College Council Agenda

Date: 4.19.19| Begin: 12:00 p.m. End: 1:30 p.m. | Location: CC127

Topic/Item	Presenter	Allotted Time	Key Points Provide 50 words or less on expected outcome	Category
Minutes		NA	Minutes from the 3/15/19 meeting are not ready for review.	☐ Discussion ☐ Decision ☐ Advocacy ☐ Information ☒ Document
Change in Board Ending Fund Policy	Jeff Shaffer	10 min	Review change in Board Ending Fund Balance Policy recently adopted by the Board of Education (BOE).	☒ Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document
Skills Competition Discussion	Jaime Clarke Max Wedding	20 min	Review the Skills Competition historical data, survey results, and class cancellation times.	☒ Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document
25Live Enhancements Project	Miranda Butler Stephen Brouwers	10 min	Share information about updates launching on May 10, including new look and feel, event wizard updates, and new event types.	☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document
ISP 1st Reads	Dru Urbassik	10 min	ISP 164 Class Meeting Cancellation ISP 270/270P Testing Center for Faculty Assigning Exams ISP 380/ISP 380P Acceptance of Credit ISP 392/ISP 392A Contractual Relationships with Organizations Not Regionally Accredited	☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document

					Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document
Graduation	Max Wedding	5 min	RSVP Reminder		☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document
Committee Reports 1. **Global Learning Committee** 2. **Presidents' Council**	Ida Flippo Beth Hodgkinson	10 min 5 min			☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☒ Document
Association Reports 1. **ASG** 2. **Classified** 3. **Part-time Faculty** 4. **Full-time Faculty** 5. **Administrative Confidential**		10 min			☐ Discussion ☐ Decision ☐ Advocacy ☒ Information ☐ Document

Assigned Action Items	Assigned to	Notes	Due

	Upcoming Meeting Dates	Start Time	End time	Location
	May 3, 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 Pruyn (AFaC), Andrea Vergun (AFaC), Darlene Geiger (AFaC – alternate), Sarah Hoover (AS), Bob Keeler (AS), Mickey Yeager (CS), 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), Josh Henson (TAPS), Chris Hughes/Joyce Gabriel (TAPS – alternates), All Association Presidents, All Deans

Notes to Self	Deferred

College Council Minutes can be found at http://webappsrv.clackamas.edu/committees/collegecouncil/index.aspx?content=meetings#body

Clackamas Community College

Fund Balance

The Board recognizes its responsibility to establish a General Fund unreserved fund balance[1] in an amount sufficient to:

1.   Protect the College from unnecessary borrowing in order to meet cash-flow needs;

2.   Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;

3.   Meet the uncertainties of state and federal funding; and

4.   Help ensure a College credit rating that would qualify the College for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of College facilities.

Consequently, the Board directs the President to propose the budget such that the sum of General Fund contingency and unappropriated ending fund balance is at least ten percent of budgeted revenue. The Board further directs the President to manage the currently adopted budget such that actual General Fund unreserved ending fund balance is at least ten percent of actual revenues. For this calculation, ~~actual~~ **projected** fund balance at each year end and ~~actual~~ **projected** revenue for each fiscal year will be ~~reduced by the amount of the state appropriation payment received in July at the end of the biennium~~ **used**. **The ten percent reserve will be used to offset the delay in receiving the accrued July State CCSF payment.** If, during any fiscal year, the projected year end General Fund unreserved ending fund balance falls below the ten percent target, the President will provide a plan to the Board to restore the unreserved fund balance with a time frame for its restoration.

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[1]The Government Finance Officers Association (GFOA) recommends, at a minimum, that colleges maintain an unrestricted fund balance in their general fund of no less than 10 percent of regular general fund operating revenues, or regular general fund operating expenditures.

In determining an appropriate unreserved fund balance, the Board will consider a variety of factors with potential impact on the College's budget including the predictability and volatility of its expenditures[2]; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds[3]; liquidity[4]; and designations[5]. Such factors will be reviewed annually.

END OF POLICY

Legal Reference(s):

ORS 294.311(18)
ORS 294.398

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[2]Risk factors that colleges should consider when setting the minimum reserve are revenue source stability, expenditure volatility, liquidity, fluctuation in student population, vulnerability to extreme and unexpected events, leverage (such as debt or other liabilities), other funds' dependency, and capital projects (non-bond funded)

[3]The availability of resources in other funds may reduce the amount of unreserved fund balance needed in the general fund, just as deficits in other funds may require that a higher level of unreserved fund balance be maintained in the general fund.

[4]The disparity between when financial resources actually become available to make payments and the average maturity of related liabilities may require that a higher level of resources be maintained.

[5]The need to maintain a higher level of unreserved fund balance to compensate for any portion of unreserved fund balance already designated for a special purpose.

Skills Competition 2019 Overview

Skills Competition Overview: 2 slides
Tuition Waiver Details: 2 slides
Competition Date: 1 slide
Class Cancellation Times: 2 slides
Questions/Comments: 1 slide

Education That Works

Clackamas
Community College

What is the Skills Competition?

MISSION: The Clackamas Regional Skills Competition provides students an opportunity to demonstrate skills and knowledge in academic and career and technical education competitions and events, promotes a college-going culture, and exposes students to a college campus.

- Each year, between 800-1200 high-schoolers attend between 30-40 individual events hosted by faculty, staff, and C-TEC Youth Services.
- CCC awards tuition waivers from the general fund to 1st place (12 credits), 2nd place (8 credits) and 3rd place (4 credits) winners in most contests.
- CCC and the Clackamas Educational Service District have hosted the Skills Competition for 41 years.

Why do we co-host this event?

CCC's Purpose: "Creating lifetime opportunities for success through responsive education."

CCC's Mission: "To serve the people of the college district with high-quality education and training opportunities that are accessible to all students, adaptable to changing needs and accountable to the community we serve."

CCC's Core Themes: Academic Transfer
Career and Technical Education
Essential Skills
Lifelong Learning

Tuition Waiver Use

2019: 1,080 credit hours in tuition waivers given	*2017: 1,236 " "*
	2016: 1,224 " "
2018: 1,540 " "	*2015: 1,216 " "*

- Winners can use their tuition waivers for up to 2 years after their graduation date.
- For expired waivers awarded 2012-2014:
  - 19% of awardees used at least 1 credit of their tuition waivers
  - Of those, 88% used ALL of the tuition waiver
- For every $1.00 in tuition waivers used, we see a return of $3.38 in tuition dollars from those students.
- Until this year (2019), there has been no communication to awardees after the initial award letter/certificate.

Tuition Waiver Use (cont.)

Limitations of the tuition waiver system:
- *When students win tuition waivers, they are not added to Colleague until they apply for admission to CCC.*
- *Tuition waivers and their use are tracked by Financial Aid using an internal database.*
- *Tuition waivers are not automatically applied.*

- Over the past three years (SU15-SP18):
  - 123 unduplicated students used waivers.
    - 98 of these were previously enrolled before using their award (either through our Office of Education Partnerships programs or as a post-secondary credit-seeking students).
    - ~50% Fall-to-Fall retention rate for these students.
  - 121.3 total FTE added by these students after waiver use (~$546,000 in state reimbursement).

Competition Date

Currently, the Skills Competition is held on the 4th Thursday of February every year.
Since 2012, the competition has been cancelled twice (2012, 2018) due to weather.

- Survey Results:

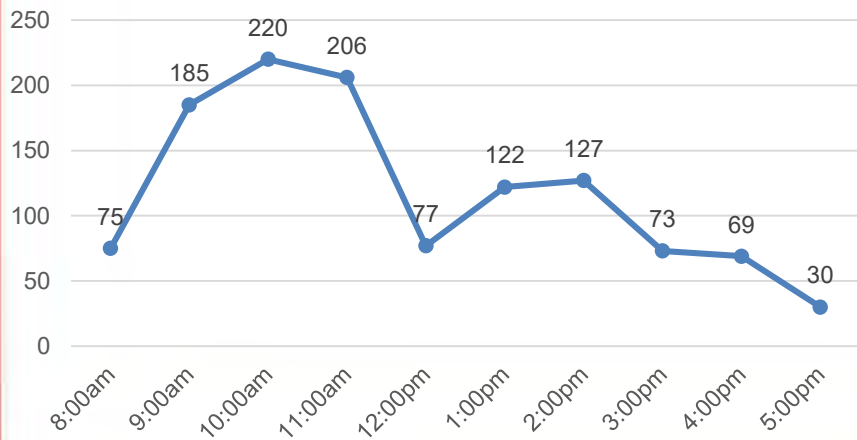| Group	4th Thurs. in Feb	3rd Thurs. in April
HS Partners (46)	21.74%	78.26%
CCC (77)	22.08%	77.92%
ESD (2)	0%	100%

- Why not hold the event on a Friday or Saturday?
  - Equity for HS partners in our district
  - How to encourage faculty participation?
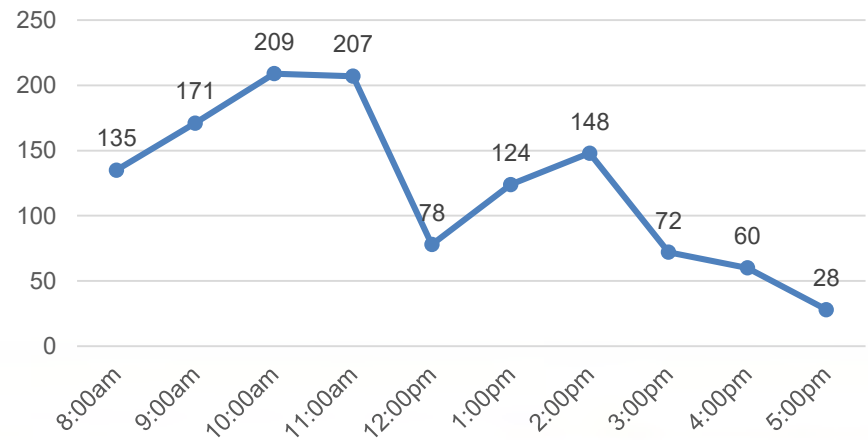
Class Cancellation Times

Currently, classes on the Oregon City and Harmony campuses are cancelled until 4 p.m. on the day of the event.
A proposal last year to reduce the class cancellation times to 1 p.m. was reversed this year.

2019/WI: Thursday
421 Total Sections

Time	Sections
8:00am	75
9:00am	185
10:00am	220
11:00am	206
12:00pm	77
1:00pm	122
2:00pm	127
3:00pm	73
4:00pm	69
5:00pm	30

2019/SP: Thursday
390 Total Sections

Time	Sections
8:00am	135
9:00am	171
10:00am	209
11:00am	207
12:00pm	78
1:00pm	124
2:00pm	148
3:00pm	72
4:00pm	60
5:00pm	28

Class Cancellation Times

The event cannot run past 1 p.m. because of transportation needs of the high schools.
The time of class cancellations is wholly up to the college, not the Skills Competition Steering Committee.

- During listening sessions hosted in SP2018, faculty in attendance requested less class time lost, especially during a term with so many planned and unplanned closures.
- As of today, there is no formal recommendation to change class cancellation times. However, we have some questions:
  - What are the impacts to students in the two cancellation scenarios? (4 p.m. vs 1 p.m.)
  - Are there other scenarios we should consider?

Questions/Comments

April vs February – PRO APRIL

- Already have two holidays and potential for bad weather in winter term. Spring would be better.
- An April date would be less likely to be cancelled due to snow. Also, it would likely result in current students missing increased overall contact hours for spring term vs. winter term (because of holidays and snow days).
- As a counselor, I could provide more support to students in April. However, state testing is often in April and could be an obstacle.
- At Canby High School, our math department is in support of this proposed change for a couple main reasons: (1) eliminates weather cancellations and (2) better equity of content coverage for the students level of testing. Thanks
- Either date works for us. April does have better weather and is more conducive for touring campus. Regardless, we look forward to continued participation in this excellent program.
- February 4th doesn't seem to help with inclement weather BUT this year, at least, April 3rd we are holding State Testing so that doesn't work for 11th gr. students.
- Holding the Skills Comptetion during Winter term takes an instructional day away from a term with holidays already. Having it during Spring term would be less disruptive to college courses.
- I support this move to spring term. There are already several holidays in winter (one on a Monday and then a floating President's Day and only one holiday (Memorial Day) during Spring term.
- I'd like to see us try April for 2 years and really spread the word. Spring is busy, but many of our partners around the state have skills contests in April (COCC is having theirs on 4/11).
- I'm a part of C-TEC Youth Services that helps to put on the Career Expo during the Skills Competition. We have thrown around the idea of combining the Career Expo with CCC's April/Spring Career Fair. If the Skills Competition does get moved to April that might be something to consider.
- It's a coin toss between February and April rain, but April would almost certainly be warmer and less chance of a snow or ice closure. Not sure how it might conflict with planning by HS's for end-of-school year events. .
- Skills Competition is a great recruiting tool for me, and it's also a good learning experience for high school students. I think it is one of the coolest things we do as a college, and I appreciate the work you put into it. I do think that having the event at a warmer time will prevent cancellations and also help us showcase our lovely campus, as it will be easier to be outside.
- Skills day is valuable and I enjoy participating every year, but I think Spring would be a better time.
- So glad to see you are looking at other date options. February is always an issue with weather concerns
- There are too many holidays in Winter term already. This would be better to move to Spring term.
- This is a great idea/suggestion. I've been involved with Skills Day for the passt 5 years and it really needs to be moved to a later date- during Spring term is ideal. I hope this change can come about.
- This is purely based on the number of Monday holidays we already have winter term and the many times the event has been canceled due to weather!

April vs February – PRO FEBRUARY

- Voting on February despite the weather risk because there are so many other things going on mid to late April!
- I like the idea of it being later, but we are in Senior Project time which takes for the whole population at Molalla. The later in Spring is just tough.
- Avoid April as SBAC testing occurs at schools then.
- Our parent/teacher conferences fall on the 3rd Thursday in April
- The Thursday date is the week prior to AP testing beginning, and state testing is in progress for juniors. We would have less participation in April.
- the only drawback would be Smarter Balance Testing for Juniors at that time

Day of Week

- As a CCC instructor, I would like to see this moved to a date that doesn't impact our current students as much, such as a Friday or Saturday.
- Change it to a Friday when a lot of classes do not have to be cancelled, or hold it in the summer.
- I do not prefer Thursdays. I have had several CCC students complain that it is unfair that they lose class time and work on art projects to HS students who are not paying to take classes here.
- I would recommend moving it to a Friday later in the year, perhaps the 4 of April to minimize the impact on our college courses and programs.
- I'd rather see skills day on a FRIDAY so we have many fewer classes to cancel. April is better than February. Also, forcing me to select between two options above, neither of which is desirable, is not much of a choice - Maybe offer a thrid option "Other" on the next survey. Consequently, please disregard my selection for the date, because I really can't endorse either date because they are not on a Friday and thus will likely impact classes.
- In science department, we would prefer a Friday Skills day, as the thursday always negatively impacts our lab course schedules.
- Is there a reason it cannot be held on a Friday to minimize the impact on classes and labs? There are far fewer things scheduled on Fridays for CCC students to miss out on.
- Friday is a better day as that day has the fewest number of classes. I still firmly believe that the skills day events should be complete by 12PM in order to allow afternoon classes to run on campus. We should be limiting the loss of classroom time for CCC students.
- Skills Day might have less impact on our regular classes and students if it were on a Friday rather than on a Thursday.
- This event should be help on Friday so that we don't have to cancel classes for students paying for instruction.
- Thursdays don't work well for our program as all the students are in the lab while the skills competition takes place and it takes away class space for the existing students and interrupt the labtime. Another day-of-the-week would work better (Tue or Wed.).
- Why not hold the event on a Friday. The CCC Oregon City campus has far fewer classes on Friday. High Schools do not lose as much instruction time as CCC does because a Thursday is not 50% of their instruction week.

Class Cancellation Times

- Moving Skills Day to Spring would be an improvement. However, if you are going to conduct a survey, it should relate to the concerns brough by the FT Faculty at the beginning of the year that nearly caused a grievance to be filed. Those issues have to

do with the cancelation of lab classes and changing the start time from 4 to 1pm. It is interesting and frustrating that you've chosen to conduct a survey on a topic that was not a clear concern, and have ignored the issues at hand. Lastly, if you want to disrupt the education of fewer of our current students, we should be looking at placing the Skills Day on a Friday (when fewer courses are scheduled). Doing this in Spring would make the most sense.

- Please do not cancel labs during skills day or otherwise hinder current students from completing their work. In addition, the feedback I have received from my department members is that it would be extremely difficult to finish all the tasks (judging, clean-up, etc.) involved in skills contest day and be ready to teach regular classes by 1pm. Prefer that college classes be cancelled until 4pm to avoid confusion and the inevitable choice for students to skip their afternoon class if their morning classes are cancelled. The reasoning for cancelling only morning classes and not running labs on this day does not compute. Thank you.
- Yes, the current schedule of canceling all classes that begin before 4 pm works just fine. There is no need to change this.

General/Other Comments
- A parent approached me frustrated that she was unable to find the Skills Competition information or the schedule on the CCC website. She requested that I provide this feedback, she was really mad.
- As a volunteer, I felt I wasn't given a lot of information. I didn't know what I was stamping or why, nor was I provided a schedule to help direct students to where they needed to be.
- As new faculty and maybe for old faculty, I was unsure what the purpose of the day was. What is our goal? Is this supposed to advertise the school or test the high school students. For me knowing this would help me design an appropriate competition. After seeing this happen once, I've decided I want to use the skills competition to advertise my program. I want to challenge students to do something fun, with the hope that it inspires them to want to enter the program. -- Mike Farrell EET/ENGR
- Determine what barriers most affect HS's from participating
- Does Skills Days increase enrollment? Can we point at any concrete evidence that proves its worth?
- Is there a way to allow students to sign up for skills competitions the day of the event?
- Keeping the staff involved in the event is a great thing.
- No one signed up for our competition this term since the time overlapped with other science competitions required by their schools. Times need to be spaced out so that students interested in STEM can do multiple competitions.
- Several groups of students skipped past getting their amazing race map. Perhaps communicating to the high Schools that they need to stop at one of the tables first so that students get the inofrmation they need about locations for competions, the scholarship opportunity, etc before letting them wander around campus freely.
- Thank you for all the efforts you dedicate to host an amazing event annually for our HS partners.
- Thank you for asking this question.
- Thank you for such a thoughtful process.
- Thanks for considering another date!
- The event lengths were not long enough. The prior amount of time given to complete events was adequate. Students felt they did not have enough time to complete events. The 2 hour event time was perfect. I wish we could go back to the prior amount of time.

The manufacturing and welding events take longer than 1 1/2 hours (with proper clean-up) to complete. Thanks for your time. My students LOVED seeing the facilities and loved your instructors.

- We absolutely loved participating in the skill competition this year. Everyone and things learned was so helpful!

25Live Scheduling System Enhancements

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25Live Enhancement Project

25Live Key Users Group Overview

Comprised of a **representative group of key stakeholders** whose intention is to continually examine and improve the functional use and business processes related to all aspects of the Series25 implementation. Series25 includes the main 25Live event scheduling system and all of its related components (i.e. calendaring, ticketing, accounting, automated classroom scheduling, etc.).

This group seeks to:

- Continuously improve scheduling and event related processes and reporting.
- Continually improve communication methods between stakeholders and out to the campus.
- Coordinate both vendor delivered system upgrades and new functional implementations.
- Develop and deploy system training as needed.
- Ensure critical informational updates are reflected in the system (i.e., room features, furniture and capacities).

25Live Enhancement Project

Primary Goal – Ease and Simplicity

Clean and Simple Default Interface

Improved One Page Request Form

Meaningful Event Types

Easier Service Requests

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25Live Enhancement Project

Clean Simple Interface

- Most requestors don't need everything
- Take advantage of simplified interface – developed for "mobile"
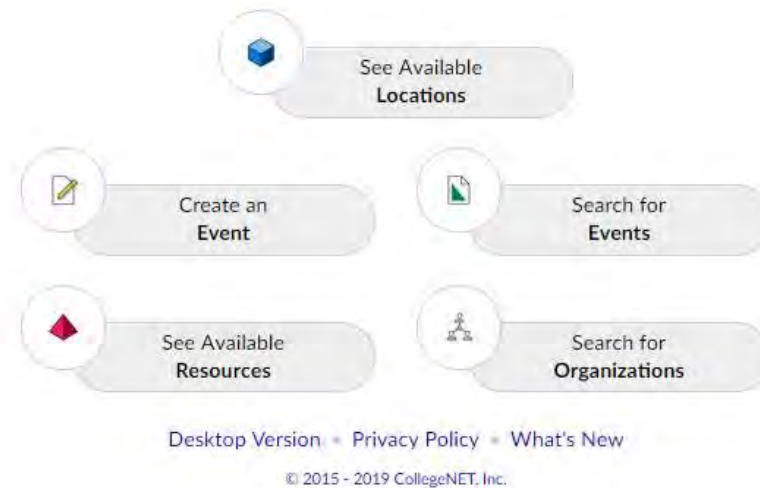
25Live Enhancement Project

One-Page Request Form

- No more clicking through multiple pages to submit a simple meeting request

Event Name
Event Title for Published Calendars

Event Type
Sponsoring Department

Expected Attendance

Description

Fri Apr 12 2019
10:00 am - 11:00 am

Event Repeats

Event Spaces

Additional Event Information

Requirements

Publish to CCC External Web Calendar Request

Comments

25Live Enhancement Project

New Event Types

- No need to declare if it is a staff, student or external event; or the campus

- Select what type of event you are actually putting together

- Set us up for future capabilities:

  - Ask for different info for different types of events
  - Improve event searches, calendaring and reporting

Event Type

Instructions

Select the event type that best describes the event.

Attention! Once the reservation has been saved, the event type cannot be changed!

Note: Changing the Event Type may update selections for the following: Custom Attributes, Categories, Contact Roles, Requirements, Publish to Calendar.

Selected Type	▲
Gallery Show/Opening	
Game/Match/Meet	
Important Date	
Interview	
Maintenance/Repair/Renovation	
Meeting	
Music Performance	▼

*

25Live Enhancement Project

Required Services

- Easier to request other services

☐ **A. Door unlocked?**

Comments: [   ]

✱ You must select at least one of the Requirements.

☐ **B. Technology (AV, conference phone, microphones, etc.)?**

Comments: [   ]

☐ **C. Special layout?**

Comments: [   ]

☐ **D. Catering table(s)?**

Comments: [   ]

Quantity: [   ]

☐ **E. Another service?**

Comments: [   ]

☐ **F. No additional services.**

Comments: [   ]
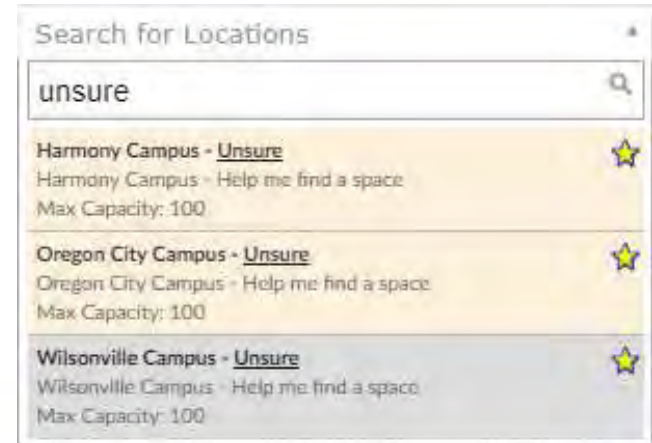
25Live Enhancement Project

Several Other Smaller Enhancements

Revision of Event Wizard Request Form Instructions

- Took advantage of key users to determine instruction text that makes more sense

"Unsure" Spaces

- Ability to get help finding spaces by campus
- Required to select a space

25Live Enhancement Project

Helping With Change

Same Basic Functionality

- Same portal link location - adjusted to new interface
- General functionality is same
- Ability to flip back to original interface with a click

Help Is Available

- New resource web page being deployed next to link

- Two Pre-Launch Trainings
- Two Post-Launch Trainings
- Harmony Trainings To Be Determined

- **Support Email:** 25LiveSupport@clackamas.edu

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25Live Enhancement Project

Key Dates

Pre-Launch Trainings

- 5/1/19 3-4:00PM (M132)
- 5/2/19 9-10:00AM (M132)

Production Launch Date

- 5/10/2019

Post-Launch Trainings

- 5/15/19 8:30-9:30AM (M132)
- 5/16/19 3-4:00PM (M130)

25LIVE EVENT TYPES

EVENT TYPE	EXAMPLE(S)	DESCRIPTION
Ceremony/Celebration/Reception	Wedding reception, department celebration, etc.	Special occasion signifying a particular event.
Class-related Activity	Testing, project work, office hours, study hall, etc.	Work of a group or individual to achieve an aim, in conjunction with scheduled classes.
Commencement		A ceremony for conferring degrees or diplomas.
Community/College Engagement	Grand Openings, Open houses, Pizza with Plotkin, Listening sessions for college projects, Forums, etc.	A group of people meeting with a common interest for a specific agenda.
Conference/Workshop/Training	Skills Competition, Inservice workshops, professional development, staff or community trainings, etc.	A learning environment in which participants are taught & discuss various subject matters.
Fair	Career fair, vendor fair, community fair, etc.	An event in which employees, recruiters, schools or community organizations give information and resources to interested individuals.
Field Trip, On-Site	ELC school field trips, HS visits, School organized campus tours, etc.	Field trips from outside schools or groups visiting one of our campuses for a specific activity.
Film/Movie		A showing of a film or movie for a specific social event, educational program, or to showcase student work.
Fundraiser	Foundation, Athletics, Arts, external, etc.	A social event held for the purpose of raising funds.
Gallery Show/Opening	Niemeyer gallery artist reception, Wilsonville gallery artist reception, etc.	Exhibit or reception celebrating works of art.
Game/Match/Meet	Athletics.	A competitive physical or mental competition or event.
Interview	Job, media, mock interviews.	Job or media interviews for staff or students.
Maintenance/Repair/Renovation	Podium updates, furniture moves/updates, painting, carpet cleaning, etc.	The upkeep of or act of restoring property or equipment.
Meeting		A group of people getting together to discuss a subject.
Music Performance	Concerts, Recitals, etc.	A public performance of music or dancing
Orientation	Kick-offs, new employee, new program.	Staff or student orientations.
Practice/Rehearsal/Filming	Sporting, theater, wedding, presentation, film crew, etc.	A private performance or practice session preparatory to a public appearance.
Stage Performance	CRT plays, theater plays, student showcase, etc.	A stage representation of a story or dramatic composition.
Youth Camp	Athletics, ELC, etc.	Camps designed for youth to develop skills or learn specific programs, such as (but not limited to) athletics/sport camps, environmental education camps, or science camps.

ISP 1643

Cancellation of Individual Class Sessions

PURPOSE

Establishes guidelines for class meeting(s) cancellations.

SUMMARY

In the event of cancellation of one or several class meetings, the faculty member will notify their supervisor and the department's administrative assistant. Students will also be notified as early as possible.

STANDARD

1. The instructor is responsible for notifying their supervisor and the department's administrative assistant in the case of illness, emergencies, personal responsibilities, or professional activities.
2. The instructor will give students as much advance notice as possible to minimize the burden placed on them by last minute cancellations.
3. The instructor will ensure that all substantive materials and assignments ~~will be covered~~contributing to the attainment of Student Learning Outcomes (SLOs) will be presented. In the case of absence for a number of class meetings, the instructor will work with their supervisor to make arrangements for a qualified substitute.

REVIEW HISTORY

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

ISP 270
Use of Testing Center for Make-up, Challenge, and Other Student Exams

PURPOSE

Allows faculty and students to use Testing Centers on campus for the purpose of taking exams.

SUMMARY

The Testing Centers on the Oregon City, Harmony, and Wilsonville Campuses can be used by students to complete a number of different exams when the department cannot otherwise arrange for the student to complete the exam. The Testing Centers can also provide exam settings that allow students to properly utilize accommodations provided by the Disability Resource Center.

STANDARD

1. Instructors planning to use a Testing Center must provide all required information to the Testing Center before students can take the exam (see ISP270P for required information).
2. The Testing Centers cannot accommodate exams that require specialized equipment or computer software.
3. Due to space limitations, the ~~Oregon City Campus and Harmony Campus~~ Testing Centers may not be able to accommodate large ~~numbers~~ groups of students (10 or more) completing exams at the same time. ~~The Wilsonville Campus Testing Center may not be able to accommodate more than 5 students completing exams at the same time.~~ Whenever possible, contact the Testing Center at least one week in advance if you are considering sending groups of students to the Testing Center to complete an exam.

REVIEW HISTORY

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

ISP 270P
Use of Testing Center for Make-up, Challenge, and Other Student Exams Procedure

PURPOSE
States procedures for use of a Testing Center by faculty and students.

SUMMARY
The Testing Centers on the Oregon City, Harmony, and Wilsonville Campuses can be used by students to complete a number of different exams when the department cannot otherwise arrange for the student to complete the exam. The Testing Centers can also provide exam settings that allow students to properly utilize accommodations provided by the Disability Resource Center.

This procedure describes the process faculty may use to arrange for students to complete exams using the Testing Center.

PROCEDURE
1. For instructors using a Testing Center to allow a small number of students to complete an exam, the instructor must:
   a. Fill out a separate Testing Services Proctor Request Form for each student.
   b. Submit a physical or digital copy of the Testing Services Proctor Request Form and the test materials to the Testing Center prior to the exam date. For online exams, exam access instructions can be included in the "Additional Instructions" section of the Testing Services Proctor Request Form.
2. For instructors using a Testing Center for online classes, the instructor must:
   a. Fill out a Testing Services Proctor Request Form with the "Student's Name" area left blank and online exam access instructions in the "Additional Instructions" section of the form.
   b. Submit a physical or digital copy of the class roster (including student ID numbers for all students completing the exam at the Testing Center) and the Testing Services Proctor Request Form to the Testing Center prior to the exam date.
3. For instructors using a Testing Center for a large number of students (10 or more ~~at the Oregon City and Harmony Campuses and 5 or more at the Wilsonville Campus~~), the instructor must:
   a. Contact the Testing Center at least a week in advance if possible to determine whether accommodations can be made for a large group.
   b. Fill out a Testing Services Proctor Request Form with the "Student's Name" area left blank.
   c. Submit a physical or digital copy of the class roster (including student ID numbers for all students completing the exam at the Testing Center) and the Testing Services Proctor Request Form to the Testing Center prior to the exam date. For online exams, exam access instructions can be included in the "Additional Instructions" section of the Testing Services Proctor Request Form.
4. The Testing Services Proctor Request Form can be found at the [Testing Center website](#), in a Testing Center, or can be requested by emailing a Testing Center (Oregon City Campus: testing@clackamas.edu, Harmony Campus:

testing.harmony@clackamas.edu, Wilsonville Campus:
testing.wilsonville@clackamas.edu).

5. The instructor can specify dates between which the student may take the test.
6. The instructor or designated representative will pick up exam materials by the end of the term or tests will be returned to the instructor.
7. The student will test during general testing hours, will be asked to show photo I.D., and will sign in. It is the student's responsibility to know when the general testing hours are held.

REVIEW HISTORY

ISP Committee	Updated Format	August 3, 2016
College Council	Reviewed	March 7, 2014
College Council	Reviewed	October 18, 2002
Instructional Council	Adopted	November 17, 1992

ISP 380[JA1]
Acceptance of Credit

PURPOSE

Establishes regulation and conditions regarding the acceptance of post-secondary education credits for course equivalency at Clackamas Community College.

SUMMARY

Credits from regionally accredited institutions recognized by the Council for Higher Education Accreditation (CHEA) may be accepted for course placement, course equivalency, program requirements, and degree completion. Credits earned from institutions that are not regionally accredited are not accepted.

STANDARD

1. ~~Graduation~~ Enrollment & Graduation Services will be responsible for administering the acceptance of credit for course equivalency, program requirements, and degree completion.

2. Students must submit official transcripts from all regionally accredited institutions that they would like to have evaluated for transfer credit. Credits earned from institutions that are not regionally accredited are not accepted for transfer credit.

    a. When previously earned credit is not accepted ~~and when appropriate, students~~students may be advised to pursue course substitution or course waiver, credit for prior learning or credit by examination options to fulfill program requirements.

3. Credits earned at International institutions must be evaluated by a member of the National Association of Credential Evaluation Services (NACES) or American Association of Collegiate Registrars & Admissions Officers (AACRAO)'s International Education Services.

    a. An official copy of the course by course evaluation must be provided to ~~Graduation~~ Enrollment & Graduation Services for consideration of transfer credit.

    b. Any fees for the international evaluation services are the responsibility of the student.

    c. Transcripts from International institutions that are regionally accredited do not need NACES or AACRAO evaluation and can be sent directly to Enrollment and Graduation Services for processing.

4. Credits earned through military service or professional training may be accepted when recognized and validated by the American Council on Education (ACE). An official copy of the DD-214 or other agency recognized document that supports the educational credential must be provided to ~~Graduation~~ Enrollment & Graduation Services in order to be reviewed.

REVIEW HISTORY

ISP Committee	Updated Format	August 3, 2016
College Council	Reviewed	June 6, 2014
College Council	Reviewed	May 17, 2013

College Council	Reviewed	May 19, 2006
ISP Committee	Reviewed, no change	November 2, 1999
Instructional Council	Adopted	August 10, 1994

ISP 380P
Acceptance of Credit

PURPOSE

Identifies how credits are accepted and evaluated for transfer towards degree or certificate programs at Clackamas Community College.

SUMMARY

Credits from regionally accredited institutions recognized by the Council for Higher Education Accreditation (CHEA) may be accepted for course placement, course equivalency, program requirements, and degree completion.

PROCEDURE

1. Student submits official copies of their transcripts from regionally accredited institutions to the Enrollment and Graduation Services office.
   Unofficial transcripts will not be accepted.
2. Students will be notified via their CCC student email account indicating that their transcript was received and if there are issues or concerns about the transcript submissions (e.g. is not from an accredited institution or is not considered official).
3. Evaluation of official transcripts will be processed in date order received and are usually completed within 4-8 weeks depending on the time of year.
4. Students will be notified via their CCC student email account that their transcript evaluation results are ready for review.
5. Students can contact Enrollment and Graduation Services if they have any questions regarding their transfer credit evaluation.

REVIEW HISTORY

ISP Committee	New procedure/Format	

ISP 392?
Contractual Relationships with Organizations not Regionally Accredited

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PURPOSE

Establishes policy for contractual relationships with organizations that are not regionally accredited. Ensures the Northwest Commission on Colleges and Universities (NWCCU) Policy - Contractual Relationships with Organizations Not Regionally Accredited, is followed.

SUMMARY

Clackamas Community College (CCC) contracts with organizations not regionally accredited and therefore follows the attached NWCCU.Policy – Contractual Relationships with Organizations Not Regionally Accredited.

STANDARD

1. See ISP XXXA (NWCCU Policy – Contractual Relationships with Organizations Not Regionally Accredited)

REVIEW HISTORY

ISP Committee	Adopted	[Date]

NWCCU POLICIES | CONTRACTUAL RELATIONSHIPS WITH ORGANIZATIONS NOT REGIONALLY ACCREDITED

No higher education institution accredited by the Northwest Commission on Colleges and Universities can lend the prestige or authority of its accreditation to authenticate courses or programs offered under contract with organizations not regionally accredited unless it demonstrates adherence to the following principles:

a. The primary purpose of offering such a course or program is educational. (Although the primary purpose of the offering must be educational, what ancillary purposes also provide the foundation for the program or course, such as auxiliary services, anticipated income, and public relations?)

b. Any course offered must be consistent with the institution's educational mission and core themes as they were at the time of the last NWCCU evaluation. If the institution alters its mission and core themes, the Commission must be notified and the Commission's policy on substantive change applied. (How does the institution define the specific relationship between the primary and ancillary purposes and the contracted service, and how does it demonstrate its capability to attain these objectives?)

c. Courses to be offered and the value and level of their credit must be determined in accordance with established institutional procedures and under the usual mechanisms of review. (What evidence exists that established institutional procedures have been followed?)

d. Courses offered for credit must remain under the sole and direct control of the sponsoring NWCCU accredited institution which exercises ultimate and continuing responsibility for the performance of these functions as reflected in the contract, with provisions to ensure that conduct of the courses meets the standards of its regular programs as disclosed fully in the institution's publications, especially as these pertain to:

   1) recruitment and counseling of students;
   2) admission of students to courses and/or to the sponsoring institution where credit programs are pursued;
   3) instruction in the courses;
   4) evaluation of student progress;
   5) record keeping;
   6) tuition and/or fees charged, receipt and disbursement of funds, and refund policy;
   7) appointment and validation of credentials of faculty teaching the course;
   8) nature and location of courses; and
   9) library and information resources.

Additional data needed would include course outlines, syllabi, copies of exams, records of students, and evidence of equivalencies with established programs.

Requirements for Contractual Arrangements

In establishing contractual arrangements with organizations not regionally accredited, institutions are expected to demonstrate that the following requirements have been met. The not-for-profit institutions should establish that their tax exempt status, as governed by state or federal regulations, will not be affected by such contractual arrangements with a for-profit organization.

a. The Contract:

1) should be executed only by duly designated officers of the institutions and their counterparts in the contracting organization. While other faculty and administrative representatives will undoubtedly be involved in the contract negotiations, care should be taken to avoid implied or apparent power to execute the contract by unauthorized personnel.

2) should establish a definite understanding between the institution and contractor regarding the work to be performed, the period of the agreement, and the conditions under which any possible renewal or renegotiation of the contract would take place;

3) should clearly vest the ultimate responsibility for the performance of the necessary control functions for the educational offering with the accredited institution granting credit for the offering. Such performance responsibility by the credit-granting institution would minimally consist of adequate provisions for review and approval of work performed by the contractor in each functional area.

4) should clearly establish the responsibilities of the institution and contractor regarding:

   a) indirect costs
   b) approval of salaries
   c) equipment
   d) subcontracts and travel
   e) property ownership and accountability
   f) inventions and patents
   g) publications and copyrights
   h) accounting records and audits
   i) security
   j) termination costs
   k) tuition refund
   l) student records
   m) faculty facilities
   n) safety regulations
   o) insurance coverage.

b. Enrollment Agreement

1) The enrollment agreement should clearly outline the obligations of both the institution and the student, and a copy of the enrollment agreement should be furnished to the student before any payment is made.

2) The institution should determine that applicants are fully informed about the nature of the obligation they are entering into, and their responsibilities and rights under the enrollment agreement before they sign it.

3) No enrollment agreement should be binding until it has been accepted by the authorities of the institution vested with this responsibility.

c. Tuition Policies

1) Rates

a) The total tuition for any specific given course should be the same for all persons at any given time. Group training contracts showing lower individual rates may be negotiated with business, industrial, or governmental agencies.
b) Tuition charges in courses should be bona fide, effective on specific dates, and applicable to all who enroll thereafter or are presently in school, provided the enrollment agreement so stipulates.
c) All extra charges and costs incidental to training should be disclosed to prospective students before they are enrolled.
d) The institution should show that the total tuition charges for each of its courses are reasonable in the light of the service to be rendered, the equipment to be furnished, and its operating costs.

2) Refunds and Cancellations

a) The institution should have a fair and equitable tuition refund and cancellation policy.
b) The institution should publish its tuition refund and cancellation policy in its catalog or other appropriate literature.

3) Collection Practices

a) Methods used by an institution in requesting or demanding payment should follow sound and ethical business practices.
b) If promissory notes or contracts for tuition are sold or discounted to third parties by the institution, enrollees or their financial sponsors should be aware of this action.

d. Student Recruitment

1) Advertising and Promotional Literature

a) All advertisements and promotional literature used should be truthful and avoid leaving any false, misleading, or exaggerated impressions with respect to the school, its personnel, its courses and services, or the occupational opportunities for its graduates.

b) All advertising and promotional literature should clearly indicate that education, not employment, is being offered.

c)   All advertising and promotional literature should include the correct name of the school. So-called "blind" advertisements are considered misleading and unethical.

2) Field Agents

a)   An institution is responsible to its current and prospective students for the representations made by its field representatives (including agencies and other authorized persons and firms soliciting students), and therefore should select each of them with the utmost care, provide them with adequate training, and arrange for proper supervision of their work.

b)   It is the responsibility of an institution to conform to the laws and regulations of each of the states in which it operates or solicits students and in particular to see that each of its field representatives working in any such state is properly licensed or registered as required by the laws of the state.

c)   If field representatives are authorized to prepare and/or run advertising or to use promotional materials, the institution should accept full responsibility for the materials used and should approve any such promotional materials in advance of their use.

d)   When field representatives are authorized to collect money from an applicant for enrollment, they should leave with the applicant a receipt for the money collected and a copy of the enrollment agreement.

e)   No field representative should use any title, such as "counselor," "advisor," or "registrar" which may indicate that they have other duties and responsibilities.

f)   No field representative should violate, orally or otherwise, any of the standards applicable to advertising and promotional materials.

Adopted 1973, Revised 2010

CLACKAMAS COMMUNITY COLLEGE
FACULTY/STAFF PROCESSIONAL RSVP
OUTSTANDING STUDENT AWARD NOMINATION
(DUE 5/3)

All faculty and staff at Clackamas Community College are welcome to lead the graduating class into the Randall Gym during the graduation ceremonies. Please fill out the form below to register.

NAME: _____

EXT: _____   EMAIL: _____

GED Ceremony, Thursday, 6/13: ☐   **Commencement Ceremony**, Friday, 6/14: ☐

Please fill this portion for gown rental through Jostens.

REGALIA INFORMATION:

Last Degree Earned: **Discipline of Degree Earned:**

Name of Institution: **City & State of Institution:**

GOWN INFORMATION:

HEIGHT: **WEIGHT: (approx.)**

OUTSTANDING STUDENT AWARD NOMINATION!
--PLEASE FILL OUT EXPLANATION ON SECOND PAGE FOR CONSIDERATION—

Student's Name:	
Student ID # (if known):	
What night is the student graduating? (if known)	*THURS. 6/13* ☐ *FRI. 6/14* ☐
Nominated by:	**Email:**

Criteria for consideration: (Nominee should meet at least one.)
- outstanding student
- inspiration to others
- unusual path to college
- involved in extra-curricular or service activities while at CCC
- has overcome personal difficulties or challenges to reach educational and personal goals.

Please email completed form to gradceremony@clackamas.edu

CLACKAMAS COMMUNITY COLLEGE
FACULTY/STAFF PROCESSIONAL RSVP
OUTSTANDING STUDENT AWARD NOMINATION
(DUE 5/3)

Why is this student's experience at CCC a good story to tell during the graduation ceremony?

--Please submit around 250 words for consideration—

Please email completed form to gradceremony@clackamas.edu

Who we are

- We are faculty-led—Chair is faculty
- 12 Full-time Faculty Members
- 1 Part-time Faculty Member
- 1 Administrative/Confidential member
- 1 College Services Member
- 1 Classified Member
- 1 ASG/Student Member

Education That Works | Clackamas Community College

What we do

- Mission: To facilitate quality global learning experiences for our college community.

- Purpose: The purpose of the Global Learning Committee is to:

  1. Serve as a clearinghouse for global learning opportunities.

  2. Promote global learning efforts across the college.

Education That Works | Clackamas Community College

Purpose, continued…

3. Serve as an advisory body for faculty and staff developing global learning curriculum and activities.

4. Provide guidance and recommendations in regard to global learning proposals.

Education That Works | Clackamas Community College

Tasked with:

- Assist in the development, implementation, and review of standards and procedures associated with global learning opportunities.

- Maintain and disseminate information to faculty, staff, and students about global learning curriculum and opportunities.

- Provide feedback on draft proposals for study abroad/study away trips.

Education That Works | Clackamas Community College

Tasked with, continued

- Maintain a list of preferred providers for study abroad/study away programs.

- Coordinate and promote programs or activities that are aimed at increasing global learning and global awareness across the college.

Education That Works | Clackamas Community College

When we were formed and when we meet

- We are the most recently formed college-wide committee

- Formerly known as the International Education Committee, we took a step back two years ago and re-established our mission and purpose

- We meet the second and fourth Fridays at noon; everyone is welcome to attend

Education That Works | Clackamas Community College

Where?

- Global Learning encompasses study abroad, but includes bringing global awareness activities to our campuses

- We also include study away opportunities which may not involve an international travel experience, but still provide students with an intercultural experience within the United States

Education That Works | Clackamas Community College

Why we do this work

- Study Abroad has been identified as a High Impact Practice by the Association of American Colleges and Universities

- High Impact Practices engage students in active learning that elevates their performance on desired outcomes

- As educators, we believe that students need global/intercultural skills to succeed in accomplishing their goals

Education That Works | Clackamas Community College

How do we accomplish this?

- Setting yearly goals for the Global Learning Committee (GLC)
- Identifying ways that the GLC can accomplish those goals
- Assisting faculty and staff in globalization
- Assessing and measuring the college's globalization efforts

Education That Works | Clackamas Community College

Questions and feedback ?