

College Council Meeting Minutes

Date: 03.05.21 | Begin: 12:00 p.m. End: 2:00 p.m. | Location: Zoom Video Conference

Attendees

Shalee Hodgson – Committee Host; Laura Lundborg – Recorder; 95+ Participants – employees and students

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 meeting Chat Log is included with minutes. The agenda packet contains supporting material presented.</p>
<p>Land Acknowledgment</p>	<p>Beau Gilbert</p>	<p>Beau shared that the draft document is on the College Council website for final feedback. Next steps will be to provide the draft to the Grand Ronde Tribal Council again for final feedback.</p> <p><u>Questions and Comments</u></p> <p>It was suggested to compare documents with Oregon City High School. They have a committee, No Place for Hate, that recently created a document for the district.</p>
<p>College Committees</p>	<p>Nora Brodnicki</p>	<p>Nora requested that the college begin using a standard agenda and minutes template across all college committees in an effort to provide a consistent format that meeting representatives can share out with their departments. She provided a draft document.</p> <p><u>Questions and Comments</u></p> <p>No objections other than the colors used on the draft. Laura Lundborg will provide draft to Creative Services and Marketing to design and include logo.</p>

<p>ISP Reading</p>	<p>Jennifer Anderson & Chris Sweet</p>	<p>ISP 191/191P, Administrative Withdrawal – 1st Read</p> <p>ISP 280, Grading – 1st Read</p> <p>Jennifer shared a PowerPoint of proposed changes. This is coming to College Council as part of regular review of ISPs and also per regulatory changes to financial aid – 34 CFR 668.22.</p> <p>When a student withdraws or stops participating, the Financial Aid Office must determine amount of aid the student is eligible for and document a last date of ‘academically related activity’. A date must be documented for:</p> <p>F – Failure N – No pass W – Withdrawal</p> <p>Tracked changes to the policies and procedure are on the College Council website for review and feedback.</p> <p><u>Questions and Comments</u></p> <p>Q: If a student doesn’t engage in class, what is the best step with financial aid in mind? A: Important to assign the grade the student earned; grading affect students in different ways depending on type of assistance. As far as not participating, faculty may want to give the student a deadline to make contact.</p>
<p>Student Registration Changes</p>	<p>Dustin Bare & Chris Sweet</p>	<p>Dustin shared a PowerPoint and demo of Student Self-Service, which has been available to students for about four years, but will now be the sole way to register. Students have access to ‘How To’ videos on our college website. Drop-in sessions are also available.</p> <p><u>Questions and Comments</u></p> <p>Q: Is there a checklist for new students? A: Chris shared a ‘Getting Started at CCC’ video: https://www.clackamas.edu/admissions-financial-aid/getting-started. Also, once students are accepted they have access to Navigate, which includes a more tailored checklist.</p> <p>Q: Is there a place for students to declare a degree during registration? A: There is an online process separate from Self-Service; however, future upgrades to Self-Service will most likely provide option.</p>

<p>Pathways to Opportunity</p>	<p>Casey Sims & Marc Goldberg</p>	<p>Casey and Marc shared a PowerPoint with highlights on the initiative. This is a statewide initiative to close opportunity gaps and increase economic mobility by expanding the federal, state, and local resources available to low-income students so more individuals can attend and complete college. All 17 community colleges are participating.</p> <p>March shared statistics and survey results showing education disparities, especially in adults 25+ without postsecondary credentials.</p> <p>There is a CCC group that is working to create a cohesive systemic process for students to access all resources no matter what door they enter. Students have also been working on the collaboration of services.</p> <p>House Bill 2835 has been introduced in Oregon’s legislative session, which would fund a Benefits Navigator at all 17 community colleges.</p> <p>The workgroup is taking inventory of all known resources for students to access. They ask that everyone take a moment to look over resources online at https://www.clackamas.edu/admissions-financial-aid/financial-aid-scholarships/emergency-funding-resources and please add to the list by completing the Student Resource/Benefits Inventory Survey: https://docs.google.com/forms/d/e/1FAIpQLSeieklhgyyXkUG0H6t-yBjdeLvy0c05D6FwbxnJgJWXVmnsbA/viewform?usp=sf_link.</p>
<p>Budget Update</p>	<p>Jeff Shaffer</p>	<p>Jeff provided an update on the budget process. The state economic forecast came in as fairly promising; however, the Community College Support Fund has not changed from last forecast. The college is remaining hopeful that it’s more than current amount.</p> <p>Upcoming dates for information and participation:</p> <ul style="list-style-type: none"> • Budget and ARE Forum is Tuesday, March 9, at noon. • Board of Education Meeting is Wednesday, March 17, at 5pm. Board will vote on tuition increase. College has recommended a \$5 increase. <p>Details about the processes can be found online at www.clackamas.edu/budget-process.</p> <p><u>Questions and Comments</u></p> <p>Q: Is the budget scoring rubric being used for all budget decisions, including the Academic Reduction & Elimination (ARE) process? A: The rubric and criteria for ARE are different.</p>

<p>Budget Update (continued)</p>	<p>Jeff Shaffer</p>	<p>The executive team and reps from employee groups will look at potential recommendations going forward. They will all be trained in equitable decision-making and apply that to recommendations coming out of the ARE process.</p> <p>Q: The BAG rubric has language about it being used for programs and positions. If it's not going to be used for programs, what kinds of things might this eliminate?</p> <p>A: The BAG rubric will be used for service area budget reduction scoring by the BAG group. BAG and ARE are separate, but running parallel. This is the first time we have used ARE so it will need to be weaved into the budget process overall.</p> <p>Q: If something is brought forth to BAG and data is not easily available, are there members that can help with data?</p> <p>A: Yes, the Business Office and IR are a support tool for data.</p> <p>Q: Will the BAG folks have the data from the ARE?</p> <p>A: Yes, ARE data will be shared in the budget reduction process to make recommendations.</p> <p>Q: Will BAG proposals be shared with the rest of the college?</p> <p>A: Yes, the entire proposed list, not just the 'short list' that will move forward.</p> <p>Q: Will all employees talk about the whole list and then put it through the rubric to be reduced to a short list, like what is happening in the ARE processing.</p> <p>A: BAG will look at what are viable proposals to apply the rubric to and move forward recommendations to the Executive Team.</p> <p>Comment: Concerned about the cascading impact on students. Example – one class eliminated might affect other classes because students choose to go somewhere else. We will need to consider how many other courses will be needed, how many teachers will we need if one course elimination reduces the total number of students attending.</p> <p>Response: Would not want to eliminate something that has a large amount of students enrolled unless there was commensurate large amount of costs associated. The cascading effects will be considered in this process of the ARE.</p>
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<p>ARE Rubric Workgroup</p>	<p>David Plotkin</p>	<p>David shared about the rubric workgroup applying the interim Equitable Decision-making framework to the rubrics. He shared a PowerPoint on the process. The workgroup agreed that common data was used to inform to ensure decisions are not biased; workgroup is representative of employee groups; and categories were keeping student groups in mind. Recognized that rubric would be best put through the framework again if using tool in future for continuous improvement.</p> <p>Documents can be found on the F:drive in the Academic Reduction and Elimination folder and also through One Drive:</p> <p><u>Questions and Comments</u></p> <p>Q: Looking at the results of the rubric, the average was used to move forward. Why the average?</p> <p>A: There is often a clear cut point when using a rubric. There wasn't in this case, so used average to come up with a reasonable amount of programs to review.</p> <p>Comment: a rubric is designed to create levels of quality. It would seem more reasonable to look at those levels and choose all the programs from the lowest to the moderate, for example. The decision to use an average seems arbitrary.</p> <p>Response: with there being a significant deficit to address, the group also needed to have a significant amount of programs to look at to then apply categories and aspects that are unique to a program. The rubric is being used more as a sifting tool, with a much more rigorous investigation ahead. Putting people through undue hardships is being considered. There isn't a choice that isn't difficult or painful.</p> <p>Q: What was the final decision on removing or keeping related instruction from the data that was gathered for question number six on the rubric?</p> <p>A: David will look more closely at the rubric question and answer at the forum next week.</p> <p>It was clarified that though we may use this in the future when talking about budget issues, hopefully it will more likely be used as a tool to show administrators and departments program performance for continuous improvement processes.</p> <p>Due to time the remaining questions will be answered at the upcoming forum.</p>
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<p>Association Reports</p> <ol style="list-style-type: none"> 1. Associated Student Government (ASG) 2. Classified 3. Part-time Faculty 4. Full-time Faculty 5. Administrative & Confidential 		<p>ASG – VP Luciana Simon –</p> <ul style="list-style-type: none"> • ASG elections are coming up. • Students will be showcasing student clubs. • The Multicultural Center had successful events for Black History Month. • Will be celebrating International Women’s Day with an event. • Welcome Week is coming up as well. • International Week is during the second week of spring term, events to be announced. <p>Classified – no report</p> <p>Part-time Faculty – no report</p> <p>Full-time Faculty – Nora Brodnicki read Jay Leuck’s report –</p> <ul style="list-style-type: none"> • The ARE process is causing concerns. Common themes among faculty: why are we doing this and why are we choosing to develop the process in this way? • Kelly Mercer was selected as this year’s Pacific Northwest section distinguished teaching award sponsored by the Mathematical Association of America. • Jay Leuck was interviewed about the current state of the art of automotive instruction: https://www.kptv.com/local-2-year-program-trains-students-to-be-auto-technicians/video_57908174-8dd9-5ead-9d31-f69868b22801.html <p>Admin/Confidential – Amy Cannata –</p> <ul style="list-style-type: none"> • Had a successful Hot Topics Q&A session. • Planning continues for the “All Staff Breakfast” which will be March 18. • Jaime Clarke and Jason Kovac participated in the USDOE TRIO Talent Search.
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Upcoming Meeting Date	Time	Location
March 19, 2021	12:00 – 2:00PM	Zoom video conference