



**Clatsop  
Community  
College**

**Board of Education**

**March 13, 2025**

**Board  
Packet**

# Minutes



Clatsop  
Community  
College

Board of Education

**MINUTES OF THE FEBRUARY 13, 2025**  
**BOARD OF EDUCATION**  
**Regular Board Meeting**

*The meeting was held via Zoom only due to weather conditions.*

**Board Members Present:** Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk, Mitra Vazeen

**Others Present:** Evon Jacobsen, Kama O'Connor, Bill Meck, Anita Jensen, Deborah Howe, Sophia Atkinson, Mary Jackson, Julie Kovatch, Julie Brown, Josie Kero, Amy Magnussen, T.J. Lackner, Beth Van Elswyk, President Jarrod Hogue and Recording Secretary Felicity Green

**Ed Johnson called the meeting to order at 5:32 pm.**

**Sheila Roley moved to approve the agenda as presented.** Mitra Vazeen seconded the motion. Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Ashley Flukinger was absent. The motion carried.

**TEN MINUTE PRESENTATION: Julie Brown and Kama O'Connor**

Julie Brown opened the presentation by thanking the Board for all their hard work. The planned trip to England this summer is full: they have 30 people, mostly students. Teena Toyas is accompanying them as well. They were surprised and impressed by the response to the trip; the break-even point was 16 people. Participating students can choose to sign up to get academic credit for the trip. Kama O'Connor explained that the trip is part of their five big goals, which include community outreach. Mitra Vazeen and Tim Lyman commended Julie Brown and Kama O'Connor for all their work.

On May 16 they are hosting an undergraduate conference, the Riversea Conference, that will include student presentations in a variety of formats as well as tables from community partners and panel discussions. They are leaving Saturday for New Orleans where they will be representing the College at the Annual Conference on the First-Year Experience (FYE.) They will be presenting a paper (Appendix A) on the top ten ways to use surveys, pre-existing programs and research to build and implement effective FYE. One highlight of first year experience is in class writing assignments, which teach critical thinking. They also partnered with Seaside High School over the summer come take a class as part of an equity academy designed to make classrooms more accessible to all students.

They are working with Teena Toyas to create a new transfer degree in English. This would differ from the AAOT degree by offering an additional 8 credits in English and requiring a capstone project that showcases their writing. There was a question about what the department is doing to address the lack of proficiency in high schools. Kama O'Connor said that they are planning a corequisite for Writing 121 that will help students who are coming in deficient in some basic skills. They are also building in soft skills as they go. Julie Brown agreed that they review basic skills with all their students.

Ed Johnson asked about coordination between the English department and the high schools. Kama O'Connor said she is the dual credit liaison between the five high schools and the College. It is a very

strong program; she mentors teachers without an English MA in order to ensure that the student receives transfer credit. She looks over the syllabus and materials to make sure they align. Sheila Roley commented that the majority of K-12 teachers do have master's degrees but not always in their subject matter. Julie Brown said that the high school students have also been invited to submit their work to RAIN Magazine this year and half the magazine has been set aside for student work.

Ed Johnson thanked them for their presentation and their work.

### **APPROVAL OF MINUTES**

Mitra Vazeen **moved to approve the January 9, 2025 Regular Board Meeting Minutes as presented.** Sheila Roley seconded the motion. **Ed Johnson, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Tim Lyman abstained. Ashley Flukinger was absent. The motion carried.**

### **Report of the President**

President Hogue gave several quick updates, including:

- That the College received a little under \$15,000 from NW Oregon Works for improvements to the Forerunner, including a radar upgrade and a new autopilot system.
- That Facilities is getting quotes to fix the IMTC roof leaks, which will be done in three phases.
- He is excited about the enrollment dashboard Ian Wilson is building and hopes he can present at the next Board meeting.
- The Foundation auction is April 12 at Patriot Hall. Tickets are not available yet but will be coming soon.
- Budget planning for next year has fallen a little behind due to issues with Colleague and Ellucian, but the College has created some workarounds.
- He has been working on the College's relationship with the Astorian and felt that their recent coverage of good news is a great outcome. He hopes to continue that good relationship.

He also spoke about the progress of the strategic plan. Staff have now received copies of the strategic plan implementation tools he has been building and while it is going to be a lot of hard work, it will be very in depth and will please the accreditors.

There was some discussion of upcoming events and the College calendar. The Board asked Julie Kovatch to send them all press releases in the future.

### **Financial Report**

Bill Meck reported that January revenue is up \$740,000 and change. The College received a one-time interest income of 435,000 on the Employee Retention Credit (ERC.) Much of the increase is due to this income. However, tuition and fees are up \$113,000 as well. Property taxes have also increased but there is no resolution yet on the appeal. Expenses are down \$812,000, so the College is doing very well. Part of the drop in expenses is due to unfilled positions.

He is working on budgeting and forecasting revenue as well as possible. He will bring a balanced budget to the budget committee in April. There was a question about keeping some of the ERC in cash.

It is invested through the state and earning some interest income; some of it will be spent on facilities needs.

### **Report of the Board Chair**

Ed Johnson reported that he met with Sandy Rowe from the HECC on January 28 as part of her visit to the College and then had lunch with her, Sheila Roley, President Hogue and ASG President Josie Kero. He took an online ACCT webinar about the Board's role in student success that same day and found it fascinating. He said to remember that the best spokespeople for the College are the students. Josie Kero thanked him and said that she had nothing but love for CCC.

Ed Johnson read the declaration of February as CTE Month. Jody Stahancyk **moved to recognize February as CTE Month at CCC**. Sheila Roley seconded the motion.

Tim Lyman asked about other activities planned for CTE Month and said he felt it was a hollow declaration. There was some discussion about the purpose of such resolutions. Staff talked about plans for CTE month and Classified Appreciation Week.

**Ed Johnson, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Tim Lyman abstained. Ashley Flukinger was absent. The motion carried.**

There was some Board discussion about whether abstaining from votes was permissible under Robert's Rules of Order. There was also a question as to whether abstentions must be accompanied by the reasoning behind them. The Chair asked Tim Lyman to check on the rules and report back. Tim Lyman said he would like the Board to appoint a new parliamentarian.

Jody Stahancyk **moved to declare March 1 – 8 as Classified Employee Appreciation Week**. Mitra Vazeen seconded the motion. **Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Ashley Flukinger was absent. The motion carried.**

### **WRITTEN REPORTS**

Ed Johnson asked if anyone had any questions about the written reports. He asked Beth Van Elswyk about the Olive Bridge fund she reported on in her report. She explained that it is a fund set up to help students with life emergency situations. For example, in January the fund bought tires for a student who otherwise would have been unable to come to class. Kathy Bode, the Benefits Navigator, oversees this fund. Jody Stahancyk asked how the students pay the College back. There was a discussion about charity, reciprocity and asking students to give back.

Lloyd Mueller asked about enrollment for winter term. President Hogue answered that the headcount is 1286, which is about 300 lower than fall term. He said this was pretty typical but that the numbers will not be finalized until the end of term because registrations continue to be entered until the end of term. He said that as the College moves fully into the new ERC, registrations will be easier to track. Currently there is no comparison data from a year ago. He said that overall enrollment is pretty flat, with some gains in transfer programs and some losses in CTE. Mitra Vazeen asked how many of the

students in the headcount are taking 12 credits or more. President Hogue said he did not have that data but would make sure it was available in the new dashboard.

Tim Lyman asked if students leaving CTE programs because they have found work is a problem. President Hogue replied that it was hard to say if it was a win or a loss. He feels it depends on what the student originally wanted and commented that unfortunately the College does not have a good way to track where the students are going. He would like to see more stackable credentials to keep students coming back and commented that Fire Science does this really well, with students returning year after year. He emphasized that lifelong learning is the goal. There was some discussion of creating pathways for students that included multiple certificates beginning with a six month certificate and continuing on for two years.

Mitra Vazeen said that since February is CTE month she wanted to comment on the discussion from the January Board meeting about the FTE loss of the Tongue Point maritime students. She emphasized that she felt Kristen Wilkin was not responsible for this loss, which she said was unavoidable. She commended the maritime program and CTE for the great instructors and classes, thanking them and Kristen Wilkin.

Tim Lyman said that he had the answer on abstentions discussed earlier: a public body must ask for any abstentions and they must be recorded. No reason for abstaining need be given.

## **OLD BUSINESS**

### **Board Approval of New Foundation Memorandum of Agreement (MOA)**

President Hogue said that the majority of the agreement is the same as the one which was previously in place with two significant changes. He added a clause to specify that the Foundation Director is an employee of the College and supervised by the President. This also specifies that the Foundation Director's salary is 50% paid by the College and 50% paid by the Foundation.

Jody Stahancyk asked that an addendum be added to specify that the President was able to terminate the Foundation Director if necessary. The President agreed. Jody Stahancyk moved that the Board support the MOA with that amendment. Mitra Vazeen seconded the motion. After some discussion, the motion was amended.

**Jody Stahancyk moved that the Chair of the Board will sign the MOA on behalf of the Board approving the MOA with a new caveat that it is clear that the President is the person able to terminate the Foundation Director.** Sheila Roley seconded the motion. **Ed Johnson, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Tim Lyman voted Nay. Ashley Flukinger was absent. The motion carried.**

### **Policies and Corresponding Procedures for Review**

**Jody Stahancyk moved to approve AP 2720 Communications Among Board Members for 2<sup>nd</sup> reading and adoption.** Sheila Roley seconded the motion. **Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Ashley Flukinger was absent. The motion carried.**

Sheila Roley **moved to rescind 4.730 Staff Participation Political Activities.** Jody Stahancyk seconded the motion. **Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Ashley Flukinger was absent. The motion carried.**

## **NEW BUSINESS**

### **Reappoint Returning Budget Committee Members and Declare Second Budget Committee Vacancy**

President Hogue explained that there are now two vacancies on the Budget Committee and that Jim Alegria, whose term expired, has agreed to serve again. There was some discussion of whether Budget Committee members should be automatically reappointed or if the Board should call for more applicants. Tim Lyman asked for clarification on this point.

Jody Stahancyk **moved that Tim Lyman research whether serving Budget Committee members should be asked to reapply when their terms are up rather than being reappointed.** Tim Lyman seconded the motion. **There was no vote.**

Felicity Green said that to her knowledge the issue has not come up before, as there have never been more applicants than vacancies. The closing date on the ad for the position was listed as February 7. There has been one formal applicant for the Budget Committee position; Felicity Green said she has sent the application to Ed Johnson. There is another potential candidate who has expressed interest. There are two vacancies on the Budget Committee and the term held by Jim Alegria, which has expired.

Ed Johnson clarified that if there are more than two applicants, then the Board would consider Jim Alegria's application along with the other applicants. He also clarified that Tim Lyman would research this matter and find out if reapplying is mandatory.

Tim Lyman **moved that the closing date for applications be set at March 7, 2025.** Jody Stahancyk seconded the motion. **Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Ashley Flukinger was absent. The motion carried.**

Sheila Roley **moved to declare a second Budget Committee vacancy.** Jody Stahancyk seconded the motion. **Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Ashley Flukinger was absent. The motion carried.**

### **Discuss Tuition Increase for 2025-26 Academic Year**

President Hogue explained that he has based the \$3 increase per credit hour on the Consumer Price Index (CPI) which is 2.5%. He said that he felt it was better to increase tuition to match costs in small amounts yearly rather than in sudden large bumps. This increase will add up to \$36 for a full time student per term. Bill Meck added that the average Oregon community college per credit hour is \$148.50, leaving CCC at \$7 below average or number eleven of the seventeen community colleges. President Hogue added that he had spoken to ASG about the proposal.



**Clatsop Community College**  
**1651 Lexington Avenue \* Astoria, Oregon 97103 \* [www.clatsopcc.edu](http://www.clatsopcc.edu)**

Tim Lyman objected to the tuition raise, stating that he feels tuition is too high. He said that tuition has increased 500% since he was a college student and that students were forced into predatory loans to pay for college. He also spoke about competition with distance education and online colleges. Josie Kero said that while she agreed Tim Lyman had good points, ASG felt that a \$3 increase now was better than a \$10 increase down the line.

Jody Stahancyk **moved to reluctantly increase the tuition by \$3 a credit hour.** Mitra Vazeen seconded the motion.

Josie Kero asked about how the Foundation could help students overcome financial barriers. Beth Van Elswyk said that she is focused on increasing scholarships in general and will look at where the Foundation can step in.

The tuition increase will begin in Summer 2025.

**Ed Johnson, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Tim Lyman voted Nay. Ashley Flukinger was absent. The motion carried.**

**Extend the CliftonLarsonAllen contract for FY 2024-25**

President Hogues explained that this extension gave the College more time to put out an RFP. This way CLA can start the audit process. He added that he plans to work with them directly to get the audit earlier and this extension will put the College first in the queue for that work.

CLA has not yet sent the College their statement of work with the estimate. Jody Stahancyk moved to do the one time extension subject to the cost being reasonable. Tim Lyman seconded the motion.

President Hogue said he would negotiate with CLA to make sure the cost was reasonable.

**Ed Johnson, Tim Lyman, Lloyd Mueller, Sheila Roley, Jody Stahancyk and Mitra Vazeen voted Aye. Ashley Flukinger was absent. The motion carried.**

**BOARD FORUM**

**Tim Lyman** said that there is an apocryphal Chinese saying “In chaos there is opportunity and in change there is opportunity.” He asked the Board to look at the opportunities brought by change.

**Ed Johnson** congratulated Tom Ank and Pat Keefe on the K-12 educators event. He said he has heard that it went very well.

**Ed Johnson adjourned the meeting at 7:29 pm.**



## APPENDIX A

### **Top ten ways to use surveys, preexisting programs, and research to build and implement effective FYE programs in severely under-resourced institutions**

By Dr. Julie Brown and Kama O'Connor

#### Pre-existing Programs

1. Creating partnerships with clubs, student support services
  - a. New Student Orientation
  - b. English Club
  - c. TRiO
  - d. Cohort with Celeste Petersen's MAT105 (HD100 and WR121Z)
2. Guest speakers (people at organization to come talk)
  - a. Serves two points:
    - i. Information giving
    - ii. Cost-effective
    - iii. Relationship building
  - b. Examples
    - i. Procrastination (TRiO come chat)
    - ii. Counseling services (gets them comfortable with the person)
    - iii. Librarian
    - iv. Tutors
    - v. Other instructors
3. Field Trips (and tour of campuses, which are separate and serve separate purposes)
  - a. Food pantry
  - b. Other classes
  - c. First Stop
  - d. TRiO
  - e. Art Gallery

#### Surveys

4. Midterm and end-of-term surveys to assess:
  - a. Sense of belonging (questions taken from Stanford's PERTS survey)
  - b. Persistence and barriers to persistence
  - c. Challenges to student/community balance
5. Community Partnership Surveys allow us to see the barriers and gaps in services currently offered (to include college reputation in the community) and find internal ways to fill them. What questions should your institution be asking? What are your core values? Student demographics? How do you get these answers? Who are your stakeholders?
6. Used survey to create inventory of Soft Skills needed to succeed in a college environment (and how/where to implement them)

#### Research

7. Reflection/Assignments in English classes for embedded FYE
  - a. Reflections after each assignment. This allows for:
    1. Student voice
    2. Feedback to us on what skills are still missing or
  - b. Assignments in writing class (that, you will see below, research shows is one of the core places students acquire FYE skills)
  - c. DREAM BIG assignment for English class to see what they want!!!!
    - i. Present at RiverSea conference
    - ii. Practice skills in low-stakes environment
    - iii. Ideas:
      1. Daycare on campus
      2. Room with couches rather than desks
      3. Clubs to meet people (not a university community, so how do we foster belonging?)
8. What's happening at other institutions?
  - a. UDL for Community Colleges—Where does research say this needs to be implemented? Who is responsible for implementing it?
  - b. DREAM BIG assignment: How do their needs and expectations shape their experience with what's actually offered?
  - c. NAU experience in FYE (what translates to a small, rural community college and what adjustments will need to be made?)
  - d. Data from partners/stakeholders (i.e. Highschools)
  - e. Attending conferences to get live data
9. Student-driven research
  - a. Equity Academy research—what did our campus need and how could we serve our student demographic?
  - b. Research papers on topics that affect them as students and how to solve them
10. Peer reviewed and/or journals
  - a. FYE best practices
  - b. Embedded FYE in writing classes

**List of what we're doing right now to satisfy these top ten:**

- Ten weekly writing class lessons/activities with embedded FYE outcomes (Dream Big)
- Conversations slides
- List of soft skills we should include in daily classes
- Equity Academy
- Surveys midterm
- English Club/Film Club
- Trip to England
- Research papers on topics that affect them as students and how to solve them
- RiverSea Conference
- Pilot FYE Class
- Cohort for FYE, Math, Comp

# President's Report



Clatsop  
Community  
College

Board of Education

**President’s Report to the Board  
March 3, 2025**

**I. 2025 Legislative Summit**

**\* report due prior to attending, will provide verbal report**

**II. FTE Enrollment**

Year	Summer FTE	Fall FTE	Winter FTE
2023-24	60	343	254
2024-25	62	241	247

**III. Strategic Priority 3 – Strengthen our Reputation**

The College completed the Annual Community Survey, modeling the community survey employed by The Coraggio Group in spring of 2024. Full report to be provided at April meeting.

Year	Responses	Net Promoter Score (NPS)
2024	228	-34
2025	171	+20

**IV. NW ESD Recovery School**

**The Northwest Educational Services District is applying for funding to stand up a [recovery high school](#), and considering an integrated model in partnerships with CCC. The purpose of a recovery high school is to provide a safe, sober and supportive education for youth in recovery,**

**where they can develop the skills and strengths needed for personal, academic, vocational and community success.**

## V. Accreditation

A. Recommendation 1: On March 3, 2025, Clatsop Community College received a formal letter of Warning Status from the NWCCU for Recommendation 1: Fall 2021 Ad Hoc Report – Continued as Non-Compliant. We will have an additional Ad Hoc visit in fall of 2025: *“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 Commission Policy, the Commission requires that Clatsop Community College take appropriate action to ensure these Recommendations are addressed and resolved within the prescribed three-year period.”*

B. Financial Resources Review (FFR): Also on March 3, CCC received a report from the NWCCU related to the Financial Resources Review completed in fall of 2025: *“Clatsop Community College has demonstrated a commitment to addressing NWCCU’s concerns through sustained efforts in financial management, leadership stability, and enrollment recovery. The institution has submitted comprehensive financial data, including audited and unaudited financial statements, budgetary projections, and enrollment trends, which highlight a return to financial stability and operational efficiency.”*



**Date: 11/25/2024**

**To: Chair Tromp and Members of the Board of Commissioners**

**From: Brett Riley, Chair, Financial Resources Review (FRR) Panel**

**Subject: Clatsop Community College – Fall 2024 Financial Resources Review**

**Institutional Summary**

Founded in 1958, Clatsop Community College (CCC) is a comprehensive two-year public institution serving Oregon’s North Coast region. The College is dedicated to providing high-quality education, promoting student success, and fostering economic development in the local community. Its mission focuses on empowering learners through academic programs, workforce training, and community engagement.

CCC has faced several financial and operational difficulties necessitating a Financial Resources Review (FRR) by the Northwest Commission on Colleges and Universities (NWCCU). Key challenges include:

*Enrollment Decline:* COVID-19 significantly impacted enrollment, leading to a reduction in tuition-based Full-Time Equivalent (FTE) enrollments.

*Financial Deficits:* Previous deficit spending and borrowing to implement a new Student Information System (SIS) led to a downgrade of the College’s credit rating.

**Review and Analysis**

Clatsop Community College has implemented a series of corrective measures aimed at stabilizing its financial and operational position:

*Leadership Stabilization:* The appointment of a new president with extensive community college experience and retention of a financial consultant has ensured steady leadership.

*Financial Reforms:* Deficit spending has been curtailed through strategic budget adjustments, personnel reductions, and increased fiscal oversight by the Board.

*Revenue Growth and Debt Management:* CCC’s property tax revenues, now representing over 40% of total revenue, reduce dependency on tuition, and all new debt has been limited to essential ERP systems.



*Board Oversight and Strategic Planning:* The Board plays an active role in financial planning, regularly reviewing the budget and participating in strategic discussions. Board minutes from recent meetings document the approval of fiscal policies, budget adjustments, and long-term financial strategies, indicating enhanced governance and oversight.

Clatsop Community College has demonstrated a commitment to addressing NWCCU’s concerns through sustained efforts in financial management, leadership stability, and enrollment recovery. The institution has submitted comprehensive financial data, including audited and unaudited financial statements, budgetary projections, and enrollment trends, which highlight a return to financial stability and operational efficiency.

### **Recommendation**

- Accept the Report





March 3, 2025

Mr. Jarrod Hogue  
President  
Clatsop Community College  
1651 Lexington Avenue  
Astoria, OR 97103

Dear President Hogue:

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 28-31, 2025, concerning the Fall 2024 Ad Hoc Report with Visit and Fall 2024 Financial Resources Review of Clatsop Community College.

**Accreditation**

Accept the Report, Issue Warning on Recommendation 1: Fall 2021 Ad Hoc Report with Visit

**Status of Previous Recommendations Addressed in this Evaluation**

- Recommendation 1: Fall 2021 Ad Hoc Report with Visit - 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. According to U.S. Department of Education Regulation 34 CFR 602.20 and Commission Policy, the Commission requires that Clatsop Community College take appropriate action to ensure these Recommendations are addressed and resolved within the prescribed three-year period.

The Commission recommends that Clatsop Community College:

- Recommendation 1: Fall 2021 Ad Hoc Report with Visit - Review and revise 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 2025
  - Recommendation 1: Fall 2021 Ad Hoc Report with Visit
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Fall 2025
- Financial Resources Review Spring 2026
- 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. Selena Grace, at [sgrace@nwccu.org](mailto:sgrace@nwccu.org).

Sincerely,

Jeff Fox  
Interim President

cc: Ms. Teena Toyas, Provost/Chief Academic Officer  
Mr. Ed Johnson, Chair, Board of Education  
Mr. Chris Bragg, Dean of Institutional Effectiveness and Communication, College of Southern Idaho  
Mr. Ben Cannon, Executive Director, Oregon Higher Education Coordinating Commission

# Financials



Clatsop  
Community  
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Board of Education

Clatsop Community College Financial Report as of February 28, 2025

General Operating Fund		FY2022			FY2023			FY2024			FY2025				
Fund	Description	Fiscal Year Actual	Year-to-Date Actual	% of Full Year	Fiscal Year Actual	Year-to-Date Actual	% of Full Year	Fiscal Year Actual	Year-to-Date Actual	% of Full Year	FY Operating Budget 7/1/24	FY Operating Budget 02/28/25	Year-to-Date Actual	% of Full Year	Year-to-Date Change
11	Beginning Fund Balance	\$ 2,446,011			\$ 1,361,974			\$ 1,662,359			\$ 1,674,128	\$ 1,674,128			
<b>Revenue</b>															
11	Tuition and Fees	\$ 2,520,305	\$ 1,761,570	69.90%	\$ 2,760,350	\$ 1,932,289	70.00%	\$ 2,953,091	\$ 2,093,956	70.91%	\$ 3,134,503	\$ 3,134,503	\$ 2,605,477	83.12%	\$ 511,521
11	State Appropriations	\$ 4,191,126	\$ 3,201,214	76.38%	\$ 3,771,129	\$ 2,798,972	74.22%	\$ 4,106,512	\$ 3,078,554	74.97%	\$ 4,273,514	\$ 4,280,899	\$ 3,203,300	74.83%	\$ 124,746
11	Property Taxes	\$ 5,287,617	\$ 4,955,445	93.72%	\$ 5,610,168	\$ 5,132,121	91.48%	\$ 5,903,094	\$ 5,372,814	91.02%	\$ 6,100,000	\$ 5,987,322	\$ 5,448,417	91.00%	\$ 75,603
11	Other Revenue Including Transfers	\$ 1,356,055	\$ 474,437	34.99%	\$ 2,028,794	\$ 340,081	16.76%	\$ 1,291,788	\$ 414,625	32.10%	\$ 918,976	\$ 918,976	\$ 757,668	82.45%	\$ 343,043
	<b>Total Revenue</b>	\$ 13,355,103	\$ 10,392,666	77.82%	\$ 14,170,441	\$ 10,203,463	72.01%	\$ 14,254,485	\$ 10,959,949	76.89%	\$ 14,426,993	\$ 14,321,700	\$ 12,014,862	83.89%	\$ 1,054,913
<b>Expenditures by Function</b>															
11	Instruction	\$ 5,224,084	\$ 3,201,239	61.28%	\$ 5,170,308	\$ 3,138,216	60.70%	\$ 5,462,231	\$ 3,289,706	60.23%	\$ 5,672,050	\$ 5,626,272	\$ 3,171,950	56.38%	\$ (117,756)
11	Instructional Support	\$ 1,748,586	\$ 1,141,761	65.30%	\$ 1,632,496	\$ 1,076,696	65.95%	\$ 1,870,684	\$ 1,269,799	67.88%	\$ 1,773,140	\$ 1,818,918	\$ 1,156,969	63.61%	\$ (112,830)
11	Student Services	\$ 1,529,740	\$ 960,208	62.77%	\$ 1,571,357	\$ 977,817	62.23%	\$ 1,489,137	\$ 1,069,428	71.82%	\$ 1,414,821	\$ 1,414,821	\$ 735,497	51.99%	\$ (333,931)
11	Institutional Support	\$ 4,223,801	\$ 2,948,957	69.82%	\$ 3,689,254	\$ 2,333,270	63.25%	\$ 3,561,504	\$ 2,662,186	74.75%	\$ 3,573,353	\$ 3,468,060	\$ 2,339,873	67.47%	\$ (322,313)
11	Operation and Maintenance of Plant	\$ 1,546,734	\$ 1,055,218	68.22%	\$ 1,638,689	\$ 1,076,587	65.70%	\$ 1,663,056	\$ 1,141,736	68.65%	\$ 1,808,829	\$ 1,808,829	\$ 1,160,956	64.18%	\$ 19,220
11	Scholarships & Tuition Waivers	\$ 166,195	\$ 124,501	74.91%	\$ 167,952	\$ 115,981	69.06%	\$ 196,104	\$ 123,407	62.93%	\$ 184,800	\$ 184,800	\$ 148,622	80.42%	\$ 25,215
	<b>Total Expenditures</b>	\$ 14,439,140	\$ 9,431,884	65.32%	\$ 13,870,056	\$ 8,718,567	62.86%	\$ 14,242,716	\$ 9,556,262	67.10%	\$ 14,426,993	\$ 14,321,700	\$ 8,713,867	60.84%	\$ (842,395)
	<b>Net Revenue (Expenditures)</b>	\$ (1,084,037)	\$ 960,782		\$ 300,385	\$ 1,484,896		\$ 11,769	\$ 1,403,687		\$ -	\$ -	\$ 3,300,995		\$ 1,897,308
	<b>Ending Fund Balance</b>	\$ 1,361,974			\$ 1,662,359			\$ 1,674,128			\$ 1,674,128	\$ 1,674,128			
<b>Expenditures by Category</b>				% of Total			% of Total			% of Total				% of Full Year	
	Salaries and Fringe Benefits	\$ 10,869,628		75.28%	\$ 10,749,041		77.50%	\$ 11,404,280	\$ 7,521,691	65.95%	\$ 11,378,505	\$ 11,274,190	\$ 6,657,919	59.05%	\$ (863,772)
	Contracted Services	\$ 1,750,072		12.12%	\$ 2,009,150		14.49%	\$ 1,515,779	\$ 1,088,657	71.82%	\$ 1,569,875	\$ 1,569,047	\$ 1,066,634	67.98%	\$ (22,023)
	Materials, Supplies, and Travel	\$ 575,117		3.98%	\$ 664,415		4.79%	\$ 968,908	\$ 718,135	74.12%	\$ 1,172,691	\$ 1,172,541	\$ 761,353	64.93%	\$ 43,218
	Other Expenditures Including Transfers	\$ 1,164,806		8.07%	\$ 379,998		2.74%	\$ 351,486	\$ 225,516	64.16%	\$ 287,922	\$ 287,922	\$ 209,961	72.92%	\$ (15,555)
	Capital Outlay	\$ 79,517		0.55%	\$ 67,452		0.49%	\$ 2,263	\$ 2,263	100.00%	\$ 18,000	\$ 18,000	\$ 18,000	100.00%	\$ 15,737
	<b>Total Expenditures</b>	\$ 14,439,140		100.00%	\$ 13,870,056		100.00%	\$ 14,242,716	\$ 9,556,262	67.10%	\$ 14,426,993	\$ 14,321,700	\$ 8,713,867	60.84%	\$ (842,395)

Clatsop Community College Fund Summary as of February 28, 2025

	General Operating Fund 11		Restricted-Grants and Financial Aid Fund 21		Plant Fund 41		Plant-ERP (Bond Proceeds) Fund 41	
	FY2024	FY2025	FY2024	FY2025	FY2024	FY2025	FY2024	FY2025
	Full Year Actual	Year-to-Date Actual	Full Year Actual	Year-to-Date Actual	Full Year Actual	Year-to-Date Actual	Full Year Actual	Year-to-Date Actual
<b>Beginning Balance</b>	\$ 1,662,359	\$ 1,674,128	\$ -	\$ -	\$ 1,309,663	\$ 1,475,391	\$ 2,314,895	\$ 1,258,925
<b>Total Revenue</b>	\$ 14,254,485	\$ 12,014,862	\$ 5,795,013	\$ 4,113,909	\$ 998,374	\$ 454,902	\$ -	\$ -
<b>Total Expenditures</b>	\$ 14,242,716	\$ 8,713,867	\$ 5,795,013	\$ 4,065,439	\$ 832,646	\$ 32,748	\$ 1,055,970	\$ 1,133,267
<b>Ending Balance</b>	\$ 1,674,128	\$ 4,975,123	\$ -	\$ 48,470	\$ 1,475,391 *	\$ 1,897,545	\$ 1,258,925	\$ 125,658

	Plant-Debt Service Fund 42		C & O-Expendable Trust Fund 54		Non-Plant Debt-PERS Fund 60	
	FY2024	FY2025	FY2024	FY2025	FY2024	FY2025
	Full Year Actual	Year-to-Date Actual	Full Year Actual	Year-to-Date Actual	Full Year Actual	Year-to-Date Actual
<b>Beginning Balance</b>	\$ -	\$ -	\$ 60,881	\$ 57,256	\$ (2,450,045)	\$ (1,925,414)
<b>Total Revenue</b>	\$ 1,658,431	\$ 974,316	\$ 32,468	\$ 19,708	\$ 687,194	\$ 426,246
<b>Total Expenditures</b>	\$ 1,658,431	\$ 183,380	\$ 36,093	\$ 14,727	\$ 162,563	\$ 65,822
<b>Ending Balance</b>	\$ -	\$ 790,936	\$ 57,256	\$ 62,237	\$ (1,925,414)	\$ (1,564,990)

# ASG



Clatsop  
Community  
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Board of Education

## **Associated Student Government Report for March BOE Meeting**

Submitted by Josie Kero, 03/03/2025

### **Internal Organizational Activities**

- **2/12 Monthly Lunch with President Hogue**  
ASG discussed recent initiatives and outcomes from the last board meeting, with a focus on enhancing student support services.
- **2/21 College Council Meeting**  
ASG representatives Josie Kero and Emily Bates attended February's College Council Meeting. They provided insight on Hi-Flex courses and presented a rough draft of a student exit survey designed to align with CCC's strategic plan goals.
- **2/28 Meeting with CCC Foundation (CCCF)**  
Josie Kero and Emily Bates met with CCCF to discuss ways to streamline the scholarship application process and coordinate supplemental events that support student success.
- **2/24 ASG Bylaws Update**  
ASG's bylaws have officially been voted in. Additionally, ASG's page on the CCC website has been updated, where the new bylaws are now available.

### **Service to Students**

- **2/22 ASG President Attends Town Hall with Senator Merkley and Congresswoman Bonamici**  
ASG had the honor of asking the first question on behalf of CCC students, addressing the importance of securing funding for programs that provide crucial support to community college students. Also, inquiring about how community voices and student leaders can make a meaningful impact at the local level.
- **2/20 Senior Preview Day**  
Josie Kero gave a brief welcome speech to incoming students, sharing her personal experiences at CCC and emphasizing the college's supportive environment. ASG also hosted a Student Panel, offering prospective students valuable insight into CCC student life.

## Student Engagement and Upcoming Student Events

- **2/26 ASG at TRIO's Eat 'n Greet Event**

ASG members were invited to a TRIO Eat 'n Greet, where they had the opportunity to connect with fellow students and encourage engagement in ASG, particularly for next year's cabinet positions.

- **3/15 PTK Pi Day Celebration**

ASG President Josie Kero has volunteered to be pied at this year's Phi Theta Kappa (PTK) Pi Day Celebration. Her slot is scheduled for 2:00 PM—stop by and join the fun!

- **4/12 ASG Presence at 2nd Annual CCCF Fundraising Celebration.**

Josie Kero has been invited to speak on behalf of scholarship recipients. ASG is also working to boost student volunteer participation at this event.

- **4/14–4/18 Annual CCC-Wide Spring Egg Hunt**

ASG is coordinating the annual spring egg hunt, which will take place across all three campuses throughout the week. Students will have the opportunity to find hidden eggs and participate in campus-wide engagement activities.



# OCCA



Clatsop  
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Board of Education

## OCCA Update for College Boards – March 2025

### Legislative Session Update

At its February 7 regular board meeting, the OCCA Board took positions on the following proposed bills that could impact community colleges:

- **SB 478** – This bill would change four aspects of Community College governance:
  - Requires each community college board to include a full-time student as a voting board member
  - Requires community college boards to vote on whether the college can join any state or national associations
  - Allows community college board members to receive a monthly stipend of \$500
  - Requires board members to have a publicly available college email address

The Legislative Committee recommended the Board oppose this bill unless substantially amended, notably the sections requiring a full-time student as a voting board member who is not elected by the college district voters and requiring the Board to vote on whether the college may join state or national organizations. The Board was also concerned that community colleges were not consulted before this bill was published, despite the fact that the bill directly addresses community college governance.

Since the Board meeting, OCCA has made strides in potentially having favorable amendments to the bill, including changing the voting full-time student member of the board to an ex-officio non-voting student member who is half-time/part-time (instead of full-time) and is selected by a student government election process. Colleges remain concerned about the impact on local control and governance with the additional requirement for boards to vote on any state or national association membership. This appears to single out community colleges and is not required for any other locally elected board or university boards. Abby Lee and John Wykoff continue to meet with legislators to hear their perspective and share OCCA's concerns.

**The Board voted to oppose SB 478 unless favorably amended.**

- **HB 2669** – This bill is a priority for the OEA and American Federation of Teachers and would require community colleges to pay part-time instructors at the same hourly rate as full-time instructors, regardless of the difference in responsibilities. This bill will go to the Joint Committee on Ways and Means (Subcommittee on Education) because it includes the appropriation of funds to cover this mandate's cost, so OCCA is collecting information to estimate the fiscal impact. Potential favorable amendments to the bill would include permissive language to give community colleges the option to pay all faculty the same hourly rate to teach, or to create a salary pool which colleges can draw from to pay part-time faculty for additional responsibilities such as committees.

**The Board voted to oppose HB 2669 unless favorably amended.**

- **HB 3220 (-2 amendment)** – The original bill language required nursing clinical programs to have a student to faculty ratio of 10:1. The current ratio is 8:1. Brett Rowlett from Lane Community College spoke with the bill's sponsor, Representative Nancy Nathanson,

about some concerns, including that some clinical sites are unable to accommodate a 10:1 ratio, which would limit the clinical sites available. In response, Rep. Nathanson put forward a proposed amendment with permissive language allowing, but not requiring, a ratio of up to 10:1. Community college nursing directors have said they appreciate the amended permissive language.

**The Board voted to support HB 3220 with the -2 amendment.**

### **Legislative Summit Registration**

The OCCA Legislative Summit is set for March 5! This important event is a great opportunity for college presidents, board members, campus advocacy coordinators, students and other advocates to learn more about how proposed bills could impact community colleges during the Legislative Session. You'll hear from legislators, experienced community college advocates, and students. OCCA is excited to announce that Senate President Rob Wagner will serve as the day's keynote speaker. In addition, the Summit will conclude with a Legislator Reception, during which legislators and their staff come to mingle with Summit attendees. Delectable and hearty appetizers will be created and served by students in Southwestern Oregon Community College's Oregon Coast Culinary Institute, and complimentary wine will be provided by the wine studies and viticulture programs at Chemeketa Community College and Umpqua Community College. In addition, this year's reception will feature a showcase of CTE programs at our colleges. Don't miss it!

Register now at <https://www.occa17.com/legislative-summit/>.

Following the Summit, there will be a Community College Lobby Day at the Capitol on March 6. Colleges should schedule their own meetings with local legislators for this day. This is a great opportunity to advocate for community colleges with your legislators!

### **OCCA Receives Clean Audit**

Toby Roth, with Grove, Muller & Swank, REDW Advisors & CPAs, presented the OCCA Fiscal Year 2023-2024 Audit Report to the Board. The audit was clean, and the financial statements were accurate and free from error. There were also no significant concerns with the organization's financial procedures, and no significant deficiencies or material weaknesses were identified. Board members expressed their appreciation to OCCA Director of Operations Katie Archambault for her work on the audit and OCCA's financials throughout the year.

### **National Legislative Summit**

In February, community college leaders from across the country -- including a contingent from Oregon -- convened in Washington, D.C., for the Association of Community College Trustees' (ACCT) National Legislative Summit (NLS) — an annual event that amplifies the critical role of community colleges in shaping federal policy. With nearly 1,400 attendees, the summit provided a powerful platform for advocating on behalf of students and institutions nationwide.

Oregon was well represented, with board members, presidents, students, and college leaders from eleven institutions traveling to the nation's capital to engage in vital discussions with lawmakers. Participants met with members of the Oregon Congressional delegation to address key federal priorities, including support for short-term Pell Grants; solutions for food and housing insecurity; the taxation of Pell Grants, and the potential implications of recent Executive Orders affecting higher education. To read the full list of ACCT's federal priorities for the 119th Congress, please click [here](#).

A highlight of the trip was the participation of 11 community college students representing Clackamas, Lane, Linn-Benton, and Portland community colleges, who brought firsthand perspectives on the challenges and opportunities facing today's students. Their voices added essential depth to the conversations with legislators, reinforcing the real-world impact of policy decisions on Oregon's community colleges.

[Click here](#) to see the photos from the trip!

### **Upcoming Events & Trainings**

OCCA has a great schedule of events set for 2024-25! [Click here](#) to see an overview (or visit our website, <https://occa17.com/calendar/>) and see below for details about events coming this fall that will benefit board members.

- **Lunch & Learn Webinars**

**Artificial Intelligence (AI)** – Get registered for the March 27 OCCA Lunch and Learn on Artificial Intelligence (AI). AI is transforming education, workforce development, and institutional operations. As AI, especially Generative AI, continues to evolve, it presents both opportunities and challenges for higher education leaders. Join us for an OCCA Lunch and Learn session to explore how AI is shaping learning experiences, student success, and decision-making in community colleges. It will also address the broader implications of AI on workforce readiness, ethical considerations, and institutional strategy. Attendees will gain insights on how to proactively adapt to AI's impact and lead their institutions through this period of rapid technological change. Join presenter Saby Waraich, Chief Information Office/Dean of Technology at Clackamas Community College, for a thought-provoking discussion on the role of AI in shaping the future of community colleges.

Register for this and other Lunch & Learn webinars on the OCCA website:

<https://occa17.com/lunchandlearn/>. You can also find recordings from past Lunch & Learn webinars on this page.

- **2025 All-Oregon Academic Team Luncheon – April 18, 2025**

The AOAT Luncheon honoring outstanding community college students is set for April 18, 2025, at Chemeketa Community College's Eola Center in Salem. This event recognizes high-achieving community college students who demonstrate academic excellence and

intellectual rigor combined with leadership and service that extends their education beyond the classroom to benefit society. Be on the lookout in early spring for details on how to register to attend this inspiring event.

### **OCCA Digest e-newsletter**

The *OCCA Digest* is a monthly e-newsletter that highlights updates during the Legislative Session, important events, news, and announcements. It's a great way to stay connected with information important to community colleges in Oregon and learn how you can take action to support colleges and students. The newsletter is published the first Friday of each month, *except for during a legislative session, at which time it becomes a weekly publication that comes out on Thursdays.*

To sign up to receive this free e-newsletter, visit <https://occa17.com/resources/newsletter/> and click the "Sign Up" button. The OCCA Digest will come from OCCA Communications Director Casey White-Zollman at [casey@occa17.com](mailto:casey@occa17.com), so be sure to add her email to your contacts to ensure the email arrives in your inbox and not your spam folder.

###

*Oregon Community College Association was founded in 1962 with the purpose of providing support to the colleges before policymakers and partners whose actions affect the wellbeing of community colleges across the state. OCCA represents the 17 publicly chartered community colleges and their locally elected board members. Leading with racial equity, we advocate, communicate, and collaborate to strengthen community colleges for the benefit of Oregonians, particularly those historically underserved or systemically marginalized in higher education. Have questions about OCCA and our work to support Oregon's community colleges? Contact [occa@occa17.com](mailto:occa@occa17.com).*

# CEDR &

# SBDC



Clatsop  
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## **BOARD REPORT – March 2025**

### **CEDR**

#### **Clatsop Center for Business, Community & Professional Development Clatsop WORKS & Cooperative Work Experience**

#### **CEDR**

*Submitted by: Kevin Leahy, CEDR Executive Director & CCC Associate Vice-President*

- Met with new Clatsop County Tax Assessor Heidi Tandy and Appraisal Supervisor Chris Leader to review the process to renew the Clatsop County Enterprise Zone, which expires on June 30, 2025. Kevin serves as the Enterprise Zone manager for Clatsop County.
- Facilitated the Industrial Symbiosis meeting on Feb. 11<sup>th</sup> in Towler Hall with President Hogue also in attendance. Concept is to bring sustainable technology from Denmark to the North Coast to help address waste issues with our Seafood Processors and Craft Brewery's. Business Oregon initiated. 35 stakeholders attended the meeting, with a follow-up meeting scheduled in March.
- Col-Pac (Columbia Pacific Economic Development District) Board meeting was held via ZOOM on Feb. 13 because of the snowstorm. Kevin serving on committee to assess the performance of Interim Executive Director Sarah Lu Heath and next steps for a permanent solution to the position. President Hogue also participated in the Board meeting.
- Led ADHDA (Astoria Downtown Historic District Association) Business Development Committee meeting on Feb. 18<sup>th</sup> as chair, again. Recruited new members to the committee and will welcome the new City of Astoria Community Development Director John Roberts to the March meeting. Also met with State of Oregon Main Street Executive Director Sheri Stuart on Feb. 26 to share updates and strategies.
- CFEDC (Clatsop Forestry Economic Development Committee) meeting held on Feb. 18<sup>th</sup> to hold elections and review the participation in the Clatsop County Job and Career Fair and set a date for the annual "Leaders Tour" that showcases the importance of the Forest and Wood Product sector to the Clatsop County economy. Targeting mid-May. Will communicate date in next Board report. Kevin was re-elected as Vice Chair of the committee.
- Presented an annual update at the Astoria Rotary Club on Monday, February 24.
- Clatsop Job & Career Fair will be held on Tuesday, March 11 in Patriot Hall with over 70 employers, 650 HS students, our CCC students and staff, and general job seekers. Board is invited to attend! Hours are from 9:00 am-1:00 pm.
- Jessica Newhall, Director of the Clatsop Center for Business, Community and Professional Development and Associate Director of the Clatsop Small Business Development Center gave her resignation to accept the position of Regional Business Manager of Pacific Power, taking the place of Alisa Dunlap who is relocating to Bend. We thank Jessica for her almost eight years of commitment and service to the Small Business Development Center and Clatsop Community College. She will be missed! Her last day will be March 7. The position will not be filled in the short term, and Meyer Freeman continues as the lead advisor for the SBDC and Josh Allison has accepted an emergency hire full time position to oversee programming and education development for the SBDC and will take on Community Education and Workforce training in the interim. Kevin will manage the Plumbers Apprenticeship Program through the interim period with the support of President Hogue.



## **CENTER FOR BUSINESS, COMMUNITY & PROFESSIONAL DEVELOPMENT**

*Submitted by Jessica Newhall, Director CBCP*

### *Education:*

- *Restaurant Excellence Bootcamp surpassed registration goal by 20%.*
- *Registration open for Spring Bootcamps including [Retail Excellence](#) and [Startup Bootcamp](#)*

*SBDC Impact Report Published and continue to be a top-performing SBDC center within the state. Performance Metrics can be found [here](#).*

### **Community Education & Workforce Training**

- *Spring catalog published with 35 courses available and registration marketing underway. <https://www.clatsopcc.edu/community-professional-education/>*
- *Training underway for Program Assistant for Ellucian registration data entry*
- *Working on processes & procedures with Curriculum Coordinator for streamlining course setup and internal systems*

## **Clatsop WORKS Paid Internship Program & CCC Cooperative Work Experience**

*Submitted by Misty Bateman, Program Manager*

### **Clatsop WORKS**

- *I have begun the spring Clatsop WORKS presentations to let students know about the internship opportunities this summer. In February I attended the CCC Preview Day with a table of information on the program, and I was the presenter at the February Eat & Greet at CCC. I also presented at the Astoria Academy, in all junior and senior classes at Warrenton High School, and in all junior classes at Astoria High School. Next month I will be presenting at the rest of the high schools and some CCC classes.*
- *This year's annual Oregon ACTE conference is being held in Seaside April 16 -18. I submitted a session proposal and was accepted to present at the conference this year.*
  - ***Clatsop WORKS: Building a Rural Student Paid Internship Program Through Education, Business, and Community Partnerships***  
Summary  
*This presentation will introduce the Clatsop WORKS Student Paid Internship program and explore the process of creating a successful rural student internship program for high school and community college students by leveraging*

*partnerships with local businesses and community organizations. It will highlight the benefits of collaboration between schools, employers, and community leaders in providing students with work-based learning opportunities. Attendees will learn how such partnerships can bridge the skills gap, foster career readiness, and strengthen local economies, all while helping students build connections and gain real-world experience. The presentation will also offer practical steps for establishing and sustaining these partnerships to create meaningful internship opportunities that benefit both students and the community.*

- Working on preparations for the annual Clatsop County Job & Career Fair. Created new Career Fair Passports for the high school student attendees that highlight valuable questions they can ask employers in their career fields of interest.

### **Cooperative Work Experience (CWE)**

- All 4 CWE students in winter term have passed their midterm and had a successful worksite visit and supervisor midterm evaluation of progress on work-based Learning Outcomes.

# Foundation



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## Foundation Board Report for Thursday, February 13, 2025 Board of Education Meeting

Submitted by Beth van Elswyk, March 3, 2025

1. **Increase Access - CCCF Scholarships:** In collaboration with Financial Aid, ASG, Foundation Board Member Andrew Fick and Foundation Director Beth – A SECOND brainstorming session was held to create action items for - Increasing Access.
  - a. Scholarship application will be more focused and less cumbersome to fill out
  - b. A second review process will be utilized for any students that have trouble with the application
  - c. Partnerships with TRIO and Foundation to support all First Generation Students
  - d. Review if Awardspring is the best software
  - e. Review other processes that enhance the standard format for scholarships
  - f. Work on relationships with HS Foundations and teachers/leaders etc.
  
2. **Annual Event - Spring Into Action 2024 annual fundraiser on Saturday, April 12, 2025:**
  - a. The focus for the program and department booths for the 2025 edition will be on the students, staff appreciation and a focus on a clear message for the Magic Opportunity and Olive Bridge Fund and their importance and direct impact for our students.
  - b. Tickets are now live at <https://www.clatsopcc.edu/springintoaction/>
  - c. Follow up correspondence is going out with more info.
  - d. Sponsorship updates and personal follow ups are beginning.
  - e. Website update, and full marketing campaign has begun.
  - f. SUNSET DANCE PARTY after the main event on the 3rd floor of Patriot Hall
  
3. **Increase Outreach:**
  - a. Donors –
    - i. Continuing one on one meetings with current Donors.
    - ii. New Donors – Local, State and National an action plan for a more widespread outreach is being developed to increase funds by 2 and 3 fold over the next 2 to 3 years.
    - iii. SPECIAL THANK YOU to board member Mitra Vazeen for a great brainstorm session, that kicked off many ideas
    - iv. Interested in meeting with me - reach out Bvanelswyk@clatsopcc.edu
  - v. Community –
    1. Continue regular involvement with Astoria and Seaside; Rotary, Chambers, CEDR, NEWBIE, Downtown Associations, AAUW
      - a. Feb Big EVENTS – CMH RedLuncheon, Liberty History, town hall, meet n greet Brut Wine, Ilwaco HS career fair
      - b. A meet and greet at a larger venue with official invites will be set this month and invites will be sent to all.
  - vi. On campus’
    1. Creating Wish lists and collaborations with Dept Heads
    2. Students – Creating a speaking “tour” with all student outreaching opportunities, as well as action plans.
    3. Establishing strong goal focused action items and collaborations
  
4. **SAVE THE DATES:**
  - a. **March 21-June 1st, 2025.** Spring cycle for CCCF scholarship applications.

**Foundation Board Report for Thursday, February 13, 2025 Board of Education Meeting**

**Submitted by Beth van Elswyk, March 3, 2025**

- b. **Saturday, April 12, 2025:** is the date for SPRING INTO ACTION, the Foundation's annual fundraising event. There will be a river view dance party – post party in Patriot Hall.

# Communications and Marketing



Clatsop  
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## Communications and Marketing Report for Thursday, March 13, 2025 BOE Meeting

Submitted by Julie Kovatch, 3/3/25

### Communications - Internal

- Website-
  - Feb. website use: Users: 11K
  - Highest visited pages for Jan: Homepage, Canvas, Faculty Staff, Schedules and Calendars, Area of Study, Apply Now
- I continue to serve as the ASG advisor. There is a full ASG group now and they are an amazing bunch that are tackling monthly activities, community service, and student engagement. I am assisting them in development/logistics of Spring activities.
- Draft work of AP3505 for policies and procedures
- Working with Foundation team to determine promo, ad, video, interview needs and start creating content. Also spent time training new Foundation staff on website work.
- I am part of the Arts & Ideas committee and after meeting started working on logistics for Trantlerfest in May as well as Spring events for the community.
- Replaced 24-25 Financial Aid Forms with 25-26 Financial Aid Forms on Student Forms page
- Worked with leadership to navigate and communicate out the various weather, ice, and power closures throughout the month.

### Communications - External

- The Annual Community Survey was promoted throughout the month to students, employees, alumni, community partners and the general community. I used email, website ad, campus screen ads, Chamber newsletter, social media, flyers handed out at local meetings, and an ad in the printed and mailed Spring Schedule to give access to our community to fill out the survey. A report will be compiled in March with the results of the survey
- Press releases for: Tuition increase, Criminal Justice Alumni Bella Byers feature, STEM event at CCC for educators, March Ales & Ideas, Motorized Liveboat Donation to Maritime program, and Student Engagement on Wetland Restoration, Au naturel awards
- Created Alumni Spotlight using Criminal Justice Alumni Bella Byers to be featured in a press release about her journey and also featured online as part of CTE Month. As part of this I worked with Astoria Police Department for access for photos and to get quotes from Chief Kelly.
- Worked with Astoria City Council to set up the CTE Month proclamation at their Feb. 18<sup>th</sup> meeting. Jarrod and Mary attended and spoke on the importance of CTE in our community.
- Went with Julia Mabry's class to the wetlands restoration site by MERTS to get student photos of them working with CREST to assist in restoring the land. Photos are cataloged into our bank of photos for promotional use. Many were also used in the press release.

## Communications and Marketing Report for Thursday, March 13, 2025 BOE Meeting

Submitted by Julie Kovatch, 3/3/25

- Attended the bi-weekly College Advocacy Coordinator meetings and the monthly Oregon Community College Marketing Public Relations Group meetings. Much of this month revolved around CTE Month and getting ready for messages to legislators.

### Marketing – Printed Media, Radio, and Publications, Marketing events

- Created promotional content, calendar events and visuals for Pi-day, Life Transition program, Job & Career Fair, CTE Month promotion, registration open for Spring Term.
- Criminal Justice and Historic Preservation degree trifolds updated and printed
- Designed High school bammers to be displayed in various local high schools
- Spring schedule was finalized, printed and mailed in early Feb. to all Clatsop Residents and Washington service area residents.
- Ads in the digital version and 2 paper version ads are running this month in the Astorian and Seaside Signal focusing on starting local.
- Purchased an ad in the regional wellness publication specifically for nursing program.
- Radio ads are running continue to run during local high school games that focus on Oregon Promise, then during College football games the ads focus on transfer options and the benefit of staying local the first two years, and Seattle pro games that focus on adult learners wanting to go back to college to get training in skills for better jobs. I have also started incorporating our new mission into the radio ads using the phrase “reach your full potential”.
- Social Media- Audience- Feb. #'s-
  - Facebook followers: 3,512 (up 11)
  - Instagram Followers: 1,283 (up 10)
  - Organic post reach #'s Facebook: 12.2K Instagram: 1K

### Events – Recent and Upcoming

- March 6- Ales & Ideas at Fort George
- March 11- Job & Career Fair
- March 13- Nursing Club Pet Therapy/adoption event
- March 15- Pi day event
- March 24-28- Spring Break
- CCC events and important dates can be seen on the CCC Calendar at:

[www.clatsopcc.edu/events/](http://www.clatsopcc.edu/events/)



# Instruction and Student Success



Clatsop  
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**March Report to the Board**  
**Provost Teena Toyas**  
**Instruction and Student Services**  
**March 3, 2025**

**Faculty and Instruction Updates**

- Students and faculty are in the final two weeks of the term. Finals will be here before you know it and then spring break. Faculty are working hard to get students prepared for the final exams and to have a successful outcome for the term.
- Writing, humanities, and literature faculty Dr. Julie Brown and Kama O'Connor attended a faculty development conference in New Orleans, Louisiana during February. Julie and Kama presented a paper about Clatsop's initial First Year Experience(FYE) offerings to the 2025 National FYE Conference.
- International scholar Temple Grandin graciously accepted an invitation to Zoom with students in Dr. Julie Brown's Autism in Literature course. The students thoroughly enjoyed the delightful interaction with the guest.
- Biology faculty Julia Mabry majors' biology students collaborated with Astoria High School and Columbia River Estuary Study Taskforce (CREST) at a recent planting event. The following link provides information related to the ongoing project.

Link: [https://www.dailyastorian.com/planting-event-brings-new-faces-to-south-tongue-point/article\\_a831ee2a-f003-11ef-8a83-6326d7e0ed5d.html](https://www.dailyastorian.com/planting-event-brings-new-faces-to-south-tongue-point/article_a831ee2a-f003-11ef-8a83-6326d7e0ed5d.html)

- The Royal Nebeker Art Gallery is hosting the Au Naturel Show during the months of February and March. The official reception and awards ceremony were held on Thursday, February 20, 2025. CCC was honored to have eighteen of the artists attend the awards and reception. This is the highest number of artists in the history of the show attending the reception. CCC's Art Department was honored to have Board member, Jody Stahancyk in attendance at the award's reception. Approximately 200 community members also attended the reception. The following link provides further information related to the reception and the Au Naturel show.

See the link below for further information related to Au Naturel:

<https://www.clatsopcc.edu/winners-announced-for-the-2025-au-naturel-the-nude-in-the-21st-century-international-juried-exhibition/>

- Art Faculty Kristin Shauck would also like to announce the Wild at Art: A Wildlife Fundraiser – March 8th from 5:00 to 6:00 p.m.

This event will feature a special reception for artwork by the CCC painting class at Old Town Framing. Please feel free to experience the intersection of art and conservation! Enjoy a curated selection of paintings by the CCC Painting Class that captures the essence of the Oregon Coast's wildlife, with 100% of the proceeds from sales going directly to the Wildlife Center for the North Coast's

rescue and rehabilitation programs. Each painting is a unique opportunity to connect with nature and contribute to its preservation. Come, be inspired, and take home a piece of this extraordinary experience.

## **Busy Month of February for the Provost, Office of Instruction and Student Services:**

Listed below is a list of the conferences, activities, and other opportunities that Provost, Teena Toyas has been and will be attending:

- Provost Toyas continues to be active in bimonthly Instructional Council meetings, lead the bimonthly Instructional Leadership Team meetings, attend CCC's Joint Policies and evaluate instruction for full and part time faculty members.
- Pre- transfer crosswalk course information was recently approved for CCC by the HECC for three new degrees that will begin in the fall of 2025. The degrees include Associate of Arts-English, Associate of Science-Biology, and Associate of Science-Business
- Student services staff and other CCC staff including Kasey White, Katherine Bode, Faith Forster, Misty Lindstrom, Tammy Heintz, student Moe Myint Than, and Provost Toyas attended the annual Council of Student Services Administrators Conference in Portland, February 12<sup>th</sup>, 13<sup>th</sup>, and 14<sup>th</sup>. Valuable sessions and keynote speakers were a part of the inspiring conference.
- Monday, February, Provost Toyas attended the monthly Council of Instructional Administrators meeting via Zoom. The meeting provided discussions related to CCN(Common Course Numbering) courses to be approved for the 2025-26 academic year, new transfer degrees, and other instructional statewide updates.
- A tremendous thank you goes out to Facilities Director Dan Clark and the Facilities Crew and Computer Services Wizard Tom Ank for preparing Columbia 116 as the newly designated Nursing classroom. Nursing courses will be transitioning from Columbia 219 to 116 during the spring term. Thank you to all CCC staff who provided their hard work and expertise to meet the instructional needs and much more needed for the designated space.
- Provost Toyas continues to meet with direct reports bimonthly, lead the Instructional Leadership Team bimonthly meetings, provide updated curriculum and pre-transfer crosswalks for Instructional Council approval, attend Cabinet, Policies and Procedures, and other meetings.

## **Strategic Planning**

Priority # 5 Build and Sustain Partnerships, co-lead by Teena Toyas and Kevin Leahy with team members Rinda Johansen, Celeste Petersen, Kama O'Connor, Kristen Wilkin, Mary Jackson, Helen Keefe, and Misty Bateman will be meeting this week to begin our work with the Priority #5 for the strategic plan.

The Priority #5 Team will be focusing on the following priorities:

- Strengthening CTE Advisory Committee Participation
- Adding University and Accelerated Programs
- Expand High School Dual Credit Opportunities
- Support Business and Industry in the Community

## **March 2025- Admissions Board Report Kasey White-Director of Admissions**

- Misty Lindstrom, our new Onboarding Specialist, responded to 35 web inquiries this month and met with 25 prospective students. Kasey White met with 14 prospective students individually and helped three students with FAFSA applications.
- Career/Academic Program specific visits: A STEM visit with Julia Mabry and Pat Keefe was held at AHS with 9 students in attendance. Similar visits are being scheduled with various CCC faculty as guest presenters. Misty visited Nea-Kah-Nie high school and gave a presentation about CCC academic programs and met one-on-one with two students. Misty is attending the Ilwaco HS career and trades fair on 2/28.
- CCC Preview Day was a success. We hosted 150 high school students from 8 area high schools for a half day of sample college classes, a resource fair, raffle prizes and lunch. Three current students spoke to the large group about why they love CCC and a bit about clubs and activities that students can get involved in. The Ilwaco HS Mariachi band performed at the opening session and was very delightful. Reminders about FAFSA/ORSAA and Oregon Promise completion and next steps after applying were presented.
- ACT- Access College Today (formerly WINGS) was held on Feb 20th with 25 adult-learners in attendance. This was a half-day program where prospective students learned about student support, academic programs, and the next steps for admissions. We led a campus tour at the end and each person received a \$500 scholarship funded by AAUW and CCC to be used for academic credit classes Spring 25 term.
- Improving Student Access- Implementation Cohort has been formed to move forward our goals of streamlining the new student onboarding process as well as student access on campus. Over the next few months we will work as a group to define concrete steps we will use to move our strategic plan goals forward related to student access.
- Student Success and Retention Conference in Portland, Feb 12-14th- Several staff attended this conference met on March 3<sup>rd</sup> to discuss what was learned and collaborate on ideas for what to implement at the college going forward.
- The Ellucian RECRUIT CRM (Candidate Relationship Management) software is

now live. We have had go-live support sessions this month to refine our process and learn how to manage our student prospect pool, respond to inquiries, and troubleshoot any integration issues coming into Ellucian Colleague.

**Rinda Johansen**  
**Instructional Specialist**  
**Pre-College, Partnerships, and Life Transitions**

**Coastal Commitment/ Dual Credit**

- Clatsop administration and staff will be meeting with the Seaside High School staff and faculty on March 19<sup>th</sup>, at Seaside High School to discuss dual credit needs, student registration, simultaneous enrollment, and other aspects of our partnership with the high school.
- Clatsop staff including Rinda Johansen, Greg Rhiel, Teena Toyas, Mary Jackson, and others have been working collaboratively to provide access to the new system for dual credit and sponsored dual credit instructors. The access will provide the ability for instructors to view student rosters, submit student grades directly into the system, and provide improved access for efficient processes.

# Policy Committee



Clatsop  
Community  
College

Board of Education

**Board Policy Committee  
Report to the Board  
Prepared by Pat Schulte on 03.05.2025**

The Board Policy Committee met on February 27, 2025 with Ashley Flukinger, Tim Lyman, Jarrod Hogue, Anita Jensen, Teena Toyas, Felicity Green, and Pat Schulte in attendance.

The Committee discussed the following policies and procedures for 1<sup>st</sup> reading at the March 13, 2025 BOE meeting:

- **BP 5140 Disabled Student Programs and Services (SUG/AR)** – *approved for 2<sup>nd</sup> reading at the Feb. 12 Joint Policies & Procedures Committee meeting*
  - **AP 5140 Disabled Student Programs and Services** – *approved by Joint Policies & Procedures Committee at their Feb. 26 meeting. For information only – the BOE does not adopt procedures.*
  - **AP 5035 Student Record Withholding (SUG)** – *OCCA updated this policy consistent with the passage of SB 424 (2023) prohibiting Oregon post-secondary institutions from withholding student transcripts for debt owed to the institution. This prohibition first applies to the 2024-2025 academic year. Approved at the Feb.12 Joint Policies & Procedures Committee meeting – the BOE does not adopt procedures.*
  - **AP 5505 Hazing (LR)** – *Approved at the Feb. 12 Joint Policies & Procedures Committee meeting. For information only – the BOE does not adopt procedures.*
- **BP 3440 Service Animals (LR)** – *Approved for 2<sup>nd</sup> reading at the Feb. 12 Joint Policies & Procedures Committee*
  - **AP 3440 Service Animals** – *Approved at the Feb. 12 Joint Policies & Procedures Committee meeting. For information only – the BOE does not adopt procedures.*

The next meeting of the Board Policy Committee is on Thursday, March 27 at 10:00 a.m. on Zoom:  
<https://clatsopcc.zoom.us/j/85948811656>

# Human Resources



Clatsop  
Community  
College

Board of Education





**To:** Board of Directors  
**Prepared By:** Anita Jensen  
**Date:** March 13, 2025  
**Subject:** **New Hires, Job Postings, Separations, Position Changes, Recruitment News**

## **NEW HIRES**

### **Tina Willis, Program Manager STEP Grant**

Please welcome Tina Willis to our team as the STEP Grant Project Manager. With over 18 years of experience in management, career development, and client support, Tina brings a wealth of expertise in coaching, resource coordination, program development, and case management. Holding a Master of Science in Administration, she has a proven track record in grant writing, securing funding, and delivering tailored career guidance to diverse populations. Passionate about empowering individuals, Tina is dedicated to providing comprehensive financial, academic, and job search support to students receiving SNAP benefits. Her commitment to student success, coupled with strong skills in program management and compliance, makes her a valuable addition to our organization.

## **NEW JOB POSTINGS**

- Nothing to report.

## **SEPARATIONS**

**Jessica Newhall**, Director, Center for Business, Community & Workforce Development  
• SBDC/Workforce (**Resignation**): October 3, 2017, to March 7, 2025.

## **POSITION CHANGES**

None

## **RECRUITMENT EFFORT UPDATE STATEMENT**

The recruitment system continues to perform well. While there are no major updates to report this month, we remain focused on refining the process to ensure its long-term effectiveness and alignment with our strategic goals. Additionally, we are analyzing failed searches to identify patterns and implement improvements that enhance our ability to attract and secure top talent.

# New Business



Clatsop  
Community  
College

Board of Education

**Board of Education**  
**03.13.2025**

**For 1<sup>st</sup> Reading:**

**BP 5140 Disabled Student Programs and Services (Recommended as Good Practice, Accreditation-Related)** – approved for 2<sup>nd</sup> reading at the Feb. 12 Joint Policies & Procedures Committee meeting

- **AP 5140 Disabled Student Programs and Services** – approved at the Feb. 26 Joint Policies & Procedures Committee for approval. For information only – the BOE does not adopt procedures.
- **BP 3440 Service Animals (Legally Required)** – Approved for 2<sup>nd</sup> reading at the Feb. 12 Joint Policies & Procedures Committee
  - **AP 3440 Service Animals** – Approved at the Feb. 12 Joint Policies & Procedures Committee meeting. For information only – the BOE does not adopt procedures.

## BP 5140 Disabled Student Programs and Services

### References:

29 U.S. Code Sections 701 et seq.;  
NWCCU Standard 2.C.2  
ORS 659.850  
[ORS 659A.103 - 145](#)

**NOTE:** *Although this policy is recommended as good practice, it is up to the entity to determine the applicability of this board policy given state law and the entity's organizational culture.*

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs ~~in the [ entity ] and for all applicable services at Clatsop Community College (CCC).~~

The ~~Disabled Students Programs and Student Access~~ Services (DSPSSAS) ~~program~~ ~~Department~~ shall be the primary provider for academic adjustments, auxiliary aids, services, or instruction that facilitate equal educational opportunities for disabled students who are qualified and seek services and can profit from instruction as required by federal and state laws.

DSPS-SAS services shall be available to students with verified disabilities upon request. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, ~~rehabilitation counseling, and academic counseling and referrals to community partners.~~

No student with disabilities is required to disclose to or engage with the ~~participate in the Disabled Students Programs and Student Access Services~~ ~~program~~ ~~Department~~.

~~The District SAS Department~~ shall respond in a timely manner to accommodation requests ~~involving academic adjustments~~. The ~~[ CEO ] college~~ **President** shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The ~~[ CEO ]~~ **President** shall assure that the ~~DSPSSAS program~~ ~~department~~ conforms to all requirements established by the relevant law and regulations.

**Joint Policies & Procedures Committee Approval: Feb. 12, 2025**

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## **BP 5140 Disabled Student Programs and Services**

### **References:**

29 U.S. Code Sections 701 et seq.;  
NWCCU Standard 2.C.2  
ORS 659.850  
ORS 659A.103 - 145

**NOTE:** *Although this policy is **recommended as good practice**, it is up to the entity to determine the applicability of this board policy given state law and the entity's organizational culture.*

Students with disabilities shall be reasonably accommodated pursuant to federal and state requirements in all applicable programs and for all applicable services at Clatsop Community College.

The Student Access Services (SAS) shall be the primary provider for academic adjustments, auxiliary aids, services, or instruction that facilitate equal educational opportunities for disabled students who are qualified and seek services as required by federal and state laws.

SAS services shall be available to students with verified disabilities upon request. The services to be provided include, but are not limited to, reasonable accommodations, academic adjustments, technology accessibility, accessible facilities, equipment, instructional programs, and referrals to community partners.

No student with disabilities is required to disclose to or engage with the Student Access Services.

SAS shall respond in a timely manner to accommodation requests. The President shall establish a procedure to implement this policy which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee.

The President shall assure that the SAS conforms to all requirements established by the relevant law and regulations.

**Joint Policies & Procedures Committee Approval: Feb. 12, 2025**

## AP 5140 Disabled Student Programs and Services

### References:

29 U.S. Code Sections 701 et seq.;  
NWCCU Standard 2.C.2  
ORS 659.850

**NOTE:** Although this policy is recommended as good practice, it is up to the entity to determine the applicability of this administrative procedure given state law and the entity's organizational culture. Local practice may be inserted, but must include legal minimums. Insert local procedures here or reference the Disabled Students Program Plan.

### Purpose

Clatsop Community College (CCC) maintains a plan for the provision of programs and services to disabled students designed to assure that they have equality of access to CCC College classes, programs, activities, and events.

This procedure describes the College's obligations to provide academic accommodations and auxiliary aids and services for students under Title II of the Americans With Disabilities Act and Section 504 of the Rehabilitation Act.

The [ entity ] maintains a plan for the provision of programs and services to disabled students designed to assure that they have equality of access to [entity] classes and programs.

**NOTE:** The procedures, plan, or description of the program and services should address:

- procedure for timely response to accommodation requests involving academic adjustments which, at a minimum, provides for an individualized review of each such request, and permits interim decisions on such requests pending final resolution by the appropriate administrator or designee;
- long-range goals and short term measurable objectives for the program;
- definitions of disabilities and students eligible for the program;
- support services and instruction that is provided;
- technology accessibility;
- verification of disability;
- student rights and responsibilities;
- academic accommodation plan that is developed in consultation with the student;

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- academic adjustments, auxiliary aids and services;
- provisions for course substitution and waivers; and
- staffing.

**Definitions**

CCC abides by The Americans with Disabilities Act (ADA) of 1990 as amended, Section 504 of the Rehabilitation Act of 1973, and Oregon Law, which prohibit discrimination on the basis of disability. The ADA states "... no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." According to Section 504, "Any institution receiving federal funds cannot discriminate on basis of disability and must provide equal access."

Disability is defined as a physical or mental impairment that limits major life activities. Life activities related to education may include, but are not limited to: walking, talking, eating, sleeping, learning, reading, writing, processing, seeing, hearing, etc. Under applicable law, individuals are protected from discrimination based on a disability if they have such an impairment; have a record of such an impairment; or are regarded as having such an impairment.

Accommodations are modifications or provisions that reduce barriers for individuals with temporary or permanent disabilities to allow equitable access to education, programs, services, and activities provided by the college.

**Staffing**

At CCC, the Student Access Services (SAS) Department is designated to ensure legal compliance and the provision of services to students under the ADA and Section 504.

**Intake Process**

In order for the SAS department to provide reasonable and appropriate academic accommodations for disabilities, students requesting accommodations attend an intake meeting with the Student Access Services Coordinator to engage in the interactive accommodation process. During this meeting, the student will provide documentation and information about their impairments, learn to identify, and then request the accommodations that the student can use. Students who do not have documentation at the time of their appointment may be provided provisional accommodations for one term. Third-party information may not be necessary to confirm a disability or evaluate

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requests for accommodations when a condition or its impacts are readily apparent or comprehensively described.

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Written notification of accommodation request decisions will be provided to the student by SAS within a week10 business days of the interactive meeting, and in some instances on the same day. With student's written consent, SAS communicates student accommodation needs to specific college staff.

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**Student Rights**

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In accordance with federal law, The Family Educational Rights and Privacy Act (FERPA), documentation regarding a student's disability is kept in a separate, confidential file managed by Student Access Services and will not be a part of a student's academic record. Knowledge of a student's specific disability is not disclosed to individuals outside of SAS. Student Access Services will only disclose a student's disability with a student's written consent. -Exceptions ofto this requirement include: a threat to a student's self or others; a past, present, or potential threat to a child or vulnerable adult; or if ~~CC~~the College receives a court order to disclose the information.

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Students are told their rights and responsibilities regarding the ADA and Section 504 during their intake appointment with Student Access Services and provided with a digital copy of the SAS Handbook-. Students are directed to contact SAS should an accommodation not be provided by an instructor. Should an accommodation be disputed by an instructor or department, SAS will provide support for the student to find a solution. If an accommodation is denied by SAS, students may pursue a complaint or grievance through the ~~CC~~ AP 5530 -- Student Complaint and Grievance Procedure.

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**Accommodations**

Reasonable accommodations are determined individually, through the interactive process. ~~CC~~The College provides students with appropriate academic adjustments and auxiliary aids and services necessary to afford individuals with disabilities equal opportunity to participate in the ~~e~~College's classes, programs, activities, and events. Accommodations must be effective and remove the barriers, be appropriately related to the student's disability/functional limitations and maintain essential elements of the course or college programs. Accommodations must not impose a direct threat to others or a student's self, give a student an unfair advantage, be of a personal nature, or present an undue hardship.

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**Services, modifications, and auxiliary aids may include:**

- Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.
- Testing accommodations such as extra time, reduced distractions, readers and scribes.
- Alternative formats for getting or receiving information (using screen reading or dictation software and submitting assignments in a different modality)
- Communication Services such as ASL interpreting or captioning.
- Adaptive Technology to include adjustable height tables, adaptive seating, digital voice recorders, sound amplification devices, access to screen readers, and training to use technology tools.
- Note Taking Services to include: use of digital recorders, apps, and/or smartpens, and associated technical support.

**Short Term Measurable Objectives and Long-Range Goals**

Student Access Services will track the number of students registering with the SAS office, and their requested accommodations by course per term. As a longer-term goal, the office SAS will begin to organize and analyze this data, as well as statistics gathered from campus-wide surveys, to determine barriers for students with disabilities, and inform regarding potential areas where remediation is needed. -SAS will work with campus stakeholders ongoing to promote accessible course design, content, and universal accessibility on campuses.

Joint Policies & Procedures Committee Approval: February 26, 2025  
Last Revised: February 26, 2025

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## AP 5140 Disabled Student Programs and Services

### References:

29 U.S. Code Sections 701 et seq.;  
NWCCU Standard 2.C.2  
ORS 659.850

### Purpose

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This procedure describes the College's obligations to provide academic accommodations and auxiliary aids and services for students under Title II of the Americans With Disabilities Act and Section 504 of the Rehabilitation Act.

### Definitions

CCC abides by The Americans with Disabilities Act (ADA) of 1990 as amended, Section 504 of the Rehabilitation Act of 1973, and Oregon Law, which prohibit discrimination on the basis of disability. The ADA states ". . . no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." According to Section 504, "Any institution receiving federal funds cannot discriminate on basis of disability and must provide equal access."

Disability is defined as a physical or mental impairment that limits major life activities. Life activities related to education may include, but are not limited to: walking, talking, eating, sleeping, learning, reading, writing, processing, seeing, hearing, etc. Under applicable law, individuals are protected from discrimination based on a disability if they have such an impairment; have a record of such an impairment; or are regarded as having such an impairment.

Accommodations are modifications or provisions that reduce barriers for individuals with temporary or permanent disabilities to allow equitable access to education, programs, services, and activities provided by the college.

### **Staffing**

At CCC, Student Access Services (SAS) is designated to ensure legal compliance and the provision of services to students under the ADA and Section 504.

### **Intake Process**

In order for SAS to provide reasonable and appropriate academic accommodations for disabilities, students requesting accommodations attend an intake meeting with the Student Access Services Coordinator to engage in the interactive accommodation process. During this meeting, the student will provide documentation and information about their impairments, learn to identify, and then request the accommodations that the student can use. Students who do not have documentation at the time of their appointment may be provided provisional accommodations for one term. Third-party information may not be necessary to confirm a disability or evaluate requests for accommodations when a condition or its impacts are readily apparent or comprehensively described.

Written notification of accommodation request decisions will be provided to the student by SAS within 10 business days of the interactive meeting. With student's written consent, SAS communicates student accommodation needs to specific college staff.

### **Student Rights**

In accordance with federal law, The Family Educational Rights and Privacy Act (FERPA), documentation regarding a student's disability is kept in a separate, confidential file managed by Student Access Services and will not be a part of a student's academic record. Knowledge of a student's specific disability is not disclosed to individuals outside of SAS. Student Access Services will only disclose a student's disability with a student's written consent. Exceptions to this requirement include: a threat to a student's self or others; a past, present, or potential threat to a child or vulnerable adult; or if the College receives a court order to disclose the information.

Students are told their rights and responsibilities regarding the ADA and Section 504 during their intake appointment with Student Access Services and provided with a digital copy of the SAS Handbook. Students are directed to contact SAS should an accommodation not be provided by an instructor. Should an accommodation be disputed by an instructor or department, SAS will provide support for the student to find a solution. If an accommodation is denied by SAS, students may pursue a complaint or grievance through the Student Complaint and Grievance Procedure.

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### **Services, modifications, and auxiliary aids may include:**

- Modifications may include changes in the length of time permitted for the completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.
- Testing accommodations such as extra time, reduced distractions, readers and scribes.
- Alternative formats for getting or receiving information (using screen reading or dictation software and submitting assignments in a different modality)
- Communication Services such as ASL interpreting or captioning.
- Adaptive Technology to include adjustable height tables, adaptive seating, digital voice recorders, sound amplification devices, access to screen readers, and training to use technology tools.
- Note Taking Services to include: use of digital recorders, apps, and/or smartpens, and associated technical support.

### **Short Term Measurable Objectives and Long-Range Goals**

Student Access Services will track the number of students registering with SAS, and their requested accommodations by course per term. As a longer-term goal, SAS will begin to organize and analyze this data, as well as statistics gathered from campus-wide surveys, to determine barriers for students with disabilities, and inform regarding potential areas where remediation is needed. SAS will work with campus stakeholders

## BOARD POLICY AND PROCEDURE PROGRAM

ongoing to promote accessible course design, content, and universal accessibility on campuses.

**Joint Policies and Procedures Committee Approval: February 12, 2025**  
**Last Revised: February 12, 2025**

## BP 3440 Service/Assistance Animals

### References:

The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.;  
28 Code of Federal Regulations Part 35;  
28 Code of Federal Regulations Part 36;  
34 Code of Federal Regulations Part 104.44(b)  
ORS 659A.143

**NOTE: This policy is legally required.**

In order to prevent discrimination on the basis of disability, Clatsop Community College the ~~[-entity]~~ will allow an individual with a disability to use an assistance animal in the College's ~~[-entity's]~~ facilities and on the College's ~~[-entity's]~~ property in compliance with state and federal law.

NOTE: Oregon law refers to "Assistance" animals rather than "Service" animals. This policy sample has been updated to reflect the Oregon law.

Joint Policies & Procedures Committee Approval: February 12, 2025

## **BP 3440 Service/Assistance Animals**

### **References:**

The Americans with Disabilities Act of 1990 -- 42 United States Code Sections 12101 et seq.;  
28 Code of Federal Regulations Part 35;  
28 Code of Federal Regulations Part 36;  
34 Code of Federal Regulations Part 104.44(b)  
ORS 659A.143

**NOTE: *This policy is legally required.***

In order to prevent discrimination on the basis of disability, Clatsop Community College will allow an individual with a disability to use an assistance animal in the College's facilities and on the College's property in compliance with state and federal law.

**NOTE: Oregon law refers to "Assistance" animals rather than "Service" animals. This policy sample has been updated to reflect the Oregon law.**

**Joint Policies & Procedures Committee Approval: February 12, 2025**

## AP 3440 Service/Assistance Animals

### References:

The Americans with Disabilities Act of 1990 -- 42 U.S. Code Sections 12101 et seq.;  
28 Code of Federal Regulations Part 35;  
28 Code of Federal Regulations Part 36;  
34 Code of Federal Regulations Part 104.44(b)  
ORS 659A.143  
OAR 839-006-0345

**NOTE:** *This procedure is legally required.*

Clatsop Community College~~The {entity}~~ will allow an individual with a disability to use a service/assistance animal in College~~{entity}~~ facilities and on College~~{entity}~~ campuses in compliance with state and federal law.

**NOTE:** *Oregon law uses the term "assistance" animal and federal law uses "service" animal.*

**NOTE:** *Oregon law and administrative rule defines "assistance animal" as "a dog or other animal designated by administrative rule that has been individually trained to do work or perform tasks for the benefit of an individual." It is up to the college to define "other animal" in this administrative procedure. See optional language below with regard to miniature horses.*

The College will allow an individual with a disability to use a miniature horse as a service/assistance animal in College facilities and on College campuses if the miniature horse has been individually trained to do work or perform tasks for the benefit of the individual with a disability and the College has determined, based on the assessment factors provided in this procedure, that a reasonable accommodation can be made.

The College~~{entity}~~ will allow an individual with a disability to be accompanied by his/her service/assistance animal in all areas of the College's~~{entity's}~~ facilities where members of the public, invitees, clients, customers, patrons, or participants in services, programs or activities, as relevant, are allowed to go.

These procedures shall also be applicable to an individual who is training a service/assistance animal.



### Service/Assistance Animal Defined

An “assistance animal” for purposes of this procedure means any dog or other animal as provided herein that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

Other species of animals, whether wild or domestic, trained or untrained, are not service/assistance animals for the purposes of this definition.

The work or tasks performed by a service/assistance animal must be directly related to the handler’s disability. The crime deterrent effects of an animal’s presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

### Exceptions

The ~~College~~ ~~entity~~ may ask an individual with a disability to remove a service/assistance animal from the premises if:

- The animal is out of control and the animal’s handler does not take effective action to control it; or
- The animal is not housebroken.

If a service/assistance animal is excluded under one of these exceptions, the ~~College~~ ~~entity~~ will give the individual with a disability the opportunity to obtain goods, services, and accommodations or to participate in the service, program, or activity without having the service animal on the premises.

### Assessment Factors for Miniature Horses

The College shall consider the following factors:

- The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- Whether the handler has sufficient control of the miniature horse;
- Whether the miniature horse is housebroken; and
- Whether the miniature horse’s presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

### Control

The service/assistance animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service/assistance animal’s safe, effective performance of work or tasks, in which case the

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BOARD POLICY AND PROCEDURE PROGRAM

service/assistance animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

**Care or Supervision**

The College-[entity] is not responsible for the care or supervision of the animal.

**Inquiries by the College-[Entity]**

The College-[entity] may make two inquiries to determine whether an animal qualifies as a service/assistance animal:

- Whether the animal is required because of a disability; and
- What work or task the animal has been trained to perform.

The College-[entity] will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

~~[Insert any state or local licensing requirements for service animals.]~~ Licensure or certification is not required in order to meet the definition of service/assistance animal under this procedure.

**No Surcharge**

The College-[entity] will not ask or require an individual with a disability to pay a surcharge, even if people accompanied by pets are required to pay fees, or to comply with other requirements generally not applicable to people without pets. If the College-[entity] normally charges individuals for damage caused by pets, an individual with a disability may be charged for damage caused by his/her service/assistance animal.

**Joint Policies & Procedures Committee Approval: February 12, 2025**

**Last Revised: February 12, 2025**

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## BOARD POLICY AND PROCEDURE PROGRAM

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**Joint Policies & Procedures Committee Approval: February 12, 2025**

**Last Revised: February 12, 2025**

**Clatsop Community College**  
**Board Meeting**  
**March 13, 2025**  
**Submitted by: Jarrod Hogue, President**

**Title:**

Approve 2.5% Cost of Living Adjustment for Service and Supervisory Staff

**What:**

Service and Supervisory staff are not represented by any collective bargaining unit. Their last increase was a 5% COLA in FY 2023-2024 To ensure that they are not left behind by increases in the consumer price index, the President recommends a 2.5% increase for FY 2025-26.

**Recommended Actions:**

The Board of Education move to approve the 2.5% COLA for S&S staff.

# Upcoming Events



Clatsop  
Community  
College

Board of Education

**February, March and April 2025 UPCOMING EVENTS**

**Updated 3/5/25**

EVENT	DATE	TIME	LOCATION
Clatsop County Job Fair	Tuesday, March 11	9:00 am – 1:00 pm	Patriot Hall
Board of Education Meeting	Thursday, March 13	5:30 pm	MERTS IMTC Lounge
Pet Therapy and Adoption Event	Friday, March 14	11:00 am – 3:00 pm	Columbia Hall 2 <sup>nd</sup> Floor Commons
Pi Day and College Fair	Saturday, March 15	1:59 pm – 6:00 pm	Patriot Hall
Winter Term Ends	Friday, March 21		
Spring Break	Monday, March 24 – Friday, March 28		
Spring Term Begins	Monday, March 31		
Board of Education Meeting	Thursday, April 10	5:30 pm	Columbia 219
Spring Into Action: 2025 CCC Foundation Annual Fundraiser	Saturday, April 12	5:00 – 9:30 pm	Patriot Hall