

# College Council Agenda

Date: 11.20.20 | Begin: 12:00 p.m. End: 2:00 p.m. | Location: via Zoom

Topic/Item	Presenter	Allotted Time	Key Points Briefly provide expected outcome
Minutes		N/A	Minutes from the November 6, 2020, meeting have been posted for review; please contact Laura Lundborg with comments or corrections.
College Council Recorder	Cynthia Risan	5 min	Receive an update on transition to a new meeting recorder.
Wacheno Welcome Center	Tim Cook & Tara Sprehe	20 min	Receive an update on the welcome center construction and naming process.
Reporting COVID-19 Cases	Tim Cook, Tom Sonoff & David Plotkin	15 min	Receive an explanation as to the County health authority's requirements and what we are specifically asking of faculty and staff.
ISP Reads	Sue Goff	10 min	Review and provide feedback on: <ul style="list-style-type: none"> <li>• ISP Policy 492: Multiple Degrees/Certificates of Completion – 2<sup>nd</sup> Read</li> <li>• ISP 650/ISP 650P Educational Research Involving Human Subjects – 1<sup>st</sup> Read</li> </ul>
Academic Calendar	David Plotkin	5 min	Review and provide feedback on the proposed 2020-21 through 2023-24 Academic Calendar – 2 <sup>nd</sup> Read

<b>Survey Schedule</b>	Lisa Anh Nguyen	5 min	Receive information on the survey schedule for the 2020-21 academic year.	
<b>Title III Grant Update</b>	Kelly Love & Jennifer Anderson	10 min	Receive an update on the Title III grant.	
<b>Academic Program Reduction and Elimination Process</b>	David Plotkin	30 min	Receive an update on the process and answers to questions from previous meetings.	
<b>Association Reports</b>		10 min		
<ul style="list-style-type: none"> <li>• Associated Student Government</li> <li>• Classified</li> <li>• Part-time Faculty</li> <li>• Full-time Faculty</li> <li>• Administrative/Confidential</li> </ul>				
<b>Announcements</b>		10 min		
	<b>Upcoming Meeting Dates</b>	<b>Start</b>	<b>End time</b>	<b>Location</b>
	December 4, 2020	12:00PM	2:00PM	Via Zoom
College Council Minutes can be found online at: <a href="http://webappsrv.clackamas.edu/committees/collegecouncil/index.aspx?content=meetings#body">http://webappsrv.clackamas.edu/committees/collegecouncil/index.aspx?content=meetings#body</a>				

# College Council Meeting Minutes

Date: 11.06.20 | Begin: 12:00 p.m. End: 2:00 p.m. | Location: Zoom Video Conference

## Attendees

Cynthia Risan – Committee Chair; Laura Lundborg/Tami Harper – Recorders; 80+ Participants – employees and students

Topic/Item	Presenter	Meeting Minutes
<b>Meeting Minutes and Supporting Materials</b>		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.
<b>ISP Read</b>	Sue Goff	Sue shared an updated draft of ISP Policy 492: Multiple Degrees/Certificates of Completion. This is being brought forward as part of the regular 5-year review process. Change: clarification that students cannot receive 2 degrees or certificates with the same titles or concentration. The exception is the Employment Skills Training and the Occupational Skills Training certifications. 1 <sup>st</sup> read. Bringing back to next College Council.
<b>Draft Expressive Conduct Policy and Administrative Regulation (AR)</b>	Jennifer Anderson & John Ginsburg	<p>Jennifer reviewed the drafts for the first reading. Currently is ARC 601 and it came up for review in 2019 as part of the normal review and updating process for existing ARC policies. As part of the review process we found that this policy covers students, staff and community members. ARC policies typically only cover students. Given the broad scope of this policy Jennifer asked Presidents Council in spring 2019 if this should become a Board of Education policy instead of remaining an ARC policy. President’s Council agreed this should be moved to a Board policy. The drafts being reviewed today are completely reformatted and updated from the original ARC 601 policy to conform with Board of Education policy and administrative regulation as well as meet updated standards for Expressive Conduct. Once approved, these updated documents would replace the current ARC 601 policy and procedure.</p> <p>Jennifer and John are looking to collect feedback from the college as a whole. As an institution with public spaces we want to ensure the free expression of ideas and speech but can put restrictions on time, place and manner but not content. Restrictions on content would not allow people to exercise their First Amendment Rights.</p>

	<p>C: Part-time faculty president expressed support of the policy overall but added concern about this policy limiting association activities like making a fuss on campus when bargaining is going bad or picketing at the Board of Education meeting. It puts limits on associations ability to be seen or heard. “While it’s important to have a policy like this it is concerning as part of an association”.</p> <p>Q: When is this going to come back for review? Would want Oregon Education Association (OEA) rep to look at. Arriving in PC or coming back to CC?</p> <p>A: This is the first time at College Council. Seeking feedback from these initial drafts as part of the current shared governance policy review process. Next steps will depend on if revisions are extensive. It will then come back to College Council for a second read. After the second read at College Council, it will then be taken to Presidents’ Council.</p> <p>The associations might have the ability to conduct association activities in campus buildings since they are employees? They do have the ability to reserve space on campus to do that.</p> <p>C: Suggestion to get feedback from student groups.</p> <p>C: What is the intent of the AR or BP? Would like a better understanding of this. Just had a Faculty Senate meeting and we haven’t heard anything. Want to understand the intent and impact a little better. How do we envision communicating this to folks while it’s happening or do we communicate before-hand? To build a shared understanding we need to talk about intent. Talking about the intent helps to ease people’s minds and ease the stress.</p> <p>A: A Board level policy provides the overview of the rule and applies to everyone in the institution and the Administrative Regulation is how we interpret and implement that rule.</p> <p>Q: Example of something that would be exempt from this? What would be covered by this?</p> <p>ARC 601 is currently listed in the student handbook and on the committee’s page in the portal.</p> <p>ISP and ARC policies are now on the policies and procedures page on the website.</p> <p>Additional thoughts, please send to Jennifer. Would like to take to our associations, have them look at them, collect feedback and then bring back.</p> <p>Q: What is the recourse for people who aren’t student/staff? The group will talk to Campus Safety to see</p>
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		<p>what they do. When this comes back to College Council they will have a clearer understanding.</p> <p>C: Thank you! This is incredible work you are doing. It's a timely conversation.</p> <p>Timeline – weighing towards inclusion of comments and feedback. More inclusive than fast. We will take the time it needs to take</p> <p>Any other feedback/questions, please send John and Jennifer <a href="mailto:Jennifer.anderson@clackamas.edu">Jennifer.anderson@clackamas.edu</a> an email.</p>
<b>Academic Calendar</b>	David Plotkin	<p>The Academic Calendar for 2020-2021 through 2023-2024 was presented. This draft will need to be approved by Board of Trustees. This draft came to Presidents' Council on Tuesday. This shows a revision from that. Spring term 2023 ends on June 17 and Summer 2023 is starting a little later on June 26.</p> <p>Q: That change is just for the term start date not the registration dates? Registration dates will follow same pattern based on dates and terms. Same weeks during spring term.</p> <p>Error may be in Winter term. Could it be one week too long?</p> <p>If any changes need to be made, it will come back to College Council. This will now go back to Presidents' Council. Then go to the Board for final approval.</p>
<b>Cultural Arts Committee</b>	Kathleen Hollingsworth & James Eikrem	<p>Co-chairing cultural arts committee with Jim Eikrem. Kathleen reviewed the Cultural Arts Committee Charter. 2<sup>nd</sup> Read.</p> <p>Looking forward to having this back as a working committee.</p> <p>Scope #1 – Can it read CCC Faculty, staff and students? Yes - add students.</p> <p>Q. All classified spots filled? Yes, but they are happy to hear from people who might be interested to see what else they can do to get them involved.</p> <p>Email <a href="mailto:ami.collofello@clackamas.edu">ami.collofello@clackamas.edu</a> for current membership information.</p> <p>Does this group intend to continue the project of logging artwork across campus? They haven't talked about it but are happy to have a conversation about it. This is the group that started this process of going through all the buildings on campus and tracking the art work that was there. Depending on the value, some have to be reported due to insurance purposes. A sub group of CUDC – called Art Acquisition might be doing this? Nora Brodnicki would be able to give information about this.</p>
<b>Teaching Technology</b>	Katrina Boone and	Larry went through a PowerPoint about the Teaching Technology Workgroup. It is a subcommittee of

<p><b>Workgroup and Online Learning &amp; Educational Technology Update</b></p>	<p>Larry Rosenberg</p>	<p>Educational Resources &amp; Student Technology (ER&amp;ST). The Workgroup will meet once per term to review proposed new or alternative software that would like to be considered for campus.</p> <p>The Software Proposal Request Form, Software List and Scoring Rubric can be found on the Team Dynamix Home Page.</p> <p>Larry shared the following links in the chat:</p> <ul style="list-style-type: none"> <li>• <a href="https://clackamas.teamdynamix.com/TDClient/1853/Portal/Home/">Team Dynamix: https://clackamas.teamdynamix.com/TDClient/1853/Portal/Home/</a></li> <li>• <a href="https://clackamas.teamdynamix.com/TDClient/1853/Portal/KB/">Knowledge Base: https://clackamas.teamdynamix.com/TDClient/1853/Portal/KB/</a></li> <li>• ITS (Click on): <a href="https://clackamas.teamdynamix.com/TDClient/1853/Portal/KB/?CategoryID=15381">https://clackamas.teamdynamix.com/TDClient/1853/Portal/KB/?CategoryID=15381</a></li> <li>• <a href="https://clackamas.teamdynamix.com/TDClient/1853/Portal/KB/?CategoryID=18524">Software: https://clackamas.teamdynamix.com/TDClient/1853/Portal/KB/?CategoryID=18524</a></li> </ul> <p>Katrina shared about OLET - Online Learning &amp; Educational Technology Office. The office consists of Katrina, DW and Daisy.</p> <p>What types of info can you get from this area to help support faculty at online.clackamas.edu?</p> <ul style="list-style-type: none"> <li>• Upcoming training &amp; workshops</li> <li>• Login into Moodle</li> <li>• Searchable Moodle knowledge base</li> <li>• Help guides and resources for student and faculty</li> <li>• Access to Moodle 101 self-guided courses</li> <li>• Coming soon – OnDemand video tutorials</li> </ul> <p>OLET is now part of team Dynamix ticketing system.</p> <p>OLET can also assist you with closed captioning and can customize training for you or your department.</p> <p>OLET: <a href="https://clackamas.teamdynamix.com/TDClient/1853/Portal/Home/?ID=0b4f3301-a26b-4002-a382-4e5ffe4cb50c">https://clackamas.teamdynamix.com/TDClient/1853/Portal/Home/?ID=0b4f3301-a26b-4002-a382-4e5ffe4cb50c</a></p> <p>The group showed lots of appreciation for having this on the website.</p>
<p><b>Academic Program Reduction and</b></p>	<p>David Plotkin</p>	<p>David walked the group through his presentation.</p> <p>Where to find related documents:</p>

<p><b>Elimination Process</b></p>		<ul style="list-style-type: none"> <li>• F:\Academic Reduction-Elimination Process</li> <li>• Link to One Drive: <a href="https://studentclackamas-my.sharepoint.com/:f:/g/personal/david_plotkin_clackamas_edu/EoVV36vqM1tMsmD5p7HZF9kB-jZqCI2D10e01LlkTLzvw?e=CxL2G4">https://studentclackamas-my.sharepoint.com/:f:/g/personal/david_plotkin_clackamas_edu/EoVV36vqM1tMsmD5p7HZF9kB-jZqCI2D10e01LlkTLzvw?e=CxL2G4</a></li> </ul> <p>David reviewed the process timeline:</p> <ul style="list-style-type: none"> <li>• Phase I: Fall 2019 – Establish Criteria and Process: Complete</li> <li>• Phase II: Fall 2020 – Initial Financial Analysis and Rubric: Happening Now</li> <li>• Phase III: Winter 2021 – Application and Criteria</li> <li>• Phase IV: Winter 2021 – College Dialogue</li> </ul> <p>Initial financial analysis – it is an initial financial analysis. There will be another look at unique needs of specific programs.</p> <p>The workgroup is working on drafting the rubric. Some aspects of the rubric are developed but could change as the workgroup is continuing their work:</p> <ul style="list-style-type: none"> <li>• Does this program or curriculum exist to remove barriers for marginalized or otherwise vulnerable students?</li> <li>• Is the program adaptable to changing needs?</li> <li>• Is the program accountable to the community we serve?</li> <li>• What are the enrollment trends for the program for the prior three years?</li> </ul> <p>Next steps: Financial rubrics and other means to apply criteria in Phase III.</p> <p>Asked Laura to create breakout rooms so that can get into smaller groups and discuss question. Went to breakout sessions. 20 minutes to discuss with smaller groups.</p> <p>Instructions for breakout rooms:</p> <ul style="list-style-type: none"> <li>• Designate a recorder (No names attached)</li> <li>• What questions does your group have?</li> <li>• What suggestions does your group have?</li> <li>• What concerns does your group have?</li> </ul>
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- Notes from breakout rooms will be compiled with no names attached. Please send breakout room comments/questions to [laura.lundborg@clackamas.edu](mailto:laura.lundborg@clackamas.edu)

Breakout rooms notes attached as an additional document.

David presented answers to questions that remained in the chat from the two open forums that didn't get answered by Jeff or David.

This work can help us become more efficient and help the college overall.

C: Seeing a lot of information on this process and this fiscal analysis. Are we doing an analysis of time and if it's cost effectiveness of the time spent on these committee? Look at productivity and how we can use peoples time more effectively. Is there an equally robust process for productivity? Press the BAG group to look at. That is something we have talked about – more data about other areas of the college and how we make decisions.

Q: Are we coordinating this with other Community Colleges? Are other Community Colleges doing this right now? If we are considering cutting a program and it's offered at another school – what happens if we both are cutting the program? Want some clarification that we aren't cutting a program that is going to be cut as a program at another school.

A: Yes, there are other colleges going through the same process – not sure they do it every year.

C: Part of what is unclear is that there are also classified staff as part of the programs. That's a cost but also an added value. Is the support for programs being considered? Is it in this analysis? Or through BAG? Concern by not including classified right now, is if we keep a program we might lose a classified because we didn't acknowledge the support classified staff give. Programs are saved but classified staff are removed.

Looking at other views of programs and their revenues and costs. Before we make reductions in any area, we need to understand the systemic effect. Further application of criteria. Trying to get something we can get our arms around. It is important to make sure we are asking the hard questions.

Quality of other options or programs at other schools – doing things better here.

Reality is we are in a budget crisis and we have to make dents in the budget. Is there any goal for how much money it might redeem in our budget? For instance - we need to reduce by "x" amount? BAG is working on adopting an overall goal for the college. Might not be in the best interest of the institution to



		<p>set a dollar amount. We don't want to get stuck eliminating something that we find out is critical in our future.</p> <p>We don't have a number. These processes take a long time. We need to be looking at this now. Come March or April the economic outlook could look good. Doesn't mean this is all for naught. We need to be prepared as we get more info through the year.</p>
<p><b>Association Reports</b></p> <ol style="list-style-type: none"> <li>1. <b>Associated Student Government (ASG)</b></li> <li>2. <b>Classified</b></li> <li>3. <b>Part-time Faculty</b></li> <li>4. <b>Full-time Faculty</b></li> <li>5. <b>Administrative &amp; Confidential</b></li> </ol>		<p>Felicity Orrell– Associated Student Government update:</p> <ul style="list-style-type: none"> <li>• Held trivia night for the election on November 3. 10 students participated.</li> <li>• Food boxes are now happening weekly.</li> <li>• Multicultural Center is having a virtual Thanksgiving for international students.</li> </ul> <p>Matt/Kelly – Classified update: Not present.</p> <p>Jen/Leslie – Part Time Faculty update:</p> <ul style="list-style-type: none"> <li>• Working on MOA with changes on COVID. Changes on policies. Recruiting PTF to be on committees looking at bylaws we can't have just a single person – VP to be on committees where we have open spots until we can get it filled. Ethellyn Mazar – interim PTF representative. David's permission to add second people for better coverage.</li> </ul> <p>Full Time Faculty – No update.</p> <p>Amy - Administrative/Confidential update:</p> <ul style="list-style-type: none"> <li>• Focusing on connection and communication. Have an informal event on November 12<sup>th</sup> and a meeting on December 11<sup>th</sup>.</li> </ul>

<b>Upcoming Meeting Dates</b>	<b>Time</b>	<b>Location</b>
November 20, 2020	12:00 p.m. – 2:00 p.m.	Zoom video conference

**Meeting Minutes & Documents**

College Council minutes and supporting documents can be found at  
<http://webappsrv.clackamas.edu/committees/collegecouncil/index.aspx?content=meetings#body>

# ISP 492

## Multiple Degrees/Certificates of Completion

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### PURPOSE

Establishes regulation and conditions for awarding multiple associate degrees and/or certificates of completion.

### SUMMARY

A student may earn multiple or subsequent associate degrees and/or certificates of completion.

### STANDARD

1. Multiple degrees/certificates may be earned.
2. Students must satisfy all the requirements for each degree or certificate.

3. Students cannot receive two degrees or certificates with the same title (e.g. cannot receive two Association of Oregon Transfer degrees or two Associate of Science degrees with the same concentration.) Exceptions: the Employment Skills Training and Occupational Skills Training certificates.

*(Note: For the procedure, please see Appendix M of the ISP Manual.)*

43. The student must request each award earned.

### REVIEW HISTORY

ISP Committee	Updated Format	August 3, 2016
College Council	Reviewed	February 20, 2015
College Council	Reviewed	June 9, 2006

# ISP 650

## Educational Research Involving Human Subjects

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### PURPOSE

States procedures for ethical educational research when using human subjects.

### SUMMARY

Educational research is defined as data collection and analysis that is assembled with the intent of peer review by groups or individuals outside of Clackamas Community College. Clackamas Community College understands the importance of educational research and the impact research findings have on curriculum and the human condition. Additionally, Clackamas Community College understands more broadly the history of scientific research using human subjects and recognizes the importance of ensuring ethical behavior when conducting educational research using human subjects.

### STANDARD

1. Faculty who agree to participate in activities that involve the use of Clackamas Community College students as human subjects in educational research must ensure that the research activities will use ethical practices for human subjects.
  - a. Faculty asked to partner with institutions other than Clackamas Community College must ensure that the partner institution has approval to conduct the research study through their Institutional Review Board (IRB) or an equivalent office at their institution.
  - b. Faculty planning to conduct activities that would be considered educational research must work with the Office of Institutional Research to ensure any and all data collection involving human subjects is done in an ethical fashion that follows the principles and guidelines found in The Belmont Report.

### REVIEW HISTORY

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

# ISP 650P

## Educational Research Involving Human Subjects

### PURPOSE

States procedures for ethical educational research when using human subjects.

### SUMMARY

Educational research is defined as data collection and analysis that is assembled with the intent of peer review by groups or individuals outside of Clackamas Community College. Clackamas Community College understands the importance of educational research and the impact research findings have on curriculum and the human condition. Additionally, Clackamas Community College understands more broadly the history of scientific research using human subjects and recognizes the importance of ensuring ethical behavior when conducting educational research using human subjects.

### PROCEDURE

1. Faculty working with outside institutions should take the following steps when planning to provide information to a partner institution as part of a research study:
  - a. Request verification from the partner institution that the research study has been approved through their Institutional Review Board (IRB) or an equivalent office. Verification can be a current IRB project number or a letter from the equivalent office indicating ethical research practices are being followed.
  - b. Contact the Office of Institutional Research to ensure that the requested data can be collected.
2. Faculty planning to conduct their own educational research that will not require any direct student contact should develop a research plan in collaboration with the Office of Institutional Research. The research plan may include:
  - a. Overview of the planned research activities
  - b. Data management and retention plan
  - c. Plan for ensuring informed consent.
3. Faculty planning to conduct their own educational research that may involve direct student contact should develop a research plan in collaboration with the Office of Institutional Research. The research plan will then be reviewed by an ad hoc IRB committee made up of a representative of the Office of Institutional Research, division dean, and a faculty member.
4. Because review of the research plan and assembling an ad hoc IRB committee may take time, work with the Office of Institutional Research well in advance of the planned start date of the research activities to ensure activities have been approved before research activities begin.

5. More information about the guiding principles of research ethics can be found by visiting the [United States Department of Health and Human Services Office for Human Research Protections website](#) and reviewing their information about the Belmont Report.

## REVIEW HISTORY

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

# Academic Calendar

## 2020-2021 through 2023-2024



	2020-2021*	2021-2022*	2022-2023*	2023-2024****
<b>Summer Term</b>				
Term Begins	Mon., June 22	Mon., June 21	Mon., June 20	Mon., June 26
Holiday – College Closed	Thurs., July 2	Mon., July 5	Mon., July 4	Tues., July 4
Term Ends	Sat., Sept. 4	Sat., Sept. 4	Sat., Sept. 3	Sat., Sept. 9
Holiday – College Closed	Mon. Sept. 7	Mon., Sept. 6	Mon., Sept. 5	Mon., Sept. 4
<b>Fall Term</b>				
Inservice Week	Mon.–Fri., Sept. 21–25	Mon.–Fri., Sept. 20–24	Mon.–Fri., Sept. 19–23	Mon.–Fri., Sept. 18–22
Term Begins	Mon., Sept. 28	Mon., Sept. 27	Mon., Sept. 26	Mon., Sept. 25
Holiday – College Closed	Wed., Nov. 11	Thurs., Nov. 11	Fri., Nov. 11	Fri., Nov. 10
Holiday – College Closed	Thurs. & Fri., Nov. 26 & 27 **	Thurs. & Fri., Nov. 25 & 26 **	Thurs. & Fri., Nov. 24 & 25 **	Thurs. & Fri., Nov. 23 & 24 **
Finals Week	Mon.–Sat., Dec. 7–12	Mon.–Sat., Dec. 6–11	Mon.–Sat., Dec. 5–10	Mon.–Sat., Dec. 4–9
Term Ends	Sat., Dec. 11	Sat., Dec. 11	Sat., Dec. 10	Sat., Dec. 9
Holiday – College Closed	Thurs., Dec. 24	Thurs., Dec. 23	Fri., Dec. 23	Mon., Dec. 25
Holiday – College Closed	Fri., Dec. 25	Fri., Dec. 24	Mon., Dec. 26	Tue., Dec. 26
<b>Winter Term</b>				
Holiday – College Closed	Fri., Jan. 1	Fri., Dec. 31	Mon., Jan. 2	Mon., Jan. 1
Term Begins	Mon., Jan. 4	Mon., Jan. 3	Mon., Jan 9	Mon., Jan 8
Holiday – College Closed	Mon., Jan. 18	Mon., Jan. 17	Mon., Jan 16	Mon., Jan 15
Holiday – College Closed	Mon., Feb. 15	Mon., Feb. 21	Mon., Feb. 20	Mon., Feb. 19
Finals Week	Mon.–Sat., March 15–20	Mon.–Sat., March 14–19	Mon.–Sat., March 20–25	Mon.–Sat., March 18–23
Term Ends	Sat., March 20	Sat., March 19	Sat., March 25	Sat., March 23
Spring Break	Mon.–Fri., March 22–26	Mon.–Fri., March 21–25	Mon.–Fri., March 27–31	Mon.–Fri., March 25–29
<b>Spring Term</b>				
Term Begins	Mon., March 29	Mon., March 28	Mon., April 3	Mon., Apr. 1
Skills Contest	Thurs., Apr. 15 ***	Thurs., Apr. 21 ***	Thurs., Apr. 20 ***	Thurs., Apr. 18 ***
Holiday – College Closed	Mon., May 31	Mon., May 30	Mon., May 29	Mon., May 27
Finals Week	Mon.–Sat., June 7–12	Mon.–Sat., June 6–11	Mon.–Sat., June 12–17	Mon.–Sat., June 10–15
GED & Adult High School Graduation Ceremony	Thurs., June 10	Thurs., June 9	Thurs., June 15	Thurs., June 13
College Certificate & Degree Graduation Ceremony	Fri., June 11	Fri., June 10	Fri., June 16	Fri., June 14
Term Ends	Sat., June 12	Sat., June 11	Sat., June 17	Sat., June 15

\* The 2020-2021 dates were approved by the College Council, Presidents' Council and subsequently the Board of Education on April 11, 2018. The 2021-2022, 2022-2023, 2023-2024 dates were approved by the College Council, Presidents' Council and subsequently the Board of Education on \_\_\_\_\_.

\*\* On the Wednesday evening prior to Thanksgiving, evening classes beginning at 4 p.m. or later are canceled.

\*\*\* Day classes canceled at the Oregon City and Harmony campuses. Evening classes, beginning at 4 p.m. or later, are held as scheduled.

\*\*\*\* Subject to change.

Term	Week	Survey Name	Department
Fall	Wk2	JumpStart Pre-Survey	AFAC
	Wk3	First Year Experience Pre-Term Survey	Counseling
	Wk3	Transitions Lab Interest Survey	Library
	Wk5	Shared Governance Learning Questionnaire	IEP
	Wk5	JumpStart Post-Survey	AFAC
	Wk6	Early Year Engagement Survey	IR
	Wk8	ACC Fall Trimester Follow Up	OEP
	Wk8	Learning Center Tutoring Services	Learning Center
	Wk10	First Year Experience Post-Term Survey	Counseling
	Wk10	JumpStart Post-Survey	AFAC
	Wk10	Med Asst Graduate Survey	TAPS
	Wk10	Clinical Lab Assist. Grad Survey	TAPS
	Wk10	Dental Assist. Graduate Survey	TAPS
	Wk10	Free Tutoring Usage Survey (Languages)	World Languages
Winter	Wk0	ACC Fall Semester Follow Up	OEP
	Wk1	JumpStart Pre-Survey	AFAC
	Wk2	First Year Experience Pre-Term Survey	Counseling
	Wk2	LCOP Pre-Term Survey	Counseling
	Wk5	JumpStart Post-Survey	AFAC
	Wk7	ACC Winter Trimester Follow Up	OEP
	Wk10	First Year Experience Post-Term Survey	Counseling
	Wk10	LCOP Post-Term Survey	Counseling
Spring	Wk1	JumpStart Pre-Survey	AFAC
	Wk2	Quick poll in Navigate	AFAC
	Wk2	Transportation Survey	Transportation
	Wk3	First Year Experience Pre-Term Survey	Counseling
	Wk3	LCOP Pre-Term Survey	Counseling
	Wk4	Graduation Planning Survey	AFAC
	Wk5	JumpStart Post-Survey	AFAC
	Wk5	HS Connections Student Services Survey	OEP
	Wk5	ACC Barriers Survey	OEP
	Wk6	Spanish GED Paper Survey	GED Wraparound Grant
	Wk7	COVID-19 Student Survey	IR
	Wk7	Automotive Student Survey	Automotive
	Wk8	Learning Ctr. Tutoring Services	Learning Center
	Wk9	ACC Spring Tri/Semester Follow Up	OEP
	Wk9	Pesticide Laws & Safety Survey	
	Wk10	First Year Experience Post-Term Survey	Counseling
	Wk10	LCOP Post-Term Survey	Counseling
	Wk10	JumpStart Post-Survey	AFAC
	Wk10	Nursing Graduate Survey	Nursing
	Wk10	EMT Graduate Survey	EMT
Wk10	Horticulture Program Feedback & Skills Sort	Horticulture	
Wk10	CH-104-40 Survey	Chemistry	
Wk10	FAFSA Lab Survey	Financial Aid	
Wk10	Leavers Survey	IR	



# Title III Grant Update

Fall 2020

# Title III Grant Overview

- Department of Education grant from 2019-2024
- 2.2 million dollar budget over 5 year period
- Goal of supporting and augmenting the Guided Pathways model by supporting students through their onboarding and first term experience to get on a path and stay on the path through graduation
- Supports Project Director position which includes coordinating the work of Guided Pathways and integrating Guided Pathways into the Title III work

# Components of CCC's Title III Grant

1. Create 3 new College Navigator positions who facilitate onboarding for new students focused on first-generation, undecided, and low SES students
2. Establish Start Lab as a one-stop shop to assist students with weekly activities and workshops
3. Scale up FYE courses for all degree and certificate seeking students.
4. Support the creation of a “Start Lab” designed to provide a place for new students to learn how to navigate systems and gain key college success skills
5. Explore ways that Peer Assistant Program can support new student onboarding

# College Navigators

- Created 3 Title III College Navigator positions
  - Provide onboarding and support steps from admission through first term (e.g. completing placement, orientation, financial planning, using Moodle, connecting to advising, getting registered, and “how to” activities)
- Hired lead Navigator, Beth Wicklund, and part-time Navigators Tasia Sullivan and Joanna Monaco
- In process of hiring full-time Bi-lingual College Navigator

# Title III Operational Group

- AFaC Service directors and coordinators meet to coordinate the work across units (Navigators, Admissions, Advising, Financial Aid and Career Services)
- Collaborate on grant implementation including:
  - Work of the College Navigator role
  - Start Lab Workshops
  - Use of Navigate system to track contacts with students and notes
  - Simplify and combine various intake forms

# Colleague and Navigate progress

- Developed reports in Colleague showing students completion of each onboarding step
- Set up tags in Navigate to identify Title III students
- Created an Appointment Summary Report in Navigate to track students' progress with connecting with Navigators and engage in wraparound services during their first-term

# Peer Assistants and Interns

- Developed a role for Peer Assistants to work with the College Navigators
- Started to identify how Peer Assistants can support incoming and first year students
- Created a partnership with Portland State's School of Social Work and welcomed two social work interns

# Start Lab Workshops

- Started coordinating a weekly offering of virtual Start Lab workshops for incoming and first year students this fall
- Topics include:
  - preparing for your first term of college
  - online tools and resources at CCC
  - starting college on the right foot
  - financial planning
  - career exploration and planning
  - midterm prep and study tips
  - planning your winter term schedule



# FYE 101 Expansion

- Grant calls for First Year Experience 101 course to be part of new student courses during their first year
- Exploring paths to determine how to implement an FYE 101 requirement