



### FORM 1: Presentation Checklist

Please review the following list of items that must be considered by new programs or significant changes to current programs or policy. Not every item listed is required for each presentation to Academic Affairs. This list serves as a review of potential questions addressed by the Academic Affairs Committee.

Facilitators of new or changing programs or policy should work closely with the curriculum coordinator, appropriate department chair(s) and instructional dean, or with appropriate administrative leadership to review the following list, prior to the first reading with Academic Affairs.

Please note: If an item listed is not relevant to your specific presentation to Academic Affairs, please mark it as **N/A**. Use the last page for your remarks.

#### OVERVIEW OF PROGRAM OR POLICY

- Give rationale for new program or changes in current program or policy, including data to support rationale (attach any necessary documents).

N/A

#### BUDGET

- Review key budget items.
  - Revenue projections based on student enrollment projections or other sources of income, including tuition and fees.
  - Post implementation budget including salary, benefits, materials and supplies, equipment, facilities, etc.

N/A

- Start-up budget requirements including salary, benefits, materials and supplies, equipment, facilities

#### INSTRUCTIONAL REQUIREMENTS

- Review requirements.
  - Current availability of faculty, administration and/or staff.
  - Potential impacts to all affected academic and other departments.

**N/A - information is presented for AA's feedback only.**

- Minimum qualifications for faculty, administration and/or staff.

## OPERATIONAL NEEDS, CURRENT AND FUTURE

Review possible operational needs.

- Existing resources including faculty, administration, staff, equipment.
- Involvement of department with oversight of program or process
- Potential impacts to administrative and student support departments including Enrollment services, Financial Aid, CAP Center, Library, Tutoring and Testing, Information Technology Services and others.
- Required administrative support.
- Facility needs, including location, amount of space, construction or remodeling requirements.

See page 3 – 4 for details. If Oregon’s community colleges come to an agreement for a statewide practice, the Admissions and Records and Student Life offices would be the primary lead for implementation, although some MIS time may be required.

## STUDENT IMPACT

Identify student impact

- Identify and quantify potential student impact.
- Minimize negative student impact through teach-outs, grandfather clauses, substitutions or other options.
- Communication planning.

See page 3 for details

## ANTICIPATED IMPLEMENTATION TIMELINE

Anticipated Timeline

**Not applicable at this time as the topic is still in an exploratory stage.**

- Designate affected department(s) and include names and positions of faculty, administration and staff involved in implementation.
- Identify current process adjustments.
- Change General Procedures Manual as needed.
- Communication planning.

# Academic Affairs Presentation Checklist

**Name:** Alicia Moore

**Date:** 1.16.18

**Department:** Student and Enrollment Services

Please note: If an item listed is not relevant to your specific presentation to Academic Affairs, please mark as **N/A**. Use as many pages as necessary.

## OVERVIEW OF PROGRAM OR POLICY

### Student Conduct Notations on Student Transcripts

There are growing national and state discussions regarding whether specific student conduct issues should be included on a student's academic transcript. Previously, the American Association of College Registrars and Admissions Officers (AACRAO), the primary student records professional association, strongly advocated for NOT doing so. However, they recently convened a national task force on this issue and are now [recommending](#) that institutions include some form of notice to student's transfer institution if the student has been found responsible for specific Clery act crimes AND that action resulted in the student's ineligibility to return to the institution (examples include arson, aggravated assault, sexual assault, homicide, etc.). It also includes recommendations regarding if a student is ineligible to return due to academic violations. Typically, the tool for communicating this information to a student's transfer institution is via a student transcript. The Association for Student Conduct Administration (ASCA) also recently issues similar [recommendations](#).

The concept of potentially noting specific student conduct violations on a student's transcript was a topic at a fall meeting of Oregon's community college deans/vice presidents of student affairs. The group agreed to solicit feedback from each Oregon community college with a potential goal of informing statewide practice. The rationale for developing a statewide practice is to be "in front of" this topics should the legislature decide to take its own action, as they recently have in Virginia and New York. Any recommendations from the Oregon community college dean/VP group would be reviewed by the Oregon President's Council before acting on it. To start the campus discussion, Alicia Moore met with Andrew Davis, Courtney Whetstine, Don Doughty, and Jamie Rougeux as each brings a unique perspective to this conversation (Andrew = student conduct; Courtney = student records; Don = Clery Act compliance; and Jamie = disability services).

The purpose of the discussion with Academic Affairs is to gain feedback from a larger campus constituent group and to include that feedback as part of COCC's overall feedback to the statewide deans/VP's of student affairs work group. Therefore, this is an information item only.

## BUDGET

n/a

## INSTRUCTIONAL REQUIREMENTS

n/a

## OPERATIONAL NEEDS, CURRENT AND FUTURE

n/a

## STUDENT IMPACT

AACRAO and ASCA also recommend that institutions clearly define how such notations may affect a student's ability to apply and/or enroll at another institution and the criteria by which a conduct notation

can be removed from a transcript. Both of these will require significant discussion and legal review should Oregon decide to move forward with this practice.

#### **ANTICIPATED IMPLEMENTATION TIMELINE**

Not applicable at this time as the topic is still in an exploratory stage.