes |
|---|---|
| Minutes | Minutes from the meeting held on 1/18/19 were previously sent out for review. Any comments and/or corrections, please contact Beth. |
| Diversity, Equity and Inclusion Committee (DEI) Update | John Ginsburg shared an update on the development of a comprehensive DEI Plan for the college. Tim Cook had sent out an email announcing that the college has contracted with a consultant firm, Global Leadership Solutions, LLC, and Transcend Consulting Group, LLC, to work to support plan development. In the coming months, they will reach out to many areas of the college interacting with faculty, staff, alumni, and community to evaluate where we are with diversity, equity, and inclusion. The firms will be putting together focus groups, attending meetings, creating surveys to capture the many voices of the CCC community. Throughout winter and into spring they will be helping us start to draft our plan. In fall, they will be completing their work to present a final version to the Board in December. |
| ISP Reads | <p>ISP 371 Advanced Placement – second read. This standard establishes regulation and conditions for awarding college credit or determining course placement based on Advanced Placement scores. With the feedback received from College Council, this ISP will now include the statement <i>course equivalency will be determined by the department.</i></p> <p>ISP 372 International Baccalaureate – second read. This standard establishes regulation and conditions for awarding college credit based on International Baccalaureate Exam scores. With the feedback received from College Council, this ISP will now include the statement <i>course equivalency will be determined by the department.</i></p> |
| Committee Reports 1. Presidents’ Council | Presidents’ Council: Sue reported that the associations brought forward a proposed resolution for community college funding asking for a joint resolution with our board. We spent some time discussing the budget, but we still wait to receive additional information from the state. |

| | |
|--|---|
| <p>Association Reports</p> <ol style="list-style-type: none"> 1. ASG 2. Classified 3. Part-Time Faculty 4. Full-Time Faculty 5. Administrative Confidential | <ol style="list-style-type: none"> 1. ASG: On February 5, the Multicultural Center is hosting a lunar new year celebration. Join ASG on February 12 to incorporate healthy habits into your lifestyle at the health fair. 2. Classified: No report. 3. Part-Time Faculty: Sue reported for Leslie Ormandy that bargaining begins this month for the part-time faculty association. Leslie is organizing members to attend the March for Our Students on February 18 in Salem, Oregon. 4. Full-Time Faculty: No report. 5. Admin/Confidential: Sue reported for Sunny Olsen that the group is finalizing plans for the All Staff Breakfast for March 21. We are organizing a walking team for the Portland to Coast with a group of 15 people walking/volunteering at the end of August. |
| <p>Announcements</p> | <p>Max Wedding – He will be sending out a call for volunteers for the 2019 Skills Competition on February 28. The award ceremony is scheduled at the Harmony Campus on March 21.</p> <p>John Ginsburg – He reported that Annissa Rhynders, Service Learning Specialist, is working on developing a 5K run for the Memorial weekend.</p> |
| <p>Present</p> | <p>Sue Goff (Chair), Robert Keeler, Chris Sweet, DW Wood, Lisa Reynolds, John Ginsburg, Irma Bjerre, Ernesto Hernandez, Max Wedding, Dustin Bare, Dru Urbassik, Cole Jones, Duncan Garcia, Michael Duncan Stevens, Esther Sexton, Beth Hodgkinson (Recorder)</p> |

High School Connections

2017-2018 END OF YEAR REPORT



Program Highlights

- **Students and families saved over \$3 million** by paying \$10 per credit for Advanced College Credit (ACC) classes versus paying full tuition and fees.
- **451 students used fee waivers for ACC courses.**
- **25 High School Connections students earned either a certificate or degree.**

Biggest Year Ever

Thank you to our high school partners for participating in our biggest year for student enrollment and credits earned! In 2017-2018, 4,360 students (unduplicated) participated in High School Connections programs earning 44,377 college credits. Your support and the participation from your students has caused High School Connections programs to grow 10% over the past two years.

Credits with a Purpose — Promoting Student Advising

Across the country there are concerns about students accumulating unnecessary college credits while in high school. We are also concerned about the number and type of credits students are earning through our High School Connections programs. In an effort to guide students toward intentional credit taking behavior, we hired a full-time High School Connections advisor in 2016.

Our advisor, Katie Harvey, specifically provides advising services to high school students. Katie specializes in helping students develop education plans that incorporate college credits earned in high school into their long term goals. She maps out courses available in students' high schools and how they align with college certificate/degree programs. Katie can assist students who are planning to attend Clackamas Community College (CCC) or another college/university.

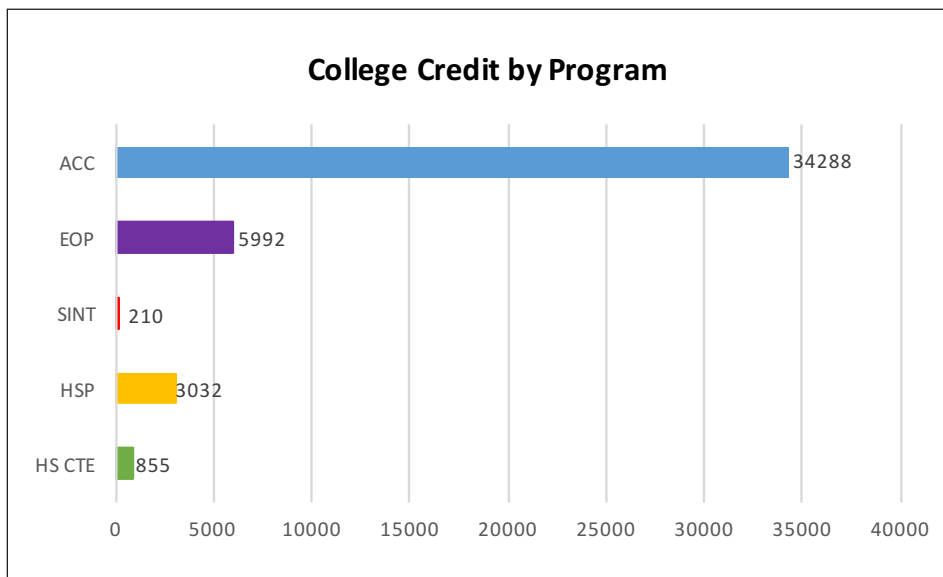
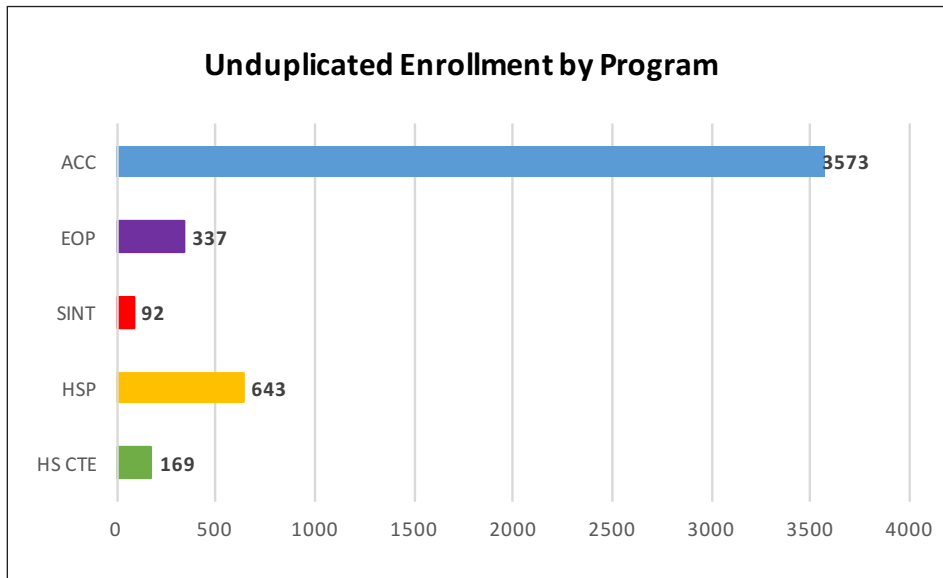
In 2017-2018, Katie began conducting on-site advising appointments in area high schools as well as providing advising presentations. Our goal is to work with sophomores and juniors to help them identify appropriate college credits to register for within our High School Connections programs. We want to connect with students early in their college career to better guide them to accumulating purposeful college credit.

There are some big benefits for students who participate in college credit in high school. Studies have shown that students who participate in college credit courses in high school are more likely than their peers to finish high school, enter college, and complete a degree. We want to encourage enrollment in college credit courses through the High School Connections programs to advance students along their educational path. We are here to help!



CTE Summer Camp student netting insects

Student Enrollment and Credits Earned



Student Services Survey

We are committed to improving student success at CCC and in the High School Connections programs. In 2017 and 2018, we conducted student services surveys of High School Connections students, excluding ACC students as they already receive a ACC program survey. In comparing results between the 2017 and 2018 surveys, students are more aware of services available to them. The 2018 survey results are below:

- 85% of respondents were aware of advising services from a college advisor
- 89% of respondents were aware of registration assistance from the college
- 56% of respondents were aware of tutoring services from the college (face-to-face or online)

CTE Summer Camps

CCC hosted five Career and Technical Education (CTE) Summer Camps June 18th -22nd, 2018. Camps provided students with the opportunity to participate in hands-on classes and earn college credit. The camps were funded by the Clackamas Promise Grant provided by the Oregon Department of Education, and the Career Pathways Grant provided by the Higher Education Coordinating Commission. The camps were free for students with grant funds supporting the cost of instruction, materials, participant lunches, and transportation from participant's home high school to camp locations. Placement into camp was determined using a weighted lottery with priority placement provided to historically underrepresented students.

In total, 95 students participated in the CTE Summer Camp and earned 145 college credits:

- 48% female
- 17% identified as receiving special education services
- 49% students of color
- 71% had not previously earned college credit
- 83% of participants shared that they would participate in future summer camps based on their experience
- 92% of participants elected to earn college credit
- 93% of participants who earned college credit received an A or B in the class



Summer Scholars Program

Save Time and Money

Students can take up to 12 college credits (full-time college load) tuition free*

**Students responsible for all course fees and textbook costs.*

Courses to select from include:

Communications, Math, Social Sciences, and Writing.

Visit the website for a list of the classes available to Summer Scholars students.

-
- Students must live and go to school in Clackamas County and have completed 11th or 12th grade in spring 2019
 - Students must take a free Summer Scholars specific First Year Experience class (no fees or book costs)
 - Students must commit to attending college classes during the entire eight-week summer term, June 24th - August 16th
 - Students must meet with an academic advisor prior to registration
 - Classes must be taken in-person; no online offerings are permitted
 - Program is limited to 100 students

Priority deadline is May 1st. Applications will be accepted until June 1st.

Sign-up at www.clackamas.edu/summer-scholars

For more information contact 503-594-3161
or hsconnections@clackamas.edu
www.clackamas.edu/summer-scholars



Hiring Manager Guide to Full-Time Talent Acquisition

This information is intended to help guide, ensure compliance, reduce barriers to entry and promote diversity, equity, and inclusion throughout the talent acquisition process.

Contact [Human Resources](#) for more information.



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[Guide to Full-Time Talent Acquisition](#)

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[Internal Preference Guidelines](#)

Talent Acquisition Hiring Manager Checklist

Job Title: _____

This checklist is intended for use by the hiring manager. For more information on each task, see the [in-depth guide](#) below.

Position Review and Approval – Prior to posting

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Review job description |
| <input type="checkbox"/> | Review position approval |
| <input type="checkbox"/> | Submit requisition |
| <input type="checkbox"/> | Develop Talent Acquisition Work Plan Agreement |

Preparing – While position is posted

- | | |
|--------------------------|---|
| <input type="checkbox"/> | Form search committee |
| <input type="checkbox"/> | Develop interview questions and assessments |
| <input type="checkbox"/> | Develop application scoring mechanism |
| <input type="checkbox"/> | Develop interview and assessment scoring mechanism(s) |
| <input type="checkbox"/> | Schedule search committee meeting and invite HR |
| <input type="checkbox"/> | Reserve times and rooms for interviews/forums/assessments |
| <input type="checkbox"/> | Complete required trainings |

Performing - After posting closes

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Hiring Manager complete initial review of applications |
| <input type="checkbox"/> | Human Resources applies veteran and internal preference |
| <input type="checkbox"/> | Search Committee complete application scoring in NEOGOV |
| <input type="checkbox"/> | Human Resources applies veteran and internal preference |
| <input type="checkbox"/> | Provide Human Resources with the information for interviews |
| <input type="checkbox"/> | Complete interview(s) |
| <input type="checkbox"/> | Human Resources applies veteran and internal preference |
| <input type="checkbox"/> | Schedule interview for top candidate(s) to meet with Dean/Vice-President |
| <input type="checkbox"/> | Complete reference checks for top candidate(s) |
| <input type="checkbox"/> | Communicate with Search Committee |
| <input type="checkbox"/> | Request salary placement |
| <input type="checkbox"/> | Make offer and notify Human Resources |

Concluding - After Hire

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Complete offer letter |
| <input type="checkbox"/> | Contact applicants that were not hired |
| <input type="checkbox"/> | Send all documents to Human Resources |
| <input type="checkbox"/> | Start Onboarding |

In-Depth Guide to Full-Time Talent Acquisition

| Position Review and Approval – Prior to posting | |
|---|--|
| Review Job Description | <ul style="list-style-type: none"> • New Position: To develop a new job description the hiring manager must complete the classification process. • Current Position: Hiring Manager should review the job description. If changes are needed, send to the Dean of Human Resources. • Faculty: Hiring Manager should create a job posting for use in the talent acquisition process. |
| Review Position Approval | <ul style="list-style-type: none"> • New Positions: New positions included in the budget adopted by the Board in June do not have to complete the Position Request (PR) process. • Vacant Position: For vacated positions and positions not included in the approved budget complete the PR process via a requisition in NEOGOV. <ul style="list-style-type: none"> ○ <i>Full time faculty</i> positions will be approved via the Faculty POR Process. |
| Submit Requisition | <ul style="list-style-type: none"> • When completing the requisition be prepared to provide the following: <ul style="list-style-type: none"> ○ General ledger account where wages will be charged ○ Documents required to be submitted with the application ○ Supplemental questions – To be used for application screening ○ Posting information included on your Talent Acquisition Work Plan Agreement |
| Develop Talent Acquisition Work Plan | <ul style="list-style-type: none"> • Complete Talent Acquisition Work Plan Agreement in partnership with Human Resources (HR). |

| Preparing – While position is posted | |
|--------------------------------------|---|
| Form Search Committee | <ul style="list-style-type: none"> • Form a Search Committee(s) that include(s) a diverse group of representatives that will work with this position on a regular basis or understand the performance results required for the position. • Full-Time Faculty Positions: <ul style="list-style-type: none"> ○ The Hiring Manager should work with the Department Chair to develop the search committee. ○ When possible, part-time faculty should be a part of the search committee. ○ Forming the search committee may occur during the position review and approval period. • The Committee(s) may include internal and/or external partners and should be representative of the College's shared governance principles. • When necessary, request permission from supervisors prior to asking an employee to participate. • Hiring Managers may include other members of the search committee in various steps throughout the talent acquisition process, such as developing the job posting, interview questions, and scoring mechanisms. • For administrative, the Hiring Manager must ask the presidents or designees of the Classified, Full-Time Faculty, and Part-Time Faculty associations for representatives to participate in the committee process. |

| | |
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| Develop Interview Questions | <ul style="list-style-type: none"> Develop interview questions and assessments using the job description and other applicable competencies. Questions should relate to the functions of the job and the required knowledge, skills, abilities, effort, responsibilities, and working conditions. At least one question related to diversity, equity, and inclusion is required. A list of approved interview questions is available for use. Any questions not included in the provided bank must be approved by HR prior to use. |
| Develop Application Scoring Mechanism | <ul style="list-style-type: none"> Develop a mechanism for scoring applications. Your scoring mechanism should be based on information available via the application and submitted documents. Examples of scoring mechanisms can be found on the HR Information Network Drive. |
| Develop Interview Scoring Mechanism(s) | <ul style="list-style-type: none"> Develop a mechanism for scoring interviews, teaching demonstrations, skills assessments, group interviews, and forums. Scoring mechanism(s) should be based on information obtainable through the interview questions and/or interview process. |
| Schedule Committee Meeting | <ul style="list-style-type: none"> Schedule a meeting with the Search Committee to review process, timeline, and expectations. Be sure to invite HR to attend, as they will provide the committee with additional training. |
| Reserve time and rooms | <ul style="list-style-type: none"> Reserve dates, times, and rooms for interviews, teaching demonstrations, forums, and skills assessments using 25Live. |
| Complete required Trainings | <ul style="list-style-type: none"> Prior to the Search Committee Meeting, HR will provide the search committee members with: <ul style="list-style-type: none"> Talent Acquisition Guidelines Talent Acquisition Confidentiality Agreement Instructions for scoring via NEOGOV Information on required SAFE Colleges trainings <ul style="list-style-type: none"> Sensitivity Training Diversity Awareness Bias Awareness - Understanding Prejudice Optional: Conducting Job Interviews Committee members are required to sign the confidentiality form and complete the required trainings prior to reviewing applications. |

| Performing - After Posting Closes | |
|---|---|
| Complete Initial Review of Applications | <ul style="list-style-type: none"> The Hiring Manager should do an initial review of the applications to ensure all candidates meet the minimum qualifications for the job. |
| HR applies veteran and internal preference | <ul style="list-style-type: none"> Work with HR to ensure veteran preference and internal preference has been applied. |
| Search Committee complete application scoring in NEOGOV | <ul style="list-style-type: none"> Each committee member should score all of the applications presented to them using the scoring mechanism created. Final scores should be entered in NEOGOVS. |

| | |
|--|---|
| HR applies veteran and internal preference | <ul style="list-style-type: none"> • Work with HR to ensure veteran preference and internal preference has been applied. • HR will provide an updated list of applicant ranking. |
| Provide HR with the information for interviews | <ul style="list-style-type: none"> • Provide Human Resources with the following information: <ul style="list-style-type: none"> ○ Number of candidates to be interviewed <ul style="list-style-type: none"> ▪ Candidates to be interviewed will be based on scoring ▪ Exceptions may be made for veteran and internal preferences ○ Type of Interviews (Phone, In-Person, Forum, etc.) ○ Interview dates, times, and locations ○ Any information that should be provided to the candidates |
| Complete Interview(s) | <ul style="list-style-type: none"> • Complete interviews using the established scoring mechanism. • If conducting multiple rounds of interviews, ensure these steps are completed for each round: <ul style="list-style-type: none"> ○ Human Resources is notified ○ Veteran and internal preferences have been applied ○ A scoring mechanism has been used and documented • Some positions may require skills tests, open forums for the CCC community, or for faculty searches, teaching demonstrations. |
| HR applies veteran and internal preference | <ul style="list-style-type: none"> • Work with HR to ensure veteran preference and internal preference has been applied. |
| Schedule Interview for top candidate(s) to meet with Dean/Vice-President | <ul style="list-style-type: none"> • Some divisions require the final candidate(s) to meet with the dean, vice-president, and/or the president as a final interview. • All full-time faculty placements require the final candidate(s) to meet with the Vice-President of Instruction and Student Services. • Final candidates, for any position that will be a direct report to a College Services Dean, must meet with the Vice-President of College Services. • Reimbursement for travel expenses is allowed for finalists interviewing for a Dean, Vice-President, or President position. |
| Complete reference checks for top candidate(s) | <ul style="list-style-type: none"> • The Hiring Manager should complete at least three (3) reference checks prior to making an offer. <ul style="list-style-type: none"> ○ Notify the applicant before conducting reference checks ○ The reference check forms can be emailed to references or the Hiring Manager can call the references and ask the questions ○ All reference check documentation must be returned to HR ○ Clarifying questions, not noted on the reference check documents, which are directly related to the candidate's employment history may be asked. • Some positions may also require additional background checking (i.e. credit, criminal, background). If so, contact HR. |
| Request Salary Placement | <ul style="list-style-type: none"> • After the Hiring Manager has determined a final candidate(s), contact HR for a salary placement. • Please allow 1-2 business days for the salary placement to be complete. |
| Make Offer and notify Human Resources | <ul style="list-style-type: none"> • Once the salary placement has been confirmed, the Hiring Manager should make a verbal offer to the candidate. • When the candidate has accepted, contact HR with a start date. |

| Concluding - After Hire | |
|--|---|
| Communicate with Search Committee | <ul style="list-style-type: none"> It is important to update the Search Committee throughout the process to ensure they are kept informed about the process. Develop a communication plan. Before sharing information to the College community, be sure to allow the candidate time to notify their current employer. |
| Complete offer letter | <ul style="list-style-type: none"> The Hiring Manager should send the prepared offer letter and job description to the candidate and ask for return of a signed copy. The signed copies are sent to HR for placement in the personnel file. |
| Contact applicants that were not hired | <ul style="list-style-type: none"> Prior to announcing the hire, the Hiring Manager should contact unselected candidates that are internal and/or visited campus for an interview. HR will contact the other candidates, including those that had phone interviews. |
| All documents to HR | <ul style="list-style-type: none"> All materials pertaining to the talent acquisition process must be sent to HR. |
| Start Onboarding | <ul style="list-style-type: none"> Begin the Onboarding Process. Information on employee access can be found on the HR Network Drive. |

Example Process:

The following outline is intended to be used as an example and should be altered to fit the needs of the position. This outline does not include required administrative tasks, such as training and documentation.

| Example Talent Acquisition Process | | |
|--|----------------------------|-------------|
| Action | Responsible Party | Date |
| Complete requisition | Hiring Manager | 01/01/2019 |
| Requisition approved | Position Request Committee | 01/09/2019 |
| Position posted | Human Resources | 01/11/2019 |
| First deadline for applications | Applicant | 02/01/2019 |
| Applications reviewed for minimum qualifications | Hiring Manager | 02/07/2019 |
| Applications sent to search committee | Human Resources | 02/08/2019 |
| Scores submitted | Search Committee | 02/14/2019 |
| Ranked list provided to Hiring Manager | Human Resources | 02/15/2019 |
| Send number of applicants to interview to HR | Hiring Manager | 02/18/2019 |
| Invite applicants to interview | Human Resources | 02/19/2019 |
| Complete first interview | Applicant / Hiring Manager | 02/26/2019 |
| Complete skills assessment | Applicant / Hiring Manager | 02/26/2019 |
| Meet with Vice-President | Final Applicant(s) | 02/28/2019 |
| Reference checks completed | Hiring Manager | 03/05/2019 |
| Salary placement completed | Human Resources | 03/07/2019 |
| Offer made | Hiring Manager | 03/08/2019 |

Talent Acquisition Work Plan Agreement

| Position Details |
|---|
| Job Title: |
| Desired Length of External Posting (e.g. 2 weeks) |
| Number of Vacancies: |

| Job Classification | | Work Location | |
|--------------------------|--------------------|--------------------------|-------------|
| <input type="checkbox"/> | Faculty | <input type="checkbox"/> | Oregon City |
| <input type="checkbox"/> | Classified | <input type="checkbox"/> | Harmony |
| <input type="checkbox"/> | Admin/Confidential | <input type="checkbox"/> | Wilsonville |

| Type of Position | | Type of Appointment | | Union or Non-Union | |
|--------------------------|-----------|--------------------------|--|--------------------------|-----------|
| <input type="checkbox"/> | Full-time | <input type="checkbox"/> | Regular | <input type="checkbox"/> | Union |
| <input type="checkbox"/> | Part-time | <input type="checkbox"/> | Limited Term: End Date: _____ Grant-funded?: _____ | <input type="checkbox"/> | Non-union |

| Documents required with the Application | | |
|--|-----------|---|
| Recommended Options: | OR | Choose a combination of the following: |
| <input type="checkbox"/> Resume/Cover Letter <input type="checkbox"/> No Additional Documents | | <input type="checkbox"/> Resume/Curriculum Vitae Only <input type="checkbox"/> Cover Letter Only <input type="checkbox"/> Unofficial Transcripts <input type="checkbox"/> Licenses/Certifications <input type="checkbox"/> Letters of Recommendation: _____ |

| Hiring Department Information |
|------------------------------------|
| Hiring Division/Department: |
| Hiring Manager: |
| Division/Department Backup Person: |

| Communication Plan Agreements |
|-------------------------------|
|-------------------------------|

(HR Representative and Hiring Manager)

Method of communication (select one or more of the following):

Email Telephone Meeting Other _____

Who should communication be provided to?

Hiring Manager Other _____

Frequency of communication:

Weekly Bi-Weekly Other _____

Content of communication to include:

Status Issues Other _____

Timeline Agreements

| Date Ranges | Milestone: | Date of Completion: |
|-------------|------------|---------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Package Options | Name |
|---|------|
| Target Outreach (Female, Hispanic, etc.): | |
| Additional Targeted Outreach/Advertising | |
| | |
| Additional Outreach Advertising | |
| | |

Talent Acquisition Plan Agreement

Receipt of a signed copy of email from hiring manager confirming agreement to the talent acquisition activity schedule will represent commitment to the above Work Plan

| Position | Name | Signature (proof of agreement) | Date |
|-------------------|------|--------------------------------|------|
| HR Representative | | | |
| Hiring Manager | | | |

Talent Acquisition Advertising Guidelines

While our standard advertising options target a diverse applicant pool, these guidelines are meant as suggestions and not to limit advertising options. Divisions/Departments are welcomed and encouraged to expand the scope of advertising to align with the diversity goals of the College.

| Internal Advertising | | |
|--|---|--|
| Position Type | Process | Where Advertised |
| Full-Time Classified and Full-Time Faculty Positions | HR posts the position internally for eight (8) calendar days prior to posting externally. | <ul style="list-style-type: none"> FYI Today CCC associations CCC website |
| All Other Positions | HR posts concurrent with external posting. | <ul style="list-style-type: none"> FYI Today CCC associations CCC website CCC Veteran Center |

| Standard External Advertising Sites | | |
|---|---|--|
| HR automatically posts to the following sites at no expense to the hiring division/department: | | |
| <ul style="list-style-type: none"> FYI Today CCC Associations Governmentjobs.com Indeed Partners in Diversity US.Jobs Craigslist | <ul style="list-style-type: none"> iMatch HigherEdJobs JBLMUnlimited.com AsiansInHigherEd BlacksInHigherEd DisabledInHigherEd | <ul style="list-style-type: none"> HispanicsInHigherEd LGBTInHigherEd NativeAmericansInHigherEd VeteransInHigherEd WomenAndHigherEd CCC Social Media |

| Optional Additional External Advertising Sites | | | |
|---|--|--|--|
| Please list these in your NEOGOV (OHC) Requisition | | | |
| HR will post to the following sites, and the additional expense will be charged to the hiring division/department: | | | |
| <ul style="list-style-type: none"> Chronicle Mac's List Glassdoor Monster.com Deafdigest.net iHispano.com Militaryjob.com Diversityjobs.com | <ul style="list-style-type: none"> \$375 \$119 \$199 \$375 \$120 \$495 \$125 \$225 | <ul style="list-style-type: none"> Oregonian/OregonLive Journal of Blacks in Higher Education Minority Professional Network Professional Diversity Network Professional Woman of Color Network El Hispanic News Oregon Association of Minority Entrepreneurs Other websites and publications | <ul style="list-style-type: none"> \$300 \$245 \$100 \$495 \$160 TBD TBD TBD |

| Optional Department Advertising | |
|--|---|
| The hiring division/department will be responsible for advertising to the following: | |
| <ul style="list-style-type: none"> Membership driven listservs | <ul style="list-style-type: none"> Sites that require membership |

Talent Acquisition Veteran Preference Guidelines

Human Resources will apply veteran preference when necessary. The information below states what is required by law. In many instances Human Resources will be more generous than the requirements listed below. The determination is based on several other factors in the talent acquisition process.

| General Preference Requirements | |
|---|--|
| <p>To be entitled to preference, a veteran must meet the eligibility requirements in section 2108 of title 5, United States Code. This means that:</p> <ul style="list-style-type: none"> • An honorable or general discharge is necessary. • Military retirees at the rank of major, lieutenant commander, or higher are not eligible for preference unless they are disabled veterans. • Guard and Reserve active duty for training purposes does not qualify for preference. • When applying for Federal jobs, eligible veterans should claim preference on their application. | |
| Types of Preference | |
| Interview | <p>Veterans' preference candidates qualify for an interview when they meet all the minimum qualifications, special qualifications, and all desired attributes as listed in the job posting. The veterans' preference candidate's who meet all of these criteria, must be interviewed regardless of the veteran's score or rank compared to other applicants.</p> |
| 5 – Point Preference | <p>Five points are added to the passing examination score or rating of a veteran who served:</p> <ul style="list-style-type: none"> • During a war; or • During the period April 28, 1952 through July 1, 1955; or • For more than 180 consecutive days, other than for training, any part of which occurred after January 31, 1955, and before October 15, 1976; or • During the Gulf War from August 2, 1990, through January 2, 1992; or • For more than 180 consecutive days, other than for training, any part of which occurred during the period beginning September 11, 2001, and ending on the date prescribed by Presidential proclamation or by law as the last day of Operation Iraqi Freedom; or • In a campaign or expedition for which a campaign medal has been authorized. Any Armed Forces Expeditionary medal or campaign badge, including El Salvador, Lebanon, Grenada, Panama, Southwest Asia, Somalia, and Haiti, qualifies for preference. |
| 10 – Point Preference | <p>Ten points are added to the passing examination score of:</p> <ul style="list-style-type: none"> • A veteran who served any time and who (1) has a present service-connected disability or (2) is receiving compensation, disability retirement benefits, or pension from the military or the Department of Veterans Affairs. Individuals who received a Purple Heart qualify as disabled veterans. • An unmarried spouse of certain deceased veterans, a spouse of a veteran unable to work because of a service-connected disability, and • A parent of a veteran who died in service or who is permanently and totally disabled. |

Talent Acquisition Internal Preference Guidelines

The guidelines below outline how internal preference is applied during the talent acquisition process.

Human Resources will apply internal preference when necessary.

| Current Classification | Who Qualifies for Internal Preference | Qualifications to Receive an Interview |
|-----------------------------|---|--|
| Full-Time Classified | All classified employees that qualify under the classified bargaining agreement and full-time grant-funded classified employees | Meet minimum qualifications |
| Full-Time Faculty | All full-time faculty employees | Meet minimum qualifications |
| Part-Time Faculty | Part-time faculty at level 2 and above who have taught in 1 of the immediate last 4 terms | Meet minimum qualifications <ul style="list-style-type: none"> If the internal candidate equally or better meets the selection criteria when compared to all other candidates (both internal and external) then the internal candidate will be offered the position |
| Administrative | None | Based on scoring by committee |
| Confidential | None | Based on scoring by committee |
| Part-Time Classified | None | Based on scoring by committee |
| Students | None | Based on scoring by committee |

Scoring must be completed on all candidates, including those that will advance due to internal or veteran preference.

Information on internal candidates, not obtained through the talent acquisition process, may not be used in the scoring and/or decision making process.

Supervisor Guide to Onboarding New Employees

This checklist is to be used as a guide and should not be considered all-inclusive. Please add any additional division/department specific items to this checklist.

For more information, please contact Human Resources.



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- Employee's First Day
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- Employee First Month
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Onboarding New Employees

| | |
|---|--|
| <p>Why Onboard?</p> | <p>Beginning a new job can be an overwhelming and challenging experience. At Clackamas Community College (CCC) we want employees to have a successful transition to their new roles. We are committed to provide the knowledge, tools, and resources to support employee effectiveness. Orienting a new employee takes a partnership between the supervisor, the employee’s co-workers, Human Resources (HR) and many other divisions during the onboarding process. By working together, we can increase improve retention, increase employee satisfaction, encourage strong performance, expedite an employee’s ability to perform and contribute, and create a sense of shared vision and belonging to our Community.</p> <p>Onboarding includes several steps to help new employees transition into their new roles at CCC and should take approximately one year in order for the employee and supervisor to experience a full cycle of activities within the position.</p> |
| <p>Human Resources Orientation</p> | <p>New employees will receive email communication from HR following an accepted offer. They will be asked to complete new hire paperwork via NEOGOV-Onboard. They will be provided with login information and can complete the paperwork from their personal computer. They will be asked to stop into HR on their first day of work for approximately 5 minutes, to complete the new hire process. The NEOGOV-Onboard process will assist with policy review and SafeColleges new hire training.</p> |
| <p>New Employee Onboarding</p> | <p>Throughout the onboarding process employees will receive information on topics such as CCC history, the College structure, student life, diversity, benefits, and campus tour. This overview of CCC will assist new employees in having an overall understanding of the College. Employees will automatically be scheduled to attend a new employee orientation meeting during their first month of employment. HR will notify new employees of new employee onboarding process by including this information during their first-day meeting with HR and via email. We will send supervisors an email to inform them when their employee is scheduled to attend new employee onboarding activities and meetings. New employee onboarding activities typically occur over the span of a year.</p> |

Division/Department Onboarding Checklist

The division/department onboarding begins with the employee's hire and continues through at least the probationary period. Please use the following checklist to assist in welcoming and onboarding new employees.

Note: Red underlined text indicates a link to an outside source for additional information.

Prior to the Employee's First Day

| | | |
|---|--------------------------|---|
| Welcome and Staff Communication | <input type="checkbox"/> | Inform appropriate staff of the new employee's arrival (e.g. The division and department). |
| | <input type="checkbox"/> | Compile a welcome packet for the new employee with key information e.g. job description, organization chart, department marketing booklets, contact list(s), etc. |
| | <input type="checkbox"/> | Schedule time on relevant calendars to meet with the new employee on the first day of work, both at the beginning of the day and at the end of the day to debrief. |
| | <input type="checkbox"/> | Prepare employee's computer, phone, work station (including ergonomic information/special needs or accommodations), and stock with basic supplies. |
| | <input type="checkbox"/> | If possible, have a card or other communication signed by co-workers welcoming the employee. Feel free to add a personal touch or appropriate item to welcome the employee. |
| Employee Login and System Access | <input type="checkbox"/> | Ensure Administrative Coordinator/Assistant has completed the personalized Access Request form provided to them by HR via email. <ul style="list-style-type: none"> The process for access request can be reviewed on the HR Information Network Drive. |
| | <input type="checkbox"/> | Order applicable keys . Please allow up to 7 days processing time. |
| Training and Development | <input type="checkbox"/> | Develop a training plan for the employee. If another employee will be doing the training, discuss in advance of the employee's arrival. |
| | <input type="checkbox"/> | Notate probationary period end date, performance checkpoints and onboarding dates on your calendar. <ul style="list-style-type: none"> Information on dates can be found in the handbooks and bargaining agreements. HR will provide dates for all HR-initiated meetings and for probationary evaluation dates. |
| | <input type="checkbox"/> | For peer mentoring or coaching, contact Human Resources . |

| Employee's First Day | |
|--|---|
| Communication and Physical Access | <input type="checkbox"/> Be present to welcome the new employee and provide instructions. If you must be away, appoint someone to act on your behalf. |
| | <input type="checkbox"/> Help employee become familiar with his/her work station. |
| | <input type="checkbox"/> Provide a secure place to store personal belongings. |
| | <input type="checkbox"/> Conduct a tour of the work location/department, pointing out bulletin boards, mail drop points, meeting rooms, print and copy area, break room, rest rooms, cafeteria, recycling bins, smoking areas, emergency exits, fire extinguishers and first aid supplies. |
| Training and Development | <input type="checkbox"/> Review and discuss the employee's <u>job description</u> . |
| | <input type="checkbox"/> Discuss the training, upcoming meetings and what the employee should expect during the first few weeks of employment. |
| | <input type="checkbox"/> Provide the employee an overview of the division/department explaining who does what, how their work impacts CCC and how the employee's role fits into the division/department and the College. This overview should include <u>mission fulfillment and strategic priorities</u> . |
| Risk Management and Guidelines | <input type="checkbox"/> Provide the employee with <u>emergency preparedness information</u> . |
| | <input type="checkbox"/> Inform employee of appropriate safety training e.g. safe work practices, hazardous chemicals present in the workplace, location of Safety Data Sheets, etc. • Contact <u>College Safety</u> with questions. |
| | <input type="checkbox"/> Discuss maintaining confidentiality and taking the FERPA training. Contact the Registrar with questions at ext. 3370. |
| | <input type="checkbox"/> Ensure employee has adequate time to complete mandatory HR trainings in NEOGOV–Onboard and <u>SafeColleges</u> . |
| | <input type="checkbox"/> Explain work hours, lunch and break times as is relevant. |
| Work Expectations and Culture | <input type="checkbox"/> Review holidays, <u>academic calendar</u> , <u>inclement weather and college closure procedure</u> . |
| | <input type="checkbox"/> Explain guidelines for attire and professional behavior. |

Employee's First Week (may also include the first day)

| | | |
|--|--------------------------|---|
| Supervisor- Employee Engagement | <input type="checkbox"/> | Talk about each person's preferred operating styles, including your management style, communication, and leadership expectations. |
| | <input type="checkbox"/> | Communicate with the employee often to check in, monitor progress and answer questions. |
| | <input type="checkbox"/> | Ensure employee has relevant system access and other resources. |
| Training and Development | <input type="checkbox"/> | Discuss expectations about customer service e.g. phone etiquette, turnaround time on phone calls/emails, etc. |
| | <input type="checkbox"/> | Provide employee with initial relevant tasks/assignments and overview of systems and tools. |
| | <input type="checkbox"/> | If the employee will be driving CCC vehicles, contact Motor Pool for more information. |
| | <input type="checkbox"/> | Talk about key professional memberships, meeting attendance and reporting expectations. <ul style="list-style-type: none"> • Ask meeting organizers to add the new employee to relevant meeting invites. |
| Welcome and Staff Communication | <input type="checkbox"/> | Explain the process for ordering office supplies and resources they may need to do their job. |
| | <input type="checkbox"/> | Assist the employee in obtaining their CCC ID card, via Enrollment Services in Roger Rook. |
| | <input type="checkbox"/> | Assist the employee with ordering business cards and name badge , if applicable. |
| | <input type="checkbox"/> | Discuss time reporting and show how to complete the appropriate form. Explain how to notify supervisor of an absence, and the process for requesting leave. |
| | <input type="checkbox"/> | Begin to introduce the employee to partner division/department and college staff/faculty. Provide a list of contacts with phone numbers/email addresses. |
| | <input type="checkbox"/> | Continue to introduce the employee to appropriate department and college staff. Assist the employee in coming up with position-relevant questions to ask. |
| | <input type="checkbox"/> | Add employee's name and contact information to department materials e.g. department website, listservs, key meetings. |
| | <input type="checkbox"/> | If applicable to the employee's position, contact the Business Office to obtain a CCC Credit Card. |

| Employee's First Month (may include first day and first week) | |
|--|--|
| <i>Supervisor-Employee Engagement</i> | <input type="checkbox"/> Encourage the employee to attend campus events and sign up for committees. |
| | <input type="checkbox"/> Introduce employee to external partners and explain engagement expectations, e.g. community or other meeting attendance. |
| | <input type="checkbox"/> Encourage employee to complete New Employee Passport. <ul style="list-style-type: none"> • Contact Human Resources for more information. |
| <i>Training and Development</i> | <input type="checkbox"/> Hold development/coaching conversations and document clear, shared understanding of expected work product and results and establish how results will be measured. |
| | <input type="checkbox"/> Explain the ongoing performance evaluation process . |
| | <input type="checkbox"/> Establish development focus and support resources for results. |
| | <input type="checkbox"/> Ensure employee attends quarterly orientation with HR. |
| <i>Risk Management and Guidelines</i> | <input type="checkbox"/> Explain the probationary period, review the job performance expectations, and begin setting goals to accomplish. |
| | <input type="checkbox"/> Review key College and department policies, procedures, and manuals. |
| | <input type="checkbox"/> Introduce employee to the BERT on their 'home' floor. |
| | <input type="checkbox"/> Discuss expectations about maintaining computer and department security. |
| | <input type="checkbox"/> Ensure employee has completed the mandatory trainings in NEOGOV - Onboard. |

| Employee's First Year | |
|---|---|
| <i>Continuous Onboarding Cycle and Development</i> | <input type="checkbox"/> Continue activities of first day/week/month as is applicable. |
| | <input type="checkbox"/> Complete stay interview view NEOGOV after six months of employment. |
| | <input type="checkbox"/> Monitor for behavior, learning and job fit and provide coaching/coaching opportunities as needed for you and the employee. |
| | <input type="checkbox"/> Enlist continual employee and stakeholder feedback on onboarding progress, employee development and engagement. |

Human Resources Talent Acquisition Checklist

Job Title: _____

| Position Review and Approval – Prior to posting | |
|--|---|
| <input type="checkbox"/> | Ensure Supervisor has reviewed job description |
| <input type="checkbox"/> | Ensure Requisition has appropriate approvals |
| <input type="checkbox"/> | Ensure Position has been approved through Budget or PR Process |
| <input type="checkbox"/> | Review and sign Talent Acquisition Work Plan Agreement |
| <input type="checkbox"/> | Post position internal: _____ |
| <input type="checkbox"/> | Advertise internally |
| <input type="checkbox"/> | Post position external: _____ |
| <input type="checkbox"/> | Advertise externally |
| Preparing – While position is posted | |
| <input type="checkbox"/> | Send Search Committee Information on Training and Interviewing <ul style="list-style-type: none"> • Ensure required participants are included on committee |
| <input type="checkbox"/> | Attend Committee Meeting and provide training |
| <input type="checkbox"/> | Review Interview Questions <ul style="list-style-type: none"> • All positions require at least one question related to DEI |
| <input type="checkbox"/> | Review Application Rubric(s) |
| <input type="checkbox"/> | Review Interview Scoring Rubric(s) |
| Performing - After Posting Closes | |
| <input type="checkbox"/> | Ensure Hiring Manager has completed initial review of applications |
| <input type="checkbox"/> | Apply veteran and internal preference |
| <input type="checkbox"/> | Ensure Committee and Hiring Manager have completed required trainings |
| <input type="checkbox"/> | Ensure confidentiality forms have been signed |
| <input type="checkbox"/> | Provide Search Committee access to applications |
| <input type="checkbox"/> | Ensure Search Committee has added application scoring in NEOGOV |
| <input type="checkbox"/> | Provide Hiring Manager with scoring by: _____ |
| <input type="checkbox"/> | Apply veteran and internal preference |
| <input type="checkbox"/> | Setup Interview Schedule via NEOGOV |
| <input type="checkbox"/> | Apply veteran and internal preference |
| <input type="checkbox"/> | Ensure Candidate has met with Dean/Vice-President, as is applicable |
| <input type="checkbox"/> | Ensure reference checks are complete and documented |
| <input type="checkbox"/> | Request Salary Placement |
| <input type="checkbox"/> | Send Salary Information to Hiring Manager |
| Concluding - After Hire | |
| <input type="checkbox"/> | Prepare offer letter and send to hiring manager |
| <input type="checkbox"/> | Contact applicants that were not hired |
| <input type="checkbox"/> | Disable committee access in NEOGOV |
| <input type="checkbox"/> | Archive requisition, posting, and eligible list in NEOGOV |
| <input type="checkbox"/> | Collect documents from Search Committee and Hiring Manager |
| <input type="checkbox"/> | Update Talent Acquisition file tracking |

ISP 181

Related Instruction

PURPOSE

Defines Related Instruction requirements for all 1-year Certificates of Completion, ~~(of 45 credits or more)~~ and all non-transfer degrees such as the Associate of Applied Science degree, and the Associate of General Studies degree.

SUMMARY

All 1-year Certificates of Completion ~~(of 45 or more credits)~~ and all AAS (Associate of Applied Science) and AGS (Associate of General Studies) degrees require at least ~~3 credits~~ 1 course in each of Computation, Communication and Human Relations categories. In addition, all AAS and AGS degrees require ~~at least one credit in~~ physical education/health/safety/first aid.

STANDARD

1. The Curriculum Committee will review new and revised 1-year Certificates of Completion, Associate of Applied Science and Associate of General Studies degrees ~~and certificates of completion~~ to ensure that they meet all Related Instruction requirements.
2. The Curriculum Committee will approve proposed courses that meet the requirements for Computation, Communication, Human Relations and Physical Education/Health/Safety/First Aid, as necessary to meet program needs identified by departments and advisory committees.
The criteria ~~are:~~ can be found on the Related Instruction Checklist.
 - a. ~~Physical Education/Health/Safety/First Aid: any course (of at least 1 credit) with prefix PE, HPE, HE or Health and Safety courses recognized by departments accepting Related Instruction courses.~~
 - b. ~~Computation: college-level courses that total at least 3 credits and provide students with sufficient mathematical skills and knowledge for them to be successful in a field for which their degree or certificate is appropriate.~~
 - c. ~~Communication: college-level writing courses that total at least 3 credits and provide students with the effective written communication skills necessary for them to be successful in a field for which their degree or certificate is appropriate.~~
 - d. ~~Human Relations: college-level courses that total at least 3 credits and cover interpersonal relationships and human relations skills in social and/or work contexts.~~

~~—————The catalog will list all the courses that meet related instruction requirements for each of the four categories described in #2 above. The catalog will list the four categories listed in #2 above and which courses can be taken to meet those requirements.~~
3. ~~—————~~
3. ~~Departments accepting related instruction courses are responsible for ensuring Related Instruction courses have content pertinent to their programs of study. The Career Technical Programs section of the catalog will specifically call out the~~

course(s) that satisfy the Related Instruction requirement for each 1-year Certificate of Completion and Associate of Applied Science degree.

4. _____

REVIEW HISTORY

| | | |
|-----------------------|-----------------|-------------------------|
| <u>ISP Committee</u> | <u>Reviewed</u> | <u>February 8, 2019</u> |
| ISP Committee | Updated Format | August 3, 2016 |
| College Council | Reviewed | March 7, 2014 |
| College Council | Reviewed | February 15, 2013 |
| College Council | Reviewed | April 7, 2006 |
| Instructional Council | Adopted | May 21, 1991 |