

College Council Minutes

Date: 12.4.20 | Begin: 12:00 p.m. End: 2:00 p.m. | Location: via Zoom

Attendees
Cynthia Risan – Committee Chair; Tami Harper – Recorder; 80+ Participants – employees and students

Topic/Item	Presenter	Meeting Minutes
Minutes		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. Last meeting 11/21/20.
Title III Grant Update	Kelly Love & Jennifer Anderson	<p>Kelly and Jennifer reviewed the Title III Grand Update document provided.</p> <ul style="list-style-type: none"> • Grant runs from 2019-2024. • 2.2-million-dollar budget over 5 years. • Goal of supporting and augmenting the Guided Pathways model. • Supports students through their onboarding and first term experience to get on a path and stay on the path through graduation. • Funding for 3 College Navigator positions. In process of hiring full time Bi-lingual College Navigator. • Title III Operational Group coordinates the work across units. • Have to develop reports in Colleague to identify Title III students and students’ completion of each onboarding step. • Developed a role for Peer Assistants to work with the College Navigators. Created a partnership with PSU School of Social Work. Have two Social Work interns. • Start Lab: A concept we have had in the past. Wanted to enhance these start lab workshops. Not just for Title III students but other students also. Over the summer moved these sessions online to a

		<p>virtual format. Different service areas provided the online workshops.</p> <ul style="list-style-type: none"> FYE 101 Expansion. Still a work in progress. <p>Q: Are we expanding any of the EFA classes across the campus? A: Being run for every EFA right now.</p>
<p>Registration/Fee Process & Language</p>	<p>Tara Sprehe</p>	<p>Looking for concerns or feedback on the following student fees:</p> <ul style="list-style-type: none"> Late registration fee (\$50) Deferred payment fee (\$30) Pay now/pay later language <p>One change for current year: Census date impact resulted in shifting deferred payment fee (\$30) from week 3 to week 4.</p> <p>2021-2022: Removal of late registration fee: Instructor consent now required at start of class. Census date is encouraging students to finalize their schedules earlier. Recommending that we do away with the late reg fee altogether. Still have some data to gather and understand full impact.</p> <p>2021-2022: Pay Now/Pay Later: Pay Now - Payment is due at the time of registration. Pay Later – Deferred payment plan. Very confusing for students. Propose: Pay by week 6 no fees. After week 6 – charged \$100 and not able to register for the next term.</p> <p>Doesn't address concept of payment plans. There is a small group looking at options.</p> <p>Q: Is the suggestion to remove the late registration fee going to DIG for review to see if there are any other areas that would be impacted by such a change? A: Any committee could review the impact.</p>

Q: Are y'all able to share a list of all the fees various depts. charge across campus? I'd be interested in seeing where students get hit. (example, library no longer charges late fees. what other late fees still exist?) I agree with you Tara, punitive fees aren't good practice. A: Page 22 of the catalog has the fees listed <https://www.clackamas.edu/docs/default-source/catalog/current-catalog/catalog.pdf>

All fees are confusing. Course fees vs student fees. Try to make them clear for students.

C: \$30 fee is assessed after Financial Aid payment. We are avoiding any confusion in week 3 – week 4 gives them an extra week to pay.

Q: If we designate week 6 for payment, is that hard and fast even if we delay the start of the term? A: Yes. Will be hard and fast because of when registration begins.

Q: Will students understand that week 6 is the full term, and even if they have a 4 or 5 week course -- they need to pay it? A: Percentage of time, very complicated. They will look at that.

Q: Why DO we charge fees? Is there space to have that convo? A: There is space to have this conversation. There is incentive to having financial issues when you don't pay. Will explore that one too. It's a revenue generator. Small group doing data analysis in winter term.

Q: Student who registered with one name, is transgender - why is it hard to change name? What is the process? A: Why it is has been hard – Colleague didn't have a space for that information. They finally got there. Colleague isn't our only system. Other systems interface also. We have now made that change. Asking for chosen name on application. That's what populates downstream. More proactive in allowing student to make that change now. Far easier now. Needing to make that changes, talk to registration and records. System set up with ITS and online learning so change will reflect their chosen name.

Tara will send PowerPoint to put on College Council website.

		<p>Q: There are challenges with the different categories of fees, including course-level fees. Do we need to address those other fees (future conversation) if we might be sweeping fee funds? Those are also bizarre because students with tuition waivers still pay fees.</p> <p>Looking to come back at the end of January with formal recommendation with no late fees and structure for account balance fee.</p> <p>C: I agree there should be more conversations around the course level fees. Some students pay \$25 where others may have over \$100+ in course fees.</p> <p>Comments in chat about name change:</p> <ul style="list-style-type: none"> • and showing the "Dead" name. Exactly. • We have students in ESOL who have incorrect names and e-mail addresses in the system. We are excited to help our students have their names spelled correctly in our system. • Changing your name is a basic diversity equity and inclusion topic for women's rights. Making it difficult to change things to your married name infringes on women's rights as well. • I had that problem with transcripts as well. • Thank you: Chris, Jennifer, and J.! • There are some situations where we are legally required to use the dead name (transcripts, checks, financial aid are the big ones) unless the student changes their name officially/legally. • Chris, I just want to publicly acknowledge what an advocate you and your department have been for folks with chosen names. Thank you for helping us move forward on this and being more inclusive.
<p>Academic Reduction Rubrics – Drafts for Review and Comment</p>	<p>David Plotkin</p>	<p>David presented his PowerPoint to the group.</p> <ul style="list-style-type: none"> • Fall 2020: shared initial financial analysis. Working on answering questions that came up during these times. • Winter 2021: adopt rubrics. Application of criteria.

	<ul style="list-style-type: none"> • Winter 2021: college dialogue about results. Take to Executive Team. Implementation. • Reminder: It's the INITIAL financial analysis. <p>David reviewed additional questions that were submitted subsequent to the November College Council meetings. Document dated 12-4-20. Documents are all in a folder in the F: drive and on OneDrive. If you can't find on either one, let David or Sara know.</p> <ul style="list-style-type: none"> • They are doing their best to get all questions answered before faculty go off contract. • DEI principles were reflected in the process. Not just going to be applied at the end of the process. • Customized Training - a lot of the categories in the rubric don't apply for Customized Training. • Equal does not mean equitable. • Be as inclusive and transparent as they can. • Faculty Portfolios Is not a criterion in the process. • Departments will collaborate with their Deans. • Before any final decision is made, they will make sure they understand the landscape and future plans of other colleges. • Sally and Jeff have been able to meet with individuals to walk through the initial financial analysis. • Will report on the process periodically at Curriculum Committee. <p>Tour of ongoing questions:</p> <p>Q: Will we have written data regarding these questions -- equity etc, available before BAG?</p> <p>Q: Were part time faculty hours based on step 5 or step 1 -- what step? If it's the average at course level, we know we are not making that much. A: Jen and Leslie should meet with Sally. It's not just pay being recorded, all other financial things included too.</p>
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Where to find documents on OneDrive: https://studentclackamas-my.sharepoint.com/:f:/g/personal/david_plotkin_clackamas_edu/EoVV36vqM1tMsmD5p7HZF9kBhEP46L0l-r8OVLrMgbuMUg?e=d8QnWc

Where to find documents on F:drive: F:\Academic Reduction-Elimination Process
C: (SD DeWaay – chat) Library PTF may throw off the non-teaching amount. Our PTF are 11 hours per term at the instruction level, and somewhere between 200 and 300 hours per term of non-teaching hours.

Reviewed rubric handout.

Q: (Dru Urbassik – chat) It seems like a large amount of the information needed for the CTE review is available through the Curriculum Office or tools we have access to, such as initial program intent and updated LMI info. Where does the Curriculum Office fit into this Academic Reduction/Elimination Rubric review? Program exists to remove barriers based on the program description provided to the State? Dru can get the information needed.

Q: (Elizabeth Carney – chat) Is there a list of what programs are considered in the process as lower division transfer (LDT)? What constitutes a program? A: That is in the initial financial analysis. Referring to subject areas. LDT's are not in a program like others may be.

Excel file loaded onto the F:drive is most recent copy of information. Haven't had opportunity to recreate PDF yet.

Q: (April Chastain – chat) What is considered "high wage"? A: (Shalee Hodgson – chat) For CTE programs, living wage is the amount of money necessary to support two adults and one dependent and is currently at \$22.44/hour according to the MIT living wage table (<https://livingwage.mit.edu/counties/53011>). The living wage was calculated in 2018-19.

Q: (Jennifer Bown – chat) The living wage is for Clark County Washington, are they similar enough to us? A: (Shalee Hodgson – chat) The labor market information was gathered for the 4 county Portland Metro Area (Clackamas, Clark, Multnomah and Washington)

Q: *(Lisa Reynolds – chat)* Why is the LD focus only on pathway to a major and not general education transferability relevance? (for example- EC 201 and 202 meet requirements for all of the Oregon universities, even if economics itself may not be a Top major...) A: Will be considered a secondary feature once it goes past the rubric. If a subject area is highly transferable their enrollment is going to mirror that.

Q: *(Kathryn Long – chat)* So we are using the rubric for subject areas, not programs? Are subject areas created for reducing barriers? How do we gauge that? A: CTE = programs / LDT = subject areas. LDT subject areas are moving forward.

There has been changes to this document. As feedback is being received, it is being incorporated.

Q: *(April Chastain – chat)* How about “high demand”? A: *(Shalee Hodgson – chat)* High demand is at least 10% growth over the 10 year period (2017-2027).

Q: Subjects operating at a loss – per year? Per term? Why are they there if we are not putting through a rubric? A: Those are the subject areas going through the process. Rubric that reviews subject areas not programs. LDT areas are all really subject areas. LDT rubric is for subject areas.

Q: *(Chris Whitten – chat)* This is the first view of previous Bond relationships with the community not being included in this discussion. Without continuing to value the greater community’s intent to provide these Arts opportunities or programs to our students specific to the Niemeyer building reduces our opportunities for positive numbers in this rubric. How do we determine the people in Clackamas County are done with this commitment? A: Once we get to a place where we are focused on some programs specifically, we will then hear from the community. Can’t do that for all 90 we have. Get to some measure of recent relevance. Q: Definition of recent is ?. Are we are done paying for the bond now?

Q: *(Lars Campbell – chat)* I have a 1:30 meeting, but I would like this to be considered, if possible, so that it remains as part of the recording of our meeting. This relates to the non-instructional hours for the PTF rate in the initial financial analysis. This non-instructional pay is assumed at a 46% rate above and beyond

	<p>instructional pay and benefits. I've gone through FAC's and done this math for one term in my department today. This rate was less than half of this 46% rate. I think this number needs to be examined more closely. Again, it pervades the spreadsheet, and would almost certainly turn some programs from under the line to over the line. A: Dollar amount includes OPE.</p> <p>C: Assumptions in spreadsheet have a very large dollar amount. Makes departments look unprofitable.</p> <p>C: There is a lot of PERS costs in OPE. Looking at an average. We can do a secondary financial analysis that helps us dig more into each program. Is this department using fees to offset? Do they have non-credit offerings? Understand it's not completely reflective of each departments' reality. That's why we want to take a deeper dive once the rubric is applies. This deeper dive could show where that dollar amount came from - explaining what the unaccounted is for.</p> <p>C: Music subject is so close to being in the black that taking an actual look at our numbers wouldn't send us through the process.</p> <p>C: David will check in with Jeff to look at the average again. Wil look at FAC's – non-instructional category. Remind departments a lot of this work is not going to be a burden to the department. The rubric and secondary analysis is not being done by the department. Once those are shared with departments, at that point is when it may require department time and energy.</p> <p>C: The work might not be hanging over the departments but the trauma and stress of waiting is....</p> <p>C: Departments are worrying about this. Averages that are coming to conclusions that are putting people at a stressful level right now. It's not burdening anyone – administration has it under control, is one of the worse things you can say right now. Looks like we are in your hands.</p> <p>C: David wasn't talking about how this is not a huge burden because of the burden. Not saying.... just trust me. There is a significant amount of work to be</p>
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done that will be subject to review. At some point we have to go through this process. Not intended for us to say we don't want you to be involved.

Q: Power differentials – how are the decisions being made? Tools for information gathering. Some point decisions have to be made. Is there a cutoff? Criteria being used? Tools being used? Where is the decision making happening and how? A: Some subset of programs that will be in a report available to the whole college. Process becomes conversation within the college. Decision made by the Executive Team.

Unanswered Questions During Meeting Time Due To Time Constraints

Q: Who will be filling out the rubrics? Is that a joint effort with the Departments/programs?

C: *(Jennifer Bown – chat)* Classes like Zoology are part of the diversity of the Science departments. It's not really a "program" and we offer lots of diversity classes. We would need to look at other diversity classes within entire departments.

Q: *(April Chastain – chat)* I can take this offline, but having done economic analysis in another career, I know that it is notoriously hard to get accurate wage data for Landscape/Horticulture (NAICS codes don't match well with the higher paying positions). Will we have the opportunity to present data from local employers?

Q: *(Elizabeth Carney – chat)* Sounds like there is openness to revise rubric criteria as the process continues? It could be useful to test out the rubric on a few actual cases and then consider if that test informs any changes to the criteria.

C: *(Leslie Ormandy – chat)* We also have an extremely small number of people earning PERS though CCC . The work might not be hanging over the departments, but the trauma and stress of waiting is...

C: *(Kathryn Long – chat)* Equal is not equitable.

Q: *(Loretta Mills – chat)* As 'look agains' happen will the phase 1 chart be updated and shared. And as 'ah ha' discoveries are uncovered, will they be applied to all places applicable, or are individual departments/program areas needing to find them for themselves.

Q: *(Kathryn Long – chat)* But who has the final say?

C: *(Ami Collofello – chat)* Thank you, Kat. Equal is not equitable and applying that average cost of PTF non-instructional time broadly doesn't represent the reality of the college.

Q: *(Jennifer Jett – chat)* And if this first step of "financial analysis" is not entirely accurate, yet we're moving ahead anyway, how can we, in our programs, feel safe and confident that the next steps are going to be done accurately?

Q: *(Chris Whitten – chat)* Is there a 'CORE values list' to look at in this contest.

C: *(Kathryn Long - chat)* So there are still some unanswered questions that were sent via e-mail - from CC

- Other questions: How are we taking public transportation into account when we talk about where these other programs are in the state? Some students can't get to areas community colleges easily via public transportation.
- Another question: What is the rubric that will be used for the additional questions that are on the rubric - at the beginning of the document?
- Another question: Why are we looking at the "intent" of how a program was created, rather than WHO the program servers?
- Why are we not looking at HOW programs are reducing barriers?

Q: *(Kathryn Long – chat)* What does the phrasing "robust conversations" and "robust dialogues" mean? Are we getting feedback from ALL students, not just ASG?

Q: *(Ami Collofello – chat)* A question for future consideration: when programs reach a point where community input will be requested, what methods/tools will

		<p>be used to reach those community members? And how will community representation be determined?</p> <p>Q: <i>(Kathryn Long – chat)</i> How do we look at community support beyond bond measures?</p> <p>C: <i>(Kathryn Long – chat)</i> I have more questions!!</p>
<p>Association Reports</p> <ul style="list-style-type: none"> • Associated Student Government • Classified • Part-time Faculty • Full-time Faculty • Administrative/Confidential 		<p><u>Associated Student Government (ASG):</u> Cynthia</p> <ul style="list-style-type: none"> • ASG looking for new applicants. Can apply on ASG website. • Chromebooks return and rentals start next week in ASG’s temporary office in Roger Rook. <p><u>Classified:</u> Matt</p> <ul style="list-style-type: none"> • New MOU that we will have coming up is causing concern. <p><u>Part-time Faculty (PTF):</u> Jennifer:</p> <ul style="list-style-type: none"> • Go over to the water cooler discussion group and you can sign up to get to know PTF. <p><u>Full-time Faculty (FTF):</u> Jay</p> <ul style="list-style-type: none"> • New Allied Health • Auto service working on a major program revision. Close to submitting necessary documents. Thank you for helping them figure out the process. <p><u>Administrative/Confidential:</u> Amy</p> <ul style="list-style-type: none"> • Hosting a Q&A a week from today. Can submit questions anonymously.

<p>Announcements</p>		<p>Jason: Lisa Nguyen will be leaving the college. Requested a no fanfare departure. Send her your best wishes.</p> <p>Chris W: Tonight at 7pm the Music Department has an event. Next Wednesday, Thursday and Friday the Theater Department has events.</p> <p>Bev: Chairs and Directors meeting next Friday.</p>
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Upcoming Meeting Dates	Time	Location
January 15, 2021	12:00 p.m. – 2:00 p.m.	Zoom video conference

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