

BOARD OF EDUCATION MEETING
Bill Brod Community Center, Room 127
Wednesday, March 8, 2017

5:00 pm BUFFET DINNER (Community Center, Room 126)

5:30 pm WORK SESSION (Community Center, Room 127)

1. High School Connections/Outreach – Director Jaime Clarke p 5
2. Science, Technology, Engineering, and Math (STEM) – Dean Sue Goff/Instructor Rhonda Hull p 7

RECESS

7:00 pm REGULAR SESSION (Community Center, Room 127)

I CALL TO ORDER – Chair Richard Oathes

II ROLL CALL

III COMMENTS FROM CITIZENS

All speakers must sign-in on the “Comments from the Audience, Speaker Sign-In Sheet” provided on the table at the entry-way to CC 127. Everyone signing in is asked to print legibly, note their address so informational material can be mailed to them, note whether they are a student, staff, or community member, and briefly describe the topic of testimony. Comments are limited to three minutes. This is an opportunity for testimony. Respectful consideration is expected for all comments. Individual personnel issues/concerns must not be discussed in a general public meeting.

IV CONSENT AGENDA

The Consent Agenda is designed to expedite the handling of routine and miscellaneous business of the Clackamas Community College Board of Education. By request of any Board member, an item may be removed from the Consent Agenda for discussion.

1. Approval of:
 - a. Minutes (Work and Regular Sessions) 2.08.17 R16/17-31a p 15
 - b. Monthly Financial Report – Director Chris Robuck R16/17-31b p 23
 - c. Capital Projects (Bond) Financial Report – Director Chris Robuck R16/17-31c p 25

V COLLEGE REPORTS

2. Sabbatical Abstracts – Instructor Nora Brodnicki p 27
3. Sabbatical Report – Instructor Debra Anderson p 43

	4. Open Education Resources/OpenStax Presentation – Vice President David Plotkin and Instructor George Burgess		p 45
	5. Financial Forecast – Vice President Alissa Mahar		p 47
VI	NEW BUSINESS – FIRST READ		
	6. Furniture Purchases for Bond Projects – Dean Bob Cochran		p 49
VII	NEW BUSINESS – ACTION		
	7. Contract Award: DeJardin Science Addition – Dean Bob Cochran	R16/17-32	p 51
	8. 2017/18 Tuition and Fees – Vice President Alissa Mahar	R16/17-33	p 57
VIII	BOARD OPERATIONS		
	9. Personnel Report – Dean Patricia Anderson Wieck		p 61
	10. Future Board Agenda Items – Board Chair (Refer to Board Planning Calendar)		
	11. Board Chair Business Report		
	12. Clackamas Community College Education Foundation – Jean Bidstrup, Board Liaison		
	13. Oregon Community College Association – Ron Adams, Board Liaison		
	14. Oregon School Boards Association Legislative Policy Committee – Ron Adams, Committee Member		
	15. Bond Project Citizen Oversight Committee – Jane Reid, Co-Chair		
	16. Board of Education Community Reports		
IX	ASSOCIATION REPRESENTATIVE REPORTS AND COMMENTS		
	17. Associated Student Government (ASG) – Jairo Rodriguez, President		p 63
	18. Full-Time Faculty – Nora Brodnicki, President		p 65
	19. Part-Time Faculty – Leslie Ormandy, President		
	20. Classified – Enrique Farrera, President		
	21. President’s Business Report – President Joanne Truesdell		
X	ADJOURNMENT		

<p><i>Note: CCC Board of Education meetings are held in accordance with open meeting laws and accessibility requirements. Individuals requiring assistance or accommodations due to a disability should contact the Disability Resource Center at 503-594-3181 at least 48 hours in advance of this meeting.</i></p>
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DATES TO REMEMBER

2016-17

Wednesday, March 8

Sunday, March 12

Monday-Friday, March 27-31

Thursday, April 6

Wednesday, April 12

Friday, April 21

April TBA

Wednesday, May 3

Wednesday, May 10

Thursday, May 11

Thursday, May 18

Monday, May 29

Thursday, June 15

Friday, June 16

Wednesday, June 21

Board of Education Meeting, 5:00 p.m., CC 127

Scholarship Reception, 2:00 pm, Randall Gym

Spring Break

ITC Groundbreaking, 4:00 p.m.

Board of Education Meeting, 5:00 p.m., CC 127

Board of Education Retreat 1:00-5:00, TBA

OCCA All Oregon Academic Team Brunch

Budget Committee Meeting, 5:00 p.m., Gregory Forum

Budget Committee/Board of Education Meeting, 5:00 p.m., CC 127

Spring Retiree Event, 2:00, Gregory Forum

Time Capsule / ELC Restoration, 1:00 p.m.

Memorial Day, College closed

GED & Adult High School Diploma Graduation Ceremony, 7:00 p.m.

College Certificate & Degree Graduation Ceremony, 7:00 p.m.

Board of Education Meeting, 5:00 p.m., CC 127

CCC Board of Education – Topic Summary	
Topic:	High School Connections
Date:	March 8, 2017
Presenter:	Jaime Clarke, Director, Office of Education Partnerships
Division/Department:	Curriculum, Planning and Research
RECOMMENDATION:	This item is for information only

REASON FOR BOARD CONSIDERATION:

This is an informational update from the Office of Education Partnerships (OEP) on high school connections and programs.

EXPECTED OUTCOME/RELEVANCE TO STRATEGIC PRIORITY OR CORE THEME:

High School Connections is directly related to the college strategic priorities of College Readiness, Financial Sustainability, and Guided Pathways. In addition, the OEP provides accelerated learning programs that support core themes of Academic Transfer, Career and Technical Education, and Essential Skills that help support high school completion.

BACKGROUND:

The Office of Education Partnerships (OEP) served 4,229 high school students in 2015-2016 through five high school programs: Advanced College Credit, Expanded Options, High School Career and Technical Education, High School Plus, and Smart Internships. Each of the programs has distinct features that shape its procedures and implementation. All of the programs require contracts to be executed with school districts/high schools and award college credit that appears on the student’s CCC transcript.

- Advanced College Credit (ACC) – College courses taken at the high school and taught by a CCC approved high school instructor; \$10/credit is charged directly to students.
- Expanded Options – Students attend classes at the college or online; paid for by the school district.
- High School Career and Technical Education – Automotive/Auto body, Engineering, Manufacturing, and Welding courses on CCC’s campus limited to high school students; paid for by the school district.
- High School Plus – Classes taught by CCC faculty at partner high schools or designated locations; paid for by the school district.
- Smart Internships – Work based learning in partnership with a high school and local employer; \$25/course charged directly to the student.

BUDGET IMPACT/SOURCE OF FUNDS:

In 2015-2016, 19% of the college’s total FTE was generated by High School Connections programs.

WORK SESSION**AGENDA ITEM WS2**

CCC Board of Education – Topic Summary	
Topic:	STEM Presentation
Date:	March 8, 2017
Presenters:	Sue Goff and Rhonda Hall
Division/Department:	Arts & Sciences and Academic Foundations & Connections
RECOMMENDATION:	Informational only

REASON FOR BOARD CONSIDERATION:

Topic of interest for Board

EXPECTED OUTCOME/RELEVANCE TO STRATEGIC PRIORITY OR CORE THEME:

We will be presenting on the range of STEM activities at Clackamas Community College that are designed to support the retention and completion/transfer of Science, Technology, Engineering, and Math (STEM) students. This work is relevant to the core themes of academic transfer and career and transfer education. It also supports the strategic priorities of guided pathways and academic relevance.

BACKGROUND:

Clackamas Community College has been building a community of support for STEM students over the past several years. Efforts include a vibrant STEM Club, increased Learning Center activity, targeted advising, and faculty mentoring. We are seeing steady growth in STEM areas such as Engineering, Math, and Computer Science and are currently participating in two STEM grants: EXITO and STEMCATS.

ATTACHMENTS:

STEM Community Fact Sheet

FUTURE REPORT:

The board will receive further information upon request.

2016-17 CCC STEM Community Fact Sheet

CCC STEM Activities

- *The STEM Club – Joey Heisler (2016-17 Student President of STEM Club) and Eric Lee (ENGR FTF, STEM-CATS Mentor, STEM Club Faculty Advisor)*

The STEM club is an outgrowth of the engineering club, which began in the winter term of 2014. In the fall of 2015, the club expanded in scope to become the STEM club, which quickly expanded to become the largest club on campus, with weekly meeting attendance of around 30-40 students, extensive activities, tours, and service. An officer from each area (science, technology, engineering, and mathematics) organizes a weekly interactive demonstration or activity, engaging students from different backgrounds. The club has served as a place for like-minded students to meet each other each week, forming community and friendships. Several students have stated that the club was the reason that they stayed in the major, or in the case of a couple of students, stayed in school at CCC.

- *STEM Talks – Tory Blackwell (Biology FTF, STEM CATS Mentor, EXITO) and Mark Yannotta (Math FTF and STEM-CATS Mentor)*

In the 2015-2016 academic year, the CCC Foundation funded a mini-grant for STEM talks. This speaker series was co-coordinated with our existing EXITO partnership grant with PSU. In total, we had six guest speakers visit our campus throughout the year. All of these talks were well attended as students from a number of different disciplines filled the McLoughlin Auditorium. Additionally, talks funded by the EXITO program include the option of attending dinner with the speaker after the talk. For the 2016-2-17 academic year, dinner is being held in the community center with space for 10 guests, allowing both EXITO scholars and STEM students a chance to meet with the speaker in an informal setting.

- *STEM Appreciation Day – Tory Blackwell (Biology FTF, STEM-CATS Mentor, EXITO)*

The STEM Undergraduate Appreciation Day is an opportunity for our STEM students to share their hard work with the college community in the form of posters, presentations, and display pieces. The event also brings student awareness to the different STEM disciplines and courses available on our campus. A recognition ceremony is part of the event, during which awards are given to STEM club and EXITO scholars and the new EXITO scholar cohort is announced. Family is invited and encouraged to attend, since supporting our STEM students often starts at home. The event wraps up with a STEM Talk that evening. The 2016-2017 academic year will mark our third Undergraduate STEM Appreciation Day event

CCC EXITO Scholar Program

- *EXITO Scholar Program – Tory Blackwell (Biology FTF, STEM-CATS Mentor, EXITO)*

The EXITO Scholar Program, a scholarship funded by the National Institutes of Health and in collaboration with PSU and 8 other regional partners, is a program designed to help bridge the gap in diversity currently present in science. The program has an emphasis on biomedicine related to community health and supports students pursuing 4 year degrees in programs that can lead to advanced degrees and careers in research. Although monetary support is involved,

the primary support mechanisms are networks to help ensure students are progressing in their coursework and can be successful once they reach PSU. As part of the program, students are matched with a career mentor, a peer mentor, and a research mentor that can all provide additional information and support to help EXITO scholars become successful researchers.

STEM-CATS (STEM-Coaching And Transfer Support)

- *STEM-CATS Advising - Kimberly Hildebrand-Faust (STEM Academic & Career Coach)*

The Higher Education Coordinating Committee grant funds an Academic and Career Coach position to serve students who are pursuing the Associates of Science transfer degrees for PSU, OSU, U of O, George Fox and Oregon Tech. The intent behind the creation of this type of specialized advising position was to designate a staff person who develops a high level of familiarity with specific degrees and with the students choosing those degrees. Having a one-on-one relationship with a staff person is one of the most effective ways that educational institutions can influence student retention. The advisor helps students select the right courses for their majors, thus saving them time and money in completion of their degrees. She also assists with career counseling, transfer information, and referrals to other campus services such as counseling, financial aid, and tutoring.

- *STEM-CATS Mentoring Program – Yuchen Huang (ENGR PTF, STEM-CATS Mentor Coordinator)*

The purpose of the STEM-CATS Mentoring Program is to recruit, retain and support underserved students into CCC's STEM AS programs using CCC faculty as mentors. Currently there are 10 faculty members providing one-to-one mentoring to 30 students with 50% female students and 40% ethnic minority students. Faculty mentors receive training and support in their mentoring role. The mentors meet with their assigned students several times during the term. Both mentors and mentees are required to provide feedback/comments of the mentoring meetings. STEM-CATS mentees' female and ethnic minority ratio are higher than college overall and CCC STEM AS program, addressing the purpose to recruit and support underserved students.

- *STEM-CATS Tutoring Services – George Burgess (Chemistry FTF, STEM-CATS Mentor, STEM-CATS Tutor Coordinator)*

The STEM-CATS tutoring program has been a tremendous success in fall quarter. Six tutors have helped over 200 CCC students in STEM subjects including biology, chemistry, physics, engineering, and calculus. Tutors went through a three-day boot camp at the beginning of the year to learn best practices in tutoring. At least one STEM-CATS tutor is on duty all day every day, and we have nearly complete coverage in all tutored subjects. In total, students have made over 1,100 visits to the tutors, for a total of more than 1,870 hours throughout fall quarter.

Learning Center and STEM Students

- *Tutoring resources for STEM Students – Rhonda Hull (Math FTF, STEM-CATS Mentor, Co-coordinator of L.C.) and George Burgess (Chemistry FTF, STEM-CATS Mentor, STEM-CATS Tutor Coordinator)*

One of the most utilized resources in the Learning Center is our tutoring services. STEM students can often be found forming study groups in the Math Lab, taking advantage of the

welcoming space, the whiteboards, the knowledgeable tutors, and the availability of textbooks. The computers in this area are loaded with a variety of software that is needed in the STEM courses. Computer science majors can compile their code, engineers can experiment with Arduino boards, and other powerful tools like Matlab are available.

Once students have their math science ironed out, they can make an appointment with the Writing Center to work on properly formatting/organizing their lab reports, perfect their scholarship essays, and make the most of their cover letters for college/internship applications. Whenever possible, the Writing tutors and STEM tutors will team up so students get the most thorough help available.

- *Student Employment Opportunity – Rhonda Hull (Math FTF, STEM-CATS Mentor, Co-coordinator of Learning Center)*

Applicants experience a rigorous hiring process including a formal interview, mock tutoring session, group interview (for peer mentors), and successful completion of the HD 130 training course. The HD 130 training course covers a variety of elements that lead to effective leadership and tutoring at our college, including FERPA regulations training, communication styles, adult developmental theories, student resource training, and on-site contacts for each of CCC's service areas. At the beginning of each academic year, there is also a mandatory fall training for all Learning Center tutors.

Once hired, Learning Center tutors assist students with drop in tutoring, conduct group tutoring sessions, and connect students with the proper resources. Peer Mentors have added responsibilities of conducting one-to-one scheduled tutoring and assisting instructors in the classroom as well as weekly professional development opportunities. Tutors who work at the Learning Center Cougar Connect Desk offer additional computer tech support and can direct students to the appropriate campus resource.

The Learning Center tutors are a professional community of students who are committed to promoting a positive learning environment and find their work experience very rewarding. The feedback from students who use the tutoring services is overwhelmingly positive.

Departments helping STEM students connect to the Universities

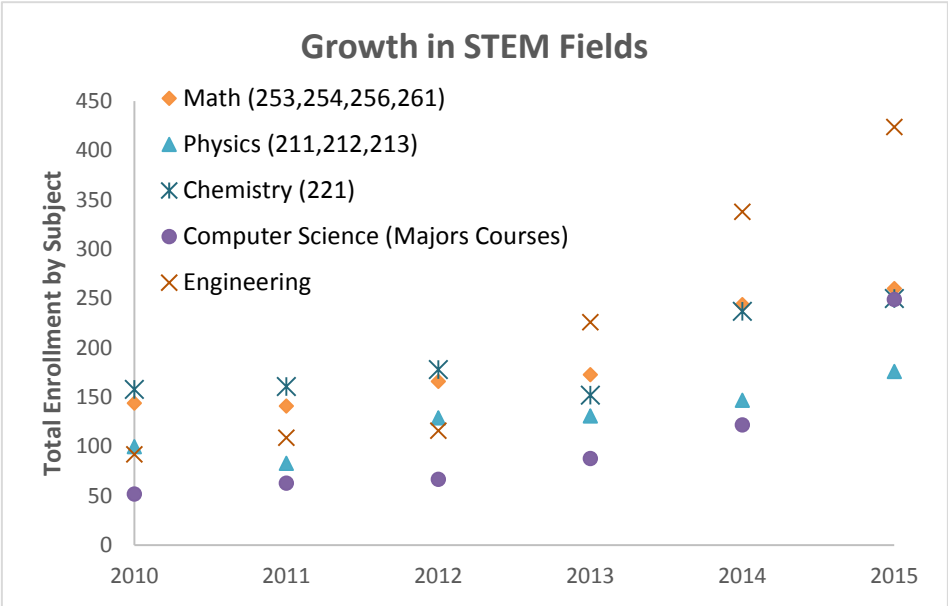
- *Math 205 Bridge Course – Mark Yannotta (Math FTF, STEM-CATS Mentor)*

For more than a decade, Clackamas Community College has been offering an elective mathematics bridge course to its STEM students. A key feature of the course is its flexible curriculum, which has led to more than one option for introducing students to abstract mathematics. In addition to offering a traditional survey of advanced mathematics, we have also taught several versions of the course using an inquiry-oriented curriculum for teaching abstract algebra (Larsen, 2013). We are the only community college in the state of Oregon to offer this type of course to STEM-transfer students on an annual basis. Stefan Baratto is currently teaching this elective mathematics course to 25 students, including one PSU student, who is auditing the course. There are future plans to partner again with Portland State University on a second National Science Foundation grant to develop another set of inquiry materials for advanced calculus.

- *Engineering Department – Eric Lee (ENGR FTF, STEM-CATS Mentor, STEM Club Faculty Advisor)*
The Clackamas CC engineering department now has close ties with 4 Oregon universities—Portland State University, Oregon State University, Oregon Institute of Technology, and George Fox University. The engineering department meets at least annually with each of these institutions to ensure seamless transitions for Clackamas engineering transfer students. With these partner institutions, we have established ~20 different engineering major pathways, giving our students a number of options to complete their bachelor's degrees after transfer.

Other indicators of a healthy CCC STEM community

- There is more demand for STEM math courses. More CCC students are taking Trigonometry (Math 112) or higher math courses and our sections are fuller. Starting AY 2016-2017, the math department is offering 200 level math courses (Math 253, 254, 256, and 261) at least twice a year for our STEM students.
- Enrollment numbers have risen in the CS department over the last 5 years. The STEM community helps promote science and technology in the CS community and helps educate CS students about what they can do in science. The STEM Club also provides an important support system for CS students with a platform that allows for group study, creative projects and networking with other students, faculty and industry partners. The STEM Club also arranges tours for STEM students with industry partners. The STEM community connects CS students with a much larger community that can help with their academic and career success
- The number of courses offered in engineering has risen from 6 to 11 over the last 5 years. Many courses also have multiple sections now. Enrollment (i.e. headcount) is up by >400% in the last 5 years.
- The engineering department, along with Computer Science and English, established Associate of Science (A.S.) degrees at Clackamas. There are ~210 students enrolled in Associate of Science Engineering programs, a remarkable growth in 2 years.
- Engineering students receive frequent communication along the way to ensure their success. Each Intro to Engineering student is required to meet with either an engineering faculty or the new STEM adviser to establish an educational plan. Frequent communication continues after this meeting. With an established listserv for all engineering students (hosted by the computer science department), students receive information about upcoming transfer deadlines, graduation deadlines, scholarship deadlines, school activities, and internship opportunities, and this has allowed for students to continue to progress in their educational and career goals. As one example of the fruits of this communication, 5 CCC engineering students over the past 2 years have been selected as NASA Aerospace Scholars, culminating in an all-expense paid trip to a NASA facility for a week long intensive space engineering training program. This program has paved the way for these students to begin their careers in NASA after graduation. Perhaps more importantly than this program, I know of no students who have missed deadlines for application to transfer to a university or get accepted to an engineering program.



CCC BOARD OF EDUCATION – TOPIC SUMMARY	
Topic:	Minutes of the Work and Regular Sessions from February 8, 2017
Date:	March 8, 2017
Division/Department:	President’s Office
RECOMMENDATION:	Approval of the Minutes for February 8, 2017



**BOARD OF EDUCATION MEETING
MINUTES
February 8, 2017**

WORK SESSION

Board Vice Chair Jane Reid called the work session of the Clackamas Community College Board of Education to order at 5:30 p.m. on Wednesday, February 8, 2017, in Room CC127 of the Bill Brod Community Center at Clackamas Community College.

Tour Randall Hall Renovation

Dean Bob Cochran and Project Coordinator Mickey Yeager led the Board on a tour of the renovated locker and team rooms at Randall Hall.

Online Student Orientation and Data Collection

Director BJ Nicoletti introduced Interim Dean Tara Sprehe, and Project Managers Stephen Browsers and Max Wedding, who presented information on the Student Information Strategy for the Enrichment of Research, Reporting and Service to Students (SISTERRS). This will be a mandatory online orientation for degree, certificate, or transfer seeking students. This is being funded by a \$160,000 grant from HECC. The group provided details of the orientation, the information that may be collected, and how the information will be used. The goal is to implement this system in spring 2017 for summer and fall registration.

Core Theme Indicators

Vice President David Plotkin reviewed the progress towards developing new Core Theme indicators for our Year One Accreditation report. He shared academic/learning objectives for each Core Theme and ideas for indicators for each one.

Board Member Greg Chaimov commented some of the objectives sound subjective. Quality education can be hard to measure. David agreed. The deans are having conversations about how to roll that up into an institutional measure and create a way to do a comparison.

David said any questions or suggestions can be sent directly to him.

President Joanne Truesdell said there is a wealth of work going on for reports that are due March 1 for our Year One accreditation report. She thanked staff and associations representatives who are communicating lots of information to their members. She said prior to BJ's arrival in 2012, CCC had no research department. It has taken this long to get everything in place to collect and use student data but now we do it really well, thanks to BJ. Joanne said CCC is doing it better and with less resources than many other colleges.

The Work Session recessed at 6:45 p.m.

REGULAR SESSION

CALL TO ORDER

Vice Chair Jane Reid called the regular meeting of the Clackamas Community College Board of Education to order at 6:45 p.m. on Wednesday, February 8, 2017, in the Bill Brod Community Center at Clackamas Community College, Room 127.

ROLL CALL

Declaration of a quorum. Board members present were: Greg Chaimov, Jean Bidstrup, Jane Reid, Chris Groener, Dave Hunt and Ron Adams. Richard Oathes was excused.

College Representatives in attendance: President Joanne Truesdell, Vice President David Plotkin, Vice President Alissa Mahar, ASG President Jairo Rodriguez, Full-time Faculty President Nora Brodnicki, Part-time Faculty President Leslie Ormandy, Classified Representative Kelly Steigleder, and Board Secretary Denice Bailey (Recorder).

Others in attendance: Director BJ Nicoletti, Dean Sue Goff, Dean Bill Waters, Interim Dean Tara Sprehe, Associate Dean Darlene Geiger, Foundation Executive Director Paul Moredock, Dean Bob Cochran, Director Jarett Gilbert, Associate Dean Donna Nelson, Dean Dion Baird, Dean Patricia Anderson Wieck, Director Chris Robuck, PIO Lori Hall, Director Lisa Davidson, other CCC faculty and staff, and a member of the press.

CONSENT AGENDA

The Board considered the approval of the following:

- a. Minutes (Work, Regular and Executive Sessions) 1.26.17
- b. Monthly Financial Report
- c. Capital Projects (Bond) Report

Board member Ron Adams asked for a correction in the minutes from January 26. The Board Secretary will correct the minutes for the official record.

R16/17-28 Jean Bidstrup moved, Greg Chaimov seconded the motion, to approve Consent Agenda items a through c. Motion passed unanimously.

COLLEGE REPORTS

President's Report

President Joanne Truesdell introduced:

- Classified Representative Kelly Steigleder, who is filling in for President Enrique Farrera.
- Elizabeth Kessel, news editor for *The Print*
- Wendi Babst, Interim Director for College Safety
- Alissa Mahar, Vice President for College Services

She reported she will be in Salem all day tomorrow, meeting with representatives in get-acquainted sessions. She invited everyone to Winter Inservice on Friday: Robin DiAngelo is presenting a session on learning about supporting our students and the lens we use to make decisions.

Fall Enrollment Report

Director BJ Nicoletti reviewed enrollment and FTE for fall term. Reimbursable FTE was up 9.8% compared to the same time last year. She responded to questions from the Board.

Accreditation Report

Vice President David Plotkin provided status on progress of the recommendations from the spring 2016 accreditation visit by the NWCCU. David reviewed the recommendations and the timeline with due dates for submitting reports to NWCCU. We have not heard the disposition of the special report yet.

Dean Bill Waters reported on the assessment work that is being done. We have just begun this work and it is a long term cycle. It could take four or five years to do a complete assessment on all our courses and outcomes. All full-time faculty, administrators and many part-time faculty are involved in the process. Bill shared an example of a curriculum map. We have identified 80 programs to go through this cycle. A team of faculty members review and give advice and ultimately approve the process. We are working up to a direct measure meeting. Students take the assessment and faculty get together to judge the performance of the students on that assessment to "norm" the grading. Faculty talk about why they graded the way they did, finding differences, finding similarities, and agreeing to a norm for grading. Faculty will take the information from the norming and create a plan to use it. All teams need to have a multi-year assessment plan. In fall of 2017, we will go through program outcomes and recommend changes. This will be integrated into budget development and strategic priorities.

Board Member Ron Adams asked if Bill is getting buy-in from part-time faculty. Bill said it varies by the faculty member. Many have full-time jobs as well as teaching here at CCC. It is difficult for them to come and spend the time doing this work. The norming meetings have had good participation and engagement from part-time faculty.

Bill thanked Associate Dean Donna Larson, who is working half-time on this effort, and thanked the association presidents for their support of the work.

COMMENTS FROM CITIZENS

Vice Chair Jane Reid read the guidelines for public comment at the Board meeting, and invited those who signed up to come forward.

There were none.

NEW BUSINESS – FIRST READ

2017/18 Tuition and Fees

Vice President Alissa Mahar presented a proposal for increased tuition and fees for the 2017/18 school year. She reviewed how this proposal aligns with the budget principles approved by the Board in January and reported on what we are doing to create efficiencies and controlling costs. We are the second lowest cost community college in the state. The proposal calls for a \$3.00 increase in tuition, from \$90.00 to \$93.00 per credit hour, which is what was in last year's forecast. Also proposed is a student fee increase of \$.50 (from \$2.00 to \$2.50), and a technology fee increase of \$1.00 (from \$4.50 to \$5.50). Alissa reviewed what benefit will be seen from those increases. No change is proposed for the college service fee.

President Joanne Truesdell referred the Board to the chart of 2016/17 statewide tuition and fees in the agenda packet. Using the proposed 2017/18 tuition of \$93.00, we are still lower than many of the 2016/17 tuitions at other colleges.

Board Member Ron Adams questioned the \$80.00 for Chemeketa. Alissa said the lower per credit hour rate is offset by higher fees. For 2016/17, Clackamas and Chemeketa are only about \$200 apart on the annual total. Joanne said we are proposing fee increases because tuition increases do not get directed to student technology or student services. These fee increases will benefit those specific departments.

Board Member Greg Chaimov asked what amount of state support is assumed for these increases. Joanne said \$556M. We still need the \$4.50 per credit hour in that scenario. Greg then asked how much tuition and fees would need to increase to avoid cutting programs. Joanne responded another \$5.50, so \$10.00 total this year, and an additional \$7.00 the following year.

Board Member Dave Hunt said the challenge is that we have to set our budget before we have a sense of what our state revenue will be. It would be nice if we could tell legislators how this directly impacts their constituents. Joanne said we have financial aid deadlines and publishing deadlines that do not correspond with the legislature's ability to establish the state support fund. We can make adjustments in the second year of the biennium if we get additional money. Some boards do an automatic acceleration of tuition, which the Board might consider in the future.

Ron said as the increase gets publicized, we need to make sure we explain the difference between capital construction dollars and operating dollars. We cannot touch bond dollars for operations.

ASG President Jairo Rodriguez said Alissa came to an ASG meeting to discuss the proposal. Students understand the reason for an increase, but want the college to make a strong effort in getting textbook costs reduced. Many students do not notice a tuition increase, but they pay attention to the cost of the textbooks because they have to pay for themselves. Jairo had to pay \$800 one term for books and considered that lucky.

Joanne reported next month, the Board will see a presentation on an Open Education Resource used in a chemistry class, which could save students money. The state used to pick up the majority of the cost of college, but now more is paid by the students. It is a challenge for many students. She encouraged everyone, especially students, to attend the Ways and Means forum on Saturday at PCC.

This proposal will return to the Board on March 8 for action.

NEW BUSINESS – ACTION

Policy IBB: Academic Freedom and Responsibility

President Joanne Truesdell reviewed the changes to the policy since the first read in February. Added language about community responsibility for academic freedom and responsibility. Been to cc and pc, feedback was incorporated into this final version. Legal reference will be reviewed by OSBA, who does our policy hosting. Fulfil

R16/17-29 Greg Chaimov moved, Chris Groener seconded the motion to approve revisions to Policy IBB: Academic Freedom and Responsibility as presented on blue paper. Motion passed unanimously.

Mission and Core Themes

Vice President David Plotkin presented the final language changes proposed for the Core Themes. Sent out survey to campus community and received a few helpful suggestions that were incorporated into the new language. As discussed at the last meeting, the language is clearer and lead to measurable objectives. .

R16/17-30 Greg Chaimov moved, Dave Hunt seconded the motion to re-affirm CCC's mission statement and approve language changes defining the college's Core Themes. Motion passed unanimously.

BOARD OPERATIONS

Community Engagement Opportunity

Vice President David Plotkin introduced Robin Teeter, Director of Healthy Democracy. He reported our faculty are dealing with increased conflict in the classroom and the college community is reacting to a decline in civility in conversation and interactions. David and Robin have designed a day and a half Formation Lab which would bring together a selected group of people across a broad and diverse background, to help them understand basics of communication rooted in trust. In order to get through serious communication impasses, people have to have a sense that they know and trust each other. If successful, this retreat could result in a co-sponsored class at CCC and PSU.

In response to questions from the Board, David and Robin clarified

- The intention is a significant portion of the Formation Lab participants would be students from CCC and PSU. A public forum to debrief the Formation Lab would be widely promoted and open to all.
- The Board and other community leaders would be asked for recommendations for participants.
- While confidentiality is necessary, there could be times when the media could be present. Part of the program is to talk about the media and their role in the civic unrest.
- The program is intended to be easily replicable.
- Healthy Democracy is non-partisan. The program is not intended to promote a political viewpoint, but strategies for civil conversation. It loses some impact if it is not public. It is not intended to create controversy.

The Board members agreed that there is a need for the program, but expressed concern about it being seen as a political message or agenda, and about using general fund dollars for it. They would prefer to see it as an internal activity and offered to students as a class.

President Joanne Truesdell said the program sounds as if it is a learning environment within the learning institution and supports community leadership, but being the lead in putting this out to the community may not be the way the Board wants to go. If we are to do to this, how do we make it community-based and make sure we are not perceived as making a political statement.

David said we would not implement the program without Board consent. He and Robin will look at ways to find partners and design a truly non-partisan experience and bring it back for Board review. We can decide at that time whether to move forward.

Personnel Report

The Board reviewed the list of employment changes on the personnel report.

Future Board Agenda Items

The Board reviewed the planning calendar.

Board Chair Business Report

Vice Chair Jane Reid reported she went to Burma and it was a very interesting place.

Clackamas Community College Education Foundation Report

Board Member Jean Bidstrup reported the Foundation has hired an administrative assistant and has offered a position to a candidate for the Annual Alumni Giving Officer position. Foundation Board member Nancy Hungerford had a bench installed in the sculpture garden in memory of Chuck Clemens.

OCCA Report

Board Member Ron Adams reported OCCA has started the Monday conference calls. There is a ton of bills out there. Nothing about budget other than numbers that the Board has already discussed. They will have opportunities to visit with legislators on budget and capital. Committees are getting organized. Ways and Means is on the road, in Salem on Friday, at PCC on Saturday. He asked PIO Lori Hall to provide some information on the roadshow. Lori reported she and President Joanne Truesdell have been working on presentations for the Ways and Means forum. We are doing outreach to get staff and students to attend the forum at PCC and have about 20 so far. Joanne and a few members of ASG are attending on Friday in Salem. Ron said PSU representatives will be there in force. OSBA may be there as well.

OSBA Legislative Policy Committee Report

Board Member Ron Adams reported OSBA introduced House Bill 2230. It has not gotten any traction. Staff says they are waiting to see if anyone will talk about it.

Bond Project Citizen Oversight Committee (COC) Report

Board Member and COC Co-Chair Jane Reid reported the COC met on February 2 at DeJardin Hall. They have combined the subcommittee with main committee. The group toured the Randall Hall renovations and heard an update on the Industrial Technical Center (ITC) and Barlow parking lot from Lease Crutcher Lewis. Dean Bob Cochran gave an update on other bond projects. Student intern Angela Douglas provided a report on the SAIL and BOAT initiatives. The committee saw pictures of the sculpture from salvage materials from the OIT building. The groundbreaking ceremony for the ITC is April 6. Community representatives on the committee requested an update on the student center and a legislative report. The next meeting will be in May.

Board of Education Community Reports

Dave Hunt said those who haven't seen the construction progress on the Harmony West building, should. It has changed exponentially and dramatic progress is being made.

Ron Adams reported he likes checking the Harmony West construction web cam. He attended the COC meeting and remarked that members are still turning out and providing great input. As a follow-up to the earlier conversation on community outreach, he feels the Board has a responsibility to protect the college. If they can figure out a way for Board members to have this conversation and carry it to community, he is on board with the proposal.

REPRESENTATIVE REPORTS AND COMMENTS

Associated Student Government President Jairo Rodriguez reported:

- Last Friday was ASG's day of service. They painted the Cougar Cave, which should reopen next week. They are creating an inventory and hope to be more specific in their requests for donations.
- ASG received an \$8000 grant for a bicycle rental program on campus. He and Luke Norman are getting bids.
- The ASG Clubs Officer went to Chemeketa CC to see what they do for their clubs on campus. CCC has 18 clubs this year. They are looking into more opportunities for clubs. They will be selling crafts and giving away hot chocolate at the Shared Love event on February 13 & 14.
- Recently, the Multicultural Officer had a flamenco dancer in the Community Center. We will have a jazz musician on February 22.
- He is going to Linn-Benton CC for the OSCSA meeting and will participate in lobbying.

Full-Time Faculty Association President Nora Brodnicki reported:

- Faculty are doing great stuff, detailed on her written report.
- Distributed a postcard for the theatre production of *Picnic*.
- Artwork in the sculpture garden will hold the college's time capsule.

Part-Time Faculty Association President Leslie Ormandy reported:

- Health insurance is rolling out and she appreciated the orientation from HR.
- She is learning about college committees and which ones need part-time faculty representatives. She appreciates the assistance from Joanne and David.
- She called attention to the report from our part-time librarian.

Classified Association Representative Kelly Steigleder reported:

- Last weekend, classified members attended a Winterhawks hockey game.
- The association is currently planning a basketball event.
- Classified members will participate in several lobby days with OEA advocating for community colleges.
- Classified members are participating in OEA training on how to be advocates.
- Enrique asked Kelly to say a special thanks to Amanda Coffey, Leslie Ormandy, and Nora Brodnicki for their support of him this past weekend while advocating for equity, inclusion and diversity and resources for students and staff.
- Enrique is currently serving as Interim Director of the National Education Association (NEA); he is one of three NEA Directors that represents the state of Oregon in Washington DC. He will be providing guidance on education policy to the NEA and education officials with higher education perspective. He thanked college administration and the advising team for supporting him.

As there was no other business to come before the Board, the meeting was adjourned at 8:58 p.m.

March 8, 2017
Date

Denice Bailey, Recorder

Richard Oathes, Board Chair

Joanne Truesdell, Clerk

Topic:	Monthly financial report -- All funds
Date:	March 8, 2017
Presenter	Alissa Mahar, Vice President of College Services Chris Robuck, Director of Fiscal Services
Division/Department:	College Services/Business Services
Recommendation:	Approval of monthly financial report- All Funds

ALL FUNDS
Statement of Revenue, Expenditures and Changes in Fund Balance
2016-17 at January 31, 2017

	<u>Fund Balance at Start of Year</u>	<u>Revenue and Other Sources</u>	<u>Expenditures and Other Uses</u>	<u>Net Revenue (Expenditures)</u>	<u>Fund Balance at Report Date</u>
General	\$ 18,670,489	\$ 43,379,957	\$ 28,082,100	\$ 15,297,857	\$ 33,968,346
Fee	2,000,970	1,882,765	1,744,057	138,708	2,139,679
Innovation	-	630,930	210,368	420,562	420,562
Debt Service	2,444,082	4,008,514	1,452,576	2,555,938	5,000,020
Capital Projects (Bond)	25,120,777	-	7,386,302	(7,386,302)	17,734,475
Staff Computer Replacemt	-	150,000	-	150,000	150,000
Equipment Replacement	1,551,798	611,609	179,868	431,741	1,983,539
Major Maintenance	2,912,459	490,918	115,271	375,647	3,288,106
Student Technology	471,185	548,473	259,591	288,882	760,066
Internal Service	311,250	141,351	178,423	(37,072)	274,178
Bookstore	1,237,580	1,227,383	1,229,680	(2,297)	1,235,283
Customized Training	557,608	240,994	247,542	(6,548)	551,060
Intramurals and Athletics	35,782	275,591	234,329	41,261	77,043
Student Life & Leadership	138,738	62,535	30,730	31,805	170,543
Computer Lab	113,143	35,953	20,074	15,879	129,022
Retirement	1,832,617	750,000	451,247	298,753	2,131,371
Student Financial Aid	49,964	12,295,200	13,413,340	(1,118,140)	(1,068,176)
Grants and Contracts	666,045	824,499	1,686,027	(861,527)	(195,483)
WIOA Grant	(1)	1,162,473	1,162,472	1	(0)
Insurance Reserve	291,520	100,000	36,598	63,402	354,922
PERS Reserve	1,000,000	2,000,000	-	2,000,000	3,000,000
Total	<u>\$ 59,406,006</u>	<u>\$ 70,819,145</u>	<u>\$ 58,120,593</u>	<u>\$ 12,698,552</u>	<u>\$ 72,104,558</u>

NOTES

Student Financial Aid, Grants and Contracts, and WIOA:

Expenditures for these funds normally occur prior to billing or drawdown of funds. Revenue for reimbursements from grantors are normally billed and recorded in the month subsequent to when the expenditures were incurred, causing a negative fund balance at month end. Final billings and draws at year end will offset any expenditures for the year.

CONSENT AGENDA

AGENDA ITEM 1b

R16/17-31b

Topic:	Monthly financial report -- General Fund
Date:	March 8, 2017
Prepared by:	Alissa Mahar - VP of College Services Chris Robuck - Director of Fiscal Services
Division/Department:	College Services/Business Services
Recommendation:	Approval of monthly financial report - General Fund

GENERAL FUND	January 2017		Year to Date 2016-17		Year to Date 2015-16		Fiscal Year 2016-17		Projected is Better (Worse) than Budget
	Actual	% of Budget	Actual	% of Budget	Actual	% of Budget	Budget	Projected	
REVENUE									
State comm college support	\$ 3,569,778	25%	\$10,576,059	75%	\$10,797,316	84%	\$14,022,081	\$14,279,233	\$ 257,152
Property taxes	-	0%	20,284,971	114%	16,733,642	100%	17,775,438	17,968,979	193,541
Tuition, net of waivers	(91,536)	-1%	10,601,529	73%	9,991,986	71%	14,581,349	14,655,560	74,211
Other revenue	88,051	4%	1,661,143	76%	1,232,646	70%	2,189,076	2,181,071	(8,005)
Transfers in	-	0%	256,254	99%	70,000	100%	259,562	256,254	(3,308)
Total revenue	<u>3,566,292</u>	<u>7%</u>	<u>43,379,957</u>	<u>89%</u>	<u>38,825,589</u>	<u>85%</u>	<u>48,827,506</u>	<u>49,341,097</u>	<u>513,591</u>
EXPENDITURES									
Personnel services	3,268,064	8%	19,621,484	49%	18,153,905	49%	40,030,448	39,053,831	976,617
Materials and services	246,410	3%	3,835,338	53%	3,729,306	59%	7,184,622	6,772,909	411,713
Capital outlay	4,917	4%	58,672	46%	128,270	43%	126,273	119,959	6,314
Transfers out	-	0%	4,566,607	95%	2,361,833	96%	4,822,061	4,566,607	255,454
Total expenditures	<u>3,519,391</u>	<u>7%</u>	<u>28,082,100</u>	<u>54%</u>	<u>24,373,315</u>	<u>53%</u>	<u>52,163,404</u>	<u>50,513,306</u>	<u>1,650,098</u>
Net revenue (expenditures)	<u>\$ 46,901</u>		<u>15,297,857</u>		<u>14,452,275</u>		<u>(3,335,898)</u>	<u>(1,172,209)</u>	<u>2,163,689</u>
Fund balance at start of year			<u>18,670,487</u>		<u>15,710,997</u>		<u>18,613,498</u>	<u>18,670,487</u>	<u>56,989</u>
Fund balance at report date			<u>\$33,968,344</u>		<u>\$30,163,272</u>		<u>\$15,277,600</u>	<u>\$17,498,278</u>	<u>\$ 2,220,678</u>

Fund balance in excess of minimum 10% of revenue, excluding July state appropriation payment

8,478,489

AMOUNTS USED FOR BUDGET AND PROJECTIONS

State comm college support: CCSF for 2015-17 (in millions)

Property taxes: Increase over prior year

Tuition, net of waivers: Change in student FTEs from prior year

Personnel services:

PERS rate as % of actual General Fund wages

Projected is less than budget for estimated vacancy rate.

Materials and services: Except where actual is known, projected is 5% less than budget for underutilization

Fund balance in excess of minimum 10% of revenue, excluding July state appropriation payment

In odd numbered years the last quarterly payment for the biennium from the Community College Support Fund

is delayed until July of the subsequent biennium. The college records the payment as accrued revenue for budget purposes,

but for planning purposes subtracts the accrued payment in the calculation of fund balance in excess of minimum.

Tuition revenue for Winter was largely recorded in December. January activity included refunds and waivers.

\$ 550	\$ 550
4.5%	4.5%
1.0%	3.0%
19.1%	19.6%

CONSENT AGENDA

**AGENDA ITEM 1c
R16/17-31c**

Topic:	Monthly financial report -- Capital Projects (Bond) Fund
Date:	March 8, 2017
Prepared by:	Alissa Mahar - VP of College Services Chris Robuck - Director of Fiscal Services
Division/Department:	College Services/Business Services
Recommendation:	Approval of monthly financial report - Capital Projects (Bond) Fund

	Actual, inception to January 31, 2017							
	Budget	All Projects	Harmony West	Industrial Technical Ctr & Barlow Lot	DeJardin Science Complex	Major Maintenance	Unrestricted \$s for Project Related Costs	Total
NET REVENUE								
Proceeds/premium of debt issue		46,948,269						
Bond sale costs		(386,747)						
Refunding of long-term debt	14,717,927	<u>(14,717,927)</u>						
Net bond proceeds		31,843,594						31,843,594
Interest earned on bond proceeds		181,751						181,751
State grants for construction								-
Other grants								-
Unrestricted General Fund transfer							2,000,000	2,000,000
Net revenue		<u>32,025,345</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>2,000,000</u>	<u>34,025,345</u>
EXPENDITURES								
Planning								
Project management (inici)		282,252						
OR City land use application		16,183						
Oregon City master planning		111,204						
Harmony West								
Purchase land & OIT building	20,000,000							
	4,200,000		4,208,741					
OIT building demolition			552,949					
Project management (inici)			215,349					
Architect, engineering & permits			1,518,972					
Construction			3,059,881					
Furniture and equipment								
Other (modulars, legal, etc.)			125,738					

		<u>Actual, inception to January 31, 2017</u>						
	<u>Budget</u>	<u>All Projects</u>	<u>Harmony West</u>	<u>Industrial Technical Ctr & Barlow Lot</u>	<u>DeJardin Science Complex</u>	<u>Major Maintenance</u>	<u>Unrestricted \$s for Project Related Costs</u>	<u>Total</u>
Industrial Technical Center	12,000,000							
Project management (inici)				122,672				
Architect, engineering & permits				1,284,560				
Furniture and equipment				45,000				
Other				14,996				
Barlow parking lot	6,000,000			226,542				
Barlow automotive remodel	10,000,000							
DeJardin addition	10,000,000							
Project management (inici)					3,776			
Other					212			
Pauling remodel								
Furniture - all new buildings								
Major maintenance	26,000,000							
Project management (inici)						67,977		
IT network infrastructure	2,000,000					1,492,355		
IT wireless upgrade						521,024		
Meyers Road extension	4,000,000					25,540		
Elevator and ADA upgrades						214,688		
Title IX (Randall locker rooms)						2,258,539		
North tunnel remodel (Randall)						2,840		
Clairmont electrical service						21,901		
Roofing						701,707		
Safety and security upgrades						-		
Emergency power master plan								
Transit center and paths	1,798,703							
Costs paid from unrestricted \$							301,807	
Total expenditures	<u>110,716,630</u>	<u>409,639</u>	<u>9,681,631</u>	<u>1,693,770</u>	<u>3,988</u>	<u>5,306,572</u>	<u>301,807</u>	17,397,407
COMMITTED: contracts minus expenditures to date								<u>11,638,265</u>
AVAILABLE: not yet spent or committed								<u>4,989,673</u>

CCC Board of Education – Topic Summary	
Topic:	Sabbatical Abstracts
Date:	March 8, 2017
Prepared By:	Nora Brodnicki
Division/Department:	Art
Issue Before the Board:	Informational report on sabbatical activities

REASON FOR BOARD CONSIDERATION:

The Board annually reviews the Sabbatical Abstracts and hears reports from instructors on their sabbatical activities.

BACKGROUND:

Nora Brodnicki (Art), co-chair of the Sabbatical Committee, will present abstracts from the 2015-16 faculty sabbaticals (see attachment).

ATTACHMENTS:

- 2015-16 Sabbatical Abstracts
- Continuing Outcomes from Past Sabbaticals

FUTURE REPORT:

Sabbatical reports will be presented at the April and May Board meetings. The Board will hear a report on the 2016-17 Sabbaticals in March of 2018.

2015-2016 Sabbatical Abstracts:

Guadalupe Martinez: Counseling/ Full Year

During my sabbatical I was able to study the involvement of Latino students in ethnicity-based affinity groups, both at the college level and in high school. I gathered sufficient information to suggest that students who are involved in affinity groups are able to build a better sense of belonging within their institution as a notable predictor of their success during their college experience. For the purpose of this project, success was defined as individual student persistence and greater involvement at their home campus. These findings might corroborate the argument that even, or especially at a relatively homogenous campus like CCC, students can benefit from campus development and/or support of affinity groups.

Debra Anderson: Health Sciences/ Full Year

Simulation for Nursing Assistants: In meeting my sabbatical objectives I developed 6 simulation modules for our Nursing Assistant students in NUR-100 and NUR- 101. This will allow students to practice therapeutic communication skills, analyze their actions and reflect on their skill sets through review of their performance. This simulation opportunity will build confidence and greatly enhance the needs of our students as they seek further educational opportunities or go out into the workforce.

The timing is perfect for the development of Simulation modules here at CCC. Earlier this month new AV technology, cameras and speakers, were installed into two of our “patient rooms” with access to new simulation software that will aid us in viewing the students as they perform and also video the students for peer and self-review.

Kerrie Hughes: Communication Studies/ Full Year

During my three-term sabbatical I increased my knowledge, efficiency, and abilities as a communication instructor within the online teaching world. Through research, training and observation opportunities I was able to revise and redesign the Communication courses I teach at Clackamas to better facilitate the student learning outcomes through assignments, reflections and activities, thus upholding the same standards from classroom learning to that of the online learning environment. By doing this I have clearer means for assessment and connection between graded and non-graded assignments and the Student Learning Outcomes associated with each class and class format.

Debra Carino: Computer Science/ One Term

In order to prepare for a second master’s degree, I completed 6 free courses available through MIT’s Open Courseware program. Topics covered included algorithm design, assembly language, and Java and Python programming. In addition to filling in knowledge gaps needed to succeed in an MS in CS, this material provided ideas on group work, assignments, assessment strategies in larger programming projects, and student success directly applicable to my own classes. Ancillary activities included preparing to test for a first degree black belt in Taekwondo on October 15 and volunteering with elementary students to develop early programming skills.

Nicole Reilly: Health Sciences, Nursing/ Full Year

I researched and developed a short term international service learning course/elective. Research has shown that experiential learning opportunities such as this greatly enhanced a student's critical thinking as well as his/her cultural competence. This program would allow our students the opportunity to incorporate theoretical knowledge into a unique clinical setting; thereby addressing several of the Oregon Consortium of Nursing Education competencies and benchmarks. I also attempted to obtain animal assisted therapy certification for two of my dogs. The benefit of such certification would be to enhance the counseling services on Harmony campus and decrease the degree of stress and depression associated with enrollment in the nursing program. Although I was unsuccessful in training my dogs, my plan is to purchase a puppy (from a blood line of service dogs) in the spring with the hopes of eventual AAT certification and utilization at CCC and our clinical partners.

Craig Anderson: Manufacturing/ Full Year

On sabbatical, I took classes in manufacturing outside of my area of expertise to enhance my knowledge and teaching skills. Those courses are MFG 201, 202, 203, which is the series of classes for set-up and operation of CNC-controlled machines and MFG 204, 205, 206, which are the Computer-Aided manufacturing classes. I attended a conference for CTE instructors in Washington and the ACTE Region 5 Leadership Conference. I also worked as an intern at Boeing in Portland. My sabbatical supported my work with both college level and high school manufacturing students, it connected me with Boeing who employs our students and expanded my knowledge of the manufacturing field and tools.

Continuing Outcomes from Past Sabbaticals

Sabbaticals are an invaluable component of professional development at CCC. The following are examples of how past sabbaticals continue to benefit our students and our work here at CCC.

Polly Schultz:

I spent my sabbatical vetting my microbiology class at several target Universities and mapping my class against the American Society of Microbiologists student learning outcomes. This was very helpful during accreditation and my project was used as one of the examples to show our progress on this front. Members of the accreditation body and from our own Nursing department commented positively on the project during accreditation review.

Terry Mackey:

In my year-long sabbatical I earned a graduate certificate in Online Instructional Design. I used my new skills to completely rebuilt LIB 101. I started with the Student Learning Outcomes and built assignments that provided instruction in student attainment of the SLOs.

I literally tossed out everything from the old LIB 101 and constructed the new LIB 101 based on principles I learned in the graduate classes.

Dave Mount

One focus of my Spring 2013 sabbatical was teaching writing through "blogging." I feel like what I learned then is only coming to fruition this term. As of today, my current basic college writing, or WRD98, students have all created their own blogs and are publishing a wide range of writing on subjects they care about. The blogs all feed into [my main class blog](#), so that students can easily find and read each other's posts. They choose all the course readings (no expensive textbook!) and share them on their blogs. They're learning valuable computer skills and producing something they can be proud of. Even more important, they're writing for an authentic audience and getting ready to participate in public conversations. It wouldn't be possible if I hadn't had the time to learn these skills myself on my sabbatical.

Rhonda Hull

In fall 2010, I was given the opportunity to restructure the traditional lecture format of College Algebra and create comprehensive online materials (no text book). Outside of class, students are required to learn mathematical concepts by following links to videos/websites and to answer appropriately asked questions through the Moodle shell (in the form of pre- and post-quizzes). This allows students to learn at their own pace, formulate questions, and prepare themselves for class work. Class time is spent discussing mathematical topics in more detail and working in groups.

We piloted the course in 2010 – 2012 and then implemented the Moodle materials in all of our College Algebra courses. This unique presentation not only saves students money but it seeks to engage students with every class meeting, increase academic confidence, decrease math anxiety and to encourage individual responsibility in learning mathematics. I am so appreciative of being given the opportunity to partake in this revolutionary project.

Melissa Jones:

Continued benefit of my 13-14 sabbatical, i.e., changes that were made that are still being use/pushed forward

All classes were revamped, including:

In J215 Reporting was changed to J215 Writing for Media:

- Changed paper assignments to assignments posted to blogs
- Changed text books, and now have moved to online course reading

Changes in CCC college media:

- Changed format of newspaper from broadsheet to tabloid
- Increased digital presence on multiple platforms including Facebook, Twitter, Instagram
- Launch parties, giveaways
- Everything we do is written on the walls of our room
- Launched new website using WordPress platform (more student/user friendly) that we still use
- Developed apps for iPhone and Android

Changes to other courses:

J226 College Newspaper Design and Production was made a successive course: 226, 227, 228

Other:

- Still have relationships with people built during this year, from other college instructors to professional media
- Secured funding to purchase iPads for student use, which they are still using for assignments
- Continue to increase numbers of ACC agreements due to increased contact with high school instructors made during that time
- Made change to tuition waiver policies
- Revamped Skills Day and started Photojournalism competition

David Miller

My sabbatical in Chile repeatedly helps me stress to my students the degree of variation among Spanish-speaking countries. Here are three important examples:

(1) From strawberries to “that’s cool” vs. “that sucks”, much of Chilean every-day word usage would be very puzzling to Mexicans or Spaniards who had never been to Chile. I regularly give my students examples like these in order to caution them about trusting too much the vocabulary they see in their textbook.

(2) Chileans routinely use the definite article when referring to people—*la Juana* (the Juana) *el Paco* (the Paco)—a practice which, in other Spanish-speaking countries, is pejorative.

(3) Chileans have 3 degrees of formality instead of the standard 2 degrees. The most informal 3rd degree would be unintelligible to any Mexican or Spaniard who had never been to Chile.

No one in our department besides me has traveled to this region (the “Southern Cone”) of the Spanish-speaking world. Without my sabbatical, variations like the ones I mention about would be unknown to our department.

Sarah Nolan:

My sabbatical continues to positively affect my teaching and work at the college as the library implements and migrates our integrated library system to the Orbis Cascade Alliance consortium for full membership. CCC will be the 39th college to join these respective academic institution members from Oregon, Washington and Idaho. This work is tremendous as my sabbatical provided the foundation to give me the opportunity to analyze and critically select the best library system for CCC, to unwavering support at all levels for full membership to the Orbis Cascade Alliance. Our students and staff will benefit greatly from not only accessing millions of resources both print and electronic, but also gain fluidity between member 2-year and 4-year institutional learning environments. Our go live date with our new library system is set for the end of spring term. I am thankful for this opportunity.

Casey Sims:

I completed my sabbatical in 2015, earning a graduate certificate in Interpersonal Neurobiology (IPNB), which is an interdisciplinary field combining multiple branches of science into a consistent framework exploring human experience. Since that time, I have woven a 'brain-savvy' approach into my teaching and counseling work here at CCC. One example has been installing a 'trauma-informed' approach to my classroom environment, recognizing that learning can't occur when the brain doesn't feel safe (and appreciating how an experience of trauma can limit education success when not addressed). Another outcome of my sabbatical was creating The River of the Mind flag, a model I developed to help my students understand human experience in the flow of time. I use this extensively in our First Year Experience (FYE) program as a visual metaphor, especially when we cover topics such as time management, goal setting, education planning, stress management, and personal responsibility. Feedback from students has been positive, and I hope to complete a "brain-savvy college success workbook" produced entirely at CCC in time for fall 2017. I remain very grateful for the opportunity to continue my studies during sabbatical and would welcome the chance to further discuss the practical application of IPNB at CCC. Thank you very much.

Adam Hall:

My Fall 2013 sabbatical is continuing to pay dividends for our differential equations students. In fact, I am teaching the course this term, and will be teaching it this Summer as well. My sabbatical purpose was to improve our differential equations course so it better serves the needs of our students. Our revamped course more closely aligns with PSU and OSU, where the majority of these students transfer, so they can arrive fully prepared. Our revamped course contains additional topics students listed as top priorities, which they believe will be most helpful for their coursework and careers. Our revamped course incorporates recommendations from our Engineering Science Department, fulfilling the intercampus needs of our students. My independent study of differential equations will enable me to better serve students, improving their opportunity for success.

Mark Yannotta:

During my sabbatical in 2012-2013, I was in full-time residency at Portland State University as part of my doctoral program in mathematics education. Without that professional development opportunity, it is doubtful that I would have ever finished my degree. Through my sabbatical I was able to complete the three consecutive term residency requirement, which would not have been possible if I were teaching. I am proud to report that I successfully defended my dissertation and graduated from PSU in August 2016—sixteen years after I started my program. My sabbatical experience was invaluable to earning an advanced degree from our largest transfer partner and has contributed to a better understanding of and stronger rapport with many of the students I teach at the College. Like me, many of our students are older and they work full or part-time and have families while going to school, which can present a number of challenges. Upon returning from sabbatical, I have taken an increased interest in advising students, reminding them every term that the race is long, that it is okay to slow down or even stop and restart schooling, and that it is important to develop grit and maintain high standards while pursuing any degree. Perhaps the most enduring product related to my sabbatical is the continued refinement of a sustainable mathematics bridge course model that seeks to address the larger issue of increasing the number of US students entering the STEM pipeline. During my sabbatical I defended my dissertation proposal, which highlighted Math 205: A Bridge to University Mathematics, a unique course that has been running at CCC for more than a decade. In my dissertation, I wrote about the mathematical activity of the students who took this course and elaborated a sustainable, research-informed mathematics bridge course model that is not only working for our students (There are more than 20 students enrolled in Math 205 this term!), but a model that could be adopted by other two-year colleges throughout the country.

Matt LaForce:

While on sabbatical I was able to create an educational and training partnership between the Clackamas Community College Water and Environmental Technology Program and Clean Water Services. The partnership required that I provide wastewater instruction to all CWS employees by creating an on-line interactive training curriculum for the Durham Wastewater Treatment plant. The course I created was designed to train new employees while also encouraging veteran operators to document their extensive work experiences before retiring. I developed 46 independent training modules (500 questions) and have incorporated this knowledge into my course curriculum at CCC.

The sabbatical was critical to improving my instruction at CCC. I have taught water courses at San Francisco State University and CCC WET program for the last 15 years. However, when John Lewis retired a few years ago, I took over the instruction of the entire wastewater portion of the WET curriculum with only a few days of notice. In essence, I moved to the dark side. Having minimal on the job training in the field of instruction was a weakness for me. To overcome this weakness I needed to partner with industry to improve my overall knowledge in the wastewater field. Learning about current technologies and state of the art treatment processes that are occurring in the industry was paramount to me becoming a better instructor at CCC. I also enjoyed interacting with former students of our program and learning from them while also helping them become better operators.

I have continued my sabbatical partnership and this has led to four current CCC WET students being hired post sabbatical at CWS. I routinely volunteer at CWS and continue to work on the training modules. This keeps me out in industry where I continue to advocate for CCC WET students to obtain employment. As a career technical instructor at CCC our job is to not only to educate students but also to help them transition into a high skill, high wage, new jobs/career!

Irma Bjerre:

I am so pleased that I have had the opportunity to take a sabbatical. For me this has meant an opportunity to study in depth about the Communicative Approach to Language Teaching as it is used in the European Union and that now is being more and more adopted in the United States. My sabbatical was a very intensive teacher training and practicum in Barcelona, Spain offered by International House in conjunction with the University of Barcelona. I earned a certificate that allows me to teach in the European Union. As I lived in Spain and interacted with Spanish teachers, I learned a lot more about the culture and the Spanish education system.

My students have benefited greatly from this experience. In the classroom, we have much more interaction and participation in speaking Spanish and using the language in context. I feel energized by creating a more communicative classroom where students are much more involved in the teaching learning process. I also get to use a lot of the materials I collected and created from this experience.

I learned so much about the Spanish ways of life by immersing myself in the culture, especially by participating in interaction with Spaniards and being part of everyday life and traveling with connections around Europe in Italy, Germany and Denmark. Now, I get to share all my experiences with my students and help them to develop and understanding of other cultures and ways of life.

Jeff McAlpine:

My sabbatical looked into **backwards course design** (designing courses starting with looking at the outcomes and then deciding what kinds of assignments to develop to reach those outcomes). It's helped me a lot with the assessment process. One thing I'm currently working on is developing more exercises to indirectly assess students in the middle of reaching an outcome--in other words they are making progress but are not there yet. I'm tying this to some reading and class discussion on the Growth Mindset concept of "not yet". It's also helped me refine and improve my rubrics.

The other thing I worked on for sabbatical was **flipped classrooms**. I haven't done a lot with that other than create a few videos for student to use (they take a lot of time to do them well), but I don't do the flipped classroom model for classes. Students have said the videos helped them with MLA format for their essays and they like that it's me and my voice instead of a video they might find on Youtube or something. It's also nice to be able to say, "hey, I see you're having trouble with MLA format. Go back and watch those videos again."

Bob Delgatto:

The total focus of my sabbatical was to stay connected with the needs and trends of the industry that our students are trying to enter. Manufacturing can move at such a fast pace, one could easily fall behind current technologies. Each activity that I was involved in was intended to provide me with better tools to bring back to the classroom and improve my process for preparing our students for this profession.

I arranged meetings with representatives from manufacturing facilities and suppliers such as: Machine Sciences, Orchid Orthopedic Solutions, Boeing, Stanley Hydraulics, Concept to Reality, BenchMade, Mcam NorthWest (CAD/CAM software supplier) Gosiger (Machine tool supplier)

I came away from those meetings realizing that it is more important than ever our students have strong computer skills and a solid CNC machining foundation. To this end, I have adapted procedures in my class to foster such an outcome.

- 1) I changed the approaches to some of the manual machining projects so that the set up and procedures reflect how the process would be approached if it were to be done on a CNC machine.
- 2) Emphasizing the concept of Cutter Compensation.
- 3) Calculating positions on the Cartesian coordinate system when machining internal or external profiles.
- 4) I have moved more of my class assignments and resources to Moodle forcing the development of computer skills. File management and navigating through Windows OS, are a must if one plans to learn complex CAD/CAM softwares and program CNC machines. From the very first class, my students are now required to access Moodle to see their assignments and resources. Quizzes and homework are also administered and submitted through Moodle. This may seem very rudimentary, but for many of my students this is a monumental task.
- 5) An even stronger emphasis on calculations regarding the proper RPM and Feed rates for cutting different materials. For manual machining processes, there has been a tendency to establish these parameters more, as some might say, by “feel”. When programming a CNC, “feel” is no longer an option. Students are now required to show their calculations when performing manual machining operations.
- 6) Basic right angle trigonometry is strongly reinforced at 3 stages of a project.
 - Planning,
 - Execution,
 - Inspection.

These skills are essential for programming entry and exit vectors, and tool positioning, on CNC machines.

- 7) Started to incorporate an introduction to Mastercam CAD/CAM software in my MFG 113 class. The goal was to give the students a preview to the software that is utilized in their 200 level classes increasing their awareness as to what will be expected.

In conversations with the CNC instructors, students coming into their classes have displayed a higher level of preparedness since these changes were implemented.

Amanda Coffey:

US-Latino Literature (ENG-213) – developed by Amanda Coffey (English), 2004-2005

I am currently teaching US-Latino Literature (online), which is one of the courses I developed during my first sabbatical in 2004-2005. At that time, there was a small number of faculty and administrators working on a Latino Studies program, and I spent a year studying Spanish, reading literature by writers with Chicano and Latino heritage who lived and wrote in the United States, and researching the historical, social, and political events that had shaped this influential body of literature. Immigration issues were all over the news: border patrol, labor wages, bilingual education, drug and human trafficking. The Bush administration navigated many controversial issues related to our Southern neighbors, including the Immigration Reform Act of 2004. Many of these issues dominated the news during the first few years that I taught the class – and now, in 2017, a few of these issues are back in the headlines (some never left). The course is not centrally political; we read texts that explore many other themes through a cultural view: home, identity, work/life balance, gender, language, family and generational relationships. Many of these themes are universal, so even though the literary texts share experiences through a Chicano or Latino character or voice, every reader finds some personal connection and message. The students read literary contributions by writers of varied cultural heritage, including Chicano, Cuban-American, Puerto Rican-American and others. We read poetry, short stories, plays, and essays by well-known and award-winning writers. We also discuss films. This term, we are reading two plays by Pulitzer-prize winning playwright and author, Quiara Alegria Hudes. The first of the two plays we are reading is currently on stage at Profile Theatre in Portland, and a group of students and I are attending a performance together later this month (a unique experience for an online course!). The play is titled *Elliot, A Soldier's Fugue*, and tells the stories of three generations in a Puerto-Rican-American family of service in the armed forces: in Korea, Vietnam, and Iraq. Also, I am traveling to Ashland in early March with faculty and students in our AS Degree cohort and will attend a performance of *Mojada*, a modern interpretation of *Medea*, which tells the story of an undocumented seamstress in Los Angeles who lives in fear of being discovered and “sent back.” Since I am teaching the class online, I have attached some representative examples of the kinds of contributions students share in the online forums.

Sample Discussion Posts from US-Latino Literature (ENG-213)

Re: “Go North Young Man” an essay by Richard Rodriguez

I was fascinated by the author’s stance in this essay that both lamented the loss of Latino culture while at the same time acknowledging that assimilation must occur to some degree in order to live in “America”.

As we all learned in junior high, Europeans came to North America and considered it theirs, giving them the right to use the land and the resources as they saw fit to improve their way of life. This of course did not turn out so well for the indigenous peoples who were here at the time. The Europeans could no fathom of adopting themselves to the culture that existed and had no desire to change their habits. Hence, when they reached the west coast to find the

peoples who were living there, it was again assumed that they would take over and the culture that was already thriving would now be forgotten; the Mexicans must change or “go home”.

This attitude may not have been idea, but it was understandable. The immigrants who came through Ellis Island believed that living in America meant becoming “American”. They were eager and willing to give up what they had left, to learn to speak English and to meld their cultures into one all-encompassing lifestyle. This paragraph on page 113 is what caught my attention as it explains this dilemma:

“The only trouble is: Adios was never part of the Mexican-American or Puerto Rican vocabulary. There was no need to turn one’s back on the past. Many have traveled back and forth, between rivals, between past and future, commuters between the Third World and the First. After a few months in New York or Los Angeles, it would be time to head “home”. After a few months back in Mexico or Puerto Rico, it would be time to head “home” to the United States”.

It was astonishing to me to consider this option of the North-South immigration of these people and what comes with the ability and need to do this. Rodriguez points out the great pressure that the younger generations now face that comes with not completely abandoning their culture and their village but still needing to make money in a place that they say they don’t want to belong to. Then there is the pressure to succeed, to become what your father was not, to be that “American” who has everything. The European immigrants did not face this dichotomy; it was just “Hello, new world!” Yet the Latinos are managing to hold onto themselves in whatever ways they see fit. One can still see the issue of whether or not that is working.

Re: "Invisible Country" by Ray Gonzalez

Honestly I am surprised this story hasn't been touched on more than it has been. Maybe it's because the boarder is a hot topic, even more so than usual, right now in our society? Plus, this was just a fantastic story, and I loved reading it.

Just like with our current situation in society, immigration is a key component to the conflict within the story. The beginning of our story is Mario watching over two border patrol agents pulling a drowned man out of the water, Mario can only assume the man was yet another among countless who failed at the crossing. However, "that evening, he had not seen the man drown, but witnessing the Border Patrol agents pulling him out was the most disturbing thing he'd seen in all of his years watching the river. Where did they take dead illegal aliens" (140)? Yes, where do they take them? This question hit me very hard, and has been with me since first reading it. I can only imagine how it weighs on those who live with it daily.

Work is an all important aspect to this entire story. After all, it is to find work that people cross borders. It is why they risk their lives to cross dangerous rivers, where many will not rise "from the muddy water", with "head and clothes" dripping "with slime and mud" (142). It is at work

that Mario seeing this life changing event. It is at work the Border Patrol officers kill at least one man, and run drugs. It is at work this entire story takes place.

As I was looking through the story for desert imagery, I noticed that on page 142, Mario is staring out into the dessert and begins to recall a recurring dream. I found this interesting because a common occurrence that happens in deserts are the mirage, an illusion, a distorted image, or in this case it's a dream. The desert is a vast open space, it is alluring, mysterious, and often times when someone goes in, they do not return. Be that because they die, or they find work and can no longer return.

Re: "Tito's Goodbye" by Cristina Garcia

What I found most interesting about this story was its "American dream" theme. Tito is Cuban but came to New York to escape the communists with his wife and children. Like so many who immigrate, he seemed to want a good life for the plantation owner's daughter he worshiped and the children he wanted to make safe, so much so that he sent one to an orphanage in another state. Yet for reasons not explained, Tito doesn't end up working hard for his dreams, he ends up "working" lazy.

This attitude to work as little as possible but make as much money as possible is nothing new to most of us in this country. Wouldn't we all love to work less and play more? At some point, Tito decides this is how he will live his American dream. He becomes a vulture, praying on other Latino immigrants to help them try to achieve their dream, mostly illegally with false documents and dodging deportation, while charging them exorbitant fees that they will probably never be able to pay. As most of his clients are poor and may take the rest of their lives to pay him, he also helps the mob take care of its business. The stereotypical American dream of work hard and you can achieve a good life has been skewed into work is for those who haven't figured out how to take advantage of others. There is an irony in the fact that Tito does not come to New York to live off handouts or do manual labor as might be expected but instead makes a living off his fellow Latinos in the most morally objectionable way possible, but it is oh-so-very "American".

Reply: I love what you wrote. When you started talking about the American Dream, I went back and re-read the whole story. Things connected and made sense. Not that they hadn't before, they had. But I got to read it in a different perspective. Thank you. I think that the American dream isn't as much of a dream as we think of it as. Yes, freedom is beautiful and is a dream. It really is. I'm not saying it isn't. But you told about the reality that comes with working and that there are people who do just enough to scrape by. There were a few people who talk about how Tito is lazy and greedy but I also think there is another side to him which you talked about. It reminds me of this customer actually, that is at my job. He is terribly rude and just seems like a sad man honestly. But for the first time a few days ago, he said thank you and gave the "first ever smile" to myself and my co-workers. Ever. That may seem off-topic and I don't mean for it be like that... I just like how you go in depth on Tito and that there is another side to the story we didn't get to hear.

Reply: But can we really blame a man so infatuated with money, when many believe "The American Dream" to financial abundance if not stability. To many, coming to America, living in America, means the potential infinite accessibility and gain. Tito left Cuba to escape communism, in hopes that capitalism would be the answer to his plights. What he found was a world that would push him to (somewhat ironically) take advantage of other, mostly immigrants and other Latinos.

The play strikes me as really tragic because, for all these men have in common, they will never be able to communicate it with each other. There seems to be a code of silence between these men who never speak to each other of their military experiences and the horrors they have gone through. There are also other barriers like Grandpops Alzheimer's, and the fact that Vietnam left Pop so broken that the all he can tell his son about his time at war are a few stories reducible to "mostly jokes (35)."

Re: Elliot, A Soldier's Fugue by Quiara Alegria Hudes

This is all further complicated by the fact that there is a strong military tradition and sense of pride that runs through this family. This is made clear in Pop's line, "Have a son, give him the flute. One flute, three generations" (33). Of course Pop doesn't actually give Elliot the flute, but he does pass him the legacy of military service and Elliot feels compelled to follow in his father's footsteps: "I was like, dad was a marine. I want to be a marine. I really did it for him" (32).

It had vivid diction: "green river of blood" (19) being one of my favorite lines. I thought the way it was written (like a fugue, it turns out) did a good job of kind of explain how a family works with a member in the military. It's hectic, whether you are the one away or not. My sister and brother-in-law are in the Army, and keeping in touch can get hectic. Things are repeated and stories retold. Everyone is misunderstood and questions are thrown around all over the place. Even with more modern technology, communication can be tricky. That being said, I was able to connect with the confusing way it was written, because I read it in the context of military effect on the family as well as the individual--especially in the middle of a war.

Re: "Jorge the Janitor Finally Quits" a poem by Martin Espada

I agree that the stereotype of the Latino worker is much more evident and stark than we've previously seen. The theme of work is approached differently here. We've read many poems that focus on the appreciation or respect for work. Here, we see a lack of respect for work and workers. It is so easy to overlook the hard work people do to make our lives run smoothly.

We've read many poems in which the speaker or the subject seems to find their voice and purpose in their work. But Jorge feels a loss of identity in his. He is just a "janitor," his name has lost its meaning in the work he doing.

Re: "Jorge the Janitor, Finally Quits"

The overlooking of a hard and loyal helping hand of a Latino worker is what popped out to me when reading this short story. " No one asks where I am from" , " No one can speak my name". These both passages are the stereotype type passages for a Latino worker in the Unites States.

All their hard work and time goes unnoticed a lot and they are over looked for all the set up and take down for these parties and activities and they watch over and take care of the guests that attend each function that is put on. Like how he says " I host the fiesta of the bathroom, stirring the toilet like a punch bowl" and then he says " The Spanish music of my name is lost when the guests complain about the toilet paper". Like the imagery and the way that story makes you feel like your there watching what is going on makes the setting and the moods of the story sorta sad and depressing just thinking how many people overlook the hard work and dedication of these Latino workers that work among us each and every day.

Re: “Federico’s Ghost” by Martin Espada

With connection to the theme of the working world, Federico's Ghost illustrates two concepts; the poor working conditions faced by Mexican-American blue collar workers, and the frequent disrespect faced by Mexican-Americans. One element that helped me see these concepts within the poem was the choice of words used by the author. He uses words like crept, cowered, and scurried to describe the actions of the workers in the field, and for me they reflect the general demeaning conditions they worked in, along with the disrespect people had towards them. Those words can really only be hurtful when they are applied to people, so I imagine that's why the author chose to use them. It's interesting to see how the smaller elements of the poem (those 3 verbs) align with the overall theme of disrespect shown in the more obvious elements, like the pilot purposefully dumping chemicals on the workers or how the growers considered giving their workers Sundays off as a gift.

I also appreciated the way the poem ended, because it gave the whole thing a deeper meaning to me and tied it all together well. "flinging tomatoes / at the cropduster / that hummed like a mosquito / lost in his ear, / and kept his soul awake." It is such a perfect way to describe to the reader what those workers must have felt like.

RE: “Who Burns for the Perfection of Paper” by Espada

This poem is a devotion to the working class. In this poem, the speaker, who manufactures yellow legal pads in a factory as an after school job, describes the details of his labors; how in order to produce the most perfect rectangular pads, he must use ungloved hands, which become covered in paper cuts which sting from the glue. The speaker ends with this stanza:
Ten years later, in law school/I knew that every legal pad/was glued with the sting of hidden cuts/That every open lawbook/was a pair of hands/upturned and burning.
That every open lawbook was a pair of hands upturned and burning... that is some powerful imagery!

CCC Board of Education – Topic Summary	
Topic:	Sabbatical Report
Date:	March 8, 2017
Prepared By:	Debra Anderson
Division/Department:	Health Sciences
Issue Before the Board:	Informational report on sabbatical activities

REASON FOR BOARD CONSIDERATION:

The Board annually reviews the Sabbatical Abstracts and hears reports from instructors on their sabbatical activities.

BACKGROUND:

Debra Anderson will give a report on her sabbatical activities:

Simulation for Nursing Assistants: In meeting my sabbatical objectives I developed 6 simulation modules for our Nursing Assistant students in NUR-100 and NUR- 101. This will allow students to practice therapeutic communication skills, analyze their actions and reflect on their skill sets through review of their performance. This simulation opportunity will build confidence and greatly enhance the needs of our students as they seek further educational opportunities or go out into the workforce.

The timing is perfect for the development of Simulation modules here at CCC. Earlier this month new AV technology, cameras and speakers, were installed into two of our “patient rooms” with access to new simulation software that will aid us in viewing the students as they perform and also video the students for peer and self-review.

FUTURE REPORT:

Sabbatical reports will be presented at the April and May Board meetings. The Board will hear a report on the 2015-16 Sabbaticals in March of 2017.

CCC Board of Education – Topic Summary	
Topic:	Open Education Resources/OpenStax
Date:	March 08, 2017
Presenter:	David Plotkin/George Burgess
Division/Department:	Instruction & Student Services
RECOMMENDATION:	Information only

REASON FOR BOARD CONSIDERATION:

The Board has expressed interest in open educational resources (OERs). George Burgess will provide an example of how faculty members can use OERs to good effect.

EXPECTED OUTCOME/RELEVANCE TO STRATEGIC PRIORITY OR CORE THEME:

A better understanding of the possibilities and limitations of OERs.

BACKGROUND:

House Bill 2871 established a grant to identify OERs and requires universities and colleges to designate in their publications of offerings courses with OERs or no-cost or low-cost materials.

BUDGET IMPACT/SOURCE OF FUNDS:

There is a cost savings to students of OERs, which helps mitigate rising costs of tuition and fees for students. There is also some cost to adopting OERs, in terms of staff and faculty time, or creating OERs where adequate resources are not available.

ATTACHMENTS:**FUTURE REPORT:**

A future, more comprehensive report, has been discussed for spring 2017, but has not been scheduled.

CCC Board of Education – Topic Summary	
Topic:	Financial Forecast
Date:	March 8, 2017
Presenter:	Alissa Mahar, Vice President
Division/Department:	College Services
RECOMMENDATION:	This item is for information only

REASON FOR BOARD CONSIDERATION:

Annually the Board receives a multiyear financial projection that sets the stage for budget development for the next budget year.

EXPECTED OUTCOME/RELEVANCE TO STRATEGIC PRIORITY OR CORE THEME:

Fiscal Stability is one of the Strategic Priorities, and the long term financial forecast provides an indication of the direction for the college’s fiscal outlook.

BACKGROUND:

The forecast shows estimated results based on assumptions about trends in both revenues and expenses, and explains the assumptions for the next three biennia.

BUDGET IMPACT/SOURCE OF FUNDS:

This presentation is provided to understand budget impacts, and will affect resource allocations for future budget years.

ATTACHMENTS:

N/A

FUTURE REPORT:

March 2018

CCC Board of Education – Topic Summary	
Topic:	Furniture Purchases for Bond projects
Date:	March 8, 2017
Prepared By:	Mickey Yeager (Project Management Specialist) and Bob Cochran and Dean (Campus Services)
Division/Department:	Campus Services
RECOMMENDATION:	First read on approval to award a contract to a furniture vendor (TBD) for initial services not to exceed \$100,000 for space planning and coordination of furniture purchasing and installation.

REASON FOR BOARD CONSIDERATION:

This is information about the bond furniture projects proposal for which proposers are currently in the review phase and to be determined. Campus Services staff may be requesting a phone meeting before the April 12 Board of Education meeting to ensure furniture purchases for Harmony West are approved for timely delivery.

BACKGROUND:

The 2014 Bond construction projects consist of Harmony West, the Industrial Technical Center (ITC), the DeJardin expansion, and the Student Services Community Commons. The aforementioned buildings require furnishing of classrooms, offices, labs, and gathering/informal learning spaces. Campus Services released a Request for Proposal (RFP) for furniture and related services for the bond projects. The total projected cost of furnishing the new construction is estimated at \$1.3 million.

The Furniture Services Contract specifies selection of most, if not all, furniture will be purchased from competitively bid cooperative contracts as qualified by the Colleges’ purchasing department.

The procurement schedule is as follows:

- | | |
|------------------------------|-------------------|
| 1. Advertise RFP: | February 8, 2017 |
| 2. Request for Proposals Due | February 28, 2017 |
| 3. Tentative Interview Date | March 13, 2017 |
| 4. Tentative Award Date | March 2017 |

Selection of the furniture services vendor will be determined following the interview phase. The interview panel is comprised of representatives from the inci group, Campus Services, Custodial, the TAPPS Division and students.

The initial services contract amount is not to exceed \$100,000. This approval will allow the selected furniture vendor to begin the coordination of furniture purchasing and space planning for Harmony West. Staff will bring an additional contract to the Board when the scope and fee is complete.

BUDGET IMPACT/SOURCE OF FUNDS:

All furniture and related services will be paid with Bond Funds.

ATTACHMENTS:

Furniture and Related Services Request for Proposal

FUTURE REPORT:

Action on this item may need to take place prior to the next Board meeting. If so, a telephonic Board meeting will be scheduled. If not, staff will return to the Board in April with the scope of work, fee, and contract for related furniture services for each building.

CCC Board of Education – Topic Summary	
Topic:	Contract Award: DeJardin Expansion
Date:	March 8, 2017
Prepared By:	Bob Cochran, Dean
Division/Department:	Campus Services
RECOMMENDATION:	Approval of the Phase I contract with Mahlum Architects in an amount not to exceed \$50,000 for the programming phase of the DeJardin Science Addition.

REASON FOR BOARD CONSIDERATION:

Approval of Phase I Contract/Scope of work with Mahlum Architects for the Programming Services for the DeJardin Science Addition.

BACKGROUND:

The 2014 Bond projects began with the Harmony West building that is currently under construction and followed by the Industrial Technical Center that breaks ground next month. In preparation for the bond campaign, the college commissioned a Strategic Facility Assessment (SFA) to assess the needs of the college. The SFA listed the DeJardin Science Addition as one of the three facilities needed to complete the mission and goals of the college at the Oregon City Campus. In concept, the SFA estimates the DeJardin Science Addition to be two floors with five teaching laboratories, classroom(s), lab support, and collaboration space with an estimated total of 18,500 square feet.

To select the most qualified architect for this project the college staff followed the required *“Oregon Administrative Rules, Division 48, Models Rules for Consultant Selection; Architectural, Engineering and Land Surveying and Related Services Contracts”* process.

To that end, we performed the following required steps:

1. On December 28, 2016, the College advertised Request for Qualifications (RFQs) for firms interested in providing architectural services for the DeJardin Science Addition and the new transit center. This included a pre-proposal meeting and tours at the Oregon City Campus.
2. Qualifications were due January 24, 2017. Five firms submitted qualifications.
3. The review committee scored and ranked the five firms’ qualifications, resulting in a short list of four firms to interview.
4. On February 13, the four firms were interviewed by the review committee, science department stakeholders, the transportation analyst, and the Dean of Arts and Sciences.
5. Following interviews, references were called on two firms.

At the conclusion of this process, Mahlum Architects was chosen as the most qualified firm to provide the architectural services for the DeJardin expansion and the transit center. Mahlum Architects have a long

history in providing professional architecture services to higher education facilities. Most recently they completed a large science project at Pacific University.

The Programming Phase is an amount not to exceed \$50,000 (\$47,000 proposed plus \$3,000 contingency). This approval will allow Mahlum Architects to begin work completing the programming design phase of the DeJardin Science Addition and determine the larger scope of work necessary to complete the project's design (including the Transit Center) and construction administration. Staff will bring an additional contract to the Board when the final scope and fee is complete.

BUDGET IMPACT/SOURCE OF FUNDS:

The DeJardin Science Addition Phase I work will be paid for with bond funds.

ATTACHMENTS:

Mahlum Architecture Proposal Programming Services dated February 24, 2017.

FUTURE REPORT:

Staff will return to the Board of Education with the final scope of work, fee and contract for the Schematic Design, Detailed Design, and Construction Documents and Administration for the DeJardin Science Addition.

RESOLUTION NO. R16/17-32

CLACKAMAS COMMUNITY COLLEGE

A RESOLUTION OF THE CLACKAMAS COMMUNITY COLLEGE BOARD OF EDUCATION AUTHORIZING THE COLLEGE TO ENTER INTO A CONTRACT WITH MAHLUM ARCHITECTS FOR THE PHASE I – PROGRAMMING SERVICES FOR THE DEJARDIN II FACILITY EXPANSION AND THE TRANSIT CENTER.

WHEREAS, the DeJardin Science facility was constructed in 2003 and the Pauling Science buildings were constructed in 1981; and

WHEREAS, the college’s Strategic Facility Assessment discusses the need for updated science facilities to address aging science facilities in the Pauling Science buildings and to provide for the continued growth of the sciences; and

WHEREAS, the college has received a grant from ConnectOregon to provide a transit center at the front of the college, and

WHEREAS, the college advertised for Request for Qualifications in the Daily and Journal of Commerce for architects interested in providing design services for the DeJardin Science Addition and Transit Center; and

WHEREAS, five design firms submitted qualifications, four firms were interviewed, and Mahlum Architects was selected as the most qualified firm to provide design services.

Now, therefore, the Board of Education resolves as follows:

SECTION 1: The Board of Education authorizes the college to enter into a contract with Mahlum Architects for the Phase I programming design services associated with the DeJardin Science Addition and the Transit Center for a price not to exceed \$50,000 which includes a \$3,000 contingency for unknowns that may be encountered during the programming process.

SECTION 2: This resolution is and shall be effective from the day of its passage.

ADOPTED by the Board of Education of the Clackamas Community College District, Clackamas County, Oregon, this 8th day of March, 2017.

**CLACKAMAS COMMUNITY COLLEGE DISTRICT,
CLACKAMAS COUNTY, OREGON**

By: _____
Chair, Board of Education

ATTEST:

By: _____
President/Clerk



24 February 2017

Bob Cochran, Dean of Campus Services
Clackamas Community College
19600 Molalla Avenue
Oregon City, OR 97045

Project: **DeJardin Science Addition**
Subject: **Programming Services**

Dear Mr. Cochran,

We are pleased to submit this proposal to provide programming services for the Clackamas Community College DeJardin Science Addition. It is an honor to join the CCC team and we are thrilled be assisting in this next phase of work.

Programming is an especially important time in the development of Lab Buildings, and Mahlum and RFD look forward to engaging in an open, thorough, and collaborative process with building users. We believe our programming process will set the remaining scope up for the success this project deserves.

This proposal is inclusive of the initial programming verification of the Science Building. The remainder of Design Services through construction and closeout, along with the Transit Center will follow.

SCOPE OF WORK

The scope of work is to include efforts as deemed necessary to review and confirm the building program, and provide the next steps of programming services. This includes:

- :: Validation of DeJardin program summary (DJ Arch-Eng 1617-04 RFP Program Summary Exhibit K)
- :: Project Visioning
- :: Updated room list and area allocations and associated adjacencies
- :: Room diagrams illustrating each type of laboratory space showing benchwork, sinks, fume hoods/biological safety cabinets, fixed and owner provided equipment
- :: Detailed space requirement worksheets for each type of laboratory and laboratory support space.
- :: Establish recommendations for laboratory related preliminary Design Criteria for consultant use during remaining design phases.
- :: Preliminary Code Review
- :: Preliminary cost estimate of probable cost for laboratory casework, sinks, fume hoods, biological safety cabinets, localized specialized exhaust devices, reagent shelves and wall shelves, and fixed equipment shown on laboratory diagrams.



SCHEDULE

We anticipate this work to take place over the course of 4 workshops, kicking off on March 17th, 2017. The remainder of the schedule is TBD with Clackamas Community College.

OWNER PROVIDED MATERIALS

We anticipate this work to take place over the course of 4 workshops, kicking off on March 17th, 2017. The remainder of the schedule is TBD with Clackamas Community College.

FEE

Our Fee for the above listed of scope of work is as follows and is to be billed on an hourly (Time and Material) basis:

Mahlum	\$25,000
RFD Laboratory Planners	\$19,500

REIMBURSABLES

Reimbursable expenses are additional and include expenses related to transportation, printing, and other standard AIA reimbursable expenses, billed at cost times 1.10.

Estimated Reimbursable Expenses	\$2,500
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INVOICING

Invoicing will be conducted monthly.

We so look forward to beginning work on this project and working alongside Clackamas Community College. Please feel free to call me if you have any questions.

Sincerely,

Kim Olson, AIA, Project Manager

- cc Kurt Haapala, Partner, Principal in Charge (Mahlum)
- Mark Cork, Partner (Mahlum)
- Kim Olson, Project Manager (Mahlum)
- Nancy Harmon, Accounting (Mahlum)

CCC Board of Education – Topic Summary	
Topic:	2017-18 Tuition and Fees
Date:	March 8, 2017
Presenter:	Alissa Mahar, Vice President
Division/Department:	College Services
RECOMMENDATION:	Approve the following changes for the 2017/18 fiscal year: <ul style="list-style-type: none"> • Tuition: Increase \$3 per credit hour. • General Student Fee: Increase \$0.50 (50 cents) per credit hour. • Student Technology Fee: Increase \$1.00 per credit hour.

REASON FOR BOARD CONSIDERATION:

The Board considers the need to increase tuition and fees as part of the annual budget development process.

The Board adopted budget development principles at its January meeting. Principles in 2017-18 budget development process include:

1. Ensure budget supports improvements in Mission Fulfillment by integrating Strategic Priorities and assessment and core theme indicator results with budget planning decisions.
2. Consider CCC’s affordability, district median income and comparability with other metro-area community colleges when establishing total student costs, including tuition rates.
3. Infuse one-time expenditures to upgrade learning resources and support.
4. Redirect and document resources to meet learning and learning support outcomes.
5. Forecast actual 2016-2017 investments and the resulting effects through 2021-2022. Forecast proposed 2017-2018 investments/reallocations and the resulting effects through 2021-2022.
6. Bring revenues and expenditures (including PERS cost escalation) substantially in balance over the five-year planning horizon.
7. Maintain Board required 10-percent minimum ending fund balance throughout the five-year forecast.

EXPECTED OUTCOME/RELEVANCE TO STRATEGIC PRIORITY OR CORE THEME:

The strategic priority of fiscal sustainability is the primary factor leading to the recommended tuition and fee rate increases.

This recommendation is driven by substantive changes in three key areas supporting student success and completion -- supporting and broadening student engagement opportunities toward retention; developing a replacement schedule in support of technology security and service infrastructure improvements; maintaining recent investments in student retention focused staff.

This recommendation also acknowledges the Oregon Community College Support Fund current estimate based upon the Legislative Framework that is estimated to be \$7.8 million less than current service level; or, \$6 million more than the 2015-2017 allocation. This excludes several student retention grant funded employees who provided extra capacity and made a difference in our retention rate.

Addressing Affordability

Two key budget principles have also been used to address affordability.

1. Ensure budget supports improvements in Mission Fulfillment by integrating Strategic Priorities and assessment and core theme indicator results with budget planning decisions.

Students consistently provide feedback about the expense of textbooks. CCC has been diligently working to control text book costs. As an example, more than 40 percent of the total classes in the schedule for winter term have textbook costs between zero and \$40. Out of 1,108 courses, 540 have books at no cost and 75 are \$40 or less. Other highly specialized textbooks have been reduced by 50% or more. Efforts continue to reduce the textbook costs to students.

2. Consider CCC's affordability, district median income and comparability with other metro-area community colleges when establishing total student costs, including tuition rates.

Median household income in CCC's district ranges between \$38,000 and \$100,000, dependent upon in what city the student resides. Based on the \$38,000 figure, annual tuition and student fees represent 12% of the median household income. If the student was a sole support for a child, some of the expense would be offset by federal and state grants.

BACKGROUND:

This resolution addresses tuition, the general student fee, and the student technology fee, which apply to all credit courses and terms. The request is made in the context of the entire college budget, including all revenue sources and levels of planned expenditures, and informed by multi-year projections for sustainability of programs and services. Students and staff are consulted in this process through the Associated Student Government, Budget Advisory Group and presentation of the financial forecast at various venues.

Tuition

Tuition provides about a third of the General Fund revenue. In light of long term increases in personnel and pension costs as well as maintaining investments to increase student success, increases in tuition revenue provide a portion of the resources to insure sustainability of programs and services.

Tuition changes are relevant to most of the seven budget principles delineated in the Board resolution adopted January 11, 2017. In particular, tuition increases allow the College to:

4. Redirect and document resources to meet learning and learning support outcomes.
6. Bring revenues and expenditures substantially in balance over the five-year planning horizon.
7. Maintain Board required 10-percent minimum ending fund balance through the five-year forecast.

General Student Fee

The General Student Fee funds non-course related services available to the general college community; specifically, the Intramurals and Athletics, Student Life and Leadership (Associated Student Government), and Computer Lab funds. The fee was established in 2000 at \$4 per credit hour. The fee was reduced to \$2 per credit hour in 2006 and has been \$2 per credit since. Expanded efforts to engage and retain students, such as Welcome Weeks, alcohol awareness, health fairs and other public service programs, and the Cougar Cave, require increased funding to continue.

Student Technology Fee

Information Technology (IT) costs are borne by the General Fund and the Student Technology Fund. The Student Technology Fee is used for IT expenditures directly related to teaching and learning. The fee is \$4.50 per credit hour and was last increased in 2011-12.

Using bond funds, IT just completed a comprehensive upgrade of network infrastructure (switches, firewalls, and wireless equipment and architecture) and the data center (servers). Future periodic upgrades are essential for student learning and operations. To that end, a six-year financial forecast has been developed for IT. The recommended fee increase for 2017-18 implements a model that will help fund:

- Replacement of IT infrastructure every six years
- Software maintenance contracts, which typically increase four to five percent annually
- Classified IT staff who provide direct infrastructure technology and help desk support to students

The Student Technology Fee is particularly relevant to these budget principles:

3. Infuse one-time expenditures to upgrade learning resources and support.
4. Redirect and document resources to meet learning and learning support outcomes.

College Services Fee

The College Services Fee is a once per term student fee and was implemented in 2012-13 to consolidate individual fees for testing, transcripts, and graduation caps and gowns. In addition, it funds the shuttle service between the Harmony and Oregon City campuses. The fee was increased from the original \$20 to \$23 in 2016-17 to fund a significant expansion in shuttle hours.

BUDGET IMPACT/SOURCE OF FUNDS:

Recommendation

Staff recommends adoption of the following changes in tuition, the general student fee, and the student technology fee.

- Tuition: Increase \$3 per credit hour. From current year \$90 to 2017-18 \$93.
- General Student Fee: Increase \$0.50 (50 cents) per hour. From current year \$2 to 2017-18 \$2.50 per credit hour.
- Student Technology Fee: Increase \$1.00 per credit hour. From current year \$4.50 to 2017-18 \$5.50 per credit hour.
- College Service Fee: NO CHANGE

Chart of Current and Proposed CCC rates

The in-state tuition rate applies to in-district residents and states where we have border agreements (Washington, Idaho, Nevada and California). The change in out-of-state and international tuition is proportionate to the existing rates. If approved, the changes would be effective summer term 2017.

		2016-17	Proposed	2017-18
	Basis	Rate	\$ Increase	Proposed Rate
Tuition, in-state (in district and out of district border states)	Per credit hour	\$90.00	\$3.00	\$93.00
Tuition, out of state and international	Per credit hour	\$257.00	\$9.00	\$266.00
General student fee	Per credit hour	\$2.00	\$0.50	\$2.50
Technology fee	Per credit hour	\$4.50	\$1.00	\$5.50
College services fee	Per term	\$23.00	-	\$23.00



Full-Time Personnel Report

From 1/20/2017 - 2/19/2017

NAME	TITLE	EMPLOYEE GROUP	EFFECTIVE DATE
NEW HIRES			
Jason Anderson	Business Systems & Compliance Analyst	Classified	2/13/2017
Aschlie Town	Welding Lab Technician	Classified	2/13/2017
SEPARATIONS			
Joshua Evans	Custodian	Classified	1/20/2017
Katie Harwood	Business Systems Analyst - IT Focus	Classified	2/17/2017
Trevyn Bowden	Senior SQL Developer	Classified	2/3/2017
RETIRED			
Anne Staggenborg	Custodian	Classified	2/17/2017
PROMOTION			
Kandie Starr	Academic and Career Coach	Classified	2/13/2017

CCC Board of Education – Topic Summary	
Topic:	Associated Student Government Report
Date:	March 8, 2017
Presenter:	Jairo Rodriguez, Presenter
Division/Department:	Associated Student Government
RECOMMENDATION:	Information Only

REASON FOR BOARD CONSIDERATION:

This is a monthly report for Board information.

REPORT:

- Community Wellness is working on the logistics for the Bicycle Rental Program with help from Luke Norman, Transportation Systems Analyst.
- ASG Clubs Dept. is hosting another Inter-Club Council this term. March 7th from 11:00 am to 12:30 pm.
- The Administrative team is working on an event at the Harmony Campus called “Wishing You Luck” for dead week to promote ASG.
- The Multicultural Dept. brought in a jazz band to play during lunch.
- The Multicultural Dept. is collaborating with The Admin team for “A Pastry From ASG”, where we are handing out international baked goods for following us on social media.
- ASG is hosting the Healthy Living Fair March 6th
- ASG is hosting the pre-reception for Dr. John Harington
- Our Grants dept. is getting ready for awarding students for spring grants, which close March 10th
- Campus Affairs will be hosting “Dead Week Day of Massage” where a massage therapist will be giving out free 5 minute sessions to students during Dead Week.

CCC Board of Education – Topic Summary	
Topic:	Full-time Faculty Association Report
Date:	March 8, 2017
Presenter:	Nora Brodnicki, President
Division/Department:	Full-time Faculty Association
RECOMMENDATION:	Information Only

REASON FOR BOARD CONSIDERATION:

This is a monthly report for Board information.

REPORT:**Frank Corona:**

As part of the Business and Computer Science department and ITS Stephen Wilks and I are co-organizers of an effort to promote a monthly roundtable meeting that will be a collaboration between CCC and PMI Portland (<http://pmi-portland.org/>). The initial email sent to all students who have taken a Project Management class during the last year is shown below. This supports our efforts at addressing a few of our Core Theme in response to recommendations from our regional accrediting body, the Northwest Commission on Colleges and Universities (NWCCU). Anyway, the gist of our effort has been to begin organization beginning with student notification.

*“Hi Everyone! As a former or current student who has taken a Project Management class here at Clackamas Community College I want to cordially invite you to our first monthly Project Management Roundtable meeting which is currently scheduled for **Wednesday, April 12 at 6:00pm** here on the Oregon City campus. What is a roundtable meeting? It is an opportunity for students and industry to meet, network, and discuss current topics of mutual interest in the dynamic world of Project Management. We will have a slate of guest speakers, roundtable topics of interest, and brainstorming ideas on very diverse topics of interest to us all. We will provide refreshments, so come prepared to participate and learn, regardless of whether you are thinking of a career in Project Management and interested in the job market, or a professional in the field who would like to share experiences with all of us. You do not have to be a member of PMI, but if you are certified you can earn 1 PDU for your participation. This forum is open to everyone, so if you know or work with anyone who may be interested, please invite them on behalf of the staff here at Clackamas Community College.*

As we get closer to the date there will be additional information provided, including meeting place and agenda. I hope you are as excited as we are to participate in this exciting event! “

Bob Keeler:

I am now serving as Chair of the Oregon State Historic Markers Committee. I have served on this committee for about 10 years and this is my second time being Chair. The Committee is responsible for development and maintenance of Oregon’s historical markers along highways and in rest areas, parks and other public spaces around the state. Currently there are well over 100 of these markers. Some are the older wooden “Beaverboards.” Newer markers are made of durable modern materials and incorporate photographs and maps in addition to written text. Increasingly, these markers are developed, researched, funded and installed in cooperation with community organizations and local governments. Recent

examples include one about Abigail Scott Duniway in a city park in Lafayette, Oregon, and one at the Oregon Caves telling the story of the ViewMaster in the place where the idea for that well-known entertainment and educational device was first conceived. The Oregon State Historical Markers Committee is one of the Heritage Programs administered by Oregon Travel Experience, a quasi-public agency based in Salem, Oregon.

Suzanne Munro:

One of our ESL instructors used the Board Resolution R17/17-23 / Right to Learn as a reading and summarizing project. She reported that students were very emotional about the topic, and one man even shed tears.

Craig Anderson:

The work/ internship opportunity at Boeing that I completed during my sabbatical last year increased my knowledge and supported the work that I do in the classroom. The Boeing experience was a great learning opportunity. I value the time that I was able to work at this important and local industrial facility.

Stephanie Schaefer:

Casey Sims and Stephanie Schaefer are now certified in the Meyers-Briggs Type Indicator, which can be used for career assessment. Kara Leonard (classified) is now certified in the Strong Interest Inventory (also used for career assessment). These are part of a mini grant Counseling received for this year.

John Phelps:

Evrax Steel whom is on our advisory board, has stepped up its support of our program since our Spring term of 2016 advisory board meeting. We have received approximately 60 tons of steel since August of 2016. Twenty of the 60 tons was delivered on Monday, February 20, 2017. We are grateful for these donations of materials which are being used by the students in the Welding program. We are hopeful that Evrax Steel will be able to continue this very generous donation of steel in the future. This donation helps us to provide materials for teaching and learning in our welding program which sustains high interest and enrollment.

Jim Eikrem:

Winter Term Theatre Program Activities: Theatre faculty members Alva Bradford, Jim Eikrem, and Chris Whitten with the assistance of staff members Jennifer Jett and Taylor Miller have had a very busy term and have remained on track despite the week of closure due to weather.

Winter Student Performance Showcase: Each term students strut their stuff in this showcase of Improvisational Comedy, Stand-up Comedy, and Student Directed One-Act Plays. This term's performances will be on March 7, 8, & 9 from 12-1 p.m. and on March 8 at 7:30 p.m.

Outreach performance: Our theatre students traveled to Avamere Living at Berry Hill senior center and performed scenes from the fall production of *The Glass Menagerie*, a monologue from the spring, 2015 production of *The Comedy of Errors*, and Improvisational comedy.

Mt. Hood Theatre Conference Student Directed One Act Play Festival: the Theatre Program hosted theatre students from Central Catholic, Clackamas, Centennial, David Douglas, Gresham, and Reynolds High Schools in the Osterman Theatre for their annual festival of student directed and performed one-act plays. The CCC Theatre's improvisation troupe acted as M.C. and performed for and with the students- over 100 were in attendance.

Mainstage Production of Picnic by William Inge on March 2nd: An Opening Night Reception at 6:30 p.m. on March 2 will take place in the Niemeyer Lobby. Refreshments will be served and entertainment

will be provided by CCC's Jazz Combo under the direction of Music Department Chair Lars Campbell, with swing dancing by Robin Robinson and his swing class. The production runs March 2 through March 12, Thursdays, Fridays, and Saturdays at 7:30 pm and Sundays at 2:30 pm.

Helen Wand:

The Allied Health Programs, namely Medical Assistant, Dental Assistant, and Clinical Laboratory Assistant Programs are now accepting applications for the 2017-2018 school year. The CLA Program is hosting an Open House informational night on March 8, 2017 from 6 to 8 PM in Harmony Room 320. Any interested student should check the CCC CLA Website. A banner will be up on Monday, February 27th.

Mark Devendorf is working on a documentary film about Arthur Machen. He notes, "One of the most influential 20th century writers is largely unknown: Arthur Machen. With one story he created four genres: Stream of Consciousness, Weird Fiction, Psycho-geography, and Magical-Realism. He has been cited as an influence by Jorge Luis Borges, H.P. Lovecraft, Alan Moore, Neil Gaiman, Stephen King, Clive Barker, Ray Bradbury, John Betjeman, and Guillermo del Toro."

The documentary I'm working on is an exploration of his life, his writing, and his influence. Here is a partial list of people who have been interviewed so far:

- David Tibet (Current 93)
- Tessa Farmer (his granddaughter & an artist)
- Gwilym Games (Machenalia)
- Mark Valentine (biographer)
- Aidan Reynolds (biographer)
- Ramsey Campbell (writer)
- Stewart Lee (writer & performer)
- Rowan Williams (former Archbishop of Canterbury)
- Ray Russell (FoAM)
- S.T. Joshi (author & Weird/Supernatural fiction authority)
- Alan Moore (author, From Hell, Watchmen)