

Clatsop Community College

1651 Lexington Avenue * Astoria, Oregon 97103 * (503) 325-0910

NOTICE OF MEETING

DATE: Tuesday, October 12, 2021

TIME: Board Executive Session, 5:30 p.m. (closed to the public)
Board Work Session, immediately following the Executive Session
Regular Board Meeting, 6:30 p.m.

PLACE: Zoom

<https://clatsopcc.zoom.us/j/98874914866?pwd=U2JGNlIiNZVpmRHpNVnQzUnd3Tittdz09>

Meeting ID: 988 7491 4866; Passcode: 229255

Join by phone: 253-215-8782

This public meeting is being held electronically, as permitted by ORS 192.670.

EXECUTIVE SESSION

EXECUTIVE SESSION in accordance with ORS 192.660(2)(f) to consider information or records that are exempt by law from public inspection.

WORK SESSION

Attachment

The Board will meet in a work session on Accreditation.

A

REGULAR BOARD MEETING

I) CALL TO ORDER

A. Adoption of Agenda

II) PUBLIC FORUM

A. Introduction of Guests

B. **Public Comment** (Note: This is an opportunity for brief presentations on any topics NOT on the agenda. Opportunity for public comment on agenda items will be provided at the time they are considered during the meeting.)

Individuals wishing to sign up for public comment during the Zoom meeting should do so by emailing Patricia Schulte at pschulte@clatsopcc.edu by no later than 12:00 noon on October 12, 2021. Public comments may not exceed 3 minutes unless approved otherwise by the Board Chair.

Public comment will also be accepted by email to pschulte@clatsopcc.edu or by mail to: Patricia Schulte, Board Secretary, 1651 Lexington Avenue, Astoria, OR 97103, by close of business on October 12, 2021.

Attachment

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| III) APPROVAL OF MINUTES | B |
| A. September 14, Board Work Session | |
| B. September 14, 2021 Regular Board Meeting | |
| IV) CONSENT AGENDA | |
| A. Policies and Corresponding Procedures for Review | C |
| • BP 7120 Recruitment and Hiring – 2 nd Reading and Adoption | |
| V) REPORTS/DISCUSSION ITEMS | |
| A. Report of the Deputy Clerk | D |
| B. Report of the Board Chair | |
| C. Report of the Board Representatives | |
| • OCCA | |
| • CEDR | |
| • Foundation | |
| • Board Policy Committee | |
| • President’s Evaluation Committee | |
| D. Report of the President | <i>verbal</i> |
| • Report of the VP Academic Affairs | E |
| ○ Faculty Presentation – Nichole Warwick, <i>What we are doing to support students remotely in Science</i> | F |
| • Report of the VP Student Success | G |
| E. Report of the ASG Representative | <i>verbal</i> |
| VI) OLD BUSINESS | |
| A. Rescind 4.005 Personnel Policy Goals | H |
| B. Report on ERP | I |
| C. Update on COVID | |
| VII) NEW BUSINESS | |
| A. Policies and Corresponding Procedures for Review | J |
| • BP 2200 Board of Education Duties and Responsibilities – 1 st Reading | |
| • BP/AP 2435 Evaluation of the President – 1 st Reading | |
| • BP 2745 Board of Education Self-Evaluation – 1 st Reading | |

- BP 2718 Professionalism and Accountability – 1st Reading
- B. President’s Evaluation K
- C. New Hires L

VIII) ANNOUNCEMENTS/COMMUNICATIONS

- A. Next Board Meeting: Tuesday, November 9, 2021, 6:30 p.m.
- B. OCCA Annual Conference, postponed until Spring 2022

IX) BOARD FORUM

X) ADJOURNMENT

2020-2021 Strategic Initiatives

- *Strengthen the Academic Environment for Students*
- *Cultivate Connections with the Community*
- *Commit to Diversity, Equity, and Inclusiveness*
- *Advance Institutional Accountability*

2020-2021 Board Priorities

- *Continue to assess and evaluate whether CCC is meeting the educational needs of our community through:*
 - *Accelerated learning and Guided Pathways.*
 - *Increased outreach to Clatsop County small businesses.*
 - *Incorporating appropriate public and private partnerships into the Strategic Plan.*
 - *Support development of methodology to measure post CCC student success.*
- *Actively support NWCCU follow-up recommendations.*
- *Support Student Government and Leadership.*
- *Recognize positive contributions and accomplishments of College employees.*
- *Promote a College community that is committed to diversity, equity, and inclusion as well as the success, health, dignity, and worth of every person.*
- *Support the development of Guided Pathways inclusive of arts and humanities.*
- *Review and update existing CCC facilities master plan.*
- *Support the continued development and improvement of distance education.*
- *Monitor the program prioritization process.*

Non-Discrimination Declaration

It is the policy of Clatsop Community College that there will be no discrimination or harassment on the grounds of race, color, sex, gender, marital status, religion, national origin, age, sexual orientation, gender identity or expression or disability in any educational programs,

activities, or employment. Questions or complaints should be directed to Desiree Noah, Affirmative Action/ Gender Equity (Title IX) Officer, Lower Library, Suite 103, dnoah@clatsopcc.edu 503-338- 2450; TDD 503-338-2468. The Director of Student Access Services, Helen Fleming, is in Columbia Hall, Suite 115, hffleming@clatsopcc.edu 503-338-2474.

Accommodations

Persons having questions about or a request for classroom accommodations should contact Helen Fleming Director of Student Access Services, at Clatsop Community College, 1651 Lexington Avenue, Astoria, Oregon 97103, Columbia 115, hffleming@clatsopcc.edu, Phone (503) 338-2474 or TDD (503) 338-2468.

Persons having questions about or a request for special needs and accommodation should contact Shaun Martin, Interim Physical Plant Director, at Clatsop Community College, 1651 Lexington Avenue, Astoria, Oregon 97103, Alder Hall, smartin@clatsopcc.edu, Phone (503) 338-2393 or TDD (503) 338-2468. Please send special needs and accommodations requests here. Contact should be made at least two business days in advance of the event.

Declaración de no-discriminación

Es la política de Clatsop Community College que no habrá ningún tipo de discriminación o acoso por razón de raza, color, sexo, género, estado civil, religión, origen nacional, edad, orientación sexual, identidad de género o expresión discapacidad en los programas educativos, actividades o en la contratación. Preguntas o quejas deben ser dirigidas al Desiree Noah, Oficial de Acción Afirmativa / Título IX localizado en Library número 103 dnoah@clatsopcc.edu número de teléfono 503-338-2450, TDD (discapacidad auditiva) 503-338-2468. Director de Servicios de acceso para estudiantes, Helen Fleming, se encuentra en Columbia Hall, numero 115, hffleming@clatsopcc.edu número de teléfono 503-338-2474. Para ADA y otras peticiones de servicios llame al 503-338-2474 o para TDD (discapacidad auditiva) 503-338-2468.

Ayuda a personas discapacitadas

Las personas que tengan preguntas o una solicitud de adaptaciones en el aula deben comunicarse con Helen Fleming Directora de Servicios de Acceso para Estudiantes, en Clatsop Community College, 1651 Lexington Avenue, Astoria, Oregon 97103, Columbia 115, hffleming@clatsopcc.edu, teléfono (503) 338-2474 o TDD (503) 338-2468.

En cuanto a las personas discapacitadas, se les pide que se comuniquen con Shaun Martin, Director de instalaciones en Clatsop Community College, 1651 Lexington Avenue, Astoria, Oregon 97103, Alder Hall, smartin@clatsopcc.edu número telefónico (503) 338-2393 o a TDD (503) 338-2468. Haga el favor de notificar a la oficina para que se le pueda proporcionar apoyo. La comunicación debe tomar lugar por lo menos dos días de trabajo antes del evento por el cual se requiera tal ayuda. Para más información, vea la página Web de Clatsop Community College bajo Información en Español.



February 3, 2020

Mr. Chris Breitmeyer
President
Clatsop Community College
1651 Lexington Avenue
Astoria, OR 97103

Dear President Breitmeyer:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on January 8-10, 2020, concerning the Fall 2019 Mission Fulfillment and Sustainability Evaluation of Clatsop Community College. This action was taken after consideration of evidence, including the institution's Self-Evaluation Report, the Peer-Evaluation Report, the optional Institutional Response to the Peer-Evaluation Report, and information received as part of the institutional representative meeting with Commissioners.

Accreditation

- Reaffirm Accreditation

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 1: Spring 2014 Year Three Review - Continued as Non-Compliant
- Recommendation 2: Spring 2014 Year Three Review - Fulfilled
- Recommendation 3: Spring 2014 Year Three Review - Fulfilled

Commendations

The Commission commends Clatsop Community College for:

1. Its culture focused on service to students. The administration is committed and supportive, the faculty is engaged inside and outside the classroom, and the classified staff goes above and beyond to ensure students are supported and feel part of the College community.
2. Building strong, effective relationships with community partners, which have enabled the College to expand learning opportunities for its students as well as to local community members.
3. Faculty engagement in the continuous improvement of structures and processes for design, approval, and implementation of curricula; for systematic assessment of course, program, degree and general education learning outcomes; and for inclusion of these assessments in academic program review and departmental planning.
4. ~~Realization~~ Completion of their Master Plan for creating and maintaining physical facilities that are accessible, safe, secure, and sufficient in quantity and quality. The College is providing healthful learning and working spaces that support the institution's mission, programs, and services.

5. The quality of instruction and support provided by the Library to students, faculty, staff, and administrators; its data-driven responses to the needs of its stakeholders; and its enthusiastic support of campus initiatives. The Library provides an exceptionally high level of service with limited financial resources and staff.

Recommendations Substantially in Compliance But in Need of Improvement

The Commission recommends that Clatsop Community College:

1. Establish objectives for each of its Core Themes and identify meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes. (2020 Standards: 1.B.2).

Recommendations Out of Compliance

The Commission finds that the following Recommendations are areas where Clatsop Community College is out of compliance with the NWCCU Standards for Accreditation. According to U.S. Department of Education Regulation 34 CFR 602.20 and NWCCU Policy, [Commission Action Regarding Institutional Compliance Within Specified Period](#), the Commission requires that Clatsop Community College take appropriate action to ensure these Recommendations are addressed and resolved in the prescribed two-year period.

2019 Fall Mission Fulfillment and Sustainability Evaluation:

The Commission recommends that Clatsop Community College:

2. Review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making (2020 Standards: 1.B.1, 1.B.3, 1.B.4).

2014 Spring Year Three Evaluation:

The Commission recommends that Clatsop Community College:

1. Regularly review its policies and procedures (2020 Standards: 2.F.3).

Future Evaluations

- Ad Hoc Report without a visit Spring 2021
 - Recommendation 1: Spring 2014 Year Three Review
- Ad Hoc Report with a visit Spring 2021
 - Recommendation 2: Fall 2019 Mission Fulfillment and Sustainability
- Mid-Cycle Review Fall 2022 with an addendum to address:
 - Recommendation 1: Fall 2019 Mission Fulfillment and Sustainability
- Policies, Regulations, and Financial Review Fall 2025
- Evaluation of Institutional Effectiveness Fall 2026

Clatsop Community College
February 3, 2020
Page Three

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison.

Sincerely,



Sonny Ramaswamy
President

SR:eg

cc: Dr. Margaret Frimoth, Vice President, Academic Affairs
Dr. Thomas Keegan, President, Skagit Valley College



**Clatsop
Community
College**

Clatsop Community College NWCCU Ad Hoc Report

Prepared for Northwest Commission on Colleges and Universities

March 2021

Clatsop Community College NWCCU Ad Hoc Report

This report is in response to the request from NWCCU, dated February 3, 2020, that Clatsop Community College address Recommendation 1 of the Spring 2014 Year Three *Resources and Capacity* Evaluation:

“The evaluation committee recommends that the College regularly review its policies and procedures (Standard 2.A.6, 2.A.18).”

Response

Clatsop Community College (CCC) subscribes to the Oregon Community College Association (OCCA) Board Policy and Procedure Program. Their website describes their program as follows, “In partnership with the Community College League of California (League) and the law firm of Liebert Cassidy Whitmore, OCCA provides subscribing Oregon community colleges access to the League’s national board policy and procedure program designed for community colleges. The program reflects the community college policy-based governance model and templates provide customizable sample language that can be revised to reflect local practices.”

Clatsop Community College was one of the first Oregon community colleges to subscribe to the OCCA Board Policy and Procedure Program on March 15, 2018. The program provides the resource of more than 360 legally vetted sample board policies and administrative procedures addressing legal requirements and operational needs of Oregon Community Colleges.

The board policies (BPs) and administrative procedures (APs) were developed to align with Oregon Revised Statutes (ORS), NWCCU Accreditation Standards, and federal laws, regulations, and case law. The OCCA subscription service includes annual updates in required and suggested language for BPs and APs based on legislative changes made throughout the year. CCC has been able to develop more efficient and effective policies from the readily available sample BPs and APs.

President Christopher Breitmeyer developed a systematic process of policy and procedure development that assures the opportunity for institution wide input. The BPs and APs that are not legally required are developed by the relevant stakeholders of the BPs and APs. For example, the policies related to Business and

Finance were developed by the members of the Business and Finance Office. Once the policies and procedures have been developed, they are presented to the Board of Education Policy Committee to provide an overview of the policies and procedures that will be going through the shared governance process. The BPs and APs then go to President's Cabinet for discussion and any suggested revisions for 1st reading. These same policies and procedures are presented to College Council for additional discussion and revisions for 1st reading. All revisions are completed, and the policies and procedures go through Cabinet and College Council for a 2nd reading. Cabinet and College Council members are advised to take the policies and procedures presented at 1st reading back to their constituents for any additional input or revisions. If revisions are suggested by the constituents, those revisions are discussed and incorporated in the 2nd reading. In addition, the College's Diversity, Equity, and Inclusion (DEI) Council reviews the policies and procedures on an informal basis using an equity lens. The DEI Council's feedback is incorporated into any revisions. In the 2nd reading, policies and procedures are either approved by consensus for the Cabinet and by vote for the College Council, or they are sent back for additional development.

After the College community has finished the development of the policies and procedures, the final drafts are presented to the Board of Education (BOE) Policy Committee for an executive level review. A "tracked changes" copy of the policies (and accompanying procedures) go to the Board of Education for 1st reading so BOE members can see the changes that were made to the original OCCA template. Once the policies have been approved by the Board for 1st reading, a clean copy goes back to the Board at their next meeting for 2nd reading with a vote to adopt the policies as written. After adoption of the new policies, the BOE votes to rescind relevant previous policies if necessary. The BOE does not approve or adopt the administrative procedures which are the responsibility of the President. However, the corresponding APs are provided to the Board at 1st and 2nd readings of the BPs to provide context and to demonstrate the alignment of policies to procedures.

We have been using the Board Policy and Procedure Program extensively in the past 18 months to review and revise our board policies and administrative procedures. The Oregon Community College Association had a recommended sequence which I understand the College followed when they first started in the program. Student Services had started to work on updating more of their policies and procedures. However, this process was somewhat stalled when the College focused on responding to the pandemic in March 2020. When we resumed our work, we started back with Human Resource (HR) policies. We plan to focus on a

combination of HR and Student Services in the next few months. Occasionally, something will come up that needs emergency adoption, such as the Title IX related board policies and administrative procedures last summer.

The following page has a list of approved BPs and APs. This is followed by the BPs and APs with the entire wording of each policy. The last page has BPs and APs that are in process.

		APPROVED BPs and APs	1st Reading			2nd Reading			Approved		
BP	AP	Title	Cabinet	College Council	BOE	Cabinet	College Council	BOE	Cabinet	College Council	BOE
2710		Conflict of Interest - revised by OCCA 1/2020		2/20/2020	5/12/2020	4/14/2020	4/16/2020	6/9/2020	4/14/2020	4/16/2020	6/9/2020
	2710	Conflict of Interest - revised by OCCA 1/2020		2/20/2020	NA	4/14/2020	4/16/2020	NA	4/14/2020	4/16/2020	NA
	2712	Conflict of Interest (Contracts) - revised by OCCA 1/2020		2/20/2020	NA	4/14/2020	4/16/2020	NA	4/14/2020	4/16/2020	NA
3100		Organizational Structure	9/24/2019	11/7/2019	12/10/2019	11/12/2019	12/5/2019	1/14/2020	11/12/2019	12/5/2019	1/14/2020
	3100	Organizational Structure	9/24/2019	11/7/2019	NA	11/12/2019	12/5/2019	NA	11/12/2019	12/5/2019	NA
3310		Records Retention and Destruction	9/24/2019	10/17/2019	12/10/2019	11/12/2019	12/5/2019	1/14/2020	11/12/2019	12/5/2019	1/14/2020
	3310	Records Retention and Destruction	9/24/2019	10/17/2019	NA	11/12/2019	12/5/2019	NA	11/12/2019	12/5/2019	NA
3430		Prohibition of Harassment - revised by OCCA	8/4/2020	8/4/2020	8/12/2020	8/4/2020	8/4/2020	8/12/2020	8/4/2020	8/4/2020	8/12/2020
	3430	Prohibition of Harassment - revised by OCCA 7/2020 (gender expression, gender identity language added 10/2020)	10/13/2020	10/22/2020	NA	10/27/2020	11/12/2020	NA	10/27/2020	11/12/2020	NA
	3432	Workplace Harassment			NA	2/25/2020	6/18/2020	NA	2/25/2020	6/18/2020	NA
3433		Prohibition of Sexual Harassment under Title IX - revised by OCCA 7/2020	8/4/2020	8/4/2020	8/12/2020	8/4/2020	8/4/2020	8/12/2020	8/4/2020	8/4/2020	8/12/2020
	3433	Prohibition of Sexual Harassment under Title IX - revised by OCCA 7/2020	8/4/2020	8/4/2020	NA	8/4/2020	8/4/2020	NA	8/4/2020	8/4/2020	NA
	3434	Responding to Harassment Based on Sex under Title IX	8/4/2020	8/4/2020	NA	8/4/2020	8/4/2020	NA	8/11/2020	8/4/2020	NA
	3435	Discrimination and Harassment Complaints - revised by OCCA 7/2020	8/4/2020	8/4/2020	NA	8/4/2020	8/4/2020	NA	8/11/2020	8/4/2020	NA
3540		Sexual and Other Assaults on Campus - revised by OCCA 7/2020	8/4/2020	8/4/2020	8/12/2020	8/4/2020	8/4/2020	8/12/2020	8/4/2020	8/4/2020	8/12/2020
	3540	Sexual and Other Assaults on Campus - revised by OCCA 7/2020	8/11/2020	8/4/2020	NA	8/11/2020	8/4/2020	NA	8/4/2020	8/4/2020	NA
4225		Course Repetition	5/7/2019	5/9/2019	7/9/2019	5/14/2019	5/23/2019	10/8/2019	5/14/2019	5/23/2019	10/8/2019
	4225	Course Repetition	5/7/2019	5/9/2019	NA	5/14/2019	5/23/2019	NA	5/14/2019	5/23/2019	NA
4226		Multiple and Overlapping Enrollments	5/7/2019	5/9/2019	7/9/2019	5/14/2019	5/23/2019	10/8/2019	5/14/2019	5/23/2019	10/8/2019
	4226	Multiple and Overlapping Enrollments	5/7/2019	5/9/2019	NA	5/14/2019	5/23/2019	NA	5/14/2019	5/23/2019	NA
	5013	Students in the Military	12/1/2020	12/10/2021	NA	1/12/2021	1/14/2021	NA	1/12/2021	1/14/2021	NA
	5041	Student Names		2/20/2021	NA	4/14/2020	4/16/2020	NA	4/14/2020	4/16/2020	NA
5052		Open Enrollment	10/8/2019	11/7/2019	12/10/2019	10/29/2019	12/5/2019	1/14/2020	10/29/2019	12/5/2019	1/14/2020
	5052	Open Enrollment	10/8/2019	11/7/2019	NA	10/29/2019	12/5/2019	NA	10/29/2019	12/5/2019	NA
	7126	Applicant Background Checks	12/8/2020	12/10/2020	NA	1/26/2021	1/28/2021	NA	1/26/2021	1/28/2021	NA
7135		Faculty Outside Employment	10/13/2020	10/22/2020	12/8/2020	10/27/2020	11/12/2020	1/12/2021	10/27/2020	11/12/2020	1/12/2021
	7135	Faculty Outside Employment	10/13/2020	10/22/2020	NA	10/27/2020	11/12/2020	NA	10/27/2020	11/12/2020	NA
7700		Whistleblower Protection	10/13/2020	10/22/2020	12/8/2020	10/27/2020	11/12/2020	1/12/2021	10/27/2020	11/12/2020	1/12/2021
	7700	Whistleblower Protection	10/13/2020	10/22/2020	NA	10/27/2020	11/12/2020	NA	10/27/2020	11/12/2020	NA

BP = Board Policy

AP = Administrative Procedure



BP 2710 Conflict of Interest

References:

- NWCCU Standards 2.D.3
- ORS 244.010 to ORS 244.047
- ORS 341.275
- BP 2010 Board Members

Board of Education members and College employees shall adhere to state laws relating to financial conflict of interest and government ethics. Board of Education members shall declare actual and potential conflict of interest on the record prior to participating in or taking any action when an actual or potential conflict of interest exists.

A Board member may not lawfully vote if an actual conflict of interest exists as defined by Oregon law. Abstaining from a vote does not meet the legal requirement of publicly stating a potential or actual conflict of interest.

No person who is an employee of the community college district shall be eligible to serve as a member of the board for the district by which the employee is employed.

Board of Education members are encouraged to seek counsel from the college’s legal advisor or the Oregon Government Ethics Commission in every case where any question arises.

END OF POLICY

President’s Cabinet Approval Date:	November 27, 2018	April 14, 2020
College Council Approval Date:	November 29, 2018	April 16, 2020
Board Adoption Date:	November 13, 2018	R } ^ Á Ĵ Ğ Ğ Ğ
Last Revised:		R } ^ Á Ĵ Ğ Ğ Ğ

Rescinds: 1.310

Revises: BP 2710 fadodhYX'Bcj '% ž&\$%

AP 2710 Conflict of Interest

References:

NWCCU Standard 2.D.3
ORS 244.010 to 244.047; ORS 244.120 to 244.130; ORS 244.175 to 244.179
OAR 199, Division 5 (Gifts)
Oregon Government Ethics Commission “Guide for Public Officials”

Board of Education members shall publicly announce the nature of a financial conflict of interest on the record prior to taking action on the issue before the Board as required by Oregon law. The type and nature of the conflict shall be recorded in the official minutes of the meeting.

Board of Education members may participate in discussion and may vote on an issue after announcing a potential conflict of interest publicly prior to participating in or taking action. If a Board of Education member announces an actual conflict of interest, the Board of Education member must refrain from any discussion or debate on the issue out of which the actual conflict arises and may not vote on the issue.

Employees of the college who are involved in matters in their official capacity that give rise to a potential or actual financial conflict of interest, must provide written disclosure of the conflict to their supervisor. The college must find another employee to dispose of the matter or direct the employee to address the matter as specified by their supervisor.

“Potential Conflict of Interest” – means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which could be to the private financial benefit or detriment of the person or the person’s relative, or a business with which the person or the person’s relative is associated, unless the financial benefit or detriment arises out of the following:

- a) An interest or membership in a particular business, industry, occupation, or other class required by law as a prerequisite to the holding by the person of the office or position.
- b) Any action in the person’s official capacity which would affect to the same degree a class consisting of all inhabitants of the state, or a smaller class consisting of an industry, occupation or other group including one of which or in which the person, or the person’s relative or business with which the person or the person’s relative is associated, is a member or is engaged.
- c) Membership in or membership on the board of directors of a nonprofit corporation that is tax-exempt under section 501(c) of the Internal Revenue Code.

“Actual Conflict of Interest” – means any action or any decision or recommendation by a person acting in a capacity as a public official, the effect of which would be to the private financial benefit or detriment of the person or the person’s relative or any business with

which the person or a relative of the person is associated unless the financial benefit or detriment arises out of circumstances described above.

“Relative” means: spouse, parents, step-parents, children, siblings, step-siblings, sons-in-laws, daughters-in-laws, individuals for whom the employee has a legal support obligation, or anyone for whom the employee provides benefits arising from their employment.

“Business” means any corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, self-employed individual and any other legal entity operated for economic gain but excluding any income-producing not-for-profit corporation that is tax exempt under section 501(c) of the Internal Revenue Code with which a public official or a relative of the public official is associated only as a member or board director or in a nonremunerative capacity.

Gifts

Board of Education members, employees of the college, and their relatives are prohibited from accepting gifts of a value greater than \$50 from a single source during a calendar year from any person that can reasonably be known to have a legislative or administrative interest in a decision before the Board of Education or the individual employee as a public official. Meals (food and beverage) and entertainment are considered gifts and are subject to the annual limitation.

The following are not considered gifts:

- a) Campaign contributions.
- b) Gifts from relatives or members of the public official’s household.
- c) Unsolicited tokens or awards of appreciation if value is less than \$25.
- d) Admission and meals provided to a public official when they are invited to attend a reception, meal or meeting held by organization when the public official is attending as representative of the college. This exception does not apply to “private meals with small numbers of participants.”
- e) Informational material, publications or subscriptions related to the public official’s position.
- f) Expenses paid by a government entity, membership organization to which the college pays dues, or a non-profit corporation for attendance at a convention, fact-finding trip, or other meeting if the public official is delivering a speech, making a presentation, participating in a panel, or representing the college.
 - i. “Representing” the college means that the public official is participating in an event on behalf of the college in their capacity as a public official.
- g) Food, travel or lodging expenses paid to a public official, a relative, member of the household, or staff when the public official is representing the college on an

“officially sanctioned” trade-promotion or fact-finding mission, or in official negotiations or economic development activities.

- i. “Officially sanctioned” means written approval given by a person authorized by the public body to give approval such as a supervisor or the college’s Board of Education.
- h) Expenses provided by a public official to another public official for travel in state to and from an event that is related to the person’s official office and in which that person participates in their official capacity.
- i) Food and beverage provided at a reception (e.g. social gathering) where the food and beverage are an incidental part of the reception.
- j) Entertainment that is an incidental part of another event or in which the public official has been invited to participate in their official capacity (i.e., throwing out the first ball at a baseball game).
- k) Gifts offered as part of the usual and customary practice of a person’s private business, employment or volunteer position that bears no relationship to the public official’s official position.

“**Gift**” means something of economic value that is offered to a public official or to relatives or members of the household of a public official or candidate without cost or at a discount or as forgiven debt and the same offer is not made or available to the general public who are not public officials.

“**Legislative or administrative interest**” means an economic interest, distinct from that of the general public, in any matter subject to the decision or vote of the public official acting in the public official’s capacity as a public official.

Nepotism

A Board of Education member is prohibited from participating in any personnel action taken by the College that would impact the employment of a relative or member of the public official’s household and must follow the conflict of interest requirements above. A Board of Education member may not participate in the following personnel actions: appointing, employing or promoting; discharging, firing or demoting; interviewing; discussing or debating the appointment, employment, promotion, discharge, firing or demotion of a relative or member of the household. This prohibition does not apply to relatives or members of the household who serve the College as an unpaid volunteer.

END OF PROCEDURE

Approved: April 16, 2020

AP 2712 Conflict of Interest – Contracts (Federal)

References:

NWCCU Standard 2.D.3
2 Federal Code of Regulations Part 200.318(c)
(1)ORS 244.047

Public Contracts

Board of Education members who are no longer serving as a public official of College may not have a direct financial interest in a public contract authorized by the Board of Education for a period of two years after the date of the contract was authorized.

Contracts Supported by Federal Funds (2 Code of Federal Regulations Part 200.318(c)(1))

No employee, Board of Education member, or agent of the College may participate in the selection, award, or administration of a contract supported by a federal award if they have a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, Board member, or agent, any member of their immediate family, their partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The Board members, employees, and agents of the College may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Disciplinary action will be taken for violations of such standards by Board members, employees, or agents of the College.

END OF PROCEDURE

Approved: April 16, 2020



BP 3100 Organizational Structure

References:

NWCCU Standard 2.A.(

The President shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the College.

END OF POLICY

President's Cabinet Approval Date:	November 12, 2019
College Council Approval Date:	December 5, 2019
Board Adoption Date:	January 14, 2020
Last Revised:	January 14, 2020

Rescinds:

AP 3100 Organizational Structure

References:

NWCCU Standard 2.A.4
No State Statutory requirement

The College's organizational structure is available on the College website and will be regularly updated.

Approved: December 5, 2019



BP 3310 Records Retention and Destruction

References:

Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45;
NWCCU Standard 2.C.4
ORS 192.005 – ORS 192.170
OAR 166-450-0000 – OAR 166-450-0125

The President shall establish administrative procedures to assure the retention and destruction of all College records—including electronically stored information as defined by the Federal Rules of Civil Procedure and Oregon law. Such records shall include, but not be limited to student records, employment records, and financial records.

END OF POLICY

President's Cabinet Approval Date:	November 12, 2019
College Council Approval Date:	December 5, 2019
Board Adoption Date:	January 14, 2020
Last Revised:	January 14, 2020

Rescinds:

AP 3310 Records Retention and Destruction

References:

Federal Rules of Civil Procedure, Rules 16, 26, 33, 34, 37, and 45;
NWCCU Standard 2.C.4
ORS 192.005 to 192.170
ORS 357.805 to 357.845
OAR Chapter 166, Division 450

“Records” means all records, maps, books, papers, data processing output, and documents of the College which it must retain, including but not limited to records created originally by computer and “electronically stored information” (“ESI”), as that term is defined by the Federal Rules of Civil Procedure. [Note: See note below about Oregon definition of public record.]

The President or President’s designee shall supervise the classification and destruction of records and ESI. The College must preserve ESI and ESI that is relevant to actual or potential litigation pursuant to the Federal Rules of Civil Procedure. The College shall comply with the Federal Rules of Civil Procedure and produce relevant ESI in the form in which it is ordinarily maintained or readily usable. An annual report shall be made to the Board of Education regarding the classification and destruction of records and ESI.

Records shall be classified as required by applicable statutes, federal and state regulations.

The College shall maintain a public record or accurate copy of a public record in accordance with the retention schedule set out in Oregon Administrative Rule Chapter 166, Division 450, without regard to the technology or medium used to create or communicate the record.

NOTE: *Oregon law defines “Public record” is defined as “any information that:*

- (A) Is prepared, owned, used or retained by a state agency or political subdivision;*
- (B) Relates to an activity, transaction or function of a state agency or political subdivision;*
and
- (C) Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the state agency or political subdivision.”*

It does not include extra copies of a document, preserved only for convenience of reference; a stock of publications; messages on voice mail or on other telephone message storage and retrieval systems; or spoken communication that is not recorded.

Approved: December 5, 2019

BP 3430 Prohibition of Harassment

References:

Title VII of the Civil Rights Act of 1964, 42 U.S. Code Section 2000e-2
Age Discrimination in Employment Act of 1967 (ADEA);
Americans with Disabilities Act of 1990 (ADA);
ORS 659A
ORS 243

All forms of harassment are contrary to basic standards of conduct between individuals. State and federal law, and this policy prohibit harassment and the *College* will not tolerate harassment. This policy applies to all members of the College community including Board of Education members, employees, students, volunteers and interns.

The College is committed to providing an academic and work environment that respects the dignity of individuals and groups. The College shall be free of all forms of unlawful harassment. Harassment is unlawful if it is based on any of the following statuses: race, color, religion, sex (including pregnancy), national origin, age, disability, or genetic information. For the College's policy regarding sexual harassment under Title IX, see BP 3433 Prohibition of Sexual Harassment under Title IX and accompanying procedures.

The College seeks to foster an environment in which employees, students, and other members of the campus community feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the College also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. The College will investigate all allegations of retaliation swiftly and thoroughly. If the College determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, or other member of the campus community who believes that he/she/they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3435 Discrimination and Harassment Complaints and Investigations and AP 3432 Workplace Harassment. The College requires supervisors to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment,



including but not limited to hiring, placement, promotion, evaluation, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end the President shall ensure that the institution undertakes education and training activities to counter harassment and to prevent, minimize, or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The President shall establish procedures that define harassment on campus. The President shall further establish procedures for employees and students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. State and federal law and this policy prohibit retaliatory acts by the College, its employees, students, and agents.

The College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to students and employees, particularly when they are new to the institution. The College will make this policy and related written procedures (including the procedure for making complaints) available in all administrative offices and will post them on the College's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

END OF POLICY

President's Cabinet Approval Date:	August 4, 2020
College Council Approval Date:	August 4, 2020
Board Adoption Date:	August 12, 2020
Last Revised:	August 12, 2020

Rescinds: BP 3430 (adopted 9/11/2018)

AP 3430 Prohibition of Harassment

References:

Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e-2;
Age Discrimination in Employment Act of 1967 (ADEA); 29 U.S. Code Sections 621 et seq.;
Americans with Disabilities Act of 1990 (ADA) 42 U.S. Code Sections 12101 et seq.;
ORS 659A;
OAR 839-005-0030 (Sexual harassment);
ORS 243

The College is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus. AP 3435 Discrimination and Harassment Complaints and Investigations sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the College. Procedures related to Workplace Harassment are found in AP 3432.

This procedure and the related policy and procedures protects students, employees, unpaid interns, and volunteers in connection with all the academic, educational, extracurricular, athletic, and other programs of the College, whether those programs take place in the College's facilities, a College bus, or at a class or training program sponsored by the College at another location.

Definitions

General Harassment: Harassment is unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age, disability, or genetic information. Harassment becomes unlawful where enduring the offensive conduct becomes a condition of continued employment or the conduct is severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive. Harassment shall be found where, in aggregate, the incidents are sufficiently pervasive, persistent, or severe that a reasonable person with the same characteristics as the victim of the harassing conduct would be adversely affected to a degree that interferes with his/her/their ability to participate in or to realize the intended benefits of an institutional activity, employment, or resource.

For sexual harassment under Title IX, Complainants must proceed under BP 3433 Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Sexual Harassment under Title IX, and AP 3434 Responding to Harassment Based on Sex under

Title IX. For other forms of sexual harassment or gender-based harassment, Complainants should use this procedure.

Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment if it meets the definition above. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct that could, depending on the circumstances, meet the definition above, or could contribute to a set of circumstances that meets the definition:

Verbal: Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

Physical: Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

Visual or Written: The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics, or electronic media transmissions.

Environmental: A hostile academic or work environment may exist where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the

classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

Sexual Harassment: Sexual harassment is unwelcome conduct of a sexual nature. Sexual harassment can include unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal or physical conduct of a sexual nature where such conduct is sufficiently severe or pervasive that it has the effect, intended or unintended, of unreasonably interfering with an individual's work or academic performance or it has created an intimidating, hostile or offensive environment and would have such an effect on a reasonable person.

This definition encompasses two kinds of sexual harassment:

"Quid pro quo" sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

"Hostile environment" sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

Sexual Assault: Sexual assault means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

Workplace Harassment: Workplace harassment means conduct that constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault or that constitutes conduct prohibited by ORS 659A.082 or 659A.112.

Consensual Relationships

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty members, or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty members or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the **College** has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the **College** is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

Academic Freedom

No provision of this Administrative Procedure shall be interpreted to prohibit conduct that is legitimately related to the course content, teaching methods, scholarship, or public commentary of an individual faculty member or the educational, political, artistic, or literary expression of students in classrooms and public forums. Freedom of speech and academic freedom are, however, not limitless and this procedure will not protect speech or expressive conduct that violates federal or State anti-discrimination laws.

END OF PROCEDURE

President's Cabinet Approval Date:	August 4, 2020
College Council Approval Date:	August 4, 2020
Last Revised:	August 4, 2020

Rescinds: AP 3430 (adopted 9/11/2018)

AP 3432 Workplace Harassment

References:

- ORS 659A;
- ORS 243
- BP & AP 3430 Prohibition of Harassment
- AP 3435 Discrimination and Harassment Complaints and Investigations

The College is committed to a discrimination, harassment, and intimidation free workplace. Workplace harassment will not be tolerated. This procedure outlines the process for reporting complaints involving workplace harassment and the obligations of College in addressing those complaints.

Any student, employee, volunteer, intern, or other member of the campus community who believes that they have been harassed or retaliated against in the workplace in violation of College's Prohibition of Harassment policy should immediately report such incidents to designated officials by following the procedures described in AP 3435 Discrimination and Harassment Complaints and Investigations.

All college employees are advised to document in writing any incidents of workplace harassment they observe or that are reporting to them.

Prohibited Employment or Settlement Agreements

The College may not require, coerce, or enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation or the receipt of benefits, that contains a nondisclosure provision, a non-disparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing conduct that:

- a) i) Constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault; or
- ii) Constitutes discrimination prohibited by ORS 659A.082 or 659A.112; and
- b) i) Occurred between employees or between the College and an employee in the workplace or at a work-related event that is off the College premises and coordinated by or through the College; or
- ii) Occurred between the College and an employee off the College premises.

Exceptions: The College may enter into a settlement, separation or severance agreement that includes one or more of the following, only when an employee claiming to be aggrieved by conduct described above as workplace harassment requests to enter into the agreement:

- a) A provision described above;
- b) A provision that prevents the disclosure of factual information relating to a claim of discrimination or conduct that constitutes sexual assault; or

- c) A no-rehire provision that prohibits the employee from seeing re-employment with the College as a term or condition of the agreement.

An agreement entered into under this exception must provide the employee at least seven days after executing the agreement to revoke the agreement. The agreement may not become effective until after the revocation period has expired.

Victims' Rights

Nothing in the policy is intended to prohibit a victim of workplace harassment from voluntarily disclosing information regarding an incident of workplace harassment that involved the victim.

Resources

Individuals who believe they are the victim of workplace harassment should contact Chief Human Resource Officer for information related to legal resources, counseling and support services, including the employee assistance program.

Retaliation

Retaliation against anyone who files a complaint, participated in an investigation, or reported observing workplace harassment, is prohibited. Anyone who believes they have been retaliated against should report this behavior under the process outlined in AP 3435 Discrimination and Harassment Complaints and Investigations. Complaints of retaliation will be investigated promptly.

Policy Notification

The College will make this policy and related procedures available to College employees in the workplace; provide a copy of the policy and procedures to each employee at the time of hire; and provide a copy of the policy and procedures to an employee at the time the employee discloses information regarding prohibited workplace harassment.

Definitions

“Non-Disclosure Agreement”: Non-disclosure agreement means an agreement between the employer and employee not to disclose information related to complaints or personal action related to violations of College’s Prohibition of Harassment policy.

“Non-disparagement Agreement”: Non-disparagement agreement means an agreement between the employee and employee not to make negative statements about the other related to complaints or personnel actions related to violations of this policy.

“Sexual Assault”: Sexual assault means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

“Workplace Harassment”: Workplace harassment means conduct that constitutes discrimination prohibited by ORS 659A.030, including conduct that constitutes sexual assault or that constitutes conduct prohibited by ORS 659A.082 or 659A.112.

END OF PROCEDURE

College Council Approval Date: June 18, 2020
Last Revised: June 18, 2020

BP 3433 Prohibition of Harassment under Title IX

References:

Title IX of the Education Amendments Act of 1972;
34 Code of Federal Regulations Part 106

All forms of sexual harassment are contrary to basic standards of conduct between individuals. State and federal law and this policy prohibit sexual harassment and the College will not tolerate sexual harassment. The College is committed to providing an academic and work environment that respects the dignity of individuals and groups. The College shall be free of sexual harassment and all forms of sexual intimidation and exploitation including acts of sexual violence.

The College seeks to foster an environment in which all employees, students, applicants for employment, and applicants for admission feel free to report incidents of sexual harassment in violation of this policy and Title IX, without fear of retaliation or reprisal. Therefore, the College also strictly prohibits retaliation against any individual for filing a complaint of sexual harassment in violation of this policy and Title IX or for participating, or refusing to participate, in a sexual harassment investigation. The College will investigate all allegations of Title IX retaliation swiftly and thoroughly. If the College determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in Title IX retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any employee, student, applicant for employment, or applicant for admission who believes that he/she/they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in AP 3434. The College requires supervisors to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities, and compensation.

To this end the President shall ensure that the institution undertakes education and training activities to counter sexual harassment and to prevent, minimize, or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.



The President shall establish procedures that define sexual harassment on campus. The President shall further establish procedures for employees, students, and other members of the campus community that provide for the investigation and resolution of complaints regarding sexual harassment in violation of this policy, and procedures to resolve complaints of sexual harassment in violation of this policy. State and federal law and this policy prohibit retaliatory acts against all participants by the College, its employees, students, and agents.

The College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to administrators, faculty, staff, students, applicants for employment, and applicants for admission, particularly when they are new to the institution. The College will make this policy and related written procedures (including the procedures for making complaints) available in all administrative offices and will post them on the College's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Volunteers or unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the volunteer assignment, internship, or other unpaid work experience program.

END OF POLICY

President's Cabinet Approval Date:	August 4, 2020
College Council Approval Date:	August 4, 2020
Board Adoption Date:	August 12, 2020
Last Revised:	August 12, 2020

Rescinds: None

AP 3433 Prohibition of Sexual Harassment under Title IX

References:

- Title IX Education Amendments of 1972;
- Title VII of the Civil Rights Act of 1964, 42 U.S. Code Annotated Section 2000e

The College is committed to providing an academic and work environment free of unlawful sexual harassment under Title IX. This procedure defines sexual harassment on campus.

This procedure and the related policy protects students, employees, in connection with all the academic, educational, extracurricular, athletic, and other programs of the College whether those programs take place in the College's facilities, a College bus, or at a class or training program sponsored by the College at another location.

Definitions

Sexual Harassment under Title IX: Conduct that satisfies one or more of the following:

- A College employee conditions the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct (*quid pro quo* harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity;
- Sexual assault, including the following:
 - **Sex Offenses.** Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
 - **Rape** (except Statutory Rape). The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. There is carnal knowledge if there is the slightest penetration of the genital or anal opening of the body of another person.
 - **Sodomy.** Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
 - **Sexual Assault with an Object.** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the

- victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything the offender uses other than the offender's genitalia, e.g., a finger, bottle, handgun, stick.
- **Fondling.** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
 - **Sex Offenses, Non-Forcible Unlawful, Non-Forcible Sexual Intercourse.**
 - **Incest.** Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - **Statutory Rape – Non-Forcible.** Sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.
 - **Dating violence.** Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 - **Domestic Violence.** Violence committed:
 - By a current or former spouse or intimate partner of the victim;
 - By a person with whom the victim shares a child in common;
 - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
 - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of Oregon or
 - By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of Oregon.
 - **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.



END OF PROCEDURE

President's Cabinet Approval Date: August 4, 2020
College Council Approval Date: August 4, 2020
Last Revised: August 4, 2020

NEW 7/20

AP 3434 Responding to Harassment Based on Sex under Title IX

References:

- 20 U.S. Code Sections 1681 et seq.;
- 34 Code of Federal Regulations Parts 106.1 et seq.

Introduction

The College encourages members of the College community to report sexual harassment. This procedure only applies to conduct defined sexual harassment under Title IX and applicable federal regulations and that meet Title IX jurisdictional requirements. The College will respond to sexual harassment and sexual misconduct that falls outside that definition and outside the jurisdiction of the Title IX federal regulations using State law and applicable College policies and procedures. In implementing these procedures discussed below, the College will also provide supportive measures, training, and resources in compliance with State law, unless they are preempted by the Title IX regulations.

Title IX Coordinator

Questions concerning Title IX may be referred to the College Title IX Coordinator whose contact information is below

The College's Title IX Coordinator is the Director of Human Resources and the Title IX Coordinator's contact information is:

Naomi Garbutt (through 8/31/2020)
Desiree Noah (effective 9/1/2020)
Clatsop Community College
1651 Lexington Ave., LL103
Astoria, OR 97103
(503) 338-2450
ngarbutt@clatsopcc.edu or dnoah@clatsopcc.edu

The Title IX Coordinator is required to respond to reports of sexual harassment or misconduct. The Title IX Coordinator will handle information received with the utmost discretion and will share information with others on a need-to-know basis. For example, the Title IX Coordinator may need to address public safety concerns on campus, comply with State and federal legal requirements, or share information to implement supportive measures.

A report of sexual harassment to the Title IX Coordinator does not necessarily lead to a full investigation, as discussed more fully below. However, the Title IX Coordinator will

make an assessment to determine if there is a safety risk to the campus. If the Title IX Coordinator finds there is a continued risk, the Title IX Coordinator will file the formal complaint without the Complainant's consent or cooperation.

Title IX Harassment Complaints, Investigations, and Hearings

These Title IX sexual harassment procedures and the related policy protects students, employees, applicants for employment, and applicants for admission.

Jurisdictional Requirements – Application of Procedures

These procedures apply if the conduct meets the following three jurisdictional requirements:

- The conduct took place in the United States;
- The conduct took place in a College “education program or activity.” This includes locations, events, or circumstances over which the College exercised substantial control over both the Respondent and the context in which the harassment occurred, including on-campus and off-campus property and buildings the College owns or controls or student organizations officially recognized by the College own or control.
- The conduct meets the definition of Title IX “sexual harassment.”

Definitions

Advisor: Throughout the grievance process, both the Complainant and Respondent have a right to an Advisor of their choice. If a Party does not have an Advisor at the time of the hearing, the College must provide the Party an Advisor of its choice, free of charge, for the entire hearing so that the Advisor is able to observe the direct examination of all witnesses and thus be better able to conduct cross-examination. The College may establish restrictions regarding the extent to which the Advisor may participate in the proceedings as long as the restrictions apply equally to both Parties.

Complainant: A Complainant is an individual who alleges he/she/they is the victim of conduct that could constitute sexual harassment.

Consent: An affirmative, conscious, and voluntary agreement to engage in sexual activity.

Decision-Maker: The person who will oversee the live hearing and make a determination of responsibility. The Decision-Maker cannot be the Title IX Coordinator or the investigator.

Formal Complaint: A written complaint signed by the Complainant or Title IX Coordinator, alleging sexual harassment and requesting an investigation. If the Title IX Coordinator signs the formal complaint, he/she/they will not become a Party to the complaint.

Parties: As used in this procedure, this means the Complainant and Respondent.

Respondent: A Respondent is an individual reported to be the perpetrator of conduct that could constitute sexual harassment.

Sexual Harassment under Title IX: Conduct that satisfies one or more of the following:

- A College employee conditions the provision of an aid, benefit, or service of the College on an individual's participation in unwelcome sexual conduct (*quid pro quo* harassment);
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the College's education program or activity;
- Sexual assault, including the following:
 - **Sex Offenses.** Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.
 - **Rape** (except Statutory Rape). The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. There is carnal knowledge if there is the slightest penetration of the genital or anal opening of the body of another person.
 - **Sodomy.** Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.
 - **Sexual Assault with an Object.** To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity. An "object" or "instrument" is anything the offender uses other than the offender's genitalia, e.g., a finger, bottle, handgun, stick.
 - **Fondling.** The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her/their age or because of his/her/their temporary or permanent mental or physical incapacity.

- **Sex Offenses, Non-Forcible Unlawful, Non-Forcible Sexual Intercourse.**
 - **Incest.** Non-Forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
 - **Statutory Rape – Non-Forcible.** Sexual intercourse with a person who is under the statutory age of consent. There is no force or coercion used in Statutory Rape; the act is not an attack.
- **Dating violence.** Violence against a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of a relationship will be determined based on a consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
- **Domestic Violence.** Violence committed:
 - By a current or former spouse or intimate partner of the victim;
 - By a person with whom the victim shares a child in common;
 - By a person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;
 - By a person similarly situated to a spouse of the victim under the domestic or family violence laws of Oregon; or
 - By any other person against an adult or youth victim protected from that person's acts under the domestic or family violence laws of Oregon.
- **Stalking.** Engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her/their safety or the safety of others or suffer substantial emotional distress.

Reporting Options

Any individual may report sexual harassment to the College's Title IX Coordinator.

The College strongly encourages prompt reporting of sexual harassment. Prompt reporting allows for the collection and preservation of evidence, including physical evidence, digital media, and witness statements. A delay may limit the College's ability to effectively investigate and respond.

Individuals have the opportunity to decide whether they want to pursue a formal Title IX complaint. Reporting sexual harassment to the Title IX Coordinator does not automatically initiate an investigation under these procedures. A report allows the College to provide a wide variety of support and resources to impacted individuals and to

prevent the reoccurrence of the conduct. A Complainant or the Title IX Coordinator filing a formal complaint will initiate an investigation.

If there are parallel criminal and Title IX investigations, the College will cooperate with the external law enforcement agency and will coordinate to ensure that the Title IX process does not hinder legal process or proceedings.

The College will document reports of sexual harassment in compliance with the Clery Act, a federal law requiring data collection of crime within the campus geography. Under the Clery Act, the College does not document personal information; the College reports the type of conduct, and the time, date, and location. (Also see BP/AP 3540 Sexual and Other Assaults on Campus)

College Employees and Officials with Authority

College Officials with Authority are not confidential resources and are required to report allegations of sexual harassment to the Title IX Coordinator promptly. All other employees are encouraged to report allegations to the Title IX Coordinator but are not required to do so.

The College has designated the following employees as Officials with Authority:

- The President
- All Vice Presidents
- All Deans
- All Directors (with the exception of the Director, Student Access Services and the Director, TRIO Student Support Services)

Officials with Authority are required to report all relevant information they know about sexual harassment including the name of the Respondent, the Complainant, any other witnesses, and the date, time, and location of the alleged incident.

Intake and Processing of Report

Receipt of Report

After receiving a report of sexual harassment, the Title IX Officer will contact the Complainant and reporting party to explain rights under this policy and procedure and invite the Complainant to an in-person meeting. The Title IX Officer will discuss supportive measures with the Parties.

Timeframe for Reporting

To promote timely and effective review, the College strongly encourages individuals to report sexual harassment as soon possible because a delay in reporting may affect the ability to collect relevant evidence and may affect remedies the College can offer.

Supportive Measures

Supportive measures are non-disciplinary, non-punitive individualized services offered free of charge to the Complainant or the Respondent regardless of whether a formal complaint has been filed. The College will provide the Complainant and Respondent with supportive measures as appropriate and as reasonably available to restore or preserve equal access to the College's education program or activities. These measures are designed to protect the safety of all Parties, protect the College's educational environment, or deter sexual harassment. The College will provide supportive measures on a confidential basis and will only make disclosures to those with a need to know to enable the College to provide the service. Supportive measures may include counseling, extensions of deadlines, other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the Parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

Removal of Respondent Pending Final Determination

Upon receiving a report regarding sexual harassment, the Title IX Coordinator will make an immediate assessment concerning the health and safety of the Complainant and campus community as a whole. The College has the right to order emergency removal of a Respondent, or if the Respondent is an employee, place the employee on administrative leave.

Emergency removal

The College may remove a non-employee Respondent from the College's education program or activity on an emergency basis after it conducts an individualized safety and risk analysis and determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal.

The College may not use emergency removal to address a Respondent's threat of obstructing the sexual harassment investigation or destroying relevant evidence. Emergency removal is only available to address health or safety risks against individuals arising out of sexual harassment allegations, not to address other forms of misconduct that a Respondent might commit pending the processing of a complaint.

The College's Vice President, Student Success or designee will conduct the individualized safety and risk analysis.

If the Vice President, Student Success determines emergency removal is appropriate, he/she/they or designee will provide the person the College is removing from campus on an emergency basis with a notice and opportunity to attend a meeting and challenge the basis of his/her/their removal. The Vice President, Student Success or designee will

determine whether the emergency removal from campus order is warranted after considering information provided by the Respondent challenging the emergency removal.

Administrative leave

The College may place a non-student employee Respondent on administrative leave during the pendency of a grievance process described in the formal complaint process below. The College will follow any relevant policies, procedures, collective bargaining agreements, or State law in placing an employee on administrative leave.

Formal Complaint Grievance Process

Notice to Parties

Upon receipt of a formal complaint, the Title IX Coordinator will provide the following notice in writing, to the Parties:

- Notice of the College's Title IX grievance process;
- Notice of the allegations of alleged sexual harassment with sufficient details known at the time and with sufficient time to prepare a response before any initial interview;
- Statement that the Respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- Notice that the Parties may have Advisor of their choice, who may be, but is not required to be, an attorney;
- Notice that the Parties may inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the College does not intend to rely in reaching a determination regarding responsibility, and inculpatory or exculpatory evidence whether obtained from a Party or other source; and
- Inform the Parties of any provision in the College's code of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the College decides to investigate allegations about the Complainant or Respondent that are not included in the notice provided above, the Title IX Coordinator will provide notice in writing of the additional allegations to the Parties.

Dismissal of Formal Complaint

The College must investigate the allegations in a formal complaint. However, the College must dismiss the formal complaint and will not process the complaint under these procedures if any of the following three circumstances exist:

- If the conduct alleged in the formal complaint would not constitute Title IX sexual harassment as defined in this procedure;
- If the conduct alleged did not occur in the College's education program or activity;

- If the conduct alleged did not occur against a person in the United States.

The College has discretion to dismiss a formal complaint or any allegation under the following circumstances:

- If at any time during the investigation or hearing: a Complainant notifies the Title IX Coordinator in writing that the Complainant would like to withdraw the formal complaint or any allegations;
- If the Respondent is no longer enrolled or employed by the College; or
- If there are specific circumstances that prevent the College from gathering evidence sufficient to reach a determination regarding responsibility as to the formal complaint or allegations.

If the College dismissed the formal complaint or any allegations, the Title IX Coordinator shall simultaneously provide the Parties with written notice of the dismissal and reason. The College will also notify the Parties of their right to appeal.

The College may commence proceedings under other policies and procedures after dismissing a formal complaint.

Consolidation of Formal Complaints

The College may, but is not required to, consolidate formal complaints as to allegations of sexual harassment against more than one Respondent, or by more than one Complainant against one or more Respondents, or by one Party against the other Party, where the allegations of sexual harassment arise out of the same facts or circumstances.

Equitable Treatment of the Parties

The College's determination of responsibility is a neutral, fact-finding process. The College will treat Complainants and Respondents equitably. The procedures will apply equally to both Parties. The College will not discipline a Respondent unless it determines the Respondent was responsible for sexual harassment at the conclusion of the grievance process.

Statement of Presumption of Non-Responsibility

The investigation is a neutral, fact-finding process. The College presumes all reports are in good faith. Further, the College presumes the Respondent is not responsible for the alleged conduct. The College makes its determination regarding responsibility at the conclusion of the grievance process.

Bias or Conflict of Interest

The College's Title IX Coordinator, investigator, Decision-Maker, or any person designated by the College to facilitate an informal resolution process, will not have potential actual bias or conflict of interest in the investigatory, hearing, sanctioning, or appeal process or bias for or against Complainants or Respondents generally. Actual bias is an articulated prejudice in favor of or against one Party or position; it is not

generalized concern about the personal or professional backgrounds, positions, beliefs, or interests of the Decision-Maker in the process. The College will ensure that the Title IX Coordinator, investigator, Decision-Maker, and facilitator receive training on:

- The definition of sexual harassment in this procedure;
- The scope of the College's education program or activity;
- How to conduct an investigation;
- The grievance process including conducting hearings, appeals, and informal resolution processes; and
- How to serve impartially, including avoiding: prejudgment of the facts at issue; conflicts of interest; and bias.

Timeline for Completion

The College will undertake its grievance process promptly and as swiftly as possible. The College will complete the investigation and its determination regarding responsibility or the informal resolution process within 180 calendar days.

When appropriate, the Title IX Coordinator may determine that good cause exists to extend the 180-calendar day period to conduct a fair and complete investigation, to accommodate an investigation by law enforcement, to accommodate the unavailability of witnesses or delays by the Parties, to account for College breaks or vacations, or due to the complexity of the investigation. The College will provide notice of this extension to the Complainant and Respondent in writing and include the reason for the delay and anticipated timing of completion.

A Party may request an extension from the Title IX Coordinator in writing by explaining the reason for the delay and the length of the continuance requested. The Title IX Coordinator will notify the Parties and document the grant or denial of a request for extension or delay as part of the case recordkeeping.

Role of Advisor

The role of the Advisor is to provide support and assistance in understanding and navigating the investigation process.

The Advisor may not testify in or obstruct an interview or disrupt the process. The Title IX Coordinator has the right to determine what constitutes appropriate behavior of an Advisor and take reasonable steps to ensure compliance with this procedure.

A Party does not have a right to self-representation at the hearing; an Advisor must conduct any cross-examination. The College must provide an Advisor of its choice, free of charge to any Party without an Advisor in order to conduct cross-examination. If an Advisor fails to appear at the hearing, the College will provide an Advisor to appear on behalf of the non-appearing Advisor. To limit the number of individuals with confidential information about the issues, each Party may identify one Advisor.

Confidentiality Agreements

To protect the privacy of those involved, the Parties and Advisors are required to sign a confidentiality agreement prior to attending an interview or otherwise participating in the College's grievance process. The confidentiality agreement restricts dissemination of any of the evidence subject to inspection and review or use of this evidence for any purpose unrelated to the Title IX grievance process. The confidentiality agreement will not restrict the ability of either Party to discuss the allegations under investigation.

Use of Privileged Information

The College's formal complaint procedure does not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally-recognized privilege (e.g., attorney-client privilege, doctor-patient privilege, spousal privilege, etc.), unless the person holding the privilege provides voluntary, written consent to waive the privilege.

Investigations

The Title IX Coordinator is responsible to oversee investigations to ensure timely resolution and compliance with Title IX and this procedure.

Both Parties have the right to have an Advisor present at every meeting described in this section.

Trained investigators

The College will investigate Title IX formal complaints fairly and objectively. Individuals serving as investigators under this procedure will have adequate training on what constitutes sexual harassment and how the College's grievance procedures operate. The College will also ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence and complies with this procedure.

Gathering Evidence and Burden of Proof

The College, not the Parties, has the responsibility to gather information and interview witnesses. When the investigator evaluates the evidence, he/she/they will do so using the preponderance of the evidence standard. After considering all the evidence gathered, the investigator will decide whether it is more likely than not that reported conduct occurred.

Notice of Investigative Interview

The College will provide written notice of the date, time, location, participants, and purpose of all investigative interviews to a Party whose participation is invited or expected, with sufficient time for the Party to prepare to participate.

Evidence Review

Both Parties have an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint, including the evidence upon which the College does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a Party or other source.

Prior to the investigator preparing an investigative report, the College will send to each Party and the Party's Advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The Parties will have at least ten days to submit a written response. The investigator must consider this written response prior to completing the investigative report.

Investigative Report

The results of the investigation of a formal complaint will be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the formal complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony of each witness the investigator interviewed;
- An analysis of relevant evidence collected during the investigation, including a list of relevant documents;
- A specific finding as to whether the allegations occurred using a preponderance of the evidence standard;
- A table of contents if the report exceeds ten pages; and
- Any other information deemed appropriate by the College.

The investigator will not make a determination regarding responsibility.

The investigator may redact information not directly related to the allegations or privileged information. However, the investigator will keep a log of information he/she/they do not produce to the Parties. The investigator will provide this log only to the Title IX Coordinator. The Title IX Coordinator will not disclose the log to the Parties but will maintain the log in the Title IX Coordinator's file, in the event it later becomes relevant.

At least ten days prior to a hearing or other time of determination regarding responsibility, the College will send the investigative report to each Party and their Advisors, if any, the investigative report in an electronic format or a hard copy, for review and written response. The Parties will have at least ten days to submit a written response.

Hearing

After completing an investigation and prior to completing a determination regarding responsibility, the College will hold a live hearing to provide the Complainant and Respondent an opportunity to respond to the evidence gathered before a Decision-Maker.

Neither Party may choose to waive the right to a live hearing, but the Parties can choose whether to participate in the hearing or answer some or all cross-examination questions.

Notice

If the College proceeds to a hearing, the College will provide all Parties written notice of the date, time, location, participants, and purpose of the hearing with sufficient time for the Party to prepare to participate.

Hearing Format

The College may provide a live hearing with all Parties physically present in the same geographic location or, at the College's discretion if either Party requests, the College may provide any or all Parties, witnesses, and other participants the ability to appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other in real time.

The College will make the information reviewed during the Evidence Review available at the hearing for reference and consultation. The College will not restrict the ability of either Party to discuss the allegations under investigation or to gather and present relevant evidence.

The College will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the Parties for inspection and review.

Decision-Maker

The Decision-Maker will be free from conflict of interest or bias, including bias for or against Complainants or Respondents. In cases where the Complainant or Respondent objects to the Decision-Maker on the basis of a conflict of interest, the Complainant or Respondent may request the Title IX Coordinator select a different Decision-Maker. The Complainant or Respondent must make this request to the Title IX Coordinator in writing at least five business days prior to the hearing.

The Decision-Maker may ask the Parties and the witnesses questions during the hearing. The Decision-Maker must objectively evaluate all relevant evidence both inculpatory and exculpatory and must independently reach a determination regarding responsibility without giving deference to the investigative report. The Decision-Maker must receive training on issues of relevance, how to apply the rape-shield protections for Complainants, and any technology to be used at the hearing.

Presenting Witnesses

The College will provide the Complainant and Respondent an equal opportunity to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence. Witnesses, like Parties, are not required to participate in the live hearing process.

Only relevant evidence will be admissible during the hearing. Relevant evidence means evidence, including evidence relevant to the credibility of a Party or witness, having any tendency in reason to prove or disprove any disputed fact material to the allegations under investigation.

Cross-Examination

The College will permit each Party's Advisor to ask the other Party and any witnesses all relevant questions and follow-up questions, including those questions challenging credibility. The Party's Advisor must conduct cross-examination directly, orally, and in real time. A Party may never personally conduct cross-examination.

Advisors may only ask relevant cross-examination and other questions of a Party or witness. Before a Complainant, Respondent, or witness answers a cross-examination or other question, the Decision-Maker must first determine whether the question is relevant and explain any decision to exclude a question as not relevant. The Decision-Maker need not provide a lengthy or complicated explanation in support of a relevance determination. If a Party or witness disagrees with a relevance determination, that individual has the choice of either (1) abiding by the Decision-Maker's determination and answering the question or (2) refusing to answer the question.

If a Party or witness does not submit to cross-examination at the live hearing, the Decision-Maker will not rely on any statement of that Party or witness in reaching a determination regarding responsibility. A Party or witness may also decline to answer a question, and the Decision-Maker cannot rely on any statement on which that Party or witness has declined to answer cross-examination questions. A Decision-Maker cannot draw an inference about the determination regarding responsibility based solely on a Party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.

Determinations of Responsibility

When the Decision-Maker makes a determination of responsibility or non-responsibility, the Decision-Maker will issue a written determination regarding responsibility, no later than 20 business days after the date that the hearing ends.

When making a determination regarding responsibility, a Decision-Maker will objectively evaluate all relevant evidence, including both inculpatory and exculpatory evidence. A Decision-Maker may not make credibility determinations based on an individual's status as a Complainant, Respondent, or witness. In evaluating the evidence, the Decision-Maker will use the preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the College will decide whether it is more likely than not that sexual harassment occurred.

The written determination will include:

- Identification of the allegations potentially constituting Title IX sexual harassment as defined in these procedures;
- A description of the procedural steps taken from the receipt of the formal complaint through the determination, including who conducted the investigation and gave notifications to the Parties. The determination will also state when, where, and the date the investigator interviewed the Parties and witnesses, conducted site visits, the methods used to gather other evidence. The procedural section should also discuss the dates and how the Parties were provided the opportunity to review and inspect evidence and the date of any hearings held and who attended the hearing;
- Findings of fact supporting the determination. In making these findings, the Decision-Maker will focus on analyzing the findings of fact that support the determination of responsibility or non-responsibility;
- Conclusions regarding the application of the College's code of conduct to the facts;
- A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility;
- A statement of, and rationale for, any disciplinary sanctions the College imposes on the Respondent;
- A statement of whether the College will provide the Complainant with remedies designed to restore or preserve equal access to the College's education program or activity;
- The College need not disclose to the Respondent remedies that do not affect him/her/them as part of the written determination. The College can inform the Respondent that it will provide remedies to the Complainant. However, the College will inform the Complainant of the sanctions against the Respondent;
- The College's procedures and permissible bases for the Complainant and Respondent to appeal.

The College will provide the written determination to the Parties simultaneously. The determination regarding responsibility becomes final either on the date that the College provides the Parties with the written determination of the result of the appeal, if the Parties file an appeal, or if the Parties do not file an appeal, the date on which an appeal would no longer be timely.

Disciplinary Sanctions and Remedies

The College must have completed the grievance procedures (investigation, hearing, and any appeal, if applicable) before the imposing disciplinary sanctions or any other actions that are not supportive measures against a Respondent. If the Decision-Maker determines the Respondent was responsible for conduct that constitutes sexual harassment, the College will take disciplinary action against the Respondent and any other remedial action it determines to be appropriate. The action will be prompt, effective, and commensurate with the severity of the offense.

Remedies for the Complainant might include, but are not limited to:

- Providing an escort to ensure that the Complainant can move safely between classes and activities;
- Ensuring that the Complainant and Respondent do not attend the same classes or work in the same work area;
- Providing counseling services or a referral to counseling services;
- Providing medical services or a referral to medical services;
- Providing academic support services, such as tutoring;
- Arranging for a Complainant, if a student, to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and
- Reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant's discipline.

Possible disciplinary sanctions for student Respondents include written or verbal reprimand, required training or counseling, non-academic probation, suspension, and expulsion. Possible disciplinary sanctions for employee Respondents include written or verbal reprimand, required training or counseling, reduction in pay, demotion, suspension, or discharge.

Appeal of Dismissal of a Formal Complaint or of the Determination of Responsibility

A Complainant or Respondent may appeal the College's determination regarding responsibility or the dismissal of a formal complaint or any allegations. A Complainant or Respondent must submit a written appeal within 5 business days from the date of the notice of determination regarding responsibility or from the date of the College's notice of dismissal of a formal complaint or any allegations.

Grounds for Appeal

The College President will serve as the Decision-Maker on Appeal. In filing an appeal of the College's determination regarding responsibility or the College's dismissal of a formal complaint, the Party must state the grounds for appeal and a statement of facts supporting those grounds. The grounds for appeal are as follows:

- A procedural irregularity affected the outcome;
- New evidence was not reasonably available at the time the College's determination regarding responsibility or dismissal was made, and this new evidence could affect the outcome; or
- The College's Title IX Coordinator, investigator, or Decision-Maker had a conflict of interest or bias for or against Complainants or Respondents generally or the individual Complainant or Respondent that affected the outcome.

Appeal Procedure

If the Complainant or Respondent submit an appeal to the College, the College will:

- Notify the other Party in writing within five business days- of receiving a Party's appeal;
- Allow the non-appealing Parties at least ten business days from the date of receipt of the appeal to submit a written statement in support of, or challenging, the outcome;

The appeal Decision-Maker will issue a written decision on whether to grant or deny the appeal, and the rationale for the decision, within 45 business days after the Decision-Maker on appeal receives the response to the appeal or the last day to provide a response. The College will provide the written decision simultaneously to both Parties.

The Decision-Maker on appeal may extend or otherwise modify the deadlines provided above. Either Party may seek an extension by submitting a written request to the appeal Decision-Maker explaining the need for the extension and the proposed length of the extension. The Decision-Maker will respond to the request within 48 hours in writing and will inform the Parties simultaneously whether the extension is granted.

Informal resolution

If the College determines that a formal complaint is appropriate for informal resolution, it may provide the Parties with the opportunity to participate in an informal resolution process, including mediation, at any time prior to reaching a determination regarding responsibility.

The College will provide the Complainant and Respondent written disclosure of the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the Parties from resuming a formal complaint arising from the same allegations, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

The College must obtain the Parties' voluntary, written consent to the informal resolution process. If the Parties reach an agreement, the College does not have to complete a full investigation and adjudication of a report of sexual harassment. At any time prior to agreeing to a resolution, any Party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

The informal resolution process is not available to resolve allegations that an employee sexually harassed a student.

Retaliation prohibited

The College prohibits any intimidation, threats, coercion, or discrimination against any individual who made a report or complaint of sexual harassment, testified, assisted, or

participated or refused to participate in any manner in a Title IX investigation, proceeding, or hearing. Individuals who experience retaliation may file a complaint using the formal complaint process described above.

Dissemination of Policy and Procedures

The College will provide its policy and procedures related to Title IX on its website and in each handbook or catalog provided to applicants for admission and employment, students, employees, and all unions or professional organizations holding collective bargaining with the College.

When hired, employees are required to sign acknowledging that they have received the policy and procedures. The College will place the signed acknowledgment of receipt in each employee's personnel file.

Training

The College will provide training to Title IX Coordinators, investigators, Decision-Makers, and any individual who facilitates an informal resolution process, on the definition of sexual harassment, the scope of the College's education program or activities, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including avoiding prejudgment of the facts at issue, conflicts of interest, and bias. Any materials used to train the College's Title IX Coordinator, investigators, Decision-Makers, and any person who facilitates an informal resolution process, will not rely on sex stereotypes and must promote impartial investigations and adjudications of formal complaints of sexual harassment.

File Retention

The College will retain on file for a period of at least seven years after closing the case copies of:

- The original report or complaint;
- Any actions taken in response to the complaint, including supportive measures;
- The investigative report including all evidence gathered and any responses from the Parties;
- The College's determination regarding responsibility;
- Audio or audiovisual recording or transcript from a hearing;
- Records of any disciplinary sanctions imposed on the Respondent;
- Records of any remedies provided to the Complainant;
- Any appeal and the result;
- Any informal resolution and the result; and
- All materials used to train Title IX Coordinators, investigators, Decision-Makers, and any person who facilitates an informal resolution process. The College will make these training materials publicly available on its website.



The College will make these documents available to the U.S. Department of Education Office for Civil Rights upon request.

END OF PROCEDURE

President's Cabinet Approval Date:	August 4, 2020
College Council Approval Date:	August 4, 2020
Last Revised:	August 4, 2020

Rescinds: None

AP 3435 Discrimination and Harassment Complaints and Investigations

References:

Title VII of the Civil Rights Act of 1964; 42 U.S. Code Sections 2000e et seq.;
Equal Employment Opportunity Commission (EEOC) Notice 915.002 (dated June 18, 1999);
ORS 659A;
ORS 659.850 to 659.860, OAR Chapter 715, Div 11 (Student complaints);
Chapter 451, Oregon 2019 Laws (Sexual harassment policies);
ORS 243

For sexual harassment under Title IX, Complainants must proceed under BP 3433 Prohibition of Sexual Harassment under Title IX, AP 3433 Prohibition of Sexual Harassment under Title IX, and AP 3434 Responding to Harassment Based on Sex under Title IX. For other forms of sexual harassment or gender-based harassment, Complainants should use this procedure.

Complaints: Any person who has suffered harassment, discrimination, or retaliation may file a complaint of harassment, discrimination, or retaliation. Complainants are encouraged to report harassment before it becomes severe or pervasive. The College strives to stop harassment before it rises to the level of a violation of state or federal law.

Jurisdiction: College is required under Oregon law to respond to complaints to any complaint received by the college, regardless of whether the incident occurred on the campus or elsewhere, that relates to: (A) Sexual harassment; (B) Sexual assault; (C) Domestic violence; (D) Dating violence; or (E) Stalking.

Retaliation: Persons who make complaints of harassment or provide information related to such complaints will be protected against retaliation. The College will take all reasonable steps to protect the Complainant from further harassment or discrimination.

Employment-Related Complaints: The Title IX Coordinator is the person charged with receiving complaints of discrimination or harassment, and coordinating their investigation. The actual investigation of complaints may be assigned the Title IX Coordinator to other College staff or to outside persons or organizations under contract with the College. At a minimum, the investigation will be assigned to other College staff or outside investigators whenever the Title IX Coordinator is named in the complaint or implicated by the allegations in the complaint.

Who May File a Complaint: Any student, employee, or third party who believes he/she/they has been discriminated against or harassed by a student, employee, or third party in violation of this procedure and the related policy.

Where to File a Complaint: An employee who believes he/she/they has been discriminated against or harassed in violation of these policy and procedures may make a complaint orally or in writing.

A Complainant may file a complaint against the College with any of the following:

- the Title IX Coordinator; or
- the Deputy Title IX Coordinator; or
- the Chief Student Services Officer; or
- the President

Complainants filing employment-related complaints shall be notified that they may file employment discrimination complaints with the U.S. Equal Employment Opportunity Commission (EEOC) or through the Oregon Bureau of Labor and Industries (BOLI) complaint resolution process.

An employee or claimant must provide advance notice of a claim against the employer as required by the Oregon Tort Claims Act (ORS 30.275).

Any College employee who receives a harassment or discrimination complaint shall notify the Title IX Coordinator immediately.

Filing a Timely Complaint: Since failure to report harassment and discrimination impedes the College's ability to stop the behavior, the College strongly encourages anyone who believes they are being harassed or discriminated against, to file a complaint. The College also strongly encourages the filing of such complaints within 30 days of the alleged incident. While all complaints are taken seriously and will be investigated promptly, delay in filing impedes the College's ability to investigate and remediate.

All supervisors and managers have a mandatory duty to report incidents of harassment and discrimination; the existence of a hostile, offensive or intimidating work environment, and acts of retaliation.

The College will investigate complaints involving acts that occur off campus if they are related to an academic or work activity or if the harassing conduct interferes with or limits a student's or employee's ability to participate in or benefit from the school's programs or activities.

Communicating that the Conduct is Unwelcome: The College further encourages, but does not require, students and employees to let the offending person know immediately and firmly that the conduct or behavior is unwelcome, offensive, in poor taste or inappropriate.

Intake and Processing of the Complaint: Upon receiving notification of a harassment or discrimination complaint, the Title IX Coordinator shall:

- Undertake efforts to informally resolve the charges, including but not limited to mediation, rearrangement of work or academic schedules, obtaining apologies, providing informal counseling, training, etc.
- Advise all parties that he/she/they need not participate in an informal resolution of the complaint, as described above, and they have the right to end the informal resolution process at any time.
- Advise student Complainants that they may file a complaint with the Office for Civil Rights of the U.S. Department of Education and employee Complainants may file a complaint with the Oregon Bureau of Labor and Industries (BOLI) or the Equal Employment Opportunity Commission (EEOC). All Complainants should be advised that they have a right to file a complaint with local law enforcement, if the act complained of is also a criminal act. The College must investigate even if the complainant files a complaint with local law enforcement. In addition, the College should ensure that Complainants are aware of any available resources, such as counseling, health, and mental health services.
- Take interim steps to protect a Complainant from coming into contact with the alleged perpetrator, especially if the Complainant is a victim of sexual violence. The Title IX Coordinator or designee should notify the complainant of his/her options to avoid contact with the alleged perpetrator. For instance, the College may prohibit the alleged perpetrator from having any contact with the Complainant pending the results of the investigation. When taking steps to separate the Complainant and the alleged perpetrator, the College shall minimize the burden on the Complainant.

Investigation of the Complaint: The College shall conduct a prompt, thorough, and impartial investigation into every complaint and claim of harassment or discrimination. No claim of workplace or academic harassment or discrimination shall remain unexamined. This includes complaints involving activities that occur off campus and in connection with all the academic, educational, extracurricular, athletic, and other programs of the College whether those programs take place in the College's facilities, on a College bus, or at a class or training program sponsored by the College at another location. The College shall promptly investigate complaints of harassment or discrimination that occur off campus if the alleged conduct creates a hostile environment on campus.

The College will keep the investigation confidential to the extent possible, but cannot guarantee absolute confidentiality because release of some information on a “need-to-know-basis” is essential to a thorough investigation. When determining whether to maintain confidentiality, the College may weigh the request for confidentiality against the seriousness of the alleged harassment, the Complainant’s age, whether there have been other harassment complaints about the same individual, and the alleged perpetrator’s rights to receive information about the allegations if the information is maintained by the College as an “education record” under the Family Educational Rights and Privacy Act (FERPA), 20 U.S. Code Section 1232g; 34 Code Federal Regulations Part 99.15. The College will inform the Complainant if it cannot maintain confidentiality.

Investigation Steps: the College will fairly and objectively investigate harassment and discrimination complaints. Employees designated to serve as investigators under this policy shall have adequate training on what constitutes sexual harassment, including sexual violence, and that they understand how the College’s grievance procedures operate. The investigator cannot have any real or perceived conflicts of interest and must be able to investigate the allegations impartially.

Investigators will use the following steps: interviewing the Complainant(s); interviewing the accused individual(s); identifying and interviewing witnesses and evidence identified by each Party; identifying and interviewing any other witnesses, if needed; reminding all individuals interviewed of the College’s no-retaliation policy; considering whether any involved person should be removed from the campus pending completion of the investigation; reviewing personnel/academic files of all involved Parties; reach a conclusion as to the allegations and any appropriate disciplinary and remedial action; and see that all recommended action is carried out in a timely fashion. When the College evaluates the complaint, it shall do so using a preponderance of the evidence standard. Thus, after considering all the evidence it has gathered, the College will decide whether it is more likely than not that discrimination or harassment has occurred.

If there are conflicting versions of relevant events, the College’s investigator will weigh each Party’s credibility. Factors that will be considered in determining credibility include: inherent plausibility; demeanor; motive to falsify; corroboration; and past record.

Timeline for Completion: The College will undertake its investigation as promptly and swiftly as possible. To that end, the investigator shall complete the above steps, and prepare a written report within 90 days of the College receiving the complaint. The Title IX Coordinator may extend this time period upon notification of all parties if it is deemed necessary.

Cooperation Encouraged: All employees will cooperate with a College investigation into allegations of harassment or discrimination. Lack of cooperation impedes the ability of the College to investigate thoroughly and respond effectively. However, lack of cooperation by a Complainant or witnesses does not relieve the College of its obligation

to investigate. The College will conduct an investigation if it is discovered that harassment is, or may be occurring, with or without the cooperation of the alleged victim(s) and regardless of whether a complaint is filed.

Written Report: The results of the investigation of a complaint shall be set forth in a written report that will include at least all of the following information:

- A description of the circumstances giving rise to the complaint;
- A description of the procedural steps taken during the investigation, including all individuals contacted and interviewed;
- A summary of the testimony provided by each witness the investigator interviewed;
- An analysis of relevant evidence collected during the course of the investigation including a list of relevant documents;
- A specific finding as to whether there is probable cause to believe that discrimination, harassment, or retaliation occurred with respect to each allegation in the complaint;
- A table of contents if the report exceeds ten pages; and
- Any other information deemed appropriate by the College.

Reaching a Determination: Once the Hearing Officer/Adjudicator receives the investigative report, he/she/they, will make a determination as to whether harassment or discrimination occurred.

Discipline and Corrective Action

If harassment, discrimination or retaliation occurred in violation of the policy or procedure, the College shall take disciplinary action against the alleged perpetrator and any other remedial action it determines to be appropriate consistent with State and federal law. The action will be prompt, effective, and commensurate with the severity of the conduct. Remedies for the Complainant might include, but are not limited to:

- providing an escort for the Complainant between the parking lot and his/her/their workplace or classroom office;
- ensuring that the Complainant and alleged perpetrator do not attend the same classes or work in the same work area;

- preventing offending third parties from entering campus;
- providing counseling services or a referral to counseling services;
- providing medical services or a referral to medical services;
- providing academic support services, such as tutoring;
- arranging for a student-Complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the Complainant's academic record; and
- reviewing any disciplinary actions taken against the Complainant to see if there is a causal connection between the harassment and the misconduct that may have resulted in the Complainant being disciplined.

If the College imposes discipline, the nature of the discipline will not be communicated to the Complainant. However, the College may disclose information about the sanction imposed on an individual who was found to have engaged in harassment when the sanction directly relates to the Complainant; for example, the College may inform the Complainant that the harasser must stay away from the Complainant.

In the case of a crime of violence or a non-forcible sex offense, and the alleged perpetrator is a student, the final results of any disciplinary proceeding conducted by the College against the alleged perpetrator may be disclosed to the complainant, if the College determines as a result of the disciplinary proceedings, the student violated the College's rules or policies. The final results of any disciplinary proceeding include only the name of the student, the violation committed, and any sanction imposed by the institution on that student.

Disciplinary actions against faculty, staff, and students will conform to all relevant statutes, regulations, personnel policies and procedures, including the provisions of any applicable collective bargaining agreement.

The College will ensure that Complainants and witnesses know how to report any subsequent problems, and the Title IX Coordinator should follow-up with complainants to determine whether any retaliation or new incidents of harassment have occurred.

If the College cannot take disciplinary action against the accused individual because the Complainant refuses to participate in the investigation, it should pursue other steps to limit the effects of the alleged harassment and prevent its recurrence.

Appeals

If the College imposes discipline against a student or employee as a result of the findings in its investigation, the student or employee may appeal the decision using the procedure for appealing a disciplinary decision.

If the Complainant is not satisfied with the results of the administrative determination, he/she/they may, within 15 days, submit a written appeal to the Board of Education. The Board of Education shall review the original complaint, the investigative report, the administrative decision, and the appeal. The Board of Education shall issue a final *College* decision in the matter within 45 days after receiving the appeal. A copy of the decision rendered by the Board of Education shall be forwarded to the Complainant. The complainant shall also be notified of his/her right to appeal this decision.

File Retention

The College will retain on file for a period of at least three (3) years after closing the case copies of:

- the original complaint;
- the investigatory report;
- the summary of the report if one is prepared;
- the notice provided to the Parties, of the College's administrative determination and the right to appeal;
- any appeal; and
- the College's final decision.

Dissemination of Policy and Procedures

The College's board policy and administrative procedures related to harassment will include information that specifically addresses sexual violence. The College's board policy and administrative procedures will be provided to all students, faculty members, members of the administrative staff, and members of the support staff, and will be posted conspicuously around campus and on the College's website.

When hired, employees are required to sign that they have received the policy and procedures, and the signed acknowledgment of receipt is placed in each employee's personnel file. In addition, these policies and procedures are incorporated into the College's course catalogs and orientation materials for new students.

Training

The College will provide training to all employees. This includes counselors, faculty, officers, coaches, and all staff who regularly interact with students. Training for academic staff should emphasize environmental harassment in the classroom. The College will also provide training to students who lead student organizations.

In years in which a substantive policy or procedural change has occurred, all College employees will attend a training update or receive a copy of the revised policies and procedures.

Participants in training programs will be required to sign a statement that they have either understood the policies and procedures, their responsibilities, and their own and the College's potential liability, or that they did not understand the policy and desire further training.

Education and Prevention for Students

In order to take proactive measures to prevent sexual harassment and violence toward students, the College will provide preventive education programs and make victim resources, including comprehensive victim services, available. The College will include such programs in their orientation programs for new students, and in training for student athletes and coaches. These programs will include discussion of what constitutes sexual harassment and sexual violence, the College's policies and disciplinary procedures, and the consequences of violating these policies. A training program or informational services will be made available to all students at least once annually.

The education programs will also include information aimed at encouraging students to report incidents of sexual violence to the appropriate College and law enforcement authorities. Since victims or third parties may be deterred from reporting incidents if alcohol, drugs, or other violations of College or campus rules were involved, the College will inform students that the primary concern is for student safety and that use of alcohol or drugs never makes the victim at fault for sexual violence. If other rules are violated, the College will address such violations separately from an allegation of sexual violence.

President's Cabinet Approval Date:	August 4, 2020
College Council Approval Date:	August 4, 2020
Last Revised:	August 4, 2020

Rescinds: AP 3435 (Approved 09/11/2018)

BP 3430 Prohibition of Harassment

References:

20 U.S. Code Section 1092 subdivision (f);
34 Code of Federal Regulations Part 668.46 subdivision (b)(11)
ORS 350.255

Any sexual assault or physical abuse, including, but not limited to rape as defined by State law, whether committed by an employee, student, or member of the public, that occurs on College property, is a violation of College policies and procedures, and is subject to all applicable punishment, including criminal procedures, and employee or student discipline procedures consistent with State and federal law. Students, employees, and campus visitors who may be victims of sexual and other assaults shall be treated with dignity and provided comprehensive assistance.

The *President* shall establish administrative procedures that ensure that students, employees, and campus visitors who are victims of sexual and other assaults receive appropriate information and treatment. The President will make educational information about preventing sexual violence is widely available on campus.

The procedures shall meet the criteria contained in 34 Code of Federal Regulations Part 668.46 and ORS 350.255.

END OF POLICY

President's Cabinet Approval Date:	August 4, 2020
College Council Approval Date:	August 4, 2020
Board Adoption Date:	August 12, 2020
Last Revised:	August 12, 2020

Rescinds: BP 3540 (adopted 9/11/2018)

AP 3540 Sexual and Other Assaults on Campus

References:

- 20 U.S. Code Section 1092 subdivision(f);
- 34 Code of Federal Regulations Part 668.46 subdivision (b)(11);
- 42 U.S. Code Section 13925 subdivision (a)
- ORS 350.255 to 350.257

Any sexual assault or physical abuse, including, but not limited to, rape, domestic violence, dating violence, sexual assault, or stalking, whether committed by an employee, student, or member of the public, occurring on College property, in connection with all the academic, educational, extracurricular, athletic, and other programs of the College, whether those programs take place in the College's facilities or at another location, or on an off-campus site or facility maintained by the College, or on grounds or facilities maintained by a student organization, is a violation of College policies and regulations, and is subject to all applicable punishment, including criminal procedures and employee or student discipline procedures. (Also see AP 5500 Standards of Student Conduct.)

"Sexual assault," "dating violence," "domestic violence," and "stalking" are defined in Administrative Procedure 3434 – Responding to Harassment Based on Sex under Title IX.

These written procedures and protocols are designed to ensure victims of domestic violence, dating violence, sexual assault, or stalking receive treatment and information. (For physical assaults/violence, also see AP 3500 Campus Safety, AP 3510 Workplace Violence, and AP 3515 Reporting of Crimes.)

All students, faculty members or staff members who allege they are the victims of domestic violence, dating violence, sexual assault or stalking on College property shall be provided with information regarding options and assistance available to them. Information shall be available from the Office of the Vice President, Student Success or Human Resources which shall maintain the identity and other information about alleged sexual assault victims as confidential unless and until the Title IX Coordinator is authorized to release such information.

The Title IX Coordinator shall provide all alleged victims of domestic violence, dating violence referral to an external counseling center; , sexual assault, or stalking with the following:

- A copy of the College's policy and procedure regarding domestic violence, dating violence, sexual assault, or stalking;
- A list of personnel on campus who should be notified and procedures for such notification, if the alleged victim consents; Vice President, Finance and Operations, Vice President, Student Success, Vice President, Academic Affairs, Director, Physical Plant, Director, Communications and Marketing, and College Counselor.

- Information about the importance of preserving evidence and the identification and location of witnesses;
- A description of available services, and the persons on campus available to provide those services if requested. Services and those responsible for provided or arranging them include:
 - transportation to a hospital, if necessary, by the Student Services Office;
 - counseling by the College Counseling Center, or
 - a list of other available campus resources or appropriate off-campus resources from the Office of Human Resources or Student Services Office;
- The victim's option to: (Office of Human Resources or Student Services Office)
 - notify proper law enforcement authorities, including local police;
 - be assisted by campus authorities in notifying law enforcement authorities if the victim so chooses; and
 - decline to notify such authorities;
- The rights of victims and the institution's responsibilities regarding orders of protection, no contact orders, or similar lawful orders issued by a court (Office of Human Resources or Student Services Office);
- Information about how the College will protect the confidentiality of victims (Office of Human Resources or Student Services Office); and
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement. (Office of Human Resources or Student Services Office)
- A description of each of the following procedures (Office of Human Resources or Student Services Office):
 - criminal prosecution;
 - civil prosecution (i.e., lawsuit);
 - College disciplinary procedures, both student and employee;
 - modification of class schedules;
 - tutoring, if necessary.

The College will investigate all complaints alleging sexual assault under the procedures for sexual harassment investigations described in AP 3434 – Responding to Harassment Based on Sex under Title IX, regardless of whether a complaint is filed with local law enforcement.

All alleged victims of domestic violence, dating violence, sexual assault, or stalking on College property shall be kept informed, through the Title IX Coordinator of any ongoing investigation. Information shall include the status of any student or employee disciplinary proceedings or appeal; alleged victims of domestic violence, dating violence, sexual assault, or stalking are required to maintain any such information in confidence, unless the alleged assailant has waived rights to confidentiality consistent with State and federal law.

A Complainant or witness who participates in an investigation of sexual assault, domestic violence, dating violence, or stalking will not be subject to disciplinary sanctions for a violation of the College's student conduct policy at or near the time of the incident, unless the College determines that the violation was egregious, including but not limited to, an action that places the health or safety of any other person at risk or involves plagiarism, cheating, or academic honesty.

The College shall maintain the identity of any alleged victim, witness, or third-party reporter of domestic violence, dating violence, sexual assault, or stalking on College property, as defined above, in confidence consistent with State and federal law, unless the alleged victim, witness, or third-party reporter specifically waives that right to confidentiality. All inquiries from reporters or other media representatives about alleged domestic violence, dating violence, sexual assaults, or stalking on College property shall be referred to the College's Communications and Marketing office which shall work with the Title IX Coordinator and the Vice President, Student Services as appropriate to assure that all confidentiality rights are maintained consistent with State and federal law.

Additionally, the Annual Security Report will include a statement regarding the College's programs to prevent sexual assault, domestic violence, dating violence, and stalking and procedures that should be followed after an incident of domestic violence, dating violence, sexual assault, or stalking has been reported, including a statement of the standard of evidence that will be used during any in any College proceeding arising from such a report. The statement must include the following:

- A description of educational programs to promote the awareness of rape, acquaintance rape, other forcible and non-forcible sex offenses, domestic violence, dating violence, or stalking;
- Procedures to follow if a domestic violence, dating violence, sex offense, or stalking occurs, including who should be contacted, the importance of preserving evidence to prove a criminal offense, and to whom the alleged offense should be reported;
- Information on a student's right to notify appropriate law enforcement authorities, including on-campus and local police, and a statement that campus personnel will assist the student in notifying these authorities, if the student so requests, and the right to decline to notify these authorities;
- Information about how the College will protect the confidentiality of victims;
- Information for students about existing on- and off-campus counseling, mental health, victim advocacy, legal assistance, or other services for victims;
- Written notification of victims about options for, and available assistance in, changing academic, living, transportation, and working situations, if requested and if such accommodations are reasonably available, regardless of whether the victim chooses to report the crime to campus police or local law enforcement;

- Procedures for campus disciplinary action in cases of an alleged domestic violence, dating violence, sexual assault, or stalking including a clear statement that:
 - Such proceedings shall provide a prompt, fair, and impartial resolution;
 - Such proceedings shall be conducted by officials who receive annual training on the issues related to domestic violence, dating violence, sexual assault, and stalking and how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability;
 - The accuser and the accused are entitled to the same opportunities to have others present during a disciplinary proceeding; and
 - Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding resulting from an alleged domestic violence, dating violence, sexual assault, or stalking, the procedures for the accused and victim to appeal the results of the disciplinary proceeding, of any changes to the results that occurs prior to the time that such results become final, and when such results become final. Compliance with this paragraph does not violate the Family Educational Rights and Privacy Act (FERPA). For the purposes of this paragraph, the outcome of a disciplinary proceeding means the final determination with respect to the alleged domestic violence, dating violence, sex offense, or stalking and any sanction that is imposed against the accused.
- A description of the sanctions the campus may impose following a final determination by a campus disciplinary proceeding regarding rape, acquaintance rape, or other forcible or non-forcible sex offenses, domestic violence, dating violence, or stalking.

Education and Prevention Information

The Director of Advising and Success (for students) and the Director of Human Resources (for employees) shall:

- Provide, as part of each campus' established on-campus orientation program, education and prevention information about domestic violence, dating violence, sexual assault, and stalking. The information shall be developed in collaboration with campus-based and community-based victim advocacy organizations, and shall include the College's sexual assault policy and prevention strategies including empowerment programming for victim prevention, awareness raising campaigns, primary prevention, bystander intervention, and risk reduction.
- Post sexual violence prevention and education information on the campus internet website regarding domestic violence, dating violence, sexual assault and stalking.

President's Cabinet Approval Date: August 4, 2020

College Council Approval Date: August 4, 2020

Last Revised: August 4, 2020

Rescinds: AP 3540 (approved 09/11/2018)



BP 4225 Course Repetition

References:

No Oregon statutory requirement

The President shall establish procedures to ensure that students are allowed the opportunity for course repetition.

END OF POLICY

President's Cabinet Approval Date:	May 14, 2019
College Council Approval Date:	May 23, 2019
Board Adoption Date:	October 8, 2019
Last Revised:	October 8, 2019

AP 4225 Course Repetition

References:

A student may retake any course on their transcript, regardless of grade earned. When retaking a variable credit course, the student must enroll for the same number of credits originally taken. When the grade for the subsequent enrollment in the course has been reported, the credits and grade points for that course count in the cumulative grade point average in place of the grade and credits for the previous enrollment in the course.

Students may not register, without prior approval of the Office of the Registrar, for non-repeatable courses in which they are currently enrolled or for which they have already earned a C or a Pass (P/P*) or better at the College or from a transferring institution.

Students may register, without prior approval by the Office of the Registrar, for a non-repeatable course for which they have already earned a D or below or a No Pass at the College or from a transferring institution.

Approved: October 8, 2019



BP 4226 Multiple and Overlapping Enrollments

References:

The President shall establish procedures related to multiple and overlapping enrollment.

END OF POLICY

President's Cabinet Approval Date:	May 14, 2019
College Council Approval Date:	May 23, 2019
Board Adoption Date:	October 8, 2019
Last Revised:	October 8, 2019

AP 4226 Multiple and Overlapping Enrollments

References:

A student may not enroll in two or more sections of the same credit course during the same term unless the length of the course provides that the student is not enrolled in more than one section at any given time. Exceptions may be made for specific CTE or transfer programs.

A student may not enroll in two or more courses where the meeting times for the courses overlap, unless:

- The student provides a valid justification, other than scheduling convenience of the need for an overlapping schedule.
- Chief Academic Officer or CAO designee approves the schedule.
- The student makes up the overlapping hours at some other time during the same week under the supervision of the instructor of the course.

Approved: October 8, 2019

AP 5013 Students in the Military

Reference:

38 U.S. Code Section 3679
ORS 341.499

Withdrawal Policies for Members of the Military

In no case may a college require a student who is required to report for military duty to withdraw from a course by a specified date in order to receive a full refund of the tuition and fees the student paid to the college for the academic term in which the student was required to report for military service.

Requests for withdrawal should be submitted to the Clatsop Community College Welcome Center or via e-mail at registration@clatsopcc.edu.

Rights of Student Called to Active Duty

A student who is a member of the military (including the Reserves and U.S. and Oregon National Guard), a member of the commissioned corps of the National Oceanic and Atmospheric Administration, or a member of the Public Health Service of the U.S. Department of Health and Human Services detailed by proper authority for duty with the Army or Navy of the United States, and is called to federal or state active duty for more than 30 consecutive days has the following rights:

- 1) With regard to a course in which the student is enrolled and for which the student has paid tuition and fees, the right to:
 - Withdraw from the course;
 - Receive a grade of incomplete and, upon release from active duty, complete the course in accordance with Clatsop Community College's practice for completion of incomplete courses; or
 - Continue and complete the course for full credit;

- 2) The right to a credit for all amounts paid for room, board, tuition and fees;

If the student elects to withdraw from the College, the student has the right to be readmitted and reenrolled within one year after release from active duty without a requirement of redetermination of admission eligibility. In addition, the student has the right to the continuation of scholarships and grants awarded to the student that were funded by the College or the Office of Student Access and Completion before the student was ordered to active duty.



If the student elects to withdraw from a course in which they were enrolled, the College will not:

- Give the student academic credit for the course from which the student withdraws;
- Give the student a failing grade or a grade of incomplete or make any other negative annotation on the student's record; or
- Alter the student's grade point average due to the student's withdrawal from the course.

A student who elects to continue and complete a course for full credit is subject to the following conditions:

- Course sessions the student misses due to active duty shall be counted as excused absences and may not adversely impact the student's grade for the course or rank in the student's class.
- The student may not be automatically excused from completing course assignments due during the period the student serves on active duty.
- A letter grade or a grade of pass may be awarded only if, in the opinion of the faculty member teaching the course, the student completes sufficient work and demonstrates sufficient progress toward meeting course requirements to justify the grade.

END OF PROCEDURE

President's Cabinet Approval Date:	January 12, 2021
College Council Approval Date:	January 14, 2021
Last Revised:	January 14, 2021

AP 5041 Student Name(s)

References:

Title IX, Education Amendments of 1972, 42 U.S.C. 1681

Clatsop Community College is committed to providing an inclusive, supportive and non-discriminatory learning environment for all students and to ensuring that every student has equal access to the College's educational programs and activities. The College recognizes that some students may prefer to use names other than their legal names to identify themselves. The College further recognizes that students may wish to identify by a preferred gender other than their sex assigned at birth.

A "lived name" and "preferred gender" may be used when possible on certain documents and unofficial records maintained by the College, and in situations where a legal name and gender are not required by state or federal law. The College retains the right to deny requested lived names or preferred gender when appropriate. Clatsop Community College allows more flexibility to list students with their lived names and preferred genders whenever possible.

The following guidelines and procedures have been established to help clarify the use of lived names and gender at the College. Students may not use a lived name or gender for inappropriate purposes, such as fraud or misrepresentation.

A. Definitions

For purposes of this Administrative Procedure, the following definitions apply:

Legal Name: A name designated on official government issued documents including but not limited to birth certificates, passports, social security cards, immigration documents and identification cards or permits. In order to change a person's legal name, a court order is required.

Lived Name: A name that a person can designate on college-related unofficial documents and records, as defined below, in place of the person's legal name and in furtherance of their preferred gender, **familial status, or personal choice**. It is the name that the person wishes to be known or identified by and is different from the person's legal name.

Sex Assigned at Birth: This refers to the sex designation recorded on an infant's birth certificate should such a record be provided at birth.

Gender Identity: This refers to an individual's internal sense of gender. A person's gender identity may be different from or the same as the person's sex assigned at birth.

Preferred Gender: The gender identity that a person wishes to designate on College related documents and unofficial records.

Official Records: Official records are those records the College is required to maintain as part of a student's permanent record and which are required, by state or federal law or college policy or practice, to contain a student's legal name.

Official records include, but are not limited to, registration documents, official and unofficial transcripts, diplomas, financial aid documents, payroll records and federal immigration documents.

Unofficial Records: Unofficial records are those records which do not require a legal name. These records include but are not limited to academic and extracurricular rosters, identification badges, and college email addresses.

B. Official Records

The College will change a student's name on official records when the name of the student is changed by court action, such as by a change of name proceedings. Once the College receives notice of an order changing a student's legal name, it will use the new legal name in all College records going forward to reflect the change.

C. Unofficial Records

The College **shall recognize a student's** lived name and preferred gender on College-related unofficial documents and records where the use of the legal name is not required by state or federal law or College policy. Students may change their preferred name by submitting the appropriate form to the Welcome Center or the registrar directly.

The College shall input the student's lived name and preferred gender, if applicable, in the appropriate fields in the College's electronic data system to indicate how the student's name and gender will appear on unofficial records.

D. Names and Pronouns

Every effort should be made to use the lived names and pronouns consistent with a student's preferences on the Request Form.

End of Procedure

President's Cabinet Approval Date: April 14, 2020

College Council Approval Date: April 16, 2020

Last Revised: April 16, 2020

Rescinds 6.030



BP 5052 Open Enrollment

References:

NWCCU Standard 2.D.3
No Oregon statutory requirement

All courses, course sections, and classes of the College shall be open for enrollment to any person who has been admitted to the College. Enrollment may be subject to any priority system that has been established. Enrollment may also be limited to students meeting properly validated prerequisites and co-requisites or due to other practical considerations such as exemptions set out in statute or regulation.

The President shall assure that this policy is published in the catalog(s) and schedule(s) of classes.

END OF POLICY

President's Cabinet Approval Date:	November 12, 2019
College Council Approval Date:	December 5, 2019
Board Adoption Date:	January 14, 2020
Last Revised:	January 14, 2020

AP 5052 Open Enrollment

References:

- NWCCU Standard 2.D.3
- No Oregon statutory requirement

All courses of the College shall be open to enrollment in accordance with BP 5052 Open Enrollment and a priority system consistent with AP 5055 Enrollment Priorities. Enrollment may be limited to students meeting properly validated prerequisites and co-requisites, or due to other non-evaluative, practical considerations as determined by the Chief Student Officer's office.

Approved: December 5, 2019

AP 7126 Applicant Background Checks

References:

U.S. Code Sections 1681 et seq. (Fair Credit Reporting Act)
ORS 659A.360

In a continuing effort to further ensure the safety and welfare of students and staff, Clatsop Community College requires criminal records check, and reference checks for the following:

- All newly hired full-time and part-time employees, including faculty, student and temporary employees;
- All employees rehired after a break in service of 12 months or more;
- All employees moving into a new position; and
- Volunteers assigned to positions involving handling of money, access to confidential/sensitive information, or working without on-going, direct supervision.

Final candidates are required to complete a criminal background check after a contingent offer of employment is made and prior to being issued an office offer of employment. Final candidates for positions with substantial financial access and authority may also be required to complete a credit check after a contingent offer of employment is made and prior to being issued an office offer of employment. Candidates must sign a release form or online certification and release as part of the online application process, authorizing the College to conduct a background check.

The College will use the information from the criminal background report in conjunction with the following factors to determine an applicant's eligibility for employment:

1. The passage of time since the commission of the crime(s);
2. Nature of crime(s);
3. Relationship between the job to be performed and the crime(s) committed;
4. Number of convictions; and
5. Rehabilitation efforts

Factors to be considered in reviewing the relationship between the job to be performed and the crime committed include, but are not limited to, the following:

- Handling money;
- Authorization to use college purchasing/credit cards;
- Direct unsupervised contact with minors under the age of 18 or persons with developmental disabilities;
- Working with data-sensitive information;

- Working in security-sensitive positions such as information technology positions or any position issued master keys to College facilities; and
 - Working in safety-sensitive positions such as operating dangerous equipment or machinery.
1. Direct unsupervised contact means contact with children (under age 18) or developmentally disabled persons that provides the employee opportunity and probability for personal communication or touch.
 2. Data-sensitive information means employees' or students' social security numbers, dates of birth, driver's license numbers, medical information, personal financial information, or criminal background information.
 3. Safety-sensitive means a hazardous or dangerous position, such as a position requiring the operation of equipment or machinery.

Approval of candidates with criminal records shall be made by the Human Resources Director. Approval of candidates with criminal records involving sexual misconduct or crimes related to minors shall require additional approval from the President.

Generally, the applicant may not begin work or be unconditionally hired before completion and approval of the criminal background check. The opportunity to become employed or transfer into a qualified position will terminate immediately for all prospective employees considered ineligible according to the criteria set forth above.

If an applicant is determined to be preliminarily disqualified based on the above guidelines, the College will provide written notice to the applicant of the disqualifying information in compliance with the FCRA, and will provide the applicant five days from delivery, or attempted delivery of such notice, to dispute the information contained in the report or submit information regarding mitigating circumstances that should be considered before a final decision is made.

Any false statements made by an applicant during the interview process, or at any other time during the application process, or refusal to submit or consent to a criminal background check will disqualify the applicant from any employment consideration. In such cases, applicants are eligible to reapply and be reconsidered after one year. Similarly, a current employee must report criminal convictions (other than minor traffic infractions) immediately to the employee's supervisor and or the Director of Human Resources.

The decision of the Director of Human Resources to disqualify a prospective or current employee from employment may be appealed to the College President.

END OF PROCEDURE



Administrative Procedure

President's Cabinet Approval Date: January 26, 2021
College Council Approval Date: January 28, 2021
Last Revised: January 28, 2021



BP 7135 Faculty Outside Employment

References:

ORS 341.556

AP 7210 Academic Employees

Clatsop Community College encourages faculty members to engage in outside activities that advance the mission of the College with the expectation that those activities be proactively disclosed, when required by this policy and related procedure, if they would or could present a conflict of interest so they can be managed in a manner that protects integrity, ensures legal compliance, and promotes good stewardship of public resources. Faculty members must avoid outside activities that result in a conflict of commitment to their job duties.

The College authorizes faculty members to receive outside compensation from private or public resources, including, but not limited to, income from:

- a) Consulting;
- b) Appearances and speeches;
- c) Intellectual property conceived, reduced to practice or originated and therefore owned within the community college;
- d) Providing services or other valuable consideration for a private corporation, individual or entity, whether paid in cash or in-kind, stock or other equity interest or anything of value regardless of whether there is a licensing agreement between the community college and the private entity; and
- e) Performing public duties paid by private organizations, including institution corporate affiliates that augments a faculty member's publicly funded salary.

The Board of Education delegates authority to the President to develop standards governing faculty outside employment and activities consistent with current collective bargaining agreements, including disclosure of potential conflicts of interest as required by Oregon ethics law, and procedures for reporting and hearing potential or actual conflict of interest complaints. See also BP/AP 2710.

END OF POLICY

President's Cabinet Approval Date:	October 28, 2020
College Council Approval Date:	November 12, 2020
Board Adoption Date:	January 12, 2021
Last Revised:	January 12, 2021

AP 7135 Faculty Outside Employment

References:

ORS 342.556

The Board of Education of Clatsop Community College authorizes faculty members to receive outside compensation as described in BP 7135. Oregon law prohibits the Board from authorizing outside compensation that, in the Board's judgment, "does not comport with the mission of the community college or that substantially interferes with a faculty member's duties to the community college." This procedure provides standards the College will consider when authorizing outside employment and activities while also complying with applicable state laws.

Definitions

"Conflict of Commitment": A situation where an individual faculty member engages in outside activities, either paid or unpaid, that substantially interfere with the individual's duties to **the College**.

"Conflict of interest": Any action, decision, or recommendation by a person acting in their capacity as a College faculty member that would (for actual conflicts) or could (for potential conflicts) have a private financial impact on the person or their relative, or any business with which either is associated.

"Consulting": Providing expert knowledge or advice to an entity or person. It does not include conducting research and development or the creation of technological improvements, inventions, or software.

"Consulting entity": Any business, company, or other organization, including (but not limited to) any partnership, corporation, limited liability corporation, or other institution whether public, for-profit, or not-for-profit that provides expert knowledge or advice to an *entity* or person.

"Entity": Any business, company, or other organization, including (but not limited to) any partnership, corporation, limited liability corporation, foreign government or agent, or other institution whether public, for-profit, or not-for-profit.

"Duties": Responsibilities expected and performed on behalf of the College, as described in a position description, unit-level workload policy, assigned by a supervisor, or otherwise required of a faculty member by the College.

"Outside activities": Things that a faculty member does which are not duties and are not performed on behalf of the College.

General Guidelines

Faculty members are encouraged to engage in outside activities that comport with the mission of the College. Faculty members generally may not:

- a) Make private, commercial use, without permission, of College supplies, facilities, equipment, employees, records, intellectual property, or any other College resources.
- b) Use non-public information accessed as a College employee to obtain a private financial benefit for the employee.
- c) Engage in activities that substantially interfere with the faculty member's duties to the College (conflict of commitment). The following are examples of instances in which outside activities are presumed not to substantially interfere with a faculty member's duties:
 1. Time commitments while faculty members are on leave and during College holidays are presumed not to substantially interfere with the individual's to the College.
 2. For full-time 9-month faculty, time commitments that do not exceed one day in each seven-day week, generally averaged over a quarter, are presumed not to substantially interfere with the faculty member's duties to the College. For part-time 9-month faculty, the same principle applies but is prorated by FTE.
 3. For both full- and part-time 9-month faculty, any time commitments during the summer months are presumed not to substantially interfere with the faculty member's duties to the College unless they have a paid position with the College during the summer, in which case the one-day-in-seven principle above applies during this time.

Prior approval is generally not required for outside activities identified below. However, if any of these outside activities create an actual or potential conflict of interest or conflict of commitment, the faculty member must disclose the outside activity. The President or designee is charged with deciding whether outside activities constitute a conflict of interest and need to be actively managed consistent with the College's Conflict of Interest policy.

Faculty members are generally not expected to disclose outside activities unrelated to their College employment. If there is any doubt whether the outside activity may interfere with the faculty member's duties to the College or may be related to the faculty member's College employment, the employee must disclose the outside activity pursuant to this procedure. Faculty members are not expected to disclose:

- a) Reimbursement for travel related to a faculty member's official position and duties;
- b) Appearances, performances, exhibits, or publications;
- c) Consulting as an individual or sole proprietor; or
- d) Uncompensated outside activities.

A faculty member must seek prior approval for all outside activities that may give rise to actual or potential conflicts of interest as required by Oregon law and consistent with the College's Conflict of Interest policy. (See also BP/AP 2710). Even when the general guidelines above are followed, faculty members must seek prior approval for the following:

- a) Ownership of equity in an entity, including a consulting entity, that carries on activities closely related to the College faculty member's duties and/or field of expertise. This excludes consulting as an individual or sole proprietor.
- b) Outside activities performed in exchange for equity in an entity that carries on activities closely related to the College faculty member's duties and/or field of expertise. This excludes publicly-traded equity unless the faculty member has a majority ownership in that entity.
- c) Outside activities closely related to the College faculty member's duties and/or field of expertise that involve the creation of technological improvements, inventions, or software.
- d) Managing or significant participation in the day-to-day operations of an entity that carries on activity closely related to the faculty member's duties and/or field of expertise.

Outside Activity Disclosure and Approval Process

If they have something to disclose, faculty members must submit a written disclosure each calendar year. When completing the disclosure, faculty members should err on the side of caution and provide advance disclosure when they are unsure whether an outside activity is exempt or requires prior approval. Faculty members are not expected to disclose exempt activities. In addition, if a faculty member would like to engage in an outside activity that requires prior approval during the year, the faculty member must amend their written disclosure and seek approval prior to engaging in the outside activity.

Review and Approval

The President or designee will create procedures for the review of faculty member's disclosures, and decisions about whether an outside activity is approved. An outside activity that creates an actual or potential conflict of interest may not be authorized and



must be publicly disclosed consistent with Oregon ethics law and College Conflict of Interest policies.

Reporting Concerns About A Faculty Member

Any College employee who has concerns about the permissibility of an activity on the part of a faculty member should discuss those concerns with their supervisor or the President or designee.

Appeals

Decisions under this policy may be appealed in writing to the President or designee. Appeals will be considered consistent with faculty grievance procedures.

END OF PROCEDURE

President’s Cabinet Approval Date:	October 28, 2020
College Council Approval Date:	November 12, 2020
Last Revised:	November 12, 2020



BP 7700 Whistleblower Protection

References:

Affordable Care Act (29 U.S. Code Section 218C);
ORS 659A.199 to ORS 659.236

The Clatsop Community College Board of Education strictly prohibits discrimination or retaliation against any employee for engaging in whistleblowing activities as defined in ORS 659A.200 to 659A.229, including disclosure of information otherwise protected under Oregon's public records law (ORS 192.311 to 192.478).

An employee who in good faith has an objectively reasonable belief that the actions of the college or its employees violates federal, state or local law and who, in the process of reporting the alleged violation, discloses information that is exempt from disclosure under Oregon's Public Records law has an affirmative defense against civil or criminal charges arising out of such disclosure if the protected information was disclosed to:

1. A state or federal regulatory agency;
2. A law enforcement agency;
3. A manager employed by the college; or
4. An attorney, when the communication is in connection with the alleged violation and the communication is subject to Oregon's attorney-client privilege protection under ORS 40.225.

The affirmative defense provided for herein applies to an employee's disclosure of information related to an alleged violation by a coworker or supervisor acting within the course and scope of employment of the coworker or supervisor.

The affirmative defense does *not* apply to information that:

1. Is disclosed or redisclosed by the employee or at the employee's direction to a party other than the parties listed above; or
2. Is stated in an agreement that is not related to the employee's employment with the employer and is either:
 - a. a commercial exclusive negotiating agreement, or
 - b. a commercial nondisclosure agreement;
3. Is disclosed by an attorney or his/her employee if the information disclosed is related to the representation of a client; or
4. Is protected from disclosure under federal law, including but not limited to Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA) and under these circumstances may only be disclosed in accordance with federal law.

Any employee who invokes his or her rights under this policy has the right to file a complaint under the College's harassment complaint procedure; and, is entitled to all



remedies available under Oregon’s unlawful employment practices law, ORS 659A.200 to 659A.224.

The President shall establish procedures regarding the reporting and investigation of suspected unlawful activities by College employees, and the protection from retaliation of those who make such reports in good faith or assist in the investigation of such reports. For the purposes of this policy and any implementing procedures, “unlawful activity” refers to any activity — intentional or negligent — that violates state or federal law, local ordinances, or College policy.

The procedures shall provide that individuals are encouraged to report suspected incidents of unlawful activities without fear of retaliation, that such reports are investigated thoroughly and promptly, remedies are applied for any unlawful practices and protections are provided to those employees who, in good faith, report these activities or assist the College in its investigation.

Furthermore, College employees shall not:

- 1) retaliate against an employee or applicant for employment who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order;
- 2) retaliate against an employee or applicant for employment because the employee or applicant is a family member of a person who has made a protected disclosure, assisted in an investigation, or refused to obey an illegal order; or
- 3) directly or indirectly use or attempt to use the official authority or influence of his/her position for the purpose of interfering with the right of an applicant or an employee to make a protected disclosure to the College. The College will not tolerate retaliation, and will take whatever action may be needed to prevent and correct activities that violate this policy, including discipline of those who violate it up to and including termination.

END OF POLICY

President’s Cabinet Approval Date:	October 28, 2020
College Council Approval Date:	November 12, 2020
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Last Revised:	January 12, 2021

Rescinds: 4_050



AP 7700 Whistleblower Protection

References:

29 U.S. Code Section 218C (Affordable Care Act)
ORS 659A.199 to 659.236
OAR Chapter 839, Division 10

Individuals are encouraged to report suspected incidents of unlawful activities by Clatsop Community College employees in the performance of their duties. Reports will be investigated promptly and appropriate remedies applied. Employees who, in good faith, reported such activities or assist the College in the investigation will be protected from retaliation.

This procedure sets out the processes for responding to and investigating reports of unlawful activities, as defined in BP 7700 Whistleblower Protection, and addressing complaints of retaliation for making such reports.

Filing a Report of Suspected Unlawful Activities

Any person may report allegations of suspected unlawful activities. Knowledge or suspicion of such unlawful activities may originate from academic personnel, staff, or administrators carrying out their assigned duties, internal or external auditors, law enforcement, regulatory agencies, customers, vendors, students, or other third parties.

Anonymous reports will be investigated to the extent possible. However, employees are strongly encouraged not to report anonymously because doing so impedes the College's ability to thoroughly investigate the claim and take appropriate remedial measures. As set forth fully below, retaliation against individuals who report suspected unlawful activities will not be tolerated.

Normally, a report by a College employee of allegations of a suspected unlawful activity should be made to the reporting employee's immediate supervisor or other appropriate administrator or supervisor within the operating unit. However, if the report involves or implicates the direct supervisor or others in the operating unit, the report may be made to any another College official whom the reporting employee believes to have either responsibility over the affected area or the authority to review the alleged unlawful activity on behalf of the College. When the alleged unlawful activity involves the President, the report should be made to the Chair of the Board of Education. When the alleged unlawful activity involves the Board of Education or one of its members, the report should be made to the President who will confer with the Chair of the Board of Education or legal counsel on how to proceed.

Allegations of suspected unlawful activities should be made in writing so as to assure a clear understanding of the issues raised, but may be made orally. Such reports should be factual and contain as much specific information as possible. The receiving supervisor



or administrator should elicit as much information as possible. If the report is made orally, the receiving supervisor or administrator shall reduce it to writing and make every attempt to get the reporter to confirm by his/her signature that it is accurate and complete.

Once the receiving supervisor or administrator has received or prepared a written report of the alleged unlawful activity, he/she must immediately forward it to the president of the college where the alleged activity has occurred. However, if this process would require submitting the report to an employee implicated in the report, the receiving supervisor or administrator should follow the reporting options outlined, above. The high-level administrator or Board of Education member who receives the written report pursuant to this paragraph is responsible for ensuring that a prompt and complete investigation is made by an individual with the competence and objectivity to conduct the investigation, and that the assistance of counsel or an outside investigator is secured if deemed necessary.

In the course of investigating allegations of unlawful conduct, all individuals who are contacted or interviewed shall be advised of the College's no-retaliation policy. Each individual shall be: a) warned that retaliation against the reporter(s) or others participating in the investigation will subject the employee to discipline up to and including termination; and b) advised that if he/she experiences retaliation for cooperating in the investigation, then it must be reported immediately.

In the event that an investigation into alleged unlawful activity determines that the allegations are accurate, prompt and appropriate corrective action shall be taken.

Protection from Retaliation

When a person makes a good-faith report of suspected unlawful activities to an appropriate authority, the report is known as a protected disclosure. College employees and applicants for employment who make a protected disclosure are protected from retaliation. A College employee or applicant whose family member makes a protected disclosure is also protected from retaliation.

Any employee who believes he/she has been (1) subjected to or affected by retaliatory conduct for reporting suspected unlawful activity, or (2) for refusing to engage in activity that would result in a violation of law, should report such conduct to the appropriate supervisory personnel (if such supervisory personnel is not the source of or otherwise involved in the retaliatory conduct). Any supervisory employee who receives such a report, or who otherwise is aware of retaliatory conduct, is required to advise their college president. If the allegations of retaliation, or the underlying allegations of unlawful conduct involve the President, the supervisor shall report to the highest level administrator or Board of Education member who is not implicated in the reports of unlawful activity and retaliation.



All allegations of retaliation shall be investigated promptly and with discretion, and all information obtained will be handled on a "need to know" basis. At the conclusion of an investigation, as appropriate, remedial or disciplinary action will be taken where the allegations are verified or otherwise substantiated.

Whistleblower Contact Information

Employees who have information regarding possible violations of state or federal statutes, rules, or regulations, or violations of fiduciary responsibility by a corporation or limited liability company to its shareholders, investors, or employees should contact the Director of Human Resources at dnoah@clatsopcc.edu.

Other Remedies and Appropriate Agencies

In addition to the internal complaint process set forth above, any employee who has information concerning allegedly unlawful conduct may contact the appropriate government agency.

END OF PROCEDURE

President's Cabinet Approval Date:	October 28, 2020
College Council Approval Date:	November 12, 2020
Last Revised:	November 12, 2020

		BPs and APs in Process	1st Reading			2nd Reading			Approved		
BP	AP	Title	Cabinet	College Council	BOE	Cabinet	College Council	BOE	Cabinet	College Council	BOE
3515		Reporting of Crimes - revised by OCCA 1/2020 (correction of typos)		2/20/2020		4/14/2020	4/16/2020		4/14/2020	4/16/2020	
	3515	Reporting of Crimes - revised by OCCA 1/2020 (correction of typos)		2/20/2020	NA	4/14/2020	4/16/2020	NA	4/14/2020	4/16/2020	NA
3550		Drug Free Environment and Drug Prevention Program - revised by OCCA 1/2020	2/28/2020	2/20/2020							
	3550	Drug Free Environment and Drug Prevention Program - revised by OCCA 1/2020	2/28/2020	2/20/2020	NA						
3820		Gifts									
	3820	Gifts									
5400		Associated Students Organization									
	5400	Associated Students Organization									
5410		Associated Students Elections									
	5410	Associated Students Elections									
	5530	Student Rights and Grievances									
6300		Fiscal Management - revised by OCCA 1/2020		5/21/2020	3/9/2021		6/18/2020			6/18/2020	
	6300	Fiscal Management - revised by OCCA 1/2020		5/21/2020	NA		6/18/2020	NA		6/18/2020	NA
6340		Bids and Contracts - revised by OCCA 1/2020		5/21/2020	3/9/2021		6/18/2020			6/18/2020	
	6340	Bids and Contracts - revised by OCCA 1/2020		5/21/2020	NA		6/18/2020	NA		6/18/2020	NA
7110		Delegation of Authority, Human Resources	12/8/2020	12/10/2020	2/9/2021	1/12/2021	2/25/2021	3/9/2021	1/12/2021	2/25/2021	3/9/2021
	7110	Delegation of Authority, Human Resources	12/8/2020	12/10/2020	NA	1/12/2021	2/25/2021	NA	1/12/2021	2/25/2021	NA
7120		Recruitment and Hiring	12/8/2020	12/10/2020							
	7120	Recruitment and Hiring	12/8/2020	12/10/2020							
7130		Employee Compensation - revised by OCCA 1/2020	12/1/2020	10/22/2020	3/9/2021	10/27/2020	12/10/2020		10/27/2020	12/10/2020	
	7130	Employee Compensation - revised by OCCA 1/2020	12/1/2020	10/22/2020	NA	10/27/2020	12/10/2020	NA	10/27/2020	12/10/2020	NA
7140		Collective Bargaining									
	7140	Collective Bargaining									
7145		Personnel Files									
	7145	Personnel Files									
7150		Evaluations									
	7150	Evaluations									
7160		Professional Development									
	7160	Professional Development									
7335		Health Examinations	1/26/2021	1/28/2021							
	7335	Health Examinations	1/26/2021	1/28/2021							
7350		Resignations	10/13/2020	10/22/2020	2/9/2021	1/26/2021	1/28/2021	3/9/2021	1/26/2021	1/28/2021	3/9/2021
	7350	Resignations	10/13/2020	10/22/2020	NA	1/26/2021	1/28/2021	NA	1/26/2021	1/28/2021	NA

BP = Board Policy

AP = Administrative Procedure



Clatsop Community College

Clatsop Community College NWCCU Ad Hoc Self-Evaluation Report

Prepared for Northwest Commission on Colleges and Universities

March 17, 2021

Clatsop Community College NWCCU Ad Hoc Self-Evaluation Report

This report is in response to the request from NWCCU, dated February 3, 2020, that Clatsop Community College address Recommendation 2 of the 2019 Fall Mission Fulfillment and Sustainability Evaluation.

“Review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making (2020 Standards 1.B.1, 1.B.3, 1.B.4).”

Context: The Last Twelve Months

Shortly after receiving the letter from NWCCU on February 3, 2020, the reality of the pandemic arrived on our campus. Needless to say, the last twelve months has been largely focused on responding to the pandemic.

Dr. Margaret Frimoth served as the Vice President of Academic Success (VPAA) and the Accreditation Liaison Officer (ALO) until April, 2020. At that time Dr. Frimoth was reassigned to the position of Senior Program Manager of Lives in Transition, Coastal Commitment, and Diversity, Equity, and Inclusion. In April, 2020, Jerad Sorber, Vice President of Student Success, took over the responsibility of ALO. In July, 2020, Dr. Peter G. Williams was hired as the Vice President of Academic Affairs. Part of his role involves serving as the ALO.

To further complicate challenges faced by Clatsop Community College (CCC) this past year, in July 2020 we went live with our new computer system upgrade, called Campus Nexus. The product has not performed as advertised, and has presented numerous challenges to the College. This has resulted in a multitude of problems with our computer systems, including critical areas such as registration. The new system has also caused many staff, who have been on the front lines of these challenges, to express significant levels of stress and dissatisfaction. For example, in the last several months, both the Classified Staff Union and the Full Time Faculty Association have submitted votes of no confidence concerning this product. The combination of the pandemic along with the challenge of this new computer system have likely contributed notably to our significant decline in enrollment during this current academic year.

Recent Successes in Making Data Informed Decisions

The College has a Strategic Plan for 2018 – 2023 (see Appendix 1) which is used as a guide in decision making at the College. A Strategic Planning Committee was implemented and

met regularly until the arrival of the pandemic. Following are examples of projects and initiatives in which data was used to inform decision making.

Patriot Hall

In October, 2016, a Patriot Hall Health and Wellness Center survey was conducted for the purpose of understanding the public interest in the newest building being constructed on campus that included fitness facilities. This project connects to the 2018-2023 Strategic Plan, which states under the Strategic Initiative “Strengthen the Academic Environment for Students,” and under this initiative, “Access opportunities to improve existing programs and explore options for new programs.” It also connects to the 2018-2023 Strategic Plan under the Strategic Initiative “Cultivates Connections with the Community,” and under this initiative, “Increase community and partner participation at the College.” CCC had not previously had a desirable fitness and gym facility that would be of interest to many employees and the community. There was no formal plan to allow use of the gym or fitness equipment to the public and with the new facility built, there was a perceived interest to offer more access to it than just students taking academic fitness classes. The survey was presented to employees of CCC and also to community members. Collection of surveys occurred over 2 months at community farmers markets, area organization meetings such as Rotary, Downtown Association and Chamber of Commerce meetings, and local hospital workers and school district employees. The results showed an overwhelming positive response to wanting access to use the new facility and offered insight into hours and expected cost for use of the building. With the information from the survey, a committee was formed to create a business plan for the facility. CCC created “Bandit Community Fitness” access through Community Education for public access which aligned with our budding strategic plan to cultivate connections with the community.

In February, 2017, a Brand Awareness survey was conducted for the purpose of understanding the public perception of Clatsop Community College in its service area. This project connects to the 2018-2023 Strategic Plan, which states under the Strategic Initiative “Strengthen the Academic Environment for Students,” and under this initiative, “Access opportunities to improve existing programs and explore options for new programs.” It also connects to the 2018-2023 Strategic Plan under the Strategic Initiative “Cultivates Connections with the Community,” and under this initiative, “Increase community and partner participation at the College.” The survey results were to be used to gauge brand awareness and to guide further efforts in promoting college offerings and better connections with the community. The survey was presented to community members through a college booth set up at the local farmers market, surveys were distributed at Chamber of Commerce and Downtown Association meetings in the service areas of Astoria, Warrenton, and Seaside. The results concluded that the logo and mascot usage did not create brand awareness and was underutilized, and out of all academic programs, Nursing, Business, and Maritime degrees were the most well-known. Due to the survey results, action was taken to increase and adjust placement of the CCC logo and mission statement on signage, printed materials, promotional items. Sponsorship and partnering opportunities with chamber and downtown events also increased to bring more awareness to the college through community events.

In November, 2019, a High School Survey was conducted for the purpose of finding out high school student perceptions of CCC, and get a current tally of degree and educational interests of area high school students. This information was requested by the Strategic Planning Committee to assist in goalsetting for the strategic initiative of “Strengthen the Academic Environment for Students.” An online survey was created and sent to all area high school principals requesting they send the link to the survey to all junior and senior level students. All principals were agreeable to the request and we did receive results from Astoria, Seaside, Warrenton, Jewell, Knappa, and Naselle students. CCC was able to capture information about the students’ plans after high school, if they considered CCC as an option, what majors/careers they were considering, and what factors influenced their choices with career and college decisions. The survey was reviewed and goals for the year were set in alignment with the Strategic Plan.

Program Prioritization

In 2019 President Breitmeyer started discussions about using a method call Program Prioritization. This project connects to the 2018-2023 Strategic Plan, which states under the Strategic Initiative “Strengthen the Academic Environment for Students,” and under this initiative, “Access opportunities to improve existing programs and explore options for new programs.” It also connects to the 2018-2023 Strategic Plan under the Strategic Initiative “Advance Institutional Accountability,” and under this initiative, “Promote a campus culture of collaboration and teamwork focused on improvements in communication and data-driven decision making.” Program Prioritization is a method developed by Robert C. Dickeson in his book titled, “Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance.” During the 2019-2020 academic year the College Council reviewed and approved the evaluation criteria and weighting for both academic and academic support programs. In addition, the Nursing Program voluntarily completed a draft version of the assessment tool so that the College Council could determine if the developed tool and weighting made sense.

During the Fall of 2020, all identified departments and programs submitted a detailed report on their area, following the guidelines provided for Program Prioritization. Members of the College Council then scored all of the submitted reports through fall term and into winter break. Then during winter term, the Budget Advisory Committee reviewed and discussed the scores, with the intention of using them to inform budget decisions.

Reimagining the College Bookstore

The College Bookstore has been an Auxiliary Service function; however, expenses have exceeded revenue for several years requiring reduction in staffing, limiting hours of operation and revisioning how the Bookstore is accounted for to address the unsustainable “for profit” model. This dilemma is not unique to Clatsop with many efforts to increase textbook

affordability and online competition have provided students with many options to find lower cost alternatives for textbooks. This project connects to the 2018-2023 Strategic Plan under the Strategic Initiative “Advance Institutional Accountability,” and under this initiative, “Utilize appropriate evaluation tools to promote resource allocations.”

The Bookstore manager’s efforts to provide lower costs has been highly successful by coordinating with faculty to adopt textbooks with costs \$40 and lower, offer rental options, Open Educational Resources (OER), and faculty prepared resources. The positive impact for students has been tremendous; however, not sustainable from a business perspective.

In fall 2020, the Bookstore manager gave resignation notice after accepting a full-time teaching position at another Oregon community college. Additionally, Program Prioritization process provided the Bookstore ranking that was 26th out of 29 Educational Support programs. The Bookstore manager resignation and low Program Prioritization ranking combined with the expenses exceeding revenue by more than \$150,000 over a 5-year period, lead to forming a Bookstore Strategic Planning Committee to consider how to re-envision the future Bookstore. One immediate change was the Bookstore reporting structure changing from Finance & Operations to Student Success leadership. Student Success and Academic Affairs will work closely for timely textbook adoption and coordination of student financial aid with the new Bookstore manager. The Auxiliary Fund will be eliminated in FY2020-21 to address a significant and growing negative fund balance. The Bookstore will be budgeted in the General Fund in the Student Success department structure.

As part of the Bookstore Strategic Planning Committee data collecting, three surveys were developed, one for students, one for faculty, and one for staff. These surveys were developed and received outstanding participation. There was a high percentage in all three surveys valuing a physical Bookstore with an online option to purchase textbooks and course materials using financial aid. There is currently no online Bookstore website.

Space utilization and cross-training among Student Success employees has been undertaken to improve Bookstore hours beyond the current 9:00 a.m. to 3:00 p.m. limited hours. The Bookstore Strategic Planning Committee will reconvene in Fall 2021 to consider space utilization and other ways to enhance the student, faculty and staff experience.

Nursing Program Use of Data for Strategic Planning

Nursing, in preparation for a recent 10-year review by the Oregon State Board of Nursing, drew information from the Strategic Planning Process, the Program Prioritization Process, and the Annual Fall Education Assessment Process. All of these relied on data to inform decision-making processes. This project connects to the 2018-2023 Strategic Plan, which states under the Strategic Initiative “Strengthen the Academic Environment for Students,” and under this initiative, “Access opportunities to improve existing programs and explore options for new programs.” It also connects to the 2018-2023 Strategic Plan under the Strategic Initiative “Advance Institutional Accountability,” and under this initiative, “Promote a campus culture of

collaboration and teamwork focused on improvements in communication and data-driven decision making.”

Examples from the Strategic Planning Processes include setting annual objectives for program goals, identifying measures, achievement of targets, gathering of findings, developing an action plan (if needed) and linking the process to core themes and strategic initiatives. Some of the data nursing examines for this process includes 1) How graduates did on their first-time attempt on the national RN licensure exam (98.1% over the past four years); 2) Retention of fulltime faculty (100% over the past four years); and 3) Renewing all clinical affiliation agreements fall 2020 (100% renewed).

Examples from the Program Prioritization Process include 1) Review of external demand (25% increase in applicants from previous year and statistics from the Bureau of Labor Statistics Occupational Outlook Handbook regarding a projected 7% increase in the need for nurses, which is faster than the average for all occupations); 2) Review of internal demand (by the time nursing students graduate, they will have completed 70 non-nursing credits as well as the required 60 nursing credits for the AAS in Nursing degree); 3) Other items examined include size, scope & productivity, impact (relation to the mission and strategic plan of the college) and contribution to diversity, equity, and inclusion.

Examples from the Annual Fall Education Assessment Process include 1) Program completion rates (data collected show improvement but still below target and tracking changes is occurring); 2) Program satisfaction (based on scores obtained on annual follow-up surveys with graduates and their employers—target is minimum of 3.5 on Likert scale of 1 to 5); and 3) Evidence that graduates meet program outcomes (data from scores on specific assignments and tests). These and many other data are reviewed by nursing faculty as part of the continuing quality improvement process. Data are collected over the course of the year, then reviewed and analyzed the following fall, and changes are discussed and implemented as indicated.

Strategic Enrollment Management

In January, 2021, CCC’s Vice Presidents and I developed a Strategic Enrollment Management proposal. The 2018-2023 Strategic Plan states under the Strategic Initiative “Strengthen the Academic Environment for Students,” and under this initiative, “Develop a comprehensive enrollment management plan.” This proposal was approved by the President, and was then submitted to the College Council for consideration. They provided a request to have more representation on the Strategic Enrollment Plan Task Force, and I will be working on a revised proposal shortly. There are two keys to strategic enrollment management: 1) Institutions must make it a priority, and 2) It must be pervasive throughout the institution. Furthermore, there are three additional critical variables: 1) It must be student centered, 2) It must be market conscious, and 3) It must involve analysis of a wide range of data.

Diversity, Equity, and Inclusion and Dual Credit Programs

Both the Diversity, Equity, and Inclusion Program and the Dual Credit Program have goals to develop a dashboard that monitor equity. This project connects to the 2018-2023 Strategic Plan, which states under the Strategic Initiative “Commit to Equity and Inclusiveness,” and under this initiative, “Establish and empower a Diversity, Equity and Inclusion Council to review and recommend updates for policies and procedures related to diversity, equity, and inclusion. It also connects to the 2018-2023 Strategic Plan under the Strategic Initiative “Strengthen the Academic Environment for Students,” and under this initiative, “Access opportunities to improve existing programs and explore options for new programs.”

Aspirational Approach

As I write this Ad Hoc Report, I am in my ninth month at Clatsop Community College. I hope to take advantage of the upcoming site visit to set the groundwork for revamping how the College works with the NWCCU Standards. I learned a tremendous amount from the ALO training provided on March 2, 2021. This training was on top of having served as an accreditation evaluator in the past. I understand that accreditation is designed to be a continuous improvement cycle. By Fall 2021 I plan to provide a proposal to move to mission fulfillment goals. I would like future strategic planning to be built around the Standards. It will be important to use metrics for the planning cycle. One of the next steps I wish to pursue is to review several peer community colleges that are effectively using data to support mission fulfillment and effective strategic decision making. In addition to providing examples which will refine our strategic planning process, this review will help with the selection of appropriate indicators of student success along with comparison data from similar institutions that will help the college judge the effectiveness of its strategic initiatives.

Conclusion

Clatsop Community College has a quality Strategic Plan for 2018-2023, and uses it effectively. Many recent and ongoing College initiatives and projects make use of data in support of decision making.

Appendix 1



**Clatsop
Community
College**

Charting Our Course
Strategic Plan 2018-2023

How to get from here to there...

What an exciting time to be at Clatsop Community College. We are charting the course for the future of our college, and by doing so ensuring that CCC is forward looking in serving our students and the community.

Clatsop Community College is an educational community that encourages learning, achievement, and student success. Our passion for students is reflected in an array of innovative academic, career/technical, workforce development and community programs. Our focus is on academic excellence, student success, workforce advancement, and life long learning. We will continue to celebrate diversity and the rich heritage of our county by providing cultural opportunities to our region. We manage our fiscal resources with good stewardship, always focusing on creating an environment where teaching and learning can flourish and our students are prepared for the global society in which we live.

Since coming to this wonderful community to serve as CCC president, I have been continually impressed by the dedication of our faculty, staff, and board. What follows is a tangible demonstration of that dedication and the result of a campus-wide collaborative effort to develop a five-year strategic plan for CCC. This plan provides significant benefits to our institution by focusing us on the concrete goals and objectives that we can measure to ensure we are the best college we can be.

How did we chart our course?

1. **Formation of Planning Team** – gathered representatives from a cross section of campus to lead the work of creating the strategic plan. Each member served as a conduit to the rest of the campus stakeholders to promote the sharing of questions, ideas, and solutions. Conducted both an internal and external environmental scan to gather data to inform our plan.
2. **Conducted a SWOT analysis** – engaged the campus and the community in analyzing the College's strengths, weaknesses, opportunities, and threats.
3. **Developed new mission and vision** – using the information gathered, the team crafted new mission and vision statements, to identify four areas of emphasis and to develop specific measurable objectives to promote practices that will continue to lead CCC towards the goal of being the best college we can be.

I would like to thank the faculty, staff, board, and community for the contributions to our strategic plan. I am looking forward to "a success unexpected."

Sincerely,

Christopher Breitmeyer, President | Clatsop Community College

“If one advances confidently in the direction of his dreams, he will meet with a success unexpected.”

Henry David Thoreau

CCC MISSION



Enriching Lives • Inspiring Learning • Creating Opportunities

CCC VISION



As a leader in education, CCC will partner with the community in creating gateways for transformation.



CCC CORE VALUES

Caring

Respect individuals and their contributions; be constructive with words and actions; provide constant encouragement in the pursuit of knowledge and understanding; exhibit interpersonal trust; find virtue in work.

Collaboration

Seek truth and feedback; listen; have open, transparent communication; pursue common goals; encourage universal participation; strive for a “just society.”

Creativity

Maintain a sense of humor while remaining serious about our mission; emphasize self-expression; show initiative; have faith in new beginnings; be open to change.

Diversity

Encourage global citizenship; affirm and respect individual human potential; appreciate differences; be inclusive.

Integrity

Provide a safe and reliable learning environment in which we strive to be ethical, honest, and disciplined; have and demonstrate pride.

STRATEGIC INITIATIVE

Strengthen the Academic Environment for Students



OBJECTIVE 1

Assess opportunities to improve existing programs and explore options for new programs.

OBJECTIVE 2

Improve academic scheduling to make it possible for students to graduate in two years.

OBJECTIVE 3

Develop a comprehensive enrollment management plan.

OBJECTIVE 4

Increase student participation in all aspects of the college via student government, clubs, and other college sponsored activities.

STRATEGIC INITIATIVE

Cultivate Connections with the Community



OBJECTIVE 1

Create a community outreach team for coordination and connection of internal effort with external partners.

OBJECTIVE 2

Partner with public and private entities to expand options for experiential and service learning.

OBJECTIVE 3

Increase community and partner participation at the College.

OBJECTIVE 4

Support expansion of community education and customized training, as appropriate.

STRATEGIC INITIATIVE

Commit to Equity and Inclusiveness



OBJECTIVE 1

Provide training for the Campus Community in areas of diversity, equity and inclusion.

OBJECTIVE 2

Establish and empower a Diversity, Equity and Inclusion Council to review and recommend updates for policies and procedures related to diversity, equity and inclusion.

OBJECTIVE 3

Create a student center for clubs with space for activities, meetings and access to resources that encourage diversity, equity and inclusion on campus.

STRATEGIC INITIATIVE

Advance Institutional Accountability



OBJECTIVE 1

Promote a campus culture of collaboration and teamwork focused on improvements in communication and data-driven decision making.

OBJECTIVE 2

Improve practices related to support of all employees.

OBJECTIVE 3

Utilize appropriate evaluation tools to promote resource allocations.

Let's get to work!



- Objectives will be prioritized.
- Leaders responsible for each objective will be identified.
- Leaders will form teams to develop implementation plans for each of the objectives. Teams will develop plans and identify the metrics by which progress will be measured.
- Any fiscal resources will be vetted through the budget process.
- Teams will report on progress to the strategic planning committee.
- A strategic plan dashboard will be established to monitor progress on the plan.

**Focused Ad Hoc
Peer-Evaluation Report**

Clatsop Community College

Astoria, Oregon

April 29, 2021

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

Roster of Evaluators

Dr. Jeff Wagnitz (Chair), Special Assistant to the President, Bates Technical College, Tacoma, WA

Dr. Jason Pickavance, Associate Provost for Academic Operations, Salt Lake Community College, Salt Lake City, UT

Dr. Ron Larsen (NWCCU Liaison to the Committee), Senior Vice President, Northwest Commission on Colleges and Universities, Redmond, WA

Introduction

Clatsop Community College hosted a virtual ad hoc evaluation visit April 29, 2021, in response to Recommendation 2 from the institution's 2019 Fall Mission Fulfillment and Sustainability Evaluation. That recommendation called on the college to:

Review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making (2020 Standards: 1.B.1, 1.B.3, 1.B.4).

Throughout the day, as well as in the weeks leading up to the visit, Clatsop's representatives were universally collegial, candid, and responsive. The evaluators are grateful for the institution's openness and hospitality in preparing for and carrying out the evaluation.

Assessment of Self-Evaluation and Support Materials

The college posted its seven-page *Ad Hoc Self-Evaluation Report* March 17, 2021. The document appended an attractive, full-color document, *Charting Our Course: Strategic Plan 2018-23*. Largely mirroring the material on the college's strategic planning [website](#), the appendix presented Clatsop's mission, vision, values, and four strategic initiatives — Strengthen the Academic Environment, Cultivate Connections with the Community, Commit to Equity and Inclusiveness, and Advance Institutional Accountability — with three to four objectives for each initiative. As additional background, the evaluators reviewed the institution's 2019 *Year Seven Self-Evaluation Report* and 2019 *Mission Fulfillment and Sustainability Peer-Evaluation Report*, both publicly available on CCC's accreditation [site](#).

Clearly written and commendably forthright, the *Ad Hoc Self-Evaluation Report* provided helpful context for the visit, beginning with a catalog of setbacks — COVID-19 impacts, recent leadership changes, and a troubled enterprise software conversion — which, presumably, had impeded progress on the response to Recommendation 2. The heart of the report offered seven examples of surveys, area-specific planning exercises, and enrollment-management and program-prioritization initiatives undertaken recently at Clatsop. The text did not provide evidence that institutional planning processes or data analysis had triggered these activities. On the contrary, the narrative generally reversed the relationship between planning and action, starting with an activity and inserting a claim that “This [project or survey] connects to the 2021-

23 Strategic Plan” in some manner. The report concluded with a first-person passage that cast CCC’s response to Recommendation 2 almost entirely in the future tense. Tellingly subtitled “Aspirational Approach,” the text promised that by fall 2021 a yet-to-be-written proposal would “move [the college] to mission fulfillment goals [that] use metrics for the planning cycle” (p. 7).

The self-study’s appendix struck a similar tone, concluding with a section subheaded “Let’s Get to Work.” That final section promised that, sometime in the future, college leaders would “form teams to develop implementation plans . . . and identify the metrics by which progress will be measured,” adding that “A strategic plan dashboard will be established to monitor progress.” No timeline for this work was offered.

On the eve of the visit, the college emailed a one-page “Plan to Address Recommendation 2” document. Typical of its contents were items like “Create a NWCCU Planning Committee,” and “Evaluate the College’s cycle of planning.” No specific timetables, accountable parties, or milestone descriptors were included.

Visit Summary

During the daylong visit, the evaluators interacted with well over 30 Clatsop Community College staff and faculty. No board, student, or community-member interviews were requested. In keeping with COVID-19 precautions, all interviews took place through two-way videoconference in one-to-one, small-group, and committee conversations.

The day’s exchanges largely reinforced the impressions conveyed by the college’s paperwork. Throughout, respondents routinely cited the combined challenges of the pandemic, the debacle of the Campus Nexus data system rollout, and high turnover in key positions as unprecedented difficulties. It was evident that Clatsop staff went above and beyond in responding to these challenges and were, at the end of the academic year, worn out.

Despite these setbacks, the evaluators were impressed with faculty and staff’s commitment to students, to the community, and to each other. It was clear that CCC’s people engage in high-impact approaches to teaching and student support. Further, Clatsop employees see their relatively small size as a strength, giving them the opportunity to connect with learners one-on-one or in small groups, with a eye to meeting the needs of the whole student.

This collegial, student-centered spirit was one of several positive themes that emerged in the course of the evaluators’ conversations, some having direct application to Recommendation 2:

- Generally, members of the college community confirmed that they had had opportunity to weigh in on CCC’s strategic planning process. Employees seemed generally aware of the plan’s outlines, and they understood that their work supported its underlying themes.
- Clatsop appeared to be very much an interpersonal operation. The pandemic not only disrupted operations, it disrupted the cultural and educational habits of the institution. One faculty member noted, “I don’t think we realized how much business gets done in the hallways.” A return to face-to-face operations seems likely to rekindle that energy.

- Pockets of faculty and staff appreciate the value of data-driven decision making. For example, the academic departments’ key initiatives are fueled by data gathering and analysis. Departments compose annual strategic plans, gather assessment data, and review these data in a well-established cycle. The campus’s Diversity, Equity, and Inclusion group also exhibit an active interest in data and target-setting.
- For data analysis, Clatsop Community College contracts with a five-college [Coordinated Oregon Research Enterprise](#) consortium, informally called COREGON, housed at Linn Benton Community College. In meeting with the Data and Decision Support lead from Linn-Benton, it became clear to the evaluators that Clatsop has access to a robust and ready-at-hand data resource through the consortium.

Despite these positive themes, serious concerns also emerged from the evaluators’ interviews, underscoring the need for Clatsop to hasten its response to Recommendation 2:

- According to the COREGON support staff, the available data dashboard is mostly used by a few “power users” at Clatsop, suggesting that there is need — and opportunity — to generate greater understanding and participation around the tool.
- The evaluators noted a disconnection between the institutional strategic plan and the strategic, data-driven work that happens at a local level within various departments. For example, faculty leadership did not see the strategic plan driving their work. Student success personnel voiced similar concerns, stressing that their day-to-day priority was to meet student needs. Few saw their work as accountable to strategic objectives or metrics.
- Along the same lines, even in the midst of widespread buy-in to college-wide values, the evaluators came away with a mixed sense of Clatsop’s commitment to rigorous goal setting and measurement at the institutional level.

In short, interviews tended to confirm that 2019’s Recommendation 2 was warranted and, at present, unresolved. The college community recognizes that its institutional planning process needs to be more data-driven, to better inform strategic decision making, and to provide a clearer picture of mission fulfillment.

Findings and Conclusions

Clatsop Community College’s strategic plan remains essentially unaltered from its earlier form as Appendix B of the 2019 *Year Seven Self-Evaluation Report* (pp. 205-210). Since then, no associated data sources, metrics, thresholds of achievement, or institutional assessment protocols have been built out. While visit-day interviews confirmed that the plan was crafted inclusively and remains thematically meaningful to the campus community, much work is left to be done. As one interviewee put it, where the strategic planning process is concerned, Clatsop “dropped out of the race with one more lap left to run.”

Partly mitigating this lack of progress — in what the evaluators read and heard — were the

repeated, earnest descriptions of the heavy impact of obstacles that had beset the campus of late. In the end, the evaluators were persuaded that these factors, all beyond CCC's control, were substantive factors in slowing the college's planning-related development.

The delay, however, only adds urgency to the original concerns. The current evaluators were especially disappointed that, in the college's paperwork, little detail was provided regarding timelines, responsible parties, or concrete milestones — let alone achievements to date — to remedy the deficiencies noted by the 2019 visitors. If Clatsop Community College is to recapture its momentum and ultimately resolve Recommendation 2, it is essential that the college formalize its response plans and, without further delay, begin to implement them. As an immediate next step, the restart plan must lay out:

- A detailed, aggressive timeline for implementation, with milestones clearly identified
- Clear accountability for finalization and implementation of the plan's elements, including not only executive responsibilities but also the membership, expectations, and leadership of any subgroups formed to provide constituent participation

The more substantive work — that is, the work of enacting a mission- and measurement-driven institutional planning process — must begin as soon as the people and tasks have been assigned to that goal. As those efforts go forward, the college must ensure that the product articulates:

- Measurable indicators of success for each objective within CCC's four strategic initiative areas, using these metrics to define mission fulfillment
- An ongoing and systematic evaluation and planning process that meaningfully integrates data analysis to inform and refine CCC's effectiveness, assign resources, and improve student learning and achievement

Fortunately, Clatsop Community College can draw on several key assets in undertaking this work. For one, the campus's widespread buy-in around the current plan's themes can go a long way in sustaining commitment to the tasks ahead. Second, while the evaluators would agree with CCC's contention that outside expertise could help guide the campus's efforts, it may also be worthwhile to audit the substantial planning, measurement, and assessment resources that are already at hand, spotlighting them as idea-generators and knowledge banks.

Ideally, given Clatsop Community College's spirit of collegiality, community, and student-focus, the final product could reflect — in concrete, measurable terms — everyone's good work.



**Clatsop
Community
College**

**Clatsop Community College
Response to Focused Ad Hoc Peer-Evaluation Report**

Prepared for Northwest Commission on Colleges and Universities

May 24, 2021

Clatsop Community College

Response to Focused Ad Hoc Peer-Evaluation Report

This document is in response to the Focused Ad Hoc Peer-Evaluation Report dated April 29, 2021.

Introduction

Clatsop Community College (CCC) is committed to addressing Recommendation 2 in a thorough and timely manner. Following please find a plan to address Recommendation 2.

Accountability

The individual responsible for the finalization and implementation of the plan to address Recommendation 2 is Dr. Peter G. Williams. He serves as the Vice President of Academic Affairs and the Accreditation Liaison Officer.

An Accreditation Work Group was formed after the recent site visit. This work group included the Vice President of Academic Affairs, the Vice President of Student Success, the Vice President of Finance and Operations, the Dean of Transfer Education, the Dean of Workforce Education and Training, the Director of Human Resources, the Director of Communications and Marketing, the Foundation Director, a Full Time Faculty representative, a Part Time Faculty representative, and a Classified Staff representative. A subgroup of the Accreditation Work Group, titled the Accreditation Technical Group, included the three Vice Presidents and the two Deans.

Timeline for Implementation

May 24	Develop detailed measurable indicators of success.
June 2021	Schedule NWCCU training for Accreditation Work Group and College leaders.
September 2021	Form Strategic Planning Committee (modified membership from Accreditation Work Group).
December 2021	Measure indicators using data from 2019-2020 and 2020-2021 academic years.
January 2022	Review data from above to see if objectives are being met. Evaluate indicators to ensure they are informing us to the degree we are expecting. If necessary, revise measurable indicators of achievement.
January 2022	Develop targets for indicators for subsequent year including baselines for new indicators.
Winter term 2022	Start work on 2023-2028 Strategic Plan, ensuring objectives are measurable and that Strategic Plan aligns with accreditation standards.

Measurable Indicators of Success

During the Ad Hoc Site Visit on April 29, the peer evaluators observed correctly that the objectives in the Strategic Plan 2018-2023 are not measurable. Nonetheless, rather than re-write the objectives, they encouraged the College to develop measurable indicators of success for each objective within Clatsop Community College's four strategic initiative areas.

Strategic Initiative: Strengthen the Academic Environment for Students

Objective 1 - Assess opportunities to improve existing programs and explore options for new programs.

Description: In order to assess program opportunities, we must identify student persistence rates in our programs and program prioritization evaluation data.

Measurable Indicators of Success:

- Measurement: Year one program persistence rates fall to winter
- Measurement: Year two program persistence rates fall to winter
- Measurement: Year one persistence rates fall to winter
- Measurement: Program prioritization % (data points tbd)

Objective 2 - Improve academic scheduling to make it possible for students to graduate in two years.

Description: In order to support our students graduating within 2 years, CCC must provide more collaboration within the campus community to develop various schedules including modalities that support student learning.

Measurable Indicators of Success:

- Measurement: Annual Graduation rates (all certificates and degrees)
- Measurement: Annual Transfer rates (Clearinghouse report)
- Measurement: Number of graduates completing in two years (all certificates and degrees)

Objective 3 - Develop a comprehensive enrollment management plan.

Description: In order to support students completing at CCC, a plan focused on persistence and retention must be developed and managed with regular data analysis.

Measurable Indicators of Success:

- Measurement: Fall first time enrollment

- Measurement: Fall re-enrollment (not contiguous)
- Measurement: Year one persistence rates fall to winter
- Measurement: Year one persistence from spring to fall
- Measurement: Number of credits completed
 - Students who earn 15-29 college credits in the year (#)
 - Students who earn 30 or more college credits in the year (#)

Objective 4 - Increase student participation in all aspects of the college via student government, clubs, and other college sponsored activities.

Description: In order to support students having a well-rounded college experience at CCC we must track student participation and satisfaction with services and activities.

Measurable Indicators of Success:

- Measurement: # of Registered Student Clubs
- Measurement: CCSSE responses on student participation in student organizations (question 12i)
- Measurement: ASG meeting attendance (students x meetings)

Strategic Initiative: Cultivate Connections with the Community

Objective 1 - Create a community outreach team for coordination and connection of internal effort and external partners.

Description: In order to organize a community outreach team for coordination and connection of internal effort and external partners, we must identify and strengthen communication, participation, recruitment, and marketing efforts towards our external partners.

Measurable Indicators of Success:

- CCC Foundation's internal efforts to increase outreach and fundraising support are coordinated to connect with and grow the number of external partnerships.
 - Measurement: Foundation Statistics: Annual reports of number of active supporters in the donor database, amount of annual money raised, donor retention percent, number of new donors, average gift amount received.
- Participation in the community through memberships, local events, and volunteering that aligns with the college's mission and values that allows the college to reach out to external entities and create partnerships.
 - Measurement: Yearly report of number of sponsorships, college memberships, and local events the college participates in as an entity.
- Efficient marketing efforts support outreach and communication of college activities and opportunities that connect us to external partners and the community.

- Measurement: Monthly statistics for social media engagement and response rates from advertising and promotions measuring outreach levels throughout the year.
- Regional Advisory Committees for Career and Technical Education programs connect the external businesses that hire our graduates to the internal programs they are hiring from.
 - Measurement: Programs administer a yearly survey to advisory committee membership to collect data on regional businesses' assessment of our community linkages, student recruitment, communication, and strengths/recommendations.

Objective 2 - Partner with public and private entities to expand options for experiential and service learning.

Description: In order to partner with public and private entities to expand options for experiential and service learning we must identify and strengthen options for students to engage with local businesses, agencies, and organizations.

Measurable Indicators of Success:

- Cooperative Work Experience will provide opportunities for students to engage in meaningful, relevant work experiences and support local business needs.
 - Measurement: Number of students successfully completing the program as part of course requirement, number of employers participating in the program; employer satisfaction survey. Percentage of employers who return to participate in the program.
- Clatsop WORKS will provide opportunities for students to engage in meaningful, relevant work experiences and support local business needs.
 - Measurement: Number of students hired through the program, number of employers participating in the program; employer satisfaction survey. Percentage of employers who return to participate in the program.
- Academic program development that includes experiential and service learning opportunities allows students to engage and learn through real-world experiences in the community.
 - Measurement: Annual tracking through the Office of Instruction of number of academic courses offering experiential or service learning elements.
- Student organizations include elements of experiential and service learning giving opportunities that allow students to engage and learn out in the community.
 - Measurement: Annual tracking of the number of hours that student organizations perform community service experiences through the Office of the Vice President, Student Success.

Objective 3 - Increase Community and Partner Participation at the College.

Description: In order to increase community and partner participation at the college, we must engage the community, as well as college students and employees, with on-campus opportunities and events.

Measurable Indicators of Success:

- Host events and activities on campus to bring a sense of community and accessibility to the college.
 - Measurement: Yearly data report of number of college sponsored events open to the public: Attendance at billable events. Number community partners who receive complimentary room and space rentals. Number of complimentary middle school and basketball games on campus hosted on campus. Civic events hosted. Number of CCC sponsored events.
- Engage employees in participating in college-led functions on campus.
 - Measurement: Percentage of CCC employees participating in the yearly Employee Giving campaign.
- Increase number in the alumni database to contact and encourage participation in CCC opportunities and events.
 - Measurement: Annual number of alumni records added and total number of alumni records in Foundation database.

Objective 4 - Support Expansion of Community Education and Customized Training, as appropriate.

Description: In order to support expansion of Community Education and customized training, as appropriate, we must respond to evolving community needs, issues and opportunities

Measurable Indicators of Success:

- The Clatsop Small Business Development Center (SBDC), Workforce Training, and Community Education will respond to the needs of the community in Clatsop County.
 - Measurement: The Clatsop SBDC, Workforce Training and Community Education collaborated on annual surveys to the regional business community to assess educational and training needs.
- The Clatsop SBDC's 9-month Small Business Management Program (SBM) supports small businesses with instruction and advising while building a strong cohort to share best practices.
 - Measurement: Number of businesses participating in the program.
- The Clatsop SBDC provides individual (1:1) free and confidential small business advising and coaching to emerging and existing small business owners.

- Measurement: Track number of registered business clients.
- Increase ease of registration for non-degree learning opportunities, including Community Ed and Workforce Training.
 - Measurement: Percentage of people who register online for community education and workforce training.

Strategic Initiative: Commit to Equity and Inclusiveness

Objective 1 - Provide training for the campus community in areas of diversity, equity, and inclusion.

Measurable indicators of Success:

- The college will create a culture that recognizes and realizes the benefits of diversity, equity, and inclusion and the detriments that institutional inequities have on our community.
 - Measurement: Community College Survey of Student Engagement, Community College Survey of Faculty Engagement, PACE Climate Survey, student climate survey
- Faculty and staff will implement campus-wide diversity, equity, and inclusion (DEI) focused strategies and goals into their practice.
 - Measurement: Community College Survey of Student Engagement, Community College Survey of Faculty Engagement, PACE Climate Survey; number of faculty and staff training hours devoted to opportunities related to furthering equity and inclusion on campus; Percentage of faculty and staff who have a DEI related goal in their professional development plan
- We will experience equity in success for students, faculty, and staff from diverse experiences.
 - Measurement: Disaggregated “Big Four” student success indicators, Post-graduation student employment, PACE Climate Survey, faculty and staff retention rates, black, indigenous, and people of color (BIPOC) percentage of faculty/staff (disaggregated over employee groups)

Objective 2 - Establish and empower a Diversity, Equity, and Inclusion Council to review and recommend updates for policies and procedures related to diversity, equity, and inclusion.

- The college’s governance structure will ensure that a DEI lens is included in decision-making
 - Measurement: Annual number of college policies and procedures reviewed and approved by DEI as DEI initiatives
- Adoption of equity lens by the entire CCC campus, participation in utilization of this equity lens by decision-makers in all departments.

- Measurement: State of Oregon OCR Review

Objective 3 - Create a student center for clubs with space for activities, meetings and access to resources that encourage diversity, equity, and inclusion on campus.

- Students will experience the support necessary to develop, explore, and express their own diverse identities
 - Measurement: Annual number of clubs whose mission supports the development of diverse identities; Annual number of events supporting the development of diverse identities.
 - Measurement: Faculty and staff completion of HB 2864 related trainings
- Students will have the physical space and resources necessary to implement and enact positive change which enhances diversity, equity, and inclusion on campus.
 - Measurement: Annual number of student club meetings held in the Services building by student clubs whose mission supports DEI
 - Measurement: Budget allocated to student clubs whose mission supports DEI.
 - Measurement: Development of a comprehensive plan for utilization of the Services Building with stakeholder input that focuses on enhancing diversity, equity and inclusion in the student experience on campus.
- Students will have the space and resources necessary to form social connections amongst diverse groups
 - Measurement: Student Response on the CCSSE item 9(c)

Strategic Initiative: Advance Institutional Accountability

Objective 1 - Promote a campus culture of collaboration and teamwork focused on improvements in communication and data-driven decision making.

Description: Foster an inclusive and supportive culture between all members of the campus community through effective employee communication.

Measurable Indicator of Success: Inclusive Campus Communication

Measurement:

- Departmental and or campus climate survey

Measurable Indicator of Success: Part-time, temporary employee onboarding that includes issuance of email addresses for increased retention with greater sense of belonging and employment satisfaction with regular and timely communication.

Measurement:

- Annual surveys
- Employee turnover rate

Objective 2 - Improve practices related to support of all employees

Description: The College is dependent upon the quality, reputation and productivity of its faculty and staff. The College and more specifically, the HR Office will continue to engage in regular analysis and planning to ensure its services address the long-range needs of the college by reviewing the policies, procedures, and practices.

Measurable Indicators of Success: Improved policies and practices to attract, engage, develop, and sustain the faculty and staff, improving the integration of services and facilitating inclusive and consistent campus wide practices.

Measurements:

- Annual employee surveys
- Exit interviews
- Employee turnover rate

Measurable Indicators of Success: Standardized employee onboarding and offboarding processes to increase institutional knowledge by strengthening orientation and support programs for employees.

Measurement:

- Annual employee surveys
- Retention of faculty and staff

Objective 3 - Utilize appropriate evaluation tools to promote resource allocations.

Description: The College will demonstrate use of data to make informed strategic decisions for resource allocation.

Measurable Indicators of Success: The Board approved General Fund 15 percent *target* ending fund balance at fiscal year-end.

Measurement: General Fund ending fund balance at June 30th based on audited financial statement budgetary actual.

Measurable Indicators of Success: Program Prioritization for budgetary growth and sustainability.

Measurement: Evaluate programs annually utilizing shared governance to determine investment, continuation or elimination.

- Student FTE reports
- Enrollment data
- Economic outlook
- Program prioritization results
- Projections of future area growth (development of new programs)
- Climate survey

- Financial statement audit
- HR assessment report

Measurable Indicators of Success: Utilize technology by developing a system that improves customer service, streamlines workflows, reduces redundancy, and time-intensive processes.

Measurement:

- Utilization of software and updated forms
- Data collection of HR information such as:
 - Exit interview data
 - Why applicants decline offers
 - Time-to-fill and cost per hire information for recruitment
 - Development and tracking of workplace metrics
 - Performance management information

Systematic Evaluation and Planning Process

It is imperative that the College develop an ongoing and systematic evaluation and planning process that meaningfully integrates data analysis to inform and refine CCC's effectiveness, assign resources, and improve student learning and achievement. As we look to develop the 2023-2028 Strategic Plan, there is a great opportunity to correct the deficiencies in the 2018-2023 Strategic Plan.

Our vision for the 2023-2028 Strategic Plan is to fully integrate the NWCCU accreditation standards into the new plan. Among other deficiencies, the new plan will provide measurable indicators of success for its strategic initiative objectives. To achieve the development of a meaningful strategic plan, we need to develop a better process for developing the strategic plan.

One idea is to identify custodians of the strategic initiatives. The custodian groups would utilize currently existing groups with a natural connection to a strategic initiative whenever possible. For example, the college's Diversity Equity and Inclusion Committee would serve as the custodian of strategic initiative 3 Commit to Equity and Inclusiveness. Custodian groups would be responsible for monitoring the indicators, reviewing indicators for effectiveness, setting annual targets for the indicators, and reporting progress to the Strategic Planning Committee.



July 23, 2021

Chris Breitmeyer
President
Clatsop Community College
1651 Lexington Avenue
Astoria, OR 97103

Dear President Breitmeyer:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on June 23-25, 2021, concerning the Spring 2021 Ad Hoc Report and Ad Hoc Report with Visit of Clatsop Community College.

Accreditation

Accept the Reports

Status of Previous Recommendations Addressed in this Evaluation

- Recommendation 1: Spring 2014 Mid-Cycle Review – Fulfilled
- Recommendation 2: Fall 2019 Mission Fulfillment and Sustainability - Continued as Non-Compliant

Recommendations Out of Compliance

The Commission finds that the following Recommendations are areas where Clatsop Community College is out of compliance with the NWCCU Standards for Accreditation. The Commission requires that Clatsop Community College take appropriate action to ensure these Recommendations are addressed and resolved in the prescribed two-year period.

The Commission recommends that Clatsop Community College:

- Recommendation 2: Fall 2019 Mission Fulfillment and Sustainability - Review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making. (2020 Standard(s) 1.B.1;1.B.3;1.B.4)

Future Evaluations

- Ad Hoc Report with Visit Fall 2021
 - Recommendation 2: Fall 2019 Mission Fulfillment and Sustainability
- Mid-Cycle Review Fall 2022
 - Recommendation 1: Fall 2019 Mission Fulfillment and Sustainability
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Fall 2025
- Year 7 - Evaluation of Institutional Effectiveness Fall 2026

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Ron Larsen, at rlarsen@nwccu.org.

Sincerely,

Sonny Ramaswamy
President

cc: Dr. Peter G. Williams, Vice President of Academic Affairs
Mr. Robert Duehmig, Chair, Board of Education
Dr. Jeff Wagnitz, Special Assistant to the President, Bates Technical College



**Clatsop
Community
College**

Clatsop Community College
NWCCU Ad Hoc Self-Evaluation Report

Prepared for Northwest Commission on Colleges and Universities

September 9, 2021

Clatsop Community College NWCCU Ad Hoc Self-Evaluation Report

This report is in response to the request from NWCCU, dated July 23, 2021, that Clatsop Community College address Recommendation 2 of the 2019 Fall Mission Fulfillment and Sustainability Evaluation.

“Review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making (2020 Standards 1.B.1, 1.B.3, 1.B.4).”

Overview

Clatsop Community College (CCC) is making good progress on addressing NWCCU’s recommendation to review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making. This recommendation concerning institutional planning was first provided to the College in the February 3, 2020 letter following the Fall 2019 Mission Fulfillment and Sustainability Evaluation. Subsequently CCC had two Ad Hoc Reports (one concerning a different recommendation) and a visit to review progress on this recommendation. While the other recommendation was satisfied, the recommendation on planning remains. During the Spring visit, the evaluators recommended several approaches to immediately making progress on the recommendations:

- 1) Clear accountability for finalization and implementation of the plan’s elements, including not only executive responsibilities but also the membership, expectations, and leadership of any subgroups formed to provide constituent participation
- 2) Measurable indicators of success for each objective within CCC’s four strategic initiative areas, using these metrics to define mission fulfillment
- 3) An ongoing and systematic evaluation and planning process that meaningfully integrates data analysis to inform and refine CCC’s effectiveness, assign resources, and improve student learning and achievement

CCC recognizes the urgency necessary to address the recommendation, and we are taking steps to do so in a manner that (1) demonstrates meaningful and immediate progress, (2) includes input and feedback from college and community stakeholders, and (3) moves the College forward in a meaningful, long-term manner.

This report outlines accountable parties, measurable indicators of success, institutional planning processes, tasks to date, and future steps. With the return of faculty and staff in September, the College anticipates additional progress to share with the evaluator in October.

Accountability

The individual responsible for the finalization and implementation of the plan to address Recommendation 2 is Dr. Peter G. Williams. He serves as the Vice President of Academic Affairs and the Accreditation Liaison Officer. The Board of Education is responsible for establishing policies that define the institutional mission. The President is responsible for institutional planning among other duties.

An Accreditation Work Group was formed after the Spring 2021 site visit. This work group includes the Vice President of Academic Affairs, the Vice President of Student Success, the Dean of Transfer Education, the Dean of Workforce Education and Training, the Director of Human Resources, the Director of Communications and Marketing, the Foundation Director, a Full Time Faculty representative, a Part Time Faculty representative, and a Classified Staff representative. The Full Time Faculty representative is Nancy Cook, and the Classified Staff representative is Helen Keefe. The Part Time Faculty representative resigned recently and we are in the process of refilling this role. A subgroup of the Accreditation Work Group, titled the Accreditation Technical Group, includes the two Vice Presidents and the two Deans.

A regular topic of these various groups is to review and revise our planning process. The focus of these discussions is how to develop a cycle of planning that incorporates measurable indicators for decision making.

Measurable Indicators of Success

During the Ad Hoc Site Visit on April 29, 2021, the peer evaluators observed correctly that the objectives in the Strategic Plan 2018-2023 are not measurable. The College has since developed measurable indicators of success for each objective within Clatsop Community College's four strategic initiative areas. These measurable indicators of success can be found in the addendum to this Report.

Institutional Planning Processes

During the 2021 summer months, while faculty are off contract, we are reviewing our measurable indicators to better understand what data is readily available.

Clatsop Community College has a robust shared governance model. The elected Board of Education oversees the College President and meets monthly. The President holds bi-weekly meeting with his 11-member Cabinet. Every Cabinet meeting during the academic year starts with a guest appearance of representatives from the Full Time Faculty Union, the Part Time Faculty Union, and the Classified Staff. The Vice President of Academic Affairs meets with his Instructional Leadership Team on a weekly basis. The Vice President of Student Success also meets with his Student Affairs team on a weekly basis. College Council is the primary shared governance body, with broad representation from various stakeholders across campus. The College has a robust Committee structure focused around broad representation. Most committees include student representatives.

Shared governance is a strength of the College that will support and enhance the work that we are involved in to improve this mission and measurement driven institutional planning process. The staff and faculty are very passionate about the College, and value working together to support the College in its valuable work of supporting the success of students.

The Accreditation Work Group (AWG) is under the auspices of the College Council. The AWG's charter is to be responsible for implementing and evaluating the College's strategic planning process. Within this work, they shall coordinate the development of the Strategic Plan, including the use of consultants, monitor the Strategic Plan and the outcomes, and propose recommendations for changes to the Strategic Plan, as well as changes to the strategic planning process. They shall also regularly report on the College's progress on the strategic indicators to the College Council and the campus community.

The College believes that a revised planning process will result in (1) regular review of institutional data to inform strategic decisions, (2) alignment of Board and College leadership established goals with goals and strategies at the department level, and (3) regular and meaningful reporting processes.

Accreditation Work Group Activities

The Accreditation Work Group has a number of activities that we are engaged in:

- Doing an assessment of the Measurable Indicators of Success listed in the Appendix to better understand which have adequate data in hand and which need to have the data developed.
- Reached out to our Institutional Research staff to determine how to develop data collection processes in a way that data automatically flows to the Accreditation Work Group when it is generated.
- Developing a table of key performance indicators that align with our strategic planning and with readily available data.

Strategic Planning 2023-2028

The 2023-2028 Strategic Plan will be updated with additional initiatives, relevant metrics, and revised key performance indicators, with an emphasis on mission fulfillment.

Conclusion

In summary, we have taken steps with our leadership and accreditation teams to set in motion the necessary steps to reform CCC's planning process into a data-informing approach that supports assessment of mission fulfillment and informs strategic decisions at the College. At the same time, the development of a significantly different planning process that integrates planning at the institutional level with planning at all levels of the College requires a thoughtful process to gather stakeholder feedback. This will take time, but will yield significant results.

As the College confronts a number of external and internal challenges similar to other institutions (declining enrollment, new enterprise systems, ongoing pandemic, etc.), establishing a data-informed integrated planning process will be critical to informing strategic decisions.

We look forward to sharing our progress at the upcoming visit.

Addendum: Measurable Indicators of Success

Strategic Initiative: Strengthen the Academic Environment for Students

Objective 1 - Assess opportunities to improve existing programs and explore options for new programs.

Description: In order to assess program opportunities, we must identify student persistence rates in our programs and program prioritization evaluation data.

Measurable Indicators of Success:

- Measurement: Year one program persistence rates fall to winter
- Measurement: Year two program persistence rates fall to winter
- Measurement: Year one persistence rates fall to winter
- Measurement: Program prioritization % (data points tbd)

Objective 2 - Improve academic scheduling to make it possible for students to graduate in two years.

Description: In order to support our students graduating within 2 years, CCC must provide more collaboration within the campus community to develop various schedules including modalities that support student learning.

Measurable Indicators of Success:

- Measurement: Annual Graduation rates (all certificates and degrees)
- Measurement: Annual Transfer rates (Clearinghouse report)
- Measurement: Number of graduates completing in two years (all certificates and degrees)

Objective 3 - Develop a comprehensive enrollment management plan.

Description: In order to support students completing at CCC, a plan focused on persistence and retention must be developed and managed with regular data analysis.

Measurable Indicators of Success:

- Measurement: Fall first time enrollment
- Measurement: Fall re-enrollment (not contiguous)
- Measurement: Year one persistence rates fall to winter
- Measurement: Year one persistence from spring to fall
- Measurement: Number of credits completed
 - Students who earn 15-29 college credits in the year (#)
 - Students who earn 30 or more college credits in the year (#)

Objective 4 - Increase student participation in all aspects of the college via student government, clubs, and other college sponsored activities.

Description: In order to support students having a well-rounded college experience at CCC we must track student participation and satisfaction with services and activities.

Measurable Indicators of Success:

- Measurement: # of Registered Student Clubs
- Measurement: CCSSE responses on student participation in student organizations (question 12i)
- Measurement: ASG meeting attendance (students x meetings)

Strategic Initiative: Cultivate Connections with the Community

Objective 1 - Create a community outreach team for coordination and connection of internal effort and external partners.

Description: In order to organize a community outreach team for coordination and connection of internal effort and external partners, we must identify and strengthen communication, participation, recruitment, and marketing efforts towards our external partners.

Measurable Indicators of Success:

- CCC Foundation's internal efforts to increase outreach and fundraising support are coordinated to connect with and grow the number of external partnerships.
 - Measurement: Foundation Statistics: Annual reports of number of active supporters in the donor database, amount of annual money raised, donor retention percent, number of new donors, average gift amount received.
- Participation in the community through memberships, local events, and volunteering that aligns with the college's mission and values that allows the college to reach out to external entities and create partnerships.
 - Measurement: Yearly report of number of sponsorships, college memberships, and local events the college participates in as an entity.
- Efficient marketing efforts support outreach and communication of college activities and opportunities that connect us to external partners and the community.
 - Measurement: Monthly statistics for social media engagement and response rates from advertising and promotions measuring outreach levels throughout the year.
- Regional Advisory Committees for Career and Technical Education programs connect the external businesses that hire our graduates to the internal programs they are hiring from.

- Measurement: Programs administer a yearly survey to advisory committee membership to collect data on regional businesses' assessment of our community linkages, student recruitment, communication, and strengths/recommendations.

Objective 2 - Partner with public and private entities to expand options for experiential and service learning.

Description: In order to partner with public and private entities to expand options for experiential and service learning we must identify and strengthen options for students to engage with local businesses, agencies, and organizations.

Measurable Indicators of Success:

- Cooperative Work Experience will provide opportunities for students to engage in meaningful, relevant work experiences and support local business needs.
 - Measurement: Number of students successfully completing the program as part of course requirement, number of employers participating in the program; employer satisfaction survey. Percentage of employers who return to participate in the program.
- Clatsop WORKS will provide opportunities for students to engage in meaningful, relevant work experiences and support local business needs.
 - Measurement: Number of students hired through the program, number of employers participating in the program; employer satisfaction survey. Percentage of employers who return to participate in the program.
- Academic program development that includes experiential and service learning opportunities allows students to engage and learn through real-world experiences in the community.
 - Measurement: Annual tracking through the Office of Instruction of number of academic courses offering experiential or service learning elements.
- Student organizations include elements of experiential and service learning giving opportunities that allow students to engage and learn out in the community.
 - Measurement: Annual tracking of the number of hours that student organizations perform community service experiences through the Office of the Vice President, Student Success.

Objective 3 - Increase Community and Partner Participation at the College.

Description: In order to increase community and partner participation at the college, we must engage the community, as well as college students and employees, with on-campus opportunities and events.

Measurable Indicators of Success:

- Host events and activities on campus to bring a sense of community and accessibility to the college.
 - Measurement: Yearly data report of number of college sponsored events open to the public: Attendance at billable events. Number community partners who receive complimentary room and space rentals. Number of complimentary middle school and basketball games on campus hosted on campus. Civic events hosted. Number of CCC sponsored events.
- Engage employees in participating in college-led functions on campus.
 - Measurement: Percentage of CCC employees participating in the yearly Employee Giving campaign.
- Increase number in the alumni database to contact and encourage participation in CCC opportunities and events.
 - Measurement: Annual number of alumni records added and total number of alumni records in Foundation database.

Objective 4 - Support Expansion of Community Education and Customized Training, as appropriate.

Description: In order to support expansion of Community Education and customized training, as appropriate, we must respond to evolving community needs, issues and opportunities

Measurable Indicators of Success:

- The Clatsop Small Business Development Center (SBDC), Workforce Training, and Community Education will respond to the needs of the community in Clatsop County.
 - Measurement: The Clatsop SBDC, Workforce Training and Community Education collaborated on annual surveys to the regional business community to assess educational and training needs.
- The Clatsop SBDC's 9-month Small Business Management Program (SBM) supports small businesses with instruction and advising while building a strong cohort to share best practices.
 - Measurement: Number of businesses participating in the program.
- The Clatsop SBDC provides individual (1:1) free and confidential small business advising and coaching to emerging and existing small business owners.
 - Measurement: Track number of registered business clients.
- Increase ease of registration for non-degree learning opportunities, including Community Ed and Workforce Training.
 - Measurement: Percentage of people who register online for community education and workforce training.

Strategic Initiative: Commit to Equity and Inclusiveness

Objective 1 - Provide training for the campus community in areas of diversity, equity, and inclusion.

Measurable indicators of Success:

- The college will create a culture that recognizes and realizes the benefits of diversity, equity, and inclusion and the detriments that institutional inequities have on our community.
 - Measurement: Community College Survey of Student Engagement, Community College Survey of Faculty Engagement, PACE Climate Survey, student climate survey
- Faculty and staff will implement campus-wide diversity, equity, and inclusion (DEI) focused strategies and goals into their practice.
 - Measurement: Community College Survey of Student Engagement, Community College Survey of Faculty Engagement, PACE Climate Survey; number of faculty and staff training hours devoted to opportunities related to furthering equity and inclusion on campus; Percentage of faculty and staff who have a DEI related goal in their professional development plan
- We will experience equity in success for students, faculty, and staff from diverse experiences.
 - Measurement: Disaggregated “Big Four” student success indicators, Post-graduation student employment, PACE Climate Survey, faculty and staff retention rates, black, indigenous, and people of color (BIPOC) percentage of faculty/staff (disaggregated over employee groups)

Objective 2 - Establish and empower a Diversity, Equity, and Inclusion Council to review and recommend updates for policies and procedures related to diversity, equity, and inclusion.

- The college’s governance structure will ensure that a DEI lens is included in decision-making
 - Measurement: Annual number of college policies and procedures reviewed and approved by DEI as DEI initiatives
- Adoption of equity lens by the entire CCC campus, participation in utilization of this equity lens by decision-makers in all departments.
 - Measurement: State of Oregon OCR Review

Objective 3 - Create a student center for clubs with space for activities, meetings and access to resources that encourage diversity, equity, and inclusion on campus.

- Students will experience the support necessary to develop, explore, and express their own diverse identities

- Measurement: Annual number of clubs whose mission supports the development of diverse identities; Annual number of events supporting the development of diverse identities.
- Measurement: Faculty and staff completion of HB 2864 related trainings
- Students will have the physical space and resources necessary to implement and enact positive change which enhances diversity, equity, and inclusion on campus.
 - Measurement: Annual number of student club meetings held in the Services building by student clubs whose mission supports DEI
 - Measurement: Budget allocated to student clubs whose mission supports DEI.
 - Measurement: Development of a comprehensive plan for utilization of the Services Building with stakeholder input that focuses on enhancing diversity, equity and inclusion in the student experience on campus.
- Students will have the space and resources necessary to form social connections amongst diverse groups
 - Measurement: Student Response on the CCSSE item 9(c)

Strategic Initiative: Advance Institutional Accountability

Objective 1 - Promote a campus culture of collaboration and teamwork focused on improvements in communication and data-driven decision making.

Description: Foster an inclusive and supportive culture between all members of the campus community through effective employee communication.

Measurable Indicator of Success: Inclusive Campus Communication

Measurement:

- Departmental and or campus climate survey

Measurable Indicator of Success: Part-time, temporary employee onboarding that includes issuance of email addresses for increased retention with greater sense of belonging and employment satisfaction with regular and timely communication.

Measurement:

- Annual surveys
- Employee turnover rate

Objective 2 - Improve practices related to support of all employees

Description: The College is dependent upon the quality, reputation and productivity of its faculty and staff. The College and more specifically, the HR Office will continue to engage in regular analysis and planning to ensure its services address the long-range needs of the college by reviewing the policies, procedures, and practices.

Measurable Indicators of Success: Improved policies and practices to attract, engage, develop, and sustain the faculty and staff, improving the integration of services and facilitating inclusive and consistent campus wide practices.

Measurements:

- Annual employee surveys
- Exit interviews
- Employee turnover rate

Measurable Indicators of Success: Standardized employee onboarding and offboarding processes to increase institutional knowledge by strengthening orientation and support programs for employees.

Measurement:

- Annual employee surveys
- Retention of faculty and staff

Objective 3 - Utilize appropriate evaluation tools to promote resource allocations.

Description: The College will demonstrate use of data to make informed strategic decisions for resource allocation.

Measurable Indicators of Success: The Board approved General Fund 15 percent *target* ending fund balance at fiscal year-end.

Measurement: General Fund ending fund balance at June 30th based on audited financial statement budgetary actual.

Measurable Indicators of Success: Program Prioritization for budgetary growth and sustainability.

Measurement: Evaluate programs annually utilizing shared governance to determine investment, continuation or elimination.

- Student FTE reports
- Enrollment data
- Economic outlook
- Program prioritization results
- Projections of future area growth (development of new programs)
- Climate survey
- Financial statement audit
- HR assessment report

Measurable Indicators of Success: Utilize technology by developing a system that improves customer service, streamlines workflows, reduces redundancy, and time-intensive processes.

Measurement:

- Utilization of software and updated forms
- Data collection of HR information such as:
 - Exit interview data
 - Why applicants decline offers
 - Time-to-fill and cost per hire information for recruitment
 - Development and tracking of workplace metrics
 - Performance management information

**MINUTES OF THE SEPTEMBER 14, 2021
CLATSOP COMMUNITY COLLEGE
BOARD OF DIRECTORS
WORK SESSION**

The Work Session to set Board Goals for the College 2021-2022 was called to order by Chair Rosemary Baker-Monaghan at 6:32 p.m.

Board Members Present: Rosemary Baker-Monaghan, Karen Burke, Sara Meyer, Anne Teaford-Cantor, Tim Lyman, Trudy Van Dusen Citovic, and **Board Members Absent:** None. **Others Present:** Jody Stahancyk, Jerad Sorber, Jade Jaconetti, President Chris Breitmeyer, and Recording Secretary Pat Schulte.

Chair Baker-Monaghan introduced the work session. She welcomed Jody Stahancyk who is joining the work session as a guest and will be sworn in as a new Board member during the regular meeting. The Board Retreat originally scheduled for August 17 was impacted by the rise in COVID cases in the County and had to be postponed. Chair Baker-Monaghan is hoping to reschedule the Retreat at the end of September. During this work session, the Board has the opportunity to work on these goals.

President Breitmeyer presented the draft goals that he and the Chair worked on as well as a definition of a SMART (Specific, Measurable, Agreed, Realistic, and Timed) goal.

The proposed goals include:

1. Improve Student Success Metrics

Success to be measured by:

- Increased completion rates
- Increased retention
- Increased completion of gateway courses
- Increased attainment of credits in first year

Potential strategies:

- Investment in student success initiatives
- Support and participate in campus wide conversation and review of current and future strategies to improve student success (Pathways and Strategic Enrollment Management)

2. Improve Facilities and Institutional Infrastructure

Success to be measured by:

- Completion of deferred maintenance projects
- Campus infrastructure upgrades that improve student learning and/or improve customer service (specific metrics need to be identified through student learning outcomes and student surveys)

Potential strategies:

- Monthly evaluation of COVID impacts, future needs, plan revisions, facility usage, expectations of students and staff
- Quarterly review of current and projected building usage with regard to: efficiency, interior maintenance – regular and periodic, replacement needs, upgrades, technical upgrades and financing.
- Quarterly review of current and projected building and property exterior maintenance (regular and periodic), replacement needs, upgrades, and financing. Monitor funding impacts to other projects
- Support continued improvements to the CCC website
- Monitor continued implementation and upgrades of software, and assess future needs.
- Review the plans for MERTS Campus

3. Develop Long Range Financial Planning Budget

Success to be measured by:

- Creation of a 5–15-year master plan for Institutional Investment

Potential strategies:

- Identify future capital investments and replacements in equipment and budget in preparation for these needed future investments
- Identification of sustainable programs that meet community needs

4. Improve Board Engagement

Success to be measured by:

- 85% of engagement opportunities attended by at least one board member

Potential strategies:

- Completion of a workshop to bring new board members up to speed with our role and required participation.
- Discussion on how to support the re-engagement with lifelong learning programs (ENCORE, Senior Centers, Community Education programs, Ecotrust, etc.)

- Hold a joint meeting with the foundation board and measure integration of activities
- Participation in campus events; In-service, gallery openings, student presentations, employee recognition, graduation events.

During discussion of the above goals, the following additions, suggestions, and comments from the Board included:

- For Goal #1, include development of DEI baseline metrics, including student demographics and outcomes, such as employment, promotion, moving on to a four-year degree, etc.
- For Goal #2, add development of yearly and long-term maintenance plans as a metric.
- Add a goal on professionalism and accountability. Metrics could include creation, completion, and analysis of a campus-wide Campus Climate Survey.
- Add a goal on Board involvement in strategic planning.
- Add a goal on Board involvement in accreditation.

The Board will take deeper dive on these goals at the Board Retreat which will be rescheduled in the near future.

With no further discussion, the Work Session was adjourned at approximately 6:30 p.m.

Chris Breitmeyer, President

Rosemary Baker-Monaghan, Chair

Pat Schulte, Board Secretary

**MINUTES OF THE SEPTEMBER 14, 2021
CLATSOP COMMUNITY COLLEGE
BOARD OF DIRECTORS
REGULAR BOARD MEETING**

I. CALL TO ORDER

The meeting was called to order by Chair Rosemary Baker-Monaghan at 6:33 p.m.

Board members present: Rosemary Baker-Monaghan, Karen Burke, Anne Teaford-Cantor, Sara Meyer, Tim Lyman, Trudy Van Dusen Citovic, and Jody Stahancyk. Board members absent: None. Others present: Rinda Johansen, Desiree Noah, Siv Serene Barnum, Julie Kovatch, Helen Keefe, Pat Keefe, Kirsten Hollenbeck, Lloyd Mueller, Kevin Leahy, Stephanie Homer, Peter Williams, Ben Palenske, Angee Hunt, Shaun Martin, Krystal Brailsford, Edie Olsen, Emily Falleur, Kristen Wilken, Evon Jacobsen, Greg Riehl, Laura Evans, Katie Frankowicz, Jade Jaconetti, Jerad Sorber, Teena Toyas, Tammy Lambert, Margaret Frimoth, JoAnn Zahn, President Chris Breitmeyer, and Recording Secretary Pat Schulte.

A. Oath of Office

New Board member Jody Stahancyk took the Oath of Office.

B. Adoption of Agenda

Karen Burke **moved to adopt the agenda as presented.** Sara Meyer seconded. The motion carried unanimously.

II. PUBLIC FORUM

A. Introduction of Guests

Chair Baker-Monaghan asked those present to introduce themselves.

B. Public Comment

Chair Baker-Monaghan read the following statement: Public comment will be accepted by email addressed to pschulte@clatsopcc.edu or by mail to: Patricia Schulte, Board Secretary, 1651 Lexington Avenue, Astoria, OR 97103 before the close of business on Tuesday, September 14,

2021. Any submitted public comment will be included in the meeting minutes and shared with all Board members.

Note from Board Secretary: no public comment was received.

III. APPROVAL OF MINUTES

There was one correction: the approval of the SCBA purchase occurred at the May 11, 2021 Regular Board Meeting and not at the June 8, 2021 Regular Board Meeting. Anne Teaford-Cantor **moved to approve the August 17, 2021 Special Board Meeting Minutes as corrected.** Sara Meyer seconded. Rosemary Baker-Monaghan, Sara Meyer, Karen Burke, Anne Teaford-Cantor, Tim Lyman, and Trudy Van Dusen Citovic voted aye. Jody Stahancyk abstained. The motion carried.

IV. CONSENT AGENDA

A. None

V. REPORTS/DISCUSSION ITEMS

A. Report of the Deputy Clerk

VP Zahn provided a summary of the Statements and Revenues and Expenditures FY2021-22 and FY2020-21 by fund source. The Financial Summary also included revenues and expenditures as of August 31, 2021 compared to revenues and expenditures as of August 31, 2020 and to the FY2020-21 Budget. Tuition and fees revenue recorded through August FY2020-21 is \$248,000 or 6% of the adopted budget representing summer term revenue. No fall term revenue will post until the first day of the term. FY2020-21 actual tuition and fee revenue is \$2.968 million, including the \$513,000 in federal stimulus funding, and represents a 2% decrease from FY2019-20.

State appropriations recorded through August FY2021-22 are \$248,000 representing the first quarterly payment. State appropriations in the FY2021-22 adopted budget are \$4.218 million based on the second year of the \$641 million community college allocation for the 2021-2023 biennium. No property taxes have been received through August FY2021-22. The actual FY 2020-21 property taxes received are \$5.132 million and represent 107.02% compared to budget. Other revenue recorded through August

FY2021-22 is \$1,658. Timber Proceeds are budgeted at \$450,000. The FY2021-22 adopted budget beginning fund balance is \$2.2 million, and the actual beginning fund balance estimated at \$2.4 million. The FY2019-20 actual budgetary basis ending fund balance is \$1.849 million. The FY2018-19 General Fund ending fund balance was \$1.453 million. Total actual General Fund expenditures through August 2021 are \$2.079 million, or 13.26% of budget, compared to \$1.735 million in August FY2020-21 representing a 19.81% increase. Total estimated actual General Fund expenditures in FY2020-21 are \$11.803 million or 83.15% of budget.

JoAnn Zahn clarified that tuition and fee revenue is for summer term only. Revenue for fall term students won't show up until September 27 which is the first day of fall term. The College has topped \$5 million in property tax for the first time.

B. Report of the Board Chair

The Board met in a Work Session prior to this meeting where board goals were discussed. The goals can be finalized at the Board Retreat. The Board agreed to schedule the Board Retreat on Monday, Oct. 4 at 5:30 p.m. The meeting will be in person and masks will be required.

C. Report of the Board Representatives

OCCA

Anne Teaford-Cantor provided the OCCA report. A final report on the 2021 Legislative session was included in the board packet. The OCCA Board is right in the middle of the selection process for the new OCCA Executive Director. There are two highly qualified candidates. The next OCCA Board meeting will be October 8. The OCCA DEI Committee met today with additional immersion in its own education led by qualified experts in interrupting white supremacy culture. There was a powerful and frank discussion. It has worked really well to start with committee self-education led by experts. The committee will present a report of progress at the next OCCA board meeting and will begin working on next steps.

The \$85,000 for a Benefits Navigator does not come out of the College's budget. Each community college in the state will have a Benefits Navigator position. The Benefits Navigator will be reporting to Jerad Sorber. SB 551 provides that part-time faculty members at public institutions of higher

education qualify for employee-only health care benefits if they work at a level equal to at least half of a full-time equivalent employee during at least three of the four previous academic terms. Part-time faculty members will be responsible for paying 10% of the cost and will need to certify which is their home institution because many part-time faculty teach at more than one institution. If part-time faculty qualify, they fill out a medical enrollment form and it will go into place by October 1. The College will be reimbursed by the Higher Education Coordinating Commission. There is a zero net cost to the College.

CEDR/SBDC

Trudy Van Dusen Citovic provided the CEDR report. CEDR has been working with Laura Evans to understand employer needs in the County. SBDC did a summer Launch My Business Startup Boot Camp. *Super Donuts* won for best Business Plan. There were 14 interns participating in the summer intern program.

CEDR is working with Col-Pac (Columbia-Pacific Economic Development District) Executive Director Ayreann Colombo to coordinate and participate in a meeting with CCC Academic leadership on Federal EDA (Economic Development Administration) funding opportunities within the American Rescue Plan Act. Workforce development is key. Staffing, housing, and childcare are the big three issues.

Foundation

Tim Lyman gave the Foundation report. Fernando Rojas raised over \$61,000 to provide books for students in the Bandit Biking 4 Books (BB4B) project. Just today, the Foundation received an additional \$5,000 for BB4B. All students will receive a \$100 credit for books.

On September 21, the Foundation is hosting the World of Speed luncheon to celebrate the almost \$430,000 received from the dissolution of the World of Speed Museum. The funding will be used to provide scholarships, toolboxes, and work clothes for automotive students. Much appreciation goes to Senator Betsy Johnson who was influential in CCC getting this amazing donation from the World of Speed Museum.

Board Policy Committee

Karen Burke gave the Board Policy Committee report and an overview of the policies and procedures process. NWCCU holds the College to making sure it has current valid policies. The College subscribes to the OCCA Policy Framework Service which provides templates for policies and procedures consistent with Oregon law and accreditation standards. The Board Policy Committee takes the templates and makes sure they are consistent and there is no overlap with existing policies. The Board Policy Committee is meeting tomorrow at 9:00 a.m. via Zoom. The Committee will be reviewing a special legal update that has come from the California Community College League that includes DEI language. Policies are reviewed by Cabinet, College Council, and the DEI Council before coming to the Board. There was a pause in the process over the summer because College Council and the DEI Council did not meet. The supply line will be picking up again this fall.

D. Report of the President

The College has entered into an agreement with the Columbia Land Trust which purchased property adjacent to the MERTS campus. All issues regarding access and easements have been resolved. On October 23, the College will become the owner of 93 acres adjacent to MERTS. The land must be used as habitat for threatened species. The College will be able to use the land as a living laboratory for students.

HEERF funds were used to relieve some student debt and allow them to return to the College. Students' permission to relieve that debt is required. The initial response by students has been fairly light with a little over 100 individuals responding. A second round will be in order soon.

At the last Regular Board meeting, the importance of COVID-19 vaccination promotion was discussed. The College is planning to do an aggressive campaign to promote vaccination among faculty, staff, and students. All students and employees will be entered into a drawing to receive prizes if they are vaccinated, including free tuition for a term, bookstore vouchers, etc. To claim the prize, individuals have to show proof of vaccination.

The College will be sending an anonymous survey asking employees and students if they are vaccinated. Jody Stahancyk confirmed that the College can ask the question. The College is not ruled by HIPAA. The federal

vaccine mandate that came down from President Biden doesn't apply to the College yet. The College will fall under OSHA rules and will have to wait to see what that mandate is going to be. If and when a vaccine mandate under OSHA occurs, the College will put together a policy. It will require an MOU with the unions because it will be a change in working conditions. There is a religious and medical exemption for vaccinations. The College is working with County Health to set a date for a COVID vaccination clinic on campus.

E. Report of the VP Academic Affairs

VP Williams reported that NWCCU has scheduled an ad hoc site visit for October 19. Janice Alexander from Flathead Community College will be conducting the site visit. VP Williams recently submitted the Ad Hoc Accreditation Report to NWCCU. The ad hoc site visit is concerning a recommendation from the Year 7 site visit which has to do with reviewing and revising institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making. An accreditation work group has been formed consisting of Jerad Sorber, Teena Toyas, Kristen Wilkin, Desiree Noah, Julie Kovatch, Angee Hunt, Nancy Cook, Helen Keefe, and Peter Williams. A new part-time faculty member needs to be appointed to the work group. An accreditation technical work group has also been formed consisting of Peter Williams, Jerad Sorber, Teena Toyas, and Kristen Wilkin. The indicators of success have been tweaked to make them more measurable. The work groups are also working on a plan for an ongoing evaluation process. An assessment is being done of the measurable indicators of success to see what data is available. They are working with Justin Smith, the Institutional Researcher from Linn-Benton Community College, to look at ways for the data to flow to the accreditation work group. The good news is that when the planning process is revised, there will be a regular review. Trudy Van Dusen Citovic commented that the accreditation work group would be a perfect opportunity for a Board member to be involved. VP Williams will think about the best way to engage the Board in this work.

Instruction for this fall will include both face-to-face and remote/online classes. Anyone who is uncomfortable teaching face-to-face can teach online. Nursing and Allied Health areas will continue to teach face-to-face. MERTS faculty will teach face-to-face. About 75% of classes will be face-to-face and the rest will be online.

F. Report of the VP Student Success

Currently, fall enrollment is off 2.9% from fall 2019 and up 12% from last fall. The trend is continuing for significant increases from last year which was the pandemic low. Enrollment is up 22% over last year but still down from 2019-2020. There are still a lot of restrictions for Tongue Point Job Corps. They can do virtual recruiting but no in-person recruitment. Staff is reaching out to students who did not enroll in 2020. Advising appointments have been filling up.

The Talent Search grant was renewed for an additional five years for \$1.8 million years over the five years. Talent Search works at the middle school level and Upward Bound works at the high school level. Both programs work with students who are low-income, first generation, and/or have disabilities with the goal of moving them to college. It's absolutely mission critical. This year will be the renewal cycle for Upward Bound.

Last month, the food pantry served 42 families, encompassing a total of 100 individuals. Four volunteers worked 41.5 hours. Astoria Coop donated 670 pounds of food in the last month. The food pantry distributed 1,980 pounds of food last month. Eleven families served during the summer term were students. It is really an affirmation there is a need by students and the community.

VI. OLD BUSINESS

A. Report on ERP

President Breitmeyer invited several users of Campus Nexus Student (CNS) to give a blunt assessment of the product and where things are with the ERP. Rinda Johansen (Classified staff), Lloyd Mueller (Financial Aid), Stephanie Homer (Business Office), Siv Serene Barnum (Registrar), and Ben Palenske (Student Services) provided a frank assessment of the product. A summary of their comments follows:

- The Classified union issued a vote of no confidence in Campus Nexus on November 6, 2020.
- Classified staff's list of issues include product functionality, agency third-party billing, inability of students to register through the portal at MERTS, zero training, invoices did not work and staff had to issue their own invoices, changes in the system are not

communicated to staff, the system is configured incorrectly. Staff have been working with CNS for more than a year-and-a-half and are still reporting problems.

- Requests were made in 2018 which have not yet been fulfilled.
- Staff are burned out because of CNS.
- CNS prevents staff from delivering quality services to students.
- Staff do not have faith or trust in CNS.
- Over the past two weeks, there was a major systems error which impacted getting accurate reports of satisfactory academic progress for students.
- Consistent training was not provided by Anthology; there was often someone new who had to be brought up to speed on the issues.
- There are inconsistencies between the desktop version and the web-based version. In mid-implementation, a switch was made from the desktop version to the web-based version.
- There are glitches that contribute to inconsistencies in reports run by date ranges or by term.
- Updates can cause permissions to disappear.
- Issues happen in real time when staff are in the middle of a process, but there is no sense of urgency on Anthology's part to resolve the issue.
- Staff spend more time working with the system than with the students.
- Campus Nexus Finance hasn't yet been implemented which will likely create additional problems when it is implemented.
- Different program versions of CNS cause issues.
- Students don't know what they owe and why they owe what they owe.
- CNS actually works better than RogueNet for admissions purposes. The biggest issue is the amount of time spent on the system rather than with students.
- The latest update fixed some things but also broke some things.
- The system is at a critical point and staff need real time access. Anthology has not been able to provide that.
- Things that could help include a project manager, additional staff for the Registrar's Office and the Business Office to free up their staff time to work on this system, subject matter experts, and help desk technicians for the ERP.

After further discussion, the consensus among the Board was that the College needs to move to a new system. The President noted that if we get another system, we need to go into it with our eyes wide open. It's not possible to just unplug from this system and plug into another system. President Breitmeyer wants to hear from the team using the system about steps going forward. The discussion about additional staffing has already begun. The Board Chair charged the President with having a plan, a timeline, a budget, and a job description by the next Board meeting.

A. Report on Exposed Personal Data

President Breitmeyer invited Kirsten Hollenbeck to follow up with the Board regarding her concerns with her personal data that was exposed. Following the last Board meeting, President Breitmeyer and Ms. Hollenbeck had a long conversation about this issue and additional topics.

Ms. Hollenbeck said she understands that people on staff are busy. Nursing students are concerned about not getting information back about their financial aid. She is worried the school is getting a black eye in the community. It's important that students and instructors feel they are heard. She is satisfied with the resolution of the issue with her personal data.

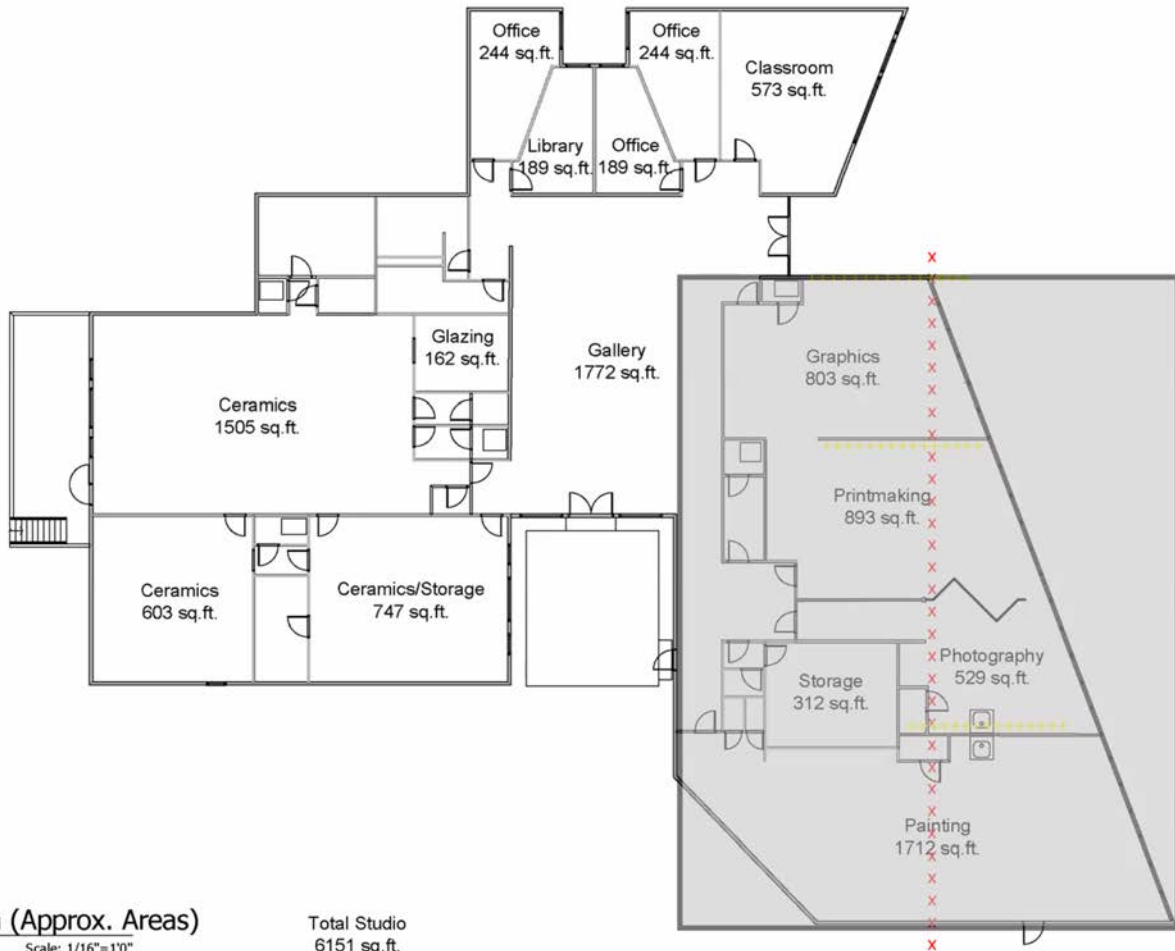
President Breitmeyer said moving into the fall, the focus will be on accountability from the top to the bottom. CCC employees are dedicated to the students. In general, the goal for the upcoming academic year is to focus on the students and restore the reputation of the school.

B. Facilities Repairs

Interim Director of Facilities Shaun Martin provided an update on the four projects he discussed at a previous Board meeting: the Living Machine, MERTS Maritime Science Building, Towler Hall, and the Art Center Building. The Living Machine, MERTS Maritime Science Building, and Towler Hall projects aren't fully developed yet. The College received a formal report back from a structural engineer that parts of the Art Center Building can still be used. The grayed out area of the building in the diagram on the following page cannot be used. The structural engineer said the building may be salvageable. We are at a decision point: do we save the building, do we level it and build there, or do we move to a new spot. We need to determine the cause of the failure.

The College has secured a lease agreement with the Star of the Sea for temporary space for art classes. A local moving company will do the move on September 20. The College is conducting necessary upgrades and repairs to the Star of the Sea for the art classes, including installation of a chair lift to meet ADA requirements, installing floor coverings in certain classrooms, and installing network access. The College's facilities staff will take care of the building.

ART CENTER CURRENT ACTIVITIES



Plan (Approx. Areas)
Scale: 1/16"=1'0"

Total Studio
6151 sq.ft.

VII. NEW BUSINESS

A. Update on Fall 2021 Term

The update on fall term was covered earlier in the meeting.

[*Please note that Karen Burke needed to leave the meeting at 9:30 p.m.*]

B. Policies and Corresponding Procedures for Review

- BP 7120 Recruitment and Hiring – 1st Reading

Sara Meyer **moved to put BP 7120 Recruitment and Hiring in 1st reading by title only**. Anne Teaford-Cantor seconded. The motion carried unanimously.

D. New Hires

Jonathan Salvador has been selected as the new Enrollment Assistant reporting to the Registrar effective July 12, 2021. Unfortunately, the new Administrative Assistant III for the Foundation had to resign for personal reasons. HR is hoping to have something to announce for this position at the next Board meeting.

VIII. ANNOUNCEMENTS

The next Regular Board Meeting is on Tuesday, October 12 at 6:30 p.m. The Board Policy Committee is meeting Wednesday, September 15 at 9:00 a.m. on Zoom. The Board Retreat will be Monday, October 4 at 5:30 p.m. Inservice is Monday, September 20 at 9:00 a.m. Board members are invited to Zoom in.

IX. BOARD FORUM

Sara Meyer said she nothing to add.

Anne Teaford-Cantor said she had nothing to add.

Tim Lyman said this was a fantastic meeting. For a year-and-a-half, we have been prisoners not of our own control. Tonight, we addressed deferred maintenance and are going to get folks help with the computer system.

Trudy Van Dusen Citovic apologized for cutting off Chair Baker-Monaghan earlier in the meeting. Tim Lyman also apologized for cutting the Chair off.

Jody Stahancyk said she had nothing to add

Rosemary Baker-Monaghan said we are done.

X. ADJOURNMENT

Without further business, the Regular Board meeting was adjourned at approximately 9:31 p.m.

Chris Breitmeyer, President

Rosemary Baker-Monaghan, Chair

Pat Schulte, Recording Secretary

DRAFT



BP 7120 Recruitment and Hiring

References:

NWCCU Standard 2.F.1, 2.F.3

The **College President** shall establish procedures to recruit and select faculty, staff, and administrators who are dedicated to student success and have a clear understanding of and commitment to the mission, vision, and values of the College in accordance with College policies and procedures and/or requirements of any applicable Collective Bargaining Agreement.

In order to promote student learning within a culture of equity and inclusion, successful candidates must demonstrate through a series of pre-qualifying and interview questions that they have an understanding of how to work well with individuals from a broad range of backgrounds and needs. This includes, but is not limited to, individuals with disabilities and those with diverse academic, socio-economic, cultural, racial, and ethnic backgrounds and it is the policy of the College that there will be no discrimination or harassment on the grounds of race, color, sex, gender, marital status, religion, national origin, age sexual orientation, gender identity or expression, or disability in any education programs, activities, or employment.

Employees shall possess the minimum qualifications prescribed for their positions by federal law, state law, and/or College policies/procedures.

END OF POLICY

President's Cabinet Approval Date: July 21, 2021

College Council Approval Date: May 27, 2021

Board Adoption Date:

Last Revised:

Rescinds: 4.005 Personnel Policy Goals

AP 7120 Recruitment and Hiring

References:

NWCCU Standard 2.F.1, 2.F.3

Clatsop Community College is committed to providing equal access in its recruitment and selection process for all applicants and fully respects and values the diversity of cultures and abilities of its surrounding communities. The College shall actively recruit from both within and outside of the college workforce to attract qualified applicants for all openings. This shall include outreach designed to ensure that all individuals, including those from protected groups, are provided the opportunity to seek employment with the college.

This administrative procedure is intended to identify the process of recruiting and hiring for all positions at Clatsop Community College. While this procedure is intended to be comprehensive, there may be areas that need clarification. Questions should be directed to the Office of Human Resources.

The following principles shall guide all activities related to the screening and hiring of new employees:

1. The College actively seeks applicants who demonstrate the required technical expertise, preparedness, competence, respect, knowledge, and sensitivity that will enable them to effectively work in a multicultural educational environment. The administrators, faculty and staff share the responsibility for assuring equal opportunity practices throughout the screening and selection process.
2. Hiring decisions shall comply with federal and state laws, and the College's commitment to equal opportunity, fairness, inclusion, respect of all candidates and objectivity throughout the selection process.
3. Between the announcement of a vacant position and the hiring of the candidate, there is sufficient time to allow for a thorough, complete and thoughtful search.
4. All participants in the selection process receive training by the Office of Human Resources.
5. Selection committee membership shall be diverse, in order to broaden perspectives and to better represent the College commitment to equal opportunity.
6. The selection committees shall maintain confidentiality throughout, and following completion of, the selection and hiring process.

Vacant Positions

New positions, including positions which have been performed by temporary employees, will be proposed through the annual budget process.

Development of new, or changes proposed for existing job descriptions will be made in coordination with the Director of Human Resources, who will convene the Compensation/Classification Committee when necessary to review the position. Once approved by the Compensation/Classification Committee, hiring supervisor will work with their responsible administrator to make a recommendation to the President's Cabinet to fill the position.

Vacancies due to retirement, resignation or other termination of an employee will be reviewed by supervisor and Human Resources. The responsible administrator will make a recommendation to the President's Cabinet regarding need to fill the position.

Development of Job Announcement

To ensure equal employment opportunity and the integrity of the screening and hiring process, the job announcement will be developed through the Office of Human Resources in consultation with the hiring supervisor.

All positions shall indicate a "Closing Date" or a "First Review Date", if open until filled, which would allow committees to review applications while recruitment may continue.

Part-time temporary positions will be advertised by the Office of Human Resources at the request of the hiring supervisor. The Office of Human Resources will maintain an applicant pool for part-time temporary assignments. Supervisors can access and review the applications in the relevant pool prior to making a hiring decision.

Recruitment

The goal is to develop a comprehensive recruitment plan for each position which will ensure a diverse pool of well-qualified applicants.

The standard recruitment plan:

- a. The job announcement will be posted on the college's website and emailed to all employees within the college; and posted in appropriate online or print media that ensure diversity is a priority, as well as target professional expert sources to support a rigorous recruitment effort.
- b. The hiring supervisor may request expanded job announcement distribution through professional organizations, targeting mailing lists, or listing provided by the hiring supervisor.
- c. Positions will be posted on the college's employment page for a minimum of five business days before the position's closing date or first review date.

Application Process

All applicants, internal or external must apply through the College's online application system, including any required documents as stated in the position announcement.

If required for the position, internal and external applicants must submit a resume and/or transcript(s) along with the application form in order to demonstrate that minimum qualifications are met.

At the close of the recruitment process, the Office of Human Resources will review the applications received, ensuring that they are complete and verifying minimum qualifications prior to submitting the applications to the selection committee.

Selection Committee

Upon the authorization to proceed with recruitment for an open position, the Office of Human Resources will work with the hiring supervisor in the creation of a selection committee. Committees will have diverse membership composed of five or six individuals which may include administrators, service and supervisory, faculty, classified, and confidential classified. As appropriate, hiring committees may include a student, and/or community member. Final committee members will be approved by the Director of Human Resources.

Committee members are required to participate in training for each hiring process they participate in. Members who do not participate in the training will not be able to participate in the hiring process. The Office of Human Resources is responsible for the orientation/training of the screening committee and the collection and distribution of application materials. Orientation/training will take place during the initial meeting.

Committee members must attend all scheduled committee meetings, or members will be unable to score candidate(s).

Confidentiality must be maintained throughout the recruitment and hiring process. Each member of the selection committee must sign a Confidentiality Agreement. Any breach of confidentiality will result in the removal of the committee member. No discussions regarding the selection process shall take place outside of the selection committee meetings. Any unauthorized disclosure of confidential information by a selection committee member may result in suspension from serving on selection committees in the future.

Membership of the selection committee will not change during the process, except in the event of an emergency, or as necessary as determined by the Director of Human Resources in consultation with the hiring supervisor.

Selection committees are responsible for developing interview questions. Questions must comply with the Uniform Guidelines for Employee Selection and will be approved by the Office of Human Resources. Committees may develop questions which include skills or knowledge testing.

At the conclusion of the hiring process, all notes, forms, applications and so forth, will be turned in to the Office of Human Resources.

Interviews

An individual, personal interview by the entire selection committee will be conducted for applicants who submit a complete application packet by the filing deadline, pass the preliminary document review, and who are mutually agreed upon by the selection committee. Though not a requirement, it is recommended that hiring supervisors interview applicants for part-time temporary positions.

The interview may be conducted in person, by telephone, video or other electronic methods if necessary. However, the same method shall be used of all candidates interviewed. The Office of Human Resources will be responsible for contacting applicants to arrange for interviews.

The same set of pre-determined interview questions (and skills/teaching demonstrations, if applicable) shall be used to screen each candidate. The committee may ask appropriate follow-up questions to clarify a candidate's response to a question.

A second interview may be conducted by the hiring supervisor for top ranked candidates. In some cases, another review level may be conducted by the Directors, Deans, Vice President or President. This interview will be arranged by the Office of Human Resources at the request of the appropriate administrator.

Final candidates should be those who have clearly demonstrated knowledge, skills and abilities that best meet the needs of the position, the department and the College.

Following the last interview, the committee shall review each candidate and determine a final candidate.

Employment Offer

Following the selection of the final candidate, the hiring supervisor shall submit formal notification of the selection to the Office of Human Resources. The Office of Human Resources will then make a conditional offer of employment, pending the outcome of the background and reference check. The hiring supervisor will be notified when someone has accepted the position.

Job offers for part-time temporary positions may be made by a hiring supervisor once an application has been completed by the applicant in the online application system. Hire/Pay Authorization forms are the official method by which to offer employment to a part-time temporary employee and must be signed by the direct supervisor, and in some cases, by the Director, Dean or VP of the area.



Exceptions

Exceptions to the above procedures may be required for emergencies or other unanticipated situations. Exceptions need to be considered through the Human Resources Director prior to offering employment.

President's Cabinet Approval Date:	July 21, 2021
College Council Approval Date:	May 27, 2021
Last Revised:	July 21, 2021



Clatsop Community College

Board of Education Meeting – October 12, 2021
FY21-22 Financial Summary – September 30, 2021
FY20-21 Financial Summary – Pre-close

Attached is the Statement of Revenues and Expenditures for FY21-22 and pre-close FY20-21 by fund source.

September represents three months (25%) of the FY21-22 fiscal year. The FY20-21 audit field work was performed the week of July 26, 2021. The audit team visit was planned to begin the week of November 1, 2021; however, the visit has been postponed until the week of December 13, 2021. The FY19-20 financial statements were presented by our audit firm, CliftonLarsonAllen (CLA), at the February 9, 2021 Board meeting.

The FY19-20 annual audited financial statements are available at the following link:
<https://www.clatsopcc.edu/wp-content/uploads/FYE2020-Clatsop-CC-Financial-Statements.pdf>

Historical annual audited financial statements are available at the following link:
<https://www.clatsopcc.edu/about-ccc/financial-budget-reports/audit/>

General Operating Fund

(a) Tuition and fee revenue recorded through September FY21-22 is \$1.003 million, or 21percent of the adopted budget representing summer term revenue. FY20-21 actual tuition and fee revenue are \$2.968 million including the \$513 thousand federal stimulus funds represents a 2 percent decrease from FY2019-20.

Expenditures by Function (spreadsheet, bottom of page) provides more General Fund detail with a budget and actual by-function expenditures for instruction, etc.

(b) State Appropriations recorded through September FY21-22 is \$1.219 million representing the first quarterly payment. State Appropriations in the FY21-22 adopted budget is \$4.218 million based on the second year of the \$641 million community college allocation for the 2021-2023 biennium.

(c) No property taxes have been received through September FY21-22. The actual FY20-21 property taxes received are \$5.132 million, or 107.02 percent of the adopted budget.

(c1) FY21-22 other revenue recorded through September are \$1,658. Timber proceeds are budgeted at \$450 thousand.

(c2) The FY21-22 adopted budget beginning fund balance is \$2.2 million and the actual beginning fund balance estimated at \$2.4 million. The FY19-20 actual budgetary basis ending fund balance is \$1.849 million. The FY18-19 General Fund ending fund balance was \$1.453 million.

(d) Total actual General Fund expenditure through September \$2.978 million, or 18.99 percent of budget, compared to \$2.657 million in September FY20-21 representing a 12.09 percent increase. Total estimated actual General Fund expenditures in FY20-21 are \$11.803 million, or 83.15 percent of budget.

Grants and Financial Aid Fund

(e) FY21-22 expenditures through September are \$637 thousand representing 10.84 percent compared to budget.

Plant Fund

(f) The Plant Fund resources include beginning fund balance from timber proceeds.

(f1) The Plant Fund FY21-22 expenditures are \$27 thousand through September.

(g) The Plant – Debt Fund expenditure is the semi-annual interest payment related to the \$7.5 million borrowing.

Non-Plant Debt Fund

(h) This fund represents interest earned and debt payments for our PERS debt service.

Expenditures
All-Funds
Comparing YTD September 2021 to September 2020

REVENUES												
Fund	Description	FY 2021-2022		Revenue as of		% Received	Revenue as of		% Change September 2021 compared to September 2020	Revenue as of		Budget versus Actual Variance
		Budget		9/30/2021			9/30/2020			6/30/21 (pre-close)	% Received	
11	Tuition and fees (a)	\$ 3,278,631	21%	\$ 1,002,604	21%	30.58%	1,075,165	-6.75%	\$ 3,217,750	\$ 2,967,806	92.23%	\$ (249,944)
11	State Appropriations (b)	\$ 4,218,224	27%	\$ 1,218,590	25%	28.89%	1,054,556	15.55%	\$ 4,218,224	\$ 4,268,733	101.20%	\$ 50,509
11	Property Taxes (c)	\$ 4,934,817	31%	\$ -	0%	0.00%	25,974	-100.00%	\$ 4,795,453	\$ 5,132,000	107.02%	\$ 336,547
11	Other (c1) including Fnd 12 Transfer In	\$ 1,046,635	7%	\$ 1,658	0%	0.16%	29,507	-94.38%	\$ 563,100	\$ 484,520	86.05%	\$ (78,580)
	Beg. Fund Balance (7/1/21 & 20) (c2) *estimate	\$ 2,200,000	14%	\$ 2,600,000	54%	118.18%	1,848,774	40.63%	\$ 1,400,000	\$ 1,848,774	132.06%	\$ 448,774
	Total General Fund	\$ 15,678,307	100%	\$ 4,822,852	100%	30.76%	4,033,976	19.56%	\$ 14,194,527	\$ 14,701,833	103.57%	\$ 507,306
12	Auxiliary	\$ 77,535		\$ 45,979		59.30%	45,182	1.76%	\$ 596,272	\$ 243,360	40.81%	\$ (352,912)
21	Grants and Financial Aid (e)	\$ 5,875,774		\$ 109,944		1.87%	450,210	-75.58%	\$ 4,630,492	\$ 4,146,935	89.56%	\$ (483,557)
41	Plant (f)	\$ 21,583,567		\$ -		0.00%	247,500	-100.00%	\$ 21,864,425	\$ 1,036,091	4.74%	\$ (20,828,334)
42	Plant - Debt (g)	\$ 1,502,458		\$ -		0.00%	-	0.00%	\$ 1,702,778	\$ 940,820	55.25%	\$ (761,958)
54	C&O - Special Revenue	\$ 70,264		\$ 1,985		2.83%	54,210	-96.34%	\$ 69,641	\$ 71,271	102.34%	\$ 1,630
60	Non-Plant Debt Fund (i)	\$ 1,092,777		\$ 163,888		15.00%	216,755	-24.39%	\$ 1,030,000	\$ 876,479	85.10%	\$ (153,521)
	Total Revenues	\$ 45,880,682		\$ 5,144,648		11.21%	\$ 5,047,833	1.92%	\$ 44,088,135	\$ 22,016,789	49.94%	

EXPENDITURES												
Fund	Description	FY 2021-2022		Expended as of		% Expended	Expended as of		% Change August 2021 compared to August 2020	Expended as of		Budget versus Actual Variance
		Budget		9/30/2021			9/30/2020			6/30/21 (pre-close)	% Expended	
11	General Operating (d)	\$ 15,678,307		\$ 2,977,777		18.99%	2,656,580	12.09%	\$ 14,194,527	\$ 11,803,276	83.15%	\$ (2,391,251)
12	Auxiliary	\$ 77,535		\$ 678		0.87%	100,925	-99.33%	\$ 596,272	\$ 309,647	51.93%	\$ (286,625)
21	Grants and Financial Aid (e)	\$ 5,875,774		\$ 636,733		10.84%	556,138	14.49%	\$ 4,630,492	\$ 5,160,930	111.46%	\$ 530,438
41	Plant (f)	\$ 21,583,567		\$ 27,134		0.13%	281,545	-90.36%	\$ 21,864,425	\$ 470,511	2.15%	\$ (21,393,914)
42	Plant - Debt (g)	\$ 1,502,458		\$ -		0.00%	-	0.00%	\$ 1,702,778	\$ 1,502,078	88.21%	\$ (200,700)
54	C&O - Special Revenue	\$ 70,264		\$ 153		0.22%	-	0.00%	\$ 69,641	\$ 12,233	17.57%	\$ (57,408)
60	Non-Plant Debt Fund	\$ 1,092,777		\$ -		0.00%	-	0.00%	\$ 1,030,000	\$ 692,202	67.20%	\$ (337,798)
	Sub-total Operations	\$ 45,880,682		\$ 3,642,475		7.94%	\$ 3,595,188	1.32%	\$ 44,088,135	\$ 19,950,877	45.25%	\$ (24,137,258)
	Total Expenditures	\$ 45,880,682		\$ 3,642,475		7.94%	\$ 3,595,188	1.32%	\$ 44,088,135	\$ 19,950,877	45.25%	
	Total Receipts over (under) Total Expenditures	\$ -		\$ 1,502,173					\$ -	\$ 2,065,912		
	Subtotal Operations (net)			\$ 1,502,173						\$ 2,065,912		
	Subtotal New Campus Dev (net)			\$ -						\$ -		
	Total Receipts over (under) Total Expenditures (net)			\$ 1,502,173						\$ 2,065,912		

Parenthetical items are explained on attached page.

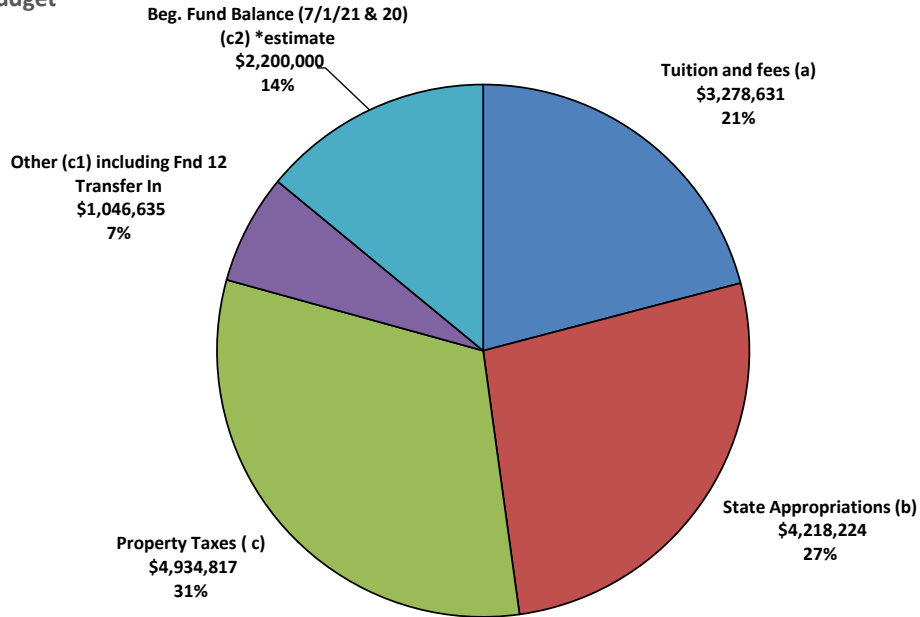
GENERAL FUND (11) EXPENDITURES BY FUNCTION												
Fund	Description	FY 2021-2022		Expended as of		% Expended	Expended as of		% Change August 2021 compared to August 2020	Expended as of		Budget versus Actual Variance
		Budget		9/30/2021			9/30/2020			6/30/21 (pre-close)	% Expended	
11	General Operating (d)	\$ 15,678,307		\$ 2,977,777		18.99%	2,656,580	12.09%	\$ 14,194,527	\$ 11,803,276	83.15%	\$ (2,391,251)
	By Function											
	Instruction	\$ 5,708,351	36%	\$ 1,181,307	40%	20.69%	851,374	38.75%	\$ 5,367,095	\$ 4,551,626	84.81%	
	Instructional Support	\$ 1,964,802	13%	\$ 434,863	15%	22.13%	391,591	11.05%	\$ 1,902,747	\$ 1,613,668	84.81%	
	Student Services	\$ 1,733,495	11%	\$ 340,206	11%	19.63%	285,736	19.06%	\$ 1,426,856	\$ 1,258,175	88.18%	
	Institutional Support	\$ 3,953,175	25%	\$ 625,962	21%	15.83%	749,193	-16.45%	\$ 3,171,985	\$ 2,889,717	91.10%	
	Operation and Maintenance of Plant	\$ 1,656,017	11%	\$ 360,801	12%	21.79%	347,872	3.72%	\$ 1,604,398	\$ 1,357,135	84.59%	
	Scholarships & Tuition Waivers	\$ 174,300	1%	\$ 34,638	1%	19.87%	30,814	12.41%	\$ 174,300	\$ 132,955	76.28%	
	Contingency	\$ 488,167	3%	\$ -	0%	0.00%	-		\$ 547,146	\$ -	0.00%	
	Total General Fund Expenditures	\$ 15,678,307	100%	\$ 2,977,777	100%	18.99%	2,656,580	12.09%	\$ 14,194,527	\$ 11,803,276	83.15%	\$ (2,391,251)

General Fund (11) FY 2021-2022

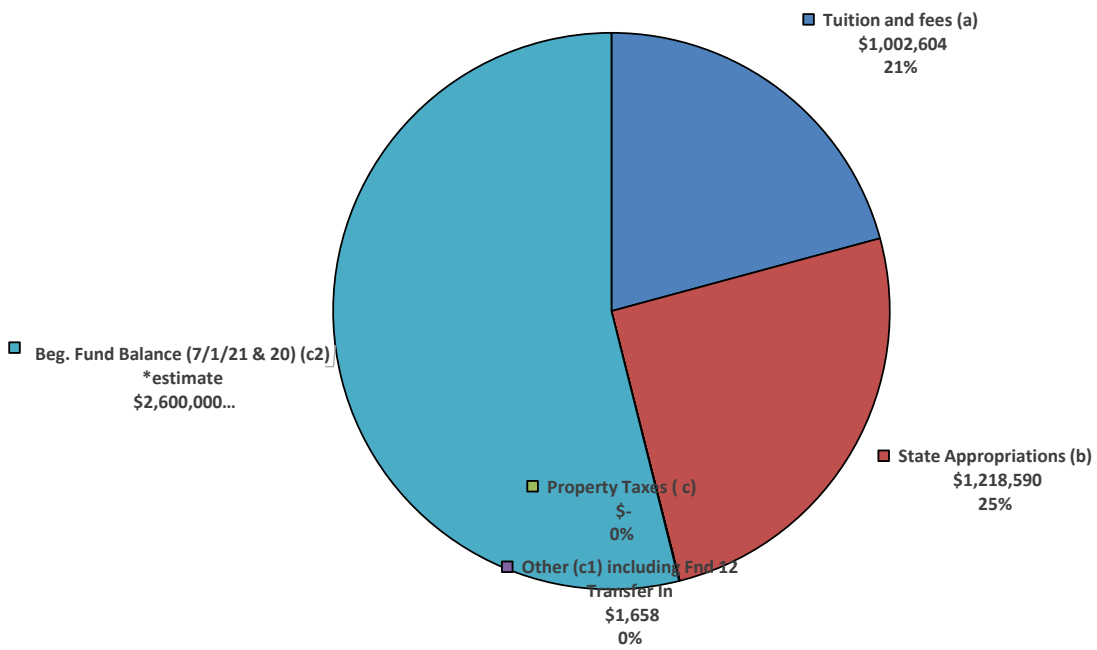
by source

Revenue

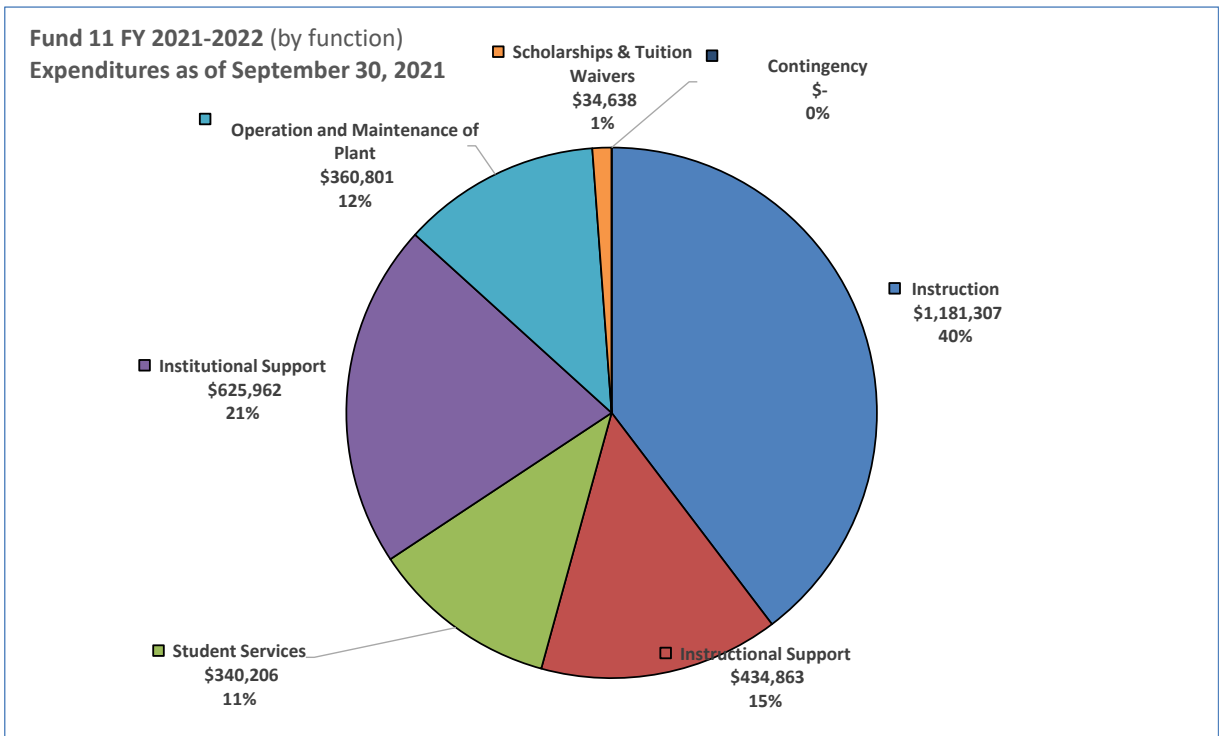
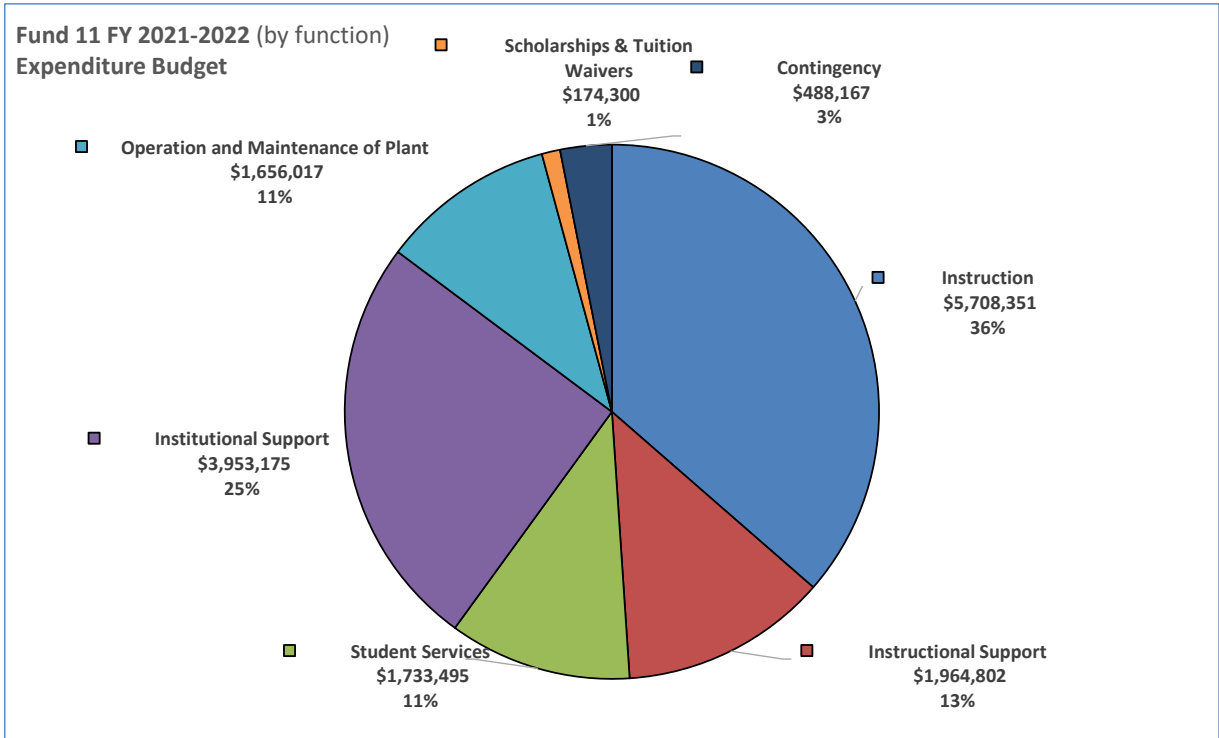
Fund 11 (10) FY 2021-2022 (by source)
Revenue Budget



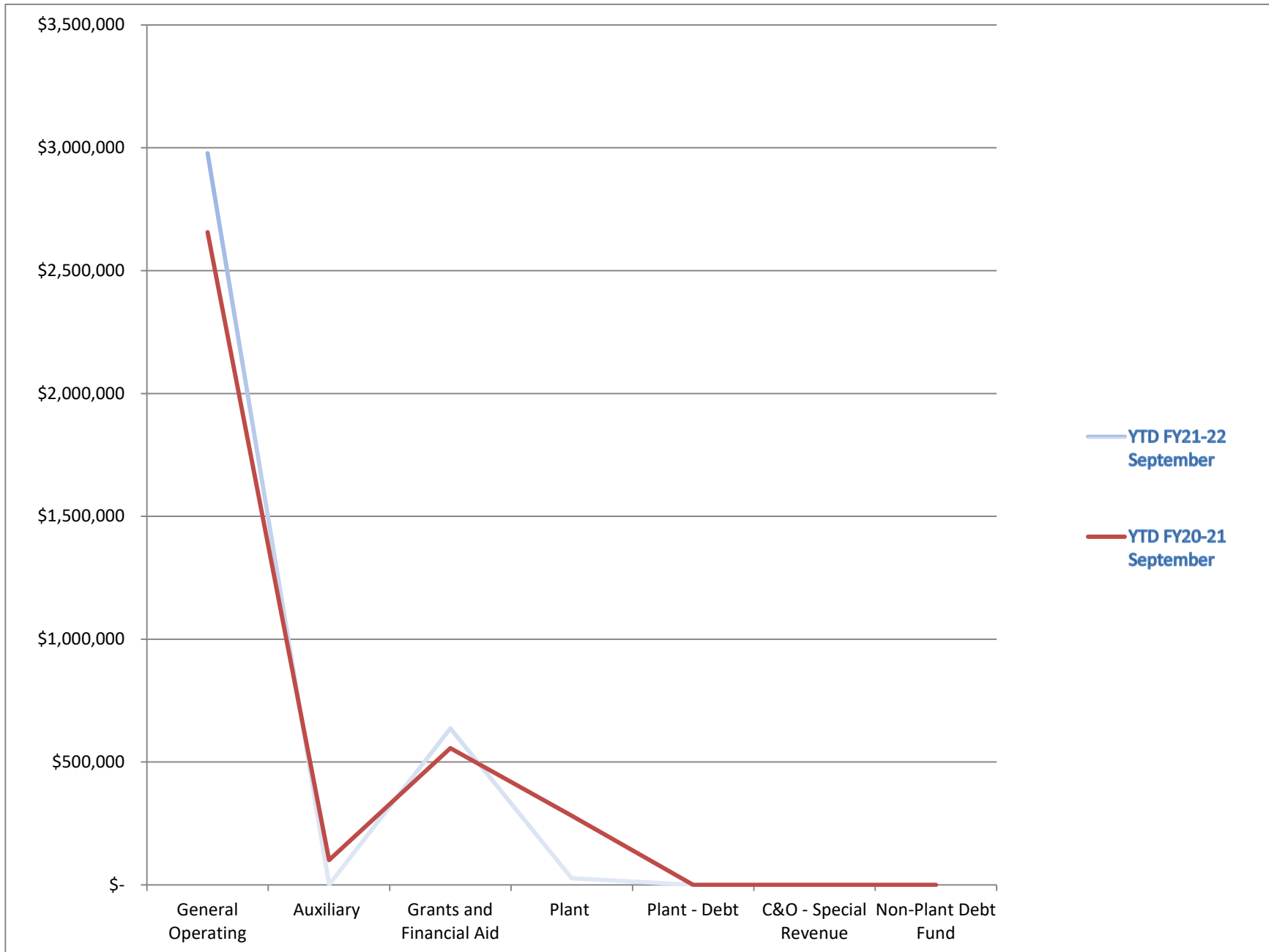
Fund 11 (10) FY 2021-2022 (by source)
Revenue as of September 30, 2021



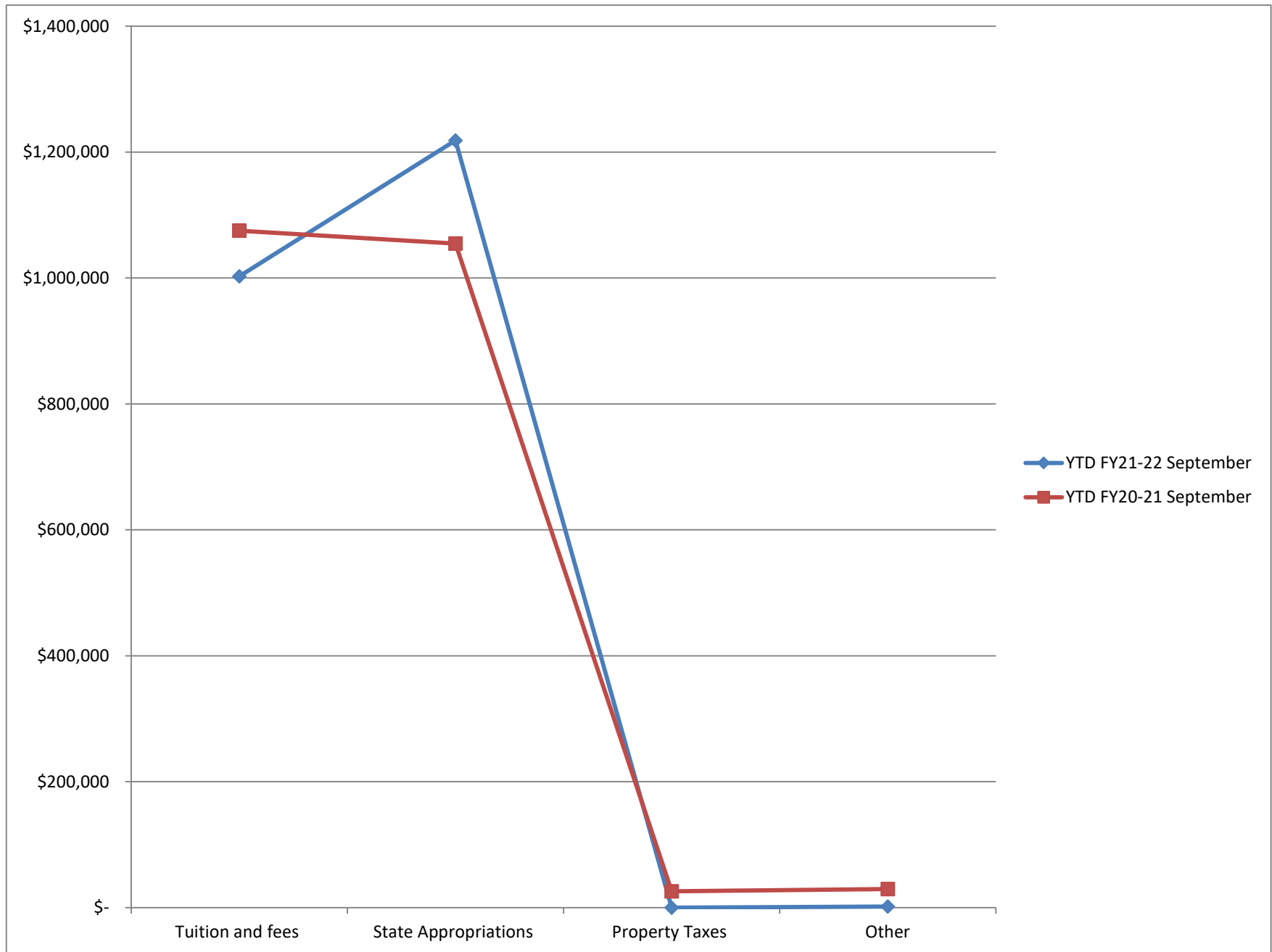
General Fund (11) FY 2021-2022
by function
Expenditures



Expenditures
All-Funds
Comparing YTD September 2021 to September 2020



General Fund Revenue YTD September 2021 Compared to September 2020



Report to the Board Vice President of Academic Affairs

The Northwest Commission on Colleges and Universities (NWCCU) is scheduled to conduct a remote Ad Hoc site visit on October 19. This concerns Recommendation 2 from the 2019 Fall Mission Fulfillment and Sustainability Evaluation. The recommendation stated, “Review and revise its institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making.” The evaluator is Dr. Janice Alexander, Division Chair, Science and Engineering, Flathead Valley CC.

We are in the midst of some good work responding to the recommendation to review and revise our institutional planning processes to ensure that data collectively support mission fulfillment and effective strategic decision-making. We are focused on three areas moving forward.

- 1) Clear accountability for finalization and implementation of the plan’s elements, including not only executive responsibilities but also the membership, expectations, and leadership of any subgroups formed to provide constituent participation

An Accreditation Work Group was formed after the Spring 2021 Ad Hoc site visit. This work group includes the Vice President of Academic Affairs, the Vice President of Student Success, the Dean of Transfer Education, the Dean of Workforce Education and Training, the Director of Human Resources, the Director of Communications and Marketing, the Foundation Director, a Full Time Faculty representative, a Part Time Faculty representative, and a Classified Staff representative. The Full Time Faculty representative is Nancy Cook, the Part Time Faculty representative is Ryan Hume, and the Classified Staff representative is Helen Keefe. A subgroup of the Accreditation Work Group, titled the Accreditation Technical Group, includes the two Vice Presidents and the two Deans.

- 2) We have created measurable indicators of success for each objective within CCC’s four strategic initiative areas in the 2018-2023 Strategic Plan, using these metrics to define mission fulfillment.
- 3) We are working on developing ongoing and systematic evaluation and planning processes that meaningfully integrates data analysis to inform and refine Clatsop’s effectiveness, assign resources, and improve student learning and achievement.
 - We are currently doing an assessment of the Measurable Indicators of Success listed in the Appendix of the recent Ad Hoc Report to better understand which have adequate data in hand and which need to have the data developed. I plan to complete an Institutional Assessment Plan document in advance of the Ad Hoc site visit.
 - I am working with Justin Smith, our Institutional Research staff based at Linn Benton CC, to determine how to develop data collection processes in a way that data automatically flows to the Accreditation Work Group when it is generated.

- We are developing a table of key performance indicators that align with our strategic planning and with readily available data.

The College believes that a revised planning process will result in (1) regular review of institutional data to inform strategic decisions, (2) alignment of Board and College leadership established goals with goals and strategies at the department level, and (3) regular and meaningful reporting processes.

This work is going to take some time. The long term goal is to align this work with an excellent 2023-2028 Strategic Plan. In the short term, it may take time to completely satisfy our accrediting body.

FACULTY PRESENTATION
October 12, 2021

What We Are Doing to Support Students Remotely in Science
Presentation by Nichole Warwick, Biology Instructor

Science faculty have been actively seeking ways to provide an interactive lab experience while working in a variety of modalities, supporting students of diverse backgrounds and abilities. Several faculty working with remote or online students have put together supply packets to enrich the learning experience and look forward to sharing some of the things we have done in the past 18 months to support students.

Student Success Report to the Board

October 2021

Summary

Fall term 2021 arrived on September 27th and preparation for fall quarter has been the primary focus of student services. Additionally, the student services leadership team has established priority areas for the upcoming year. These areas are:

- New Student Admissions and Onboarding
- Retention
- Improving Direct Student Service
- Improving Student Engagement

The Student Services Leadership Team is currently working on establishing indicators that both help track progress on these items and vetting initiatives to improve our performance in these areas. Some initiatives have already been implemented, including the use of Jira, which is a communication and customer service response product that allows for the tracking and management of student service requests.

Data

Enrollment Data (Cycle to Date)

	Fall FTE (+9 days)	Fall Headcount (+9 Days)
2019-20	264.3	1,451
2020-21	157.9	614
2021-22	172.5	791
% Change	+9.2%	+28.8%
% Change vs 2019	-34.7%	-45.5%

Admissions & Recruitment

	YTD Admissions	YTD Applications
2020-21	216*	219
2021-22	172	250
% Change	-20%	+14.1%

*Prior to implementation of the current ERP a student counted as admitted if they submitted an application form, even if they had not completed placement, etc. Admissions staff estimate that using comparable methodology to the 2021-22 cycle, the admitted students for 2020-21 would be approximately 120.

Previous Events/Meetings

- Aug. 30: Outreach to AHS counseling staff re: upcoming recruitment events.
- Sept. 6: Meeting with MERTS Staff re: recruitment efforts.
- Sept. 13: Meeting with Lower Division Transfer Dean re: updates to program and recruitment materials.
- Sept. 16: Outreach to local churches (dropped off admissions materials).
- Sept. 20: Training to faculty re: CNS and portal use.
- Sept. 24: Training to faculty re: CNS and portal use.
- Week of Sept. 6: Call drive with Advising Team and Staff Volunteers re: outreach to close to graduation students and unenrolled students from spring and summer term.

Upcoming Events/Meetings

- Oct. TBD: Presentation to LIT classes.
- Oct. 7: College/FAFSA Night at Knappa High School
- Oct. 18: Application Drive/Oregon Promise Workshop at Seaside High school
- Nov. 2: Application Drive/Oregon Promise Workshop at Astoria High School
- Nov. 2: College/FAFSA Night at Knappa High School
- Nov. 9: Application Drive/Oregon Promise Workshop at Knappa High School
- Nov. 11: Application Drive Naselle High School

Student Appointments

- 48 pre-scheduled and 37 unscheduled admissions appointments.

Access and Advising

As of this report, the new director of access and advising services will begin on October 12th.

Bookstore

Bookstore staff's focus in the month of August has been preparing for the start of fall term and the return of students and staff. Purchasing course textbooks and materials as well as ensuring staff supply needs will be met.

We continue to develop our point-of-sale system and build our website. We recently added a website feature that allows for year-round textbook buy back through our textbook partner company MBS with no additional shipping cost for students. Additionally, we are exploring new options to recoup funds from deadstock textbooks.

Fall term traditionally is the largest sales and service period we see in the bookstore. COVID has made course material ordering and sales difficult to predict. Lack of used books due to campus closures have forced us to purchase more new textbooks than in previous terms and shipping/backorders are a regular obstacle. With a slight increase in enrollment this term we are hopeful to see an increase in sales from previous terms affected by COVID closures.

Financial Data for August will reflect the bulk of purchasing without the sales due to the term start date of Sept 27th. September and October reports will reflect the sales and overstock returns associated with purchases you see in the data below.

August 2021-Bookstore Credit/Debit

Point of Sale-Credit		\$964.01
Financial Aid-Credit		\$0.00
Overstock Refund-Credit		\$0.00
Staff Supply BKSTR Purchases (Green Slips)-Credit		\$65.60
Purchases-Debit		-29,009.85
Payroll Expenses-Debit		\$7,558.11
	Net Loss:	-\$35,538.35

***YTD**

	Net Profit/Loss
Jul-21	-2,297.84
Aug-21	-35,538.84

Purchasing/Returns

Fall term has the largest purchases over other terms as this is when many programs/ departments request purchasing of their textbook/materials that will be used the entire academic year.

Most overstock materials will be returned in the 3rd-4th week of the term for financial refunds from the company they were purchased from. These refunds can take anywhere from 2-8 weeks to process and be returned to the bookstore.

Bookstore staff are currently working on adding two new return methods for overstock returns that exceed the return guidelines of the distribution companies. We have signed on to Vindy, a company that allows us to sell our overstock textbooks to 600 other Community Colleges as well as universities. The second addition in the works is creating an Amazon Sellers account that will allow us to sell overstock textbooks to the public. We anticipate these two new routes will minimize the amount of overstock that turn into deadstock due to the inability to return them to distributors.

The bookstore anticipates a reduction in art supply sales due to the relocation of parts of the art program to an off-campus location. We will offset this decrease in sales with a reduction of supplies purchases. At this time, we are confident that the art supplies we have on hand will be

adequate to meet the needs of the staff and students and will require minimal additional purchases.

Financial Aid

The college has been notified that its most recent Federal Direct Loan Cohort Default Rate (CDR) is 12.6%. The recent CDR is the percentage of students of who began repayment of their loans starting in October of 2017 and went into default by September of 2020. 126 students went into repayment and 16 of those students defaulted on their loans.

The Director of Financial Aid submitted the annual Fiscal Operations Report for 2020-21 and Application to Participate for 2022-23 (FISAP) to the U.S. Department of Education (ED). This yearly document to ED reports the use of the Federal Campus Based Programs, Federal Work Study, and the Supplemental Education Opportunity Grant. The FISAP also used apply for 2022-23 Campus Based Funds. A profile of Clatsop is included as part of the reporting including enrollment, tuition and fees, Federal Pell and Oregon state grant programs, and a demographic breakdown of 507 financial aid recipients.

Highlights from the FISAP:

Clatsop in 2020-21 disbursed \$1,081,944 in Federal Pell Grants, \$168,273 in Federal Supplemental Educational Opportunity Grants and students earned \$34,667 in Federal Work Study. 106 students received Emergency Supplemental Educational Opportunity Grant funds valued at \$59,490. \$374,891 in Oregon state grant funds were disbursed to students. We had 507 financial aid recipients with adjusted gross income (AGI) of \$0.00 to \$1,386,056.00. 46 students reported \$0.00 AGI. 232 dependent students (under 24 and usually living with their parents) had family average family income of \$66,557. 275 independent students (over 24 not living with parents) had average family income of \$25,990.

Registrar

We are currently developing reports from the new Jira tool. During the Month of September, the First Stop and registrar areas responded to 730 requests in addition to walk-up traffic.

Board Policy Rescinds
April 13, 2021

Old Policy #	Title	Procedure #/Title	Ready to Rescind	Rescind Date	New Policy #/Title	Procedure Number/Title
4.005	Personnel Policy Goals	N/A	Yes	10/12/2021	BP 7120 Recruitment Hiring	AP 7120 Recruitment Hiring

Personnel Policy Goals

The Board of Directors recognizes that a dynamic, competent and efficient staff dedicated to education is necessary to maintain a constantly improving educational institution. The Board is interested in its personnel as individuals and recognizes its responsibility for promoting general staff welfare.

The Board's specific personnel goals are to:

- Recruit, select, and employ the most suitably qualified personnel to staff the College;
- Provide adequate compensation and benefit programs for all employees;
- Provide professional development opportunities for all employees;
- Conduct an employee evaluation program;
- Encourage the development and maintenance of good employee morale;
- Assist and encourage employees who demonstrate leadership qualities and interest in positions with increased responsibility.

END OF POLICY

Legal Reference:

ORS Chapter 341

Draft ERP Replacement Plan

Synopsis

The ERP replacement plan outlines the steps and requirements needed to transition from our current ERP product (Anthology) to a new ERP system that more closely meets our institutional, staff, and student needs. Moving to a new ERP will require investments not only in a new product but also in personnel to ensure that our team is able to support students during this transition. Front Line Staff, Subject Matter Experts, Faculty, and CCC Cabinet Members all contributed to the draft plan and will be involved in the extended planning process.

Preparation Phase

Hiring of an Implementation Project Manager will be necessary as soon as possible. This individual will have authority over all aspects of the project and will be the liaison between Anthology and CCC as we exit from their services and will lead the implementation of the new system. Their authority will extend to allocation of personnel assignments as needed for implementation. The project manager will report directly to the president and provide reports to the board on the progress of the project. This individual's employment will span the life of the project.

Phase one will also involve identifying a new provider for ERP services. An RFP will be issued targeted towards receiving interest from known providers of this service to community colleges. Ellucian, Peoplesoft, and Jenzabar among others are established players in this space. Experience with community colleges and a robust user group will be a significant part of our proposal evaluations. Another component of the evaluation will be the scope of the product, the more core functions they can accomplish for us, the more ancillary provider costs we may be able to shed and avoid the challenges brought on by integrations. It will be important that our RFP evaluation committee include front line staff, faculty, subject matter experts, and student representation.

As we identify a new provider, we will need to begin to prepare to transfer our data from the current system to the new system. This will require the services of a Data Analyst whose job will be to oversee: first the clean-up of our data, then the validation of the data once it is migrated to the new system. This will be a critical step to ensuring functionality in the new system and will require the involvement of current staff. The data analyst will report to the project manager.

Implementation Phase

Once the provider is selected there will be a collaborative effort to configure the system to meet our needs. This configuration will involve communication and planning between CCC staff and the staff of the new provider. The Clatsop team will need to be active during this phase as understanding the structure of the system will be critical to our user's ability to troubleshoot moving forward. Both data validation and configuration will require significant involvement from current staff; this commitment requires the hiring of additional staff in the business office and student services in order to provide appropriate support and service to our students.

While informal training will have been part of the configuration work, formal training will begin for all users prior to the go live date. This training will be part of the scope of service required by the ERP provider and be structured to provide a broad overview as well as focus on specific user needs. Our expectation is that the design of the system will be intuitive to students. To verify this expectation student users will be involved to test the student experience and aid in the development of any needed tutorials.

To go-live will require a sign off from all departments involved in the configuration, with the final approval required from the Implementation Project Manager. Post go-live we anticipate the need to troubleshoot the system. System stabilization will allow for the team to test the system in live conditions, addressing any unanticipated consequences resulting from deployment. It will be important that the project manager be active during this phase. Once we have stabilized the system and users have experience working in it, we will conduct a process re-review to see if there are any adjustments needed to the way we operate to maximize the use and efficiency of the new ERP.

Draft ERP Project Timeline

Preparation Phase

Activity	Length	Start	End
Prepare RFP	1 Week	10/13/2021	10/20/2021
Release RFP	60 Days	10/20/2021	12/20/2021
Begin hire of backfill positions (phased)	6 weeks	10/13/2021	1/31/2022
Backfill Position Training	2-3 Months	12/1/2022	3/30/2022
Evaluate RFP for finalists	3 weeks	12/20/21	1/7/2022
Review Product Demonstrations, Select Successful Vendor	2 Months	1/10/2022	3/11/2022
Hire Project Staff	6 Weeks	10/13/2021	12/1/2021
Legacy Data Cleanup Begins	6 Months	12/1/2021	5/31/2022
Negotiate Contract with Successful Vendor & Establish timeline for new implementation	1 month	3/14/2022	4/15/2022

Implementation Phase

Dates are dependent on successful vendor availability and support. These dates should be considered “No Earlier Than” dates.

Initial system familiarization	1 Month	5/16/2022	6/17/2022
Business Process alignment, system configuration and testing	6 months	6/19/2022	12/30/2022
Data Conversion and validation	5 months	1/3/2023	6/2/2023
General Staff Training and retraining of SME staff	2 Months	6/5/2023	8/4/2023
Go Live	1-2 weeks	8/7/2023	8/18/2023
System Stabilization	3 months	8/21/2023	11/17/2023
Process Alignment Re-review	12 months	1/8/2024	12/31/2024

Draft ERP Replacement Budget

Costs

Project Specific Personnel

Implementation Project Manager

Salary & Benefits

\$126,850/year

Data Analyst

\$99,080/year

Additional Support Positions

Accounts Receivable

\$63,147/year

Accounts Payable

\$55,413/year

Grant Accounts

\$66,016/year

Staff Accountant

\$72,332/year

Financial Aid Processing Assistant

\$55,413/year

Maritime/Fire Science Program Assistant

\$57,858/year

Program Assistant II

\$47,199/year

Credential/Transcript Evaluator

\$63,147/year

Enrollment Assistant x 4

\$252,588/year

Curriculum/ Recruitment Assistant

\$66,016/year

Systems Administrator

\$89,826/year

Total Personnel Costs

\$ 1,114,885/year x 2 years

Cost of the Product and Services

Selected ERP Implementation and Training

\$1,200,000

Cost for Transition

\$3,429,770



BP 2200 Board of Education Duties and Responsibilities

References:

NWCCU Standards 2.A.4 and 2.A.5
ORS 341.290, ORS 341.300 (traffic control)
AP 2200 Board of Education Duties and Responsibilities
BP 2715 Code of Ethics/Standards of Practice.

The Board of Education governs on behalf of the citizens of Clatsop County in accordance with the authority granted to it by state law.

The Board of Education in keeping with the requirements of ORS, and the rules and regulations set by the State governing board, shall:

- Provide community college services for the community
- Establish and administer general policies for the operation of Clatsop Community College
- Act as a general agent of the State in carrying out the will of the College in the matter of public education.

The Board of Directors will not take any position on local, state or national legislative matters, except as it may be of direct concern to Clatsop Community College.

The Board of Education is committed to fulfilling its responsibilities to:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations;
- Assure the **Board of Education** operates in an open, accessible, welcoming spirit, and maintains a culture that supports the **College's** commitment to diversity, equity and inclusion ;
- Establish policies that ensure the **College** operates in a way that supports its commitment to diversity, equity and inclusion;
- Hire and evaluate the President of Clatsop Community College;
- Delegate power and authority to the President to effectively lead the College;
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality; and
- Advocate and protect Clatsop Community College.

END OF POLICY

President's Cabinet Approval Date: November 27, 2018
College Council Approval Date: November 29, 2018
Board Adoption Date: November 13, 2018
Last Revised: November 13, 2018



Rescinds: 1.205, 1.305



BP 2435 Evaluation of the President

References:

NWCCU Standard 2.A.7
AP 2435 Evaluation of the President

The Board of Education shall conduct an evaluation of President at least annually. Such evaluation shall comply with any requirements set forth in the contract of employment with the President as well as this policy.

The Board of Education shall evaluate the President using an evaluation process the Board of Education and the President jointly agree to and develop. The evaluation will be completed and feedback provided to the President in time for consideration for any needed changes to next fiscal year's budget.

The criteria for evaluation shall be based on Board of Education policy, the President's job description, and performance goals/objectives developed in accordance with BP 2430, Delegation of Authority to the President.

The criteria for evaluation of the **President** shall also include performance goals and objectives related to the **College's** commitment to diversity, equity, and inclusion.

The Board's discussion and conferences with and about the President and his/her performance will be in executive session, unless the President requests an open session. Results of the evaluation will be written, announced in a public meeting, and be placed in the President's personnel file.

Any time the President's performance is deemed to be unsatisfactory, the President will be notified in writing, with a copy placed in his/her personnel file, of specific areas to be remedied and will be given an opportunity to correct the problem(s). If performance continues to be unsatisfactory, the Board may either dismiss the President or not renew his/her contract pursuant to Board policy, the employment contract with the President, and state law and rules. The official and complete copy of the President's personnel file shall be stored with Clatsop Community College's legal counsel.

END OF POLICY

President's Cabinet Approval Date:	November 27, 2018
College Council Approval Date:	November 29, 2018
Board Adoption Date:	November 13, 2018
Last Revised:	November 13, 2018

Rescinds: 2.035

AP 2435 Evaluation of the President

References:

- NWCCU Standard 2.A.7
- ORS 192.660(2)(i) (Allows evaluation to occur in Executive Session)

The Board using the following procedure conducts an annual evaluation of the President's performance:

1. All Board members participate in conducting the evaluation process.
2. A committee of three Board members to lead the evaluation process is identified at the regularly scheduled Board meeting in September.
 - a. The committee discusses the format of the planned evaluation process. The committee will bring recommendations on the level of evaluation process to be used to the full Board. It may not be necessary to use a full 360-degree process every year. If, a modified version of the 360-degree process is being recommended, the committee will delineate the parameters of the evaluation process in their presentation to the Board.
 - b. Questions for the performance evaluation are drafted by the committee using the President's job description, performance goals and objectives, the College's mission, vision and core values, delegated authority and other criteria agreed upon by the Board and the President. The evaluation criteria will include performance goals and objectives related to the College's commitment to diversity, equity, and inclusion.
 - c. The committee presents the suggested evaluation process and a draft of potential evaluation questions for discussion, deliberation, and approval by the full Board at the regularly scheduled Board meeting in October.
 - d. A 360-degree evaluation process may be used, with input obtained from both internal and external stakeholders.

Internal Stakeholders include:

- Administrative personnel who report directly to the President
- Representative(s) of all employee groups, including Service and Supervisory and exempt employees, full-time contracted faculty, adjunct (part-time) faculty/instructors), and classified employees. The representative(s) are selected by their group or bargaining unit.

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External Stakeholders may include:

- Administrators of secondary school districts within the College District
 - Local Businesses/employers from key sectors throughout the communities
 - Non-profit organizations connected to or impacted by the College, from throughout the College district (i.e. CEDR)
 - Government entities both local and state level who work with, support, or advice the College
 - Organizations such as Rotary and Kiwanis Clubs, Chambers of Commerce, etc.
3. The Board discusses the recommendations from the committee and finalizes the evaluation plan and approves the questions to be used.
 4. Board members share the task of conducting interviews. Responses to the interviews may be obtained in person, by phone or electronic device. Responses to the approved questions are given to the committee by each interviewer.

Note: While confidentiality of individual responses is ideally maintained, it cannot be guaranteed. The person being interviewed should be told this before beginning questioning, and that a follow-up interview may, on rare occasion, be necessary.
 5. The evaluation committee compiles responses and a summary report prepared along with a draft evaluative letter for presentation to the President and full Board in Executive Session unless the President requests an open session. The President will come prepared with a self-evaluation and all materials will be reviewed and discussed. The Board and President will review and discuss the strengths and weaknesses of the evaluation process. This executive session should ideally be scheduled in December ahead of the regularly scheduled Board meeting.
 6. The Board Chair (or designee) will summarize the results of the evaluation in a formal letter he/she will prepare for presentation at the regularly scheduled December Board meeting. The Board will discuss the letter and revise (if necessary) in open session. Following Board approval, the letter is signed by the Board Chair and placed in the President's personnel file.
 7. Any recommendations to the budgeting process are recorded in the minutes (record) and passed on to the Vice President of Finance and Operations.

Approved: November 13, 2018



BP 2745 Board of Education Self-Evaluation

References:

NWCCU Standards 2.A.8 and 2.A.23

There is no Oregon statutory requirement.

The Board of Education is committed to assessing its own performance as a Board of Education in order to identify its strengths and areas in which it may improve its functioning.

To that end, the Board of Education has established the following processes:

The Board will assess their effectiveness at their annual retreat/work session each summer.

Topics can include but are not limited to:

- a review of Clatsop Community College's Mission, Vision and Core Values
- board yearly goals with an eye to those completed and those to carry over
- communication with each other and within their communities,
- relationship with the President,
- responses to the needs of the college,
- board operations and effectiveness,
- policies,
- identifying key accomplishments and failures

The criteria for the **Board of Education's** self-evaluation shall also include performance goals and objectives related to the **College** and the **Board of Education's** commitment to diversity, equity, and inclusion.

The results of this self-evaluation will be used to identify accomplishments in the past year and identify goals for the following year to be presented, discussed/modified, and adopted at the next regularly scheduled Board of Education Meeting.

END OF POLICY

President's Cabinet Approval Date:	November 27, 2018
College Council Approval Date:	November 29, 2018
Board Adoption Date:	November 13, 2018
Last Revised:	November 13, 2018

Rescinds: None; no applicable policy

Clatsop Community College President's Evaluation

Please use the comments section to address specific strengths and opportunities

All individual responses will be kept confidential to the extent possible. For statistical purposes only, please mark your represented group: _____ Faculty & Staff _____ Student _____ External Constituent

A. BOARD/MANAGER RELATIONSHIP

- Provides sufficient staff reports and related agenda materials to allow for effective Board discussion/decision-making.
- Provides information, e.g, regarding the Strategic plan and initiatives such as program review and Pathways development, to Board members in a timely manner.
- Obtains and evaluates relevant information and makes recommendations to Board based on sound professional judgment. Includes viable options prior to decision making.
- Makes effort to be accessible and provides consistent and equal treatment to Board members. Is responsive and timely to requests from Board members for information.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

B. COMMUNITY RELATIONS/CUSTOMER SERVICE

- Represents the College well in presentations to civic groups, media, and the public; provides a positive and professional image. Develops cooperative working relationships with outside governmental agencies, local businesses and other outside groups.
- Promotes community involvement in the College.
- Enhances community understanding of College's goals and objectives. Deals openly with conflict and College's problems. Handles individual citizens' complaints in a timely and professional manner.
- Encourages and holds all College employees accountable for high standards of customer service.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

C. LEADERSHIP

- Articulates and implements the College’s vision and ensures consistent application across the organization. Sees and communicates the big picture.
- Makes use of sound management practices, understanding the distinction between leading and directing.
- Follows through on commitments to action on issues raised by faculty and staff.
- Demonstrates original thinking, ingenuity, and creativity by introducing new strategies or courses of action. Ensures coordination of activities college wide.
- Plans effectively and delegates responsibility and decision making appropriately. Supports innovative problem-solving by involving others in identifying and implementing better methods and procedures. Takes the lead in change efforts.
- Establishes and maintains a position of respect and confidence within the College, community, and among Oregon’s community colleges. Has the confidence of key stakeholders and peers.
- Displays tenacity in dealing with difficult issues and challenges.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

D. COMMUNICATION SKILLS

- Promotes and engages in two-way communication. Plans and conducts meetings which are efficient, effective, and of appropriate frequency and duration.
- Is accessible to Board members, staff, community leaders and citizens. Is open and accepting of new ideas, suggestions, and concerns.
- Writes clear and concise memos, letters, and reports, which convey all relevant information, using terms appropriate to the audience.
- Clearly and concisely communicates ideas, information, problems, and questions using language appropriate to the listener.
- Uses diplomacy and tact. Relates well to all constituencies.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

E. MANAGING FINANCIAL AND MATERIAL RESOURCES

- Identifies revenue enhancements and cost savings to ensure the College accomplishes important short-term and long-term goals.
- Demonstrates innovative and efficient approaches to managing the College’s resources.
- Encourages and supports staff innovations.
- Plans, implements, and directs a comprehensive financial program for the College’s long-range and economic development.
- Presents a clear and comprehensive budget proposal.
- Participates effectively in project fund-raising efforts.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

F. HUMAN RELATIONS SKILLS

- Strives to know and be known by students and staff at all campus locations.
- Consistently strives to be fair and consistent in working relationships and shows respect for others. Shows appreciation for the contributions of staff.
- Is straightforward in communications; is capable of being firm when circumstances warrant. Uses criticism constructively and objectively while demonstrating sensitivity to the feelings of others.
- Follows up recommendations, concerns, or complaints as promptly as possible.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

G. INTEGRITY

- Demonstrates honest and ethical behavior in all aspects of duties; assumes responsibility for own actions; maintains confidentiality when required.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

H. PLANNING AND ORGANIZING

- Anticipates future needs and effectively plans and organizes work to achieve goals; develops short and long-range organizational strategies to assure timely completion of objectives; establishes priorities and manages multiple tasks effectively; consistently meets deadlines; maintains a high level of productivity.
- Includes the Board, faculty, and staff in planning for, developing, and implementing strategic College initiatives.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

I. PROBLEM SOLVING/JUDGMENT

- Sees big picture; identifies and evaluates pertinent issues in all their complexity; arrives at sound, timely decisions after balanced consideration of facts and alternatives; knows when to take independent action and when to seek further board direction; understands consequences of actions; uses good judgment; reads a situation accurately and acts appropriately.

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____

J. OVERALL EVALUATION

CIRCLE ONE:

5-Outstanding • 4-Above Average • 3-Satisfactory • 2-Needs Improvement • 1-Unsatisfactory • N-Not Observed

COMMENTS: _____



To: Board of Directors

From: Desiree Noah

Date: September 29, 2021

Subject: New Hire

We are pleased to announce that **Alane Behrens** has been selected as our new Virtual Development Facilitator, effective October 1, 2021.

Reporting to our Dean, Transfer Education, Alane takes on the role after spending eight years as an Instructional Designer with St. Charles Community College.

Alane holds a master's of science in Clinical Psychology from Illinois State University and a bachelor's in Mathematics from Illinois State University and has completed all coursework for a doctorate in Educational Media and Computers from Arizona State University.



To: Board of Directors

From: Desiree Noah

Date: September 13, 2021

Subject: New Hire

We are pleased to announce that **Helen Fleming** has been selected as our new Director, Student Access & Advising, effective October 18, 2021.

Reporting to our VP, Student Success, Helen takes on the role after spending the past seven years as an Academic Advisor and Adjunct instructor with the Oregon State University.

Helen holds a master's in Liberal Studies from the University of Denver and a bachelor's in History from the University of South Florida. She is currently finishing a doctorate in Higher Education Leadership at Oregon State University.