

College Council Agenda

Date: 5.15.20 | Begin: 12:00 p.m. End: 1:30 p.m. | Location: via Zoom

Topic/Item	Presenter	Allotted Time	Key Points Provide 50 words or less on expected outcome
Minutes		N/A	Minutes from the May 1, 2020, meeting have been posted for review; please contact Laura Lundborg with comments or corrections.
ISP Read	Sue Goff	10 min	<ul style="list-style-type: none"> ISP 281 & 281P, Grade Appeal – 2nd Read
Budget Update	Alissa Mahar & Jeff Shaffer	10 min	Receive an update on current budget information and processes.
Mission Fulfillment Committee Annual Report	David Plotkin & Jason Kovac	15 min	Receive information about the committee’s mission as well as current and future goals, objectives, and outcomes.
Global Learning Committee Annual Report	Ida Flippo	15 min	Receive information about the committee’s mission as well as current and future goals, objectives, and outcomes.
Shuttle Plan Update	Ray Atkinson	15 min	Receive an update on recent research and planning about CCC shuttle service.

Graduation Planning Workgroup	Max Wedding	15 min	Receive an update on alternative ideas and plans for 2020 graduation ceremony.	
Association Reports 1. ASG 2. Classified 3. Part-time Faculty 4. Full-time Faculty 5. Administrative Confidential		10 min		
Announcements		10 min		
	Assigned Action Items	Assigned to	Notes	
	Upcoming Meeting Dates	Start Time	End time	Location
	June 5, 2020	12:00 p.m.	1:30 p.m.	Via Zoom
Membership				
College Council Members 2019-20: Cynthia Risan (Chair), Laura Lundborg (Recorder), Tara Sprehe (AFaC), Molly Burns (AFaC), Esther Sexton (AFaC), Scot Pruyne (AFaC), Andrea Vergun (AFaC), Darlene Geiger (AFaC), Bob Keeler (AS), Mickey Yeager (CS), Jennifer Miller (IEP), DW Wood (IEP), Dion Baird (ITS), Sue Caldera (TAPS), Ida Flippo (TAPS), Jarett Gilbert (TAPS), Sunny Olsen (TAPS), Josh Henson (TAPS), Joyce Gabriel (TAPS), All Association Presidents, All Deans				
Notes to			Deferred	
College Council Minutes can be found at http://webappsrv.clackamas.edu/committees/collegecouncil/index.aspx?content=meetings#body				

College Council Meeting Minutes

Date: 5.1.20 | Begin: 12:00 p.m. End: 1:30 p.m. | Location: Zoom Video Conference

Attendees

Cynthia Risan – Committee Chair; Shalee Hodgson – Meeting Moderator; Laura Lundborg – Recorder; 80+ Participants – faculty and staff.

Topic/Item	Presenter	Meeting Minutes
<p>Meeting Minutes and Supporting Material</p>		<p>Meeting minutes contain a summary of what was presented, group Q&A, and any commitments made at the meeting. The agenda packet contains supporting material presented.</p>
<p>Academic Reduction & Elimination Rubric Draft</p>	<p>David Plotkin</p>	<p>Rough draft was presented for questions and feedback. Workgroup tasked with creating criteria to assist in overall process to make recommendations to reduce and eliminate academic programs. The rubric is intended to narrow the focus and allow for a deeper discussion. One of many processes to make recommendations for reduction and elimination.</p> <p>Three phases will be completed –</p> <ul style="list-style-type: none"> ○ 1st phase – apply a financial analysis to all programs and subject areas to determine which are running at a deficit. ○ 2nd phase – apply a rubric to the smaller set of programs to further narrow down considerations for reduction and elimination. ○ 3rd phase – continue to have more in depth discussions, deliver an analysis to leadership group, and that group will make recommendations to be reviewed by college. <p>David reviewed the draft rubric for Career Technical Education and Other Programs.</p> <p><u>Q&A - verbal and written via chat feature</u></p> <p>Q: At a prior forum there was information about the profit and loss of programs. Is that somewhere we can see it? A: The Business Office is still working on the analysis.</p> <p>Q: Regarding labor market demand criteria, will we use the labor market report the State has us use for new programs, or where are we directing the information so the analysis can take place? TAPS division collected data. A: Shalee Hodgson, Lisa Reynolds, Darlene Geiger, and Lisa Anh Nguyen created an analysis of labor market demand and used multiple sources, which was vetted by department chairs and faculty. Support data will be filed on F:drive when finalized.</p>

Academic Reduction & Elimination Rubric Draft (continued)

David Plotkin

Q: Will the rough draft rubric document be housed where folks can look at it?
A: It is posted to the College Council website. Also, once the document is in a more complete form it will be posted somewhere for people to provide more input to finalize it.

Q: Are we putting this sort of lens on non-academic programs, i.e. student sports, ASG, Vets Center, Community Ed, etc.?
A: Yes, this process though is particular to academic programs and must be more thorough as eliminating an academic program is often a permanent step and affects many stakeholders. Moving forward though, all areas of the college will be looked at.

Q: In representing the business community, if we consider low retention rates (i.e. students that don't complete) will we quantify the non-completion due to getting a job? Therefore, it may be a high demand skill set.
A: Yes, some of the data will reflect non-completion and departments will also be able to discuss the topic in Phase 3 of the process.

Q: How do the narrative responses connect to the rubric? How are they to be assessed?
A: Will develop within this rubric, rubrics for the narrative.

Q: Will folks be able to consult with you and the team as they work on the narrative?
A: Departments responsible for programs should work closely with their dean. As far as feedback for the entire process there will be a lot of opportunities along the way.

Comments –

- Take issue with bond funds criteria – if we put it under that microscope we are screwing over taxpayers no matter what program is cut, if that's the intent and direction of this criteria. Just because the ITC was built recently shouldn't put it as a priority if there is a failing program within it.
 - Response – the criteria is answering the question about their being a relevant and recent community support for a particular program as evidenced by recent bond measure. We will continue to talk about the topic though.
- I like David's language of "reflects relevant and recent public support for the program" - bond funds could be ONE piece of data. Attendance at CCC-sponsored events, webpage hits (like Clackamas Print), other public-facing efforts we make could all be potential data points - however we gather public feedback.
 - Response – these are points for the group to think about.

David provided a brief review of the rubric for **Lower Division Transfer Subject Areas**.
It's harder to get retention and persistence data, so won't be applied to the criteria. Lower division transfer demand will be measured based on a report HECC did in response to HB 2998. Also not looking at labor market demand since lower division transfer has many pathways.

<p>Academic Reduction & Elimination Rubric Draft (continued)</p>	<p>David Plotkin</p>	<p>Q: Where will we find the transfer data? A: Once everything is compiled it will be available on the F:drive for feedback. The report is HECC's <i>House Bill 2998 Transfer Workgroup Report</i>.</p> <p>Next steps – working on the prioritization and weighting of items in the rubric. If have feedback, please share with David as workgroup will be working on that in next week or so. An updated final draft will be distributed this term for review and feedback. Should have a draft analysis in the fall and provide processes for feedback.</p> <p>NOTE: Additional comments, questions, and answers were made through the Chat feature following the presentation. The <i>5.1.20 CC Chat Transcript</i> is filed on the College Council website with these minutes.</p>
<p>Guided Pathways – Educational Focus Areas</p>	<p>Lupe Martinez, Dustin Bare & Max Wedding</p>	<p>The group shared information about the launch of EFAs, professional advising, and First Year Experience (FYE) expansion. This information is accurate as of today's meeting; may change once budget restraints are considered.</p> <p>EFA Webpage – on public CCC site, it's under Academics < Find Your Focus.</p> <p>Professional Advising – Dustin met with faculty and staff in focus groups to get feedback on direction for assigning professional advisors. Professional advisors have been assigned to programs, all faculty advisors have been notified, and professional advising is happening.</p> <p>Collaborative Advising Workgroup will continue working on implementing and modifying processes as needed. Advising, along with new onboarding processes, will be in full swing this summer to help students register for fall and stay on track throughout.</p> <p>FYE – Lupe shared that FYE sections will expand to 30 for Fall 2020 as the EFA pages now list FYE as suggested course. Fall 2021, CCC will require every new student to take FYE. By then sections will be increased to 60. Working with Guided Pathways subcommittees about how the requirement will be enforced and how exemptions will work. Also working on a webpage. FAQs link has been posted in the <i>5.1.20 CC Chat Transcript</i> on the College Council website.</p>
<p>Campus Use and Development Committee Annual Report</p>	<p>Bob Cochran</p>	<p>The annual report on Campus Use and Development Committee reviewed committee charge, members, and subcommittees and the work that has been implemented this year. PowerPoint presentation with details is posted online.</p> <p>Q: Are any part-time faculty represented on the committees? A: There have been barriers related to their contract. Bob and Leslie will work together to overcome barriers.</p>

Annual Podium Updates	Larry Rosenberg	<p>ITS will be working this summer to update the following rooms with new projector, screen, monitors, document cameras, etc.</p> <p>Rooms: AC122, AC123, B237, B238, C136, C151, D105, D112, D129, ELC(LH), M202, M254, M258, P141, P142, Gregory Forum.</p> <p>AC122 and AC123 have not had teaching podiums before. Gregory Forum needs new sound equipment, overall scope still in planning.</p>
Association Reports 1. ASG 2. Classified 3. Part-time Faculty 4. Full-time Faculty 5. Administrative Confidential		<p>ASG – John Ginsburg reported on behalf of ASG. Elections take next week, students receive ballots by email.</p> <p>Classified – Negotiating a memorandum of understanding (MOU) related to COVID-19 working conditions. Elections taking place.</p> <p>Part-time Faculty – Working on completing the draft part-time faculty contract. Negotiating a MOU related to COVID-19 working conditions. Elections taking place.</p> <p>Full-time Faculty – Negotiating a memorandum of MOU related to COVID-19 working conditions. Faculty Senate nominations are due today. Looking for someone to run for president.</p> <p>Admin/Confidential – Next meeting will be May 21.</p>
Announcements		<p>DEI Strategic Plan – Klaudia Cuevas sent the details via email. Open forums scheduled for May 13 and 14. Survey for feedback on strategic plan available: Click here for the survey.</p> <p>Student Leadership Awards – Ceremony will be held online on June 3.</p>

Upcoming Meeting Dates	Time	Location
May 15, 2020	12:00 – 1:30PM	Zoom video conference
College Council Members		
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ISP 281

Grade Appeal

PURPOSE

Establishes guidelines by which a student can appeal their final grade as well as the guidelines for understanding faculty and administration responsibilities.

SUMMARY

The instructor maintains the right and responsibility to determine grades and other evaluations of students consistent with the criteria in the syllabus as outlined in ISP 160.

A student may appeal for a change in their final grade if the student believes that the evaluation standards and grading criteria were not met or were not clear.

Above all, CCC wishes to prevent such instances. Faculty are encouraged to make available and accessible both the grades for student work and the mathematical process that will result in the final grade. In cases of a grade appeal, faculty, administration, and students are all expected to maintain an attitude of facilitation, transparency, and respect.

STANDARD

1. A student has the right to appeal their final grade within one term if:
 - a. the student believes that the evaluation standards and grading criteria contained in the course syllabus were not followed by the instructor, or
 - b. the student believes the instructor's syllabus did not contain the evaluation standards and grading criteria by which the student could understand the process of how their final grade would be assigned.
2. Students will appeal directly to the instructor. If the instructor's response is unsatisfactory to the student, the student may initiate the grade appeal procedure (ISP 281P).
3. This policy does not apply to individual assignment grades and can only be initiated in regards to a student's final course grade.

REVIEW HISTORY

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

ISP 281P

Grade Appeal Procedure

PURPOSE

States procedures by which a student can dispute their final grade as well as the guidelines for understanding faculty and administration responsibilities.

SUMMARY

The instructor maintains the right and responsibility to determine grades and other evaluations of students consistent with the criteria in the syllabus as outlined in ISP 160.

A student may appeal for a change in their final grade if the student believes that the evaluation standards and grading criteria were not met or were not clear.

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PROCEDURE

1. Within 90 calendar days of receiving the final grade to be appealed, a student will contact the course instructor in writing with a request for an explanation of the grade.
2. If available, the instructor will respond in writing within 14 calendar days of the initiation of contact. The instructor may change the grade or decline to change it at their discretion.
 - a. If the instructor does not respond in writing within 14 calendar days, or if the student is not satisfied with the explanation, the student will contact the dean of the instructor's division in writing to continue the appeal process.
 - b. Students uncertain of the dean's contact information can contact the administrative assistant for the department or enrollment services.
3. If the instructor is not available (e.g., is no longer employed by CCC) and the grade is clearly erroneous, based on miscalculation or a typographical mistake, the department chair will recalculate the grade correctly and submit a change of grade.
4. The dean of the instructor's division will consult with the instructor's department chair as necessary to gather information, and will meet with the student within 30 calendar days of the student's written request.
 - a. If the dean finds merit in the appeal, they will refer it to the Vice President of Instruction.
 - b. If the dean does not find merit in the appeal but the student is not satisfied, the student will contact the Vice President of Instruction in writing to request a final appeal.

5. The Vice President of Instruction may not change the instructor's grade but will proceed in one of two ways:
 - a. If the VP finds no merit in the appeal, that decision is final.
 - b. If the VP finds merit in the appeal, they must respond in accordance with Article 4 of the applicable Full-Time or Part-Time Bargaining Agreement. For either scenario below, the dean will facilitate the faculty panel and provide information as needed.
 - i. For Full-Time Faculty, the VP will request that the Full-Time Faculty Association select three faculty members who, in consultation with the instructor's dean, will review the grade and authorize a change if appropriate. The decision of this committee is final.
 - ii. For Part-Time Faculty, the VP will request that the Instructor's department chair or supervisor and Dean will consult with three faculty members, including at least one part-time faculty member chosen by the association, to review the grade and authorize a change if appropriate. The decision of this committee is final.
6. If the instructor is no longer a faculty member at Clackamas Community College, the student will begin this process at step 3.

REVIEW HISTORY

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

Mission Fulfillment Committee

Report to College Council, May 2020



Education That Works



What does MFC do?

The Mission Fulfillment Committee oversees the establishment of the college's core themes and related, meaningful indicators, and the institution's integrated assessment of outcomes at the institution, service area, program, and course levels. The committee ensures the integration of strategic, division, and department planning into the college's Mission Fulfillment work. To achieve this purpose the committee ensures that the college designs and implements a robust institutional assessment process that addresses mission fulfillment core themes, strategic priority objectives, and outcomes. The committee also oversees strong processes for connecting assessment results to continuous improvement activities that drive our planning and budgeting processes. The committee is responsible for oversight of all accreditation reporting and compliance.

What does MFC do?

In other words...

Strategic Priority Indicators

Integrated Planning and Budget (incl. assessment support)

Accreditation

Debrief on AY19-20

- Working agenda focused on three key pieces
 - Transitioning away from core themes
 - Refresh of strategic priority indicators
 - Considering a role for MFC in AY20-21

Working agenda detail

- **Working Agenda: Mission Fulfillment Committee AY19-20**
- First fall-term meeting (late October)
 - Explain that Core Themes are going away – consult about what that means for the committee and the institution, given the focus on Core themes over the years.
 - Re-center strategic priorities as the College’s northstars, and talk through how this relates to the charter and purpose of MFC.
 - Provide an update about our accreditation status and what we heard this summer.
 - We preview the working agenda for the year, including expanding the research agenda related to strategic priorities.
- Second fall-term meeting (TBD depending on schedules; maybe just after Thanksgiving)
 - We “workshop” two of the four indicators (call them A and B).
 - IR orients attendees to dashboards or reporting services data that may be relevant to painting a complete picture
 - Small groups talk about what may be missing, and identify a top five wish list related to each priority

Detail, part 2

- Early-February meeting:
 - Rinse and repeat for the other two indicators (C and D)
- Early-March meeting:
 - We revisit what exists, and what we've been able to produce related to top five lists for indicators A and B
 - We identify strengths, weaknesses, gaps, and/or other meaning from the above
 - We identify potential audiences for the meaning we've identified
 - We identify members of MFC to relay this information***
- Mid-April meeting:
 - Rinse and repeat for indicators C&D
- Mid-May activities:
 - Members of MFC identified above (***) go out into the world to share
 - Meet to consider a working agenda for 20-21, including identification of actions that may be part of the next year's strategic priority action plan.
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Review of finalized indicators

- Word doc to be reviewed with Council
- Electronic version to be posted to IR website

Shepherding accreditation processes

Annual Report

Fall 2020 Ad Hoc report—Focuses on related instruction

Spring 2022 Year Six report—Focuses on operations/infrastructure

Spring 2023 Year Seven report—Focuses on mission fulfillment

Work yet to come

- Work for the last two years has focused on indicators
- Group will be reviewing the committee charter, NWCCU standards, and other input to adopt a working agenda for AY20-21 (meeting scheduled late May)

Questions?

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College Council Report Global Learning Committee 2019-2020



Education That Works



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

The GLC reports to College Council

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.

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.

This year's accomplishments:

- Oversaw a successful 10-day study abroad trip to Ireland with over 30 people, including students from three classes, community members, and faculty
- Approved two study abroad plans for 2020-2021
- Approved tentative assessment plans for measuring intercultural competency before/after students have a global experience

Accomplishments, continued

- Worked closely with College Relations and Marketing to develop promotional plans; set up studyabroad@clackamas.edu
- Developed a faculty handbook for study abroad, in preparation for finalizing related ISPs
- Began exploring virtual exchange possibilities, including Cooperative Online International Learning (COIL)

Future focus

- Increase equity and inclusion in global learning by:
 - a) working closely with the Foundation to increase fundraising efforts that benefit students wishing to study abroad, and
 - b) developing a well thought out plan for a college-wide virtual exchange program.

Future focus, continued

- Complete the student handbook for study abroad
- Continue to develop and cultivate strong relationships with outside partners in this work
- Develop both student and staff webpages to promote global learning and provide timely information on global learning opportunities

Questions and feedback ?