Regular Meeting

January 16, 2019

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

BOARD OF EDUCATION

Regular Meeting

January 16, 2019

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

I. Workshop **4:30 pm** **Salem Campus—Building 2, Room 170, Board Room**

A. Health Sciences Update and Tour 1–2
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

II. A. Executive Session **5:30 pm** **Salem Campus—Building 2, Room 172**

Executive Session is called in accordance with ORS 192.660(2) (a) employment issues; (b) complaints; (d) negotiations; (e) real property; (h) legal rights; and (i) president/chief executive officer evaluation.

B. Administration Updates

III. Regular Session **7 pm** **Salem Campus—Building 2, Room 170, Board Room**

A. Call to Order
B. Pledge of Allegiance
C. Roll Call
D. Comments from the Audience
E. Approval of Minutes— Regular Meeting of December 19, 2018 3–10
F. Reports
1. Reports from the Associations
   a. Riley Dunagan — Associated Students of Chemeketa (ASC) 11
   b. Justus Ballard — Chemeketa Faculty Association 12
   c. Terry Rohse — Chemeketa Classified Employees Association 13
   d. Rory Alvarez — Chemeketa Exempt Employees Association 14

2. Reports from the College Board of Education

3. Reports from the Administration
   a. Jim Eustrom

G. Information
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Julie Huckestein, President/Chief Executive Officer

3. Strategic Plan 18
Julie Huckestein, President/Chief Executive Officer

4. Entrepreneurship and Small Business Management Certificate 19–20
Jim Eustrom, Vice President, Instruction and Student Services/
Campus President, Yamhill Valley

5. Oregon State Seal of Biliteracy 21–22
Jim Eustrom, Vice President, Instruction and Student Services/
Campus President, Yamhill Valley

6. Suspension of Basic Manufacturing Technician, Manual Machine Operator and Computer-Aided Manufacturing (CAM) Fundamentals Certificates 23–24
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

7. Suspension of Computer Electronics Associate of Applied Science Option and Process Control Associate of Applied Science Option 25
Jim Eustrom, Vice President, Instruction and Student Services/
Campus President, Yamhill Valley

8. Exemption from Competitive Bidding for a Public Improvement Contract (i.e., Alternative Contracting Method) Construction Manager/General Contractor (CM/GC), Solicitation Process for the Construction of the Chemeketa Agricultural Complex 26–27
Julie Huckestein, President/Chief Executive Officer

H. Standard Reports

1. Personnel Report 28–29
David Hallett, Vice President—Governance and Administration

2. Budget Status Report 30–34
Julie Huckestein, President/Chief Executive Officer

3. Capital Projects Report 35
Julie Huckestein, President/Chief Executive Officer

4. College Advancement Report October 2018–December 2018 36–41
David Hallett, Vice President—Governance and Administration

5. Fall Term Enrollment Report 42–44
David Hallett, Vice President—Governance and Administration

6. Recognition Report 45
Julie Huckestein, President/Chief Executive Officer

7. President's Report 46–47
Julie Huckestein, President/Chief Executive Officer

I. Action

Consent Calendar Process (Items will be approved by the consent calendar process unless withdrawn at the request of a member of the board. Item or items requested to be removed by a member of the board will be removed from the consent calendar by the chairperson for discussion. A separate motion will then be required to take action on the item in question.)

1. Approval of College Policies #1747—Chemeketa Gender Equity in Athletics and #2235—Service Animal Policy [18-19-124] 48-52
   Julie Huckestein, President/Chief Executive Officer

2. Approval of the Academic Calendar for 2019–2020 [18-19-125] 53-54
   Jim Eustrom, Vice President—Instruction and Student Services/ Campus President, Yamhill Valley

3. Approval of 2018–2019 Faculty Sabbatical Leave Recommendation One-Term Spring 2019 [18-19-126] 55
   Jim Eustrom, Vice President—Instruction and Student Services/ Campus President, Yamhill Valley

4. Acceptance of Program Donations October 1, 2018 Through December 31, 2018 [18-19-127] 56–57
   David Hallett, Vice President—Governance and Administration

5. Approval of Grants Awarded October 2018–December 2018 [18-19-128] 58
   David Hallett, Vice President—Governance and Administration

J. Appendices

1. Mission – Vision – Values – Core Themes 59

2. Campus Map 60–61

3. District Map 62

K. Future Agenda Items

L. Board Operations

M. Adjournment

Chemeketa Community College prohibits unlawful discrimination based on race, color, religion, national origin, sex, marital status, disability, protected veteran status, age, gender, gender identity, sexual orientation, pregnancy, whistleblowing, victim of domestic violence, genetic information, or any other status protected by federal, state, or local law in any area, activity or operation of the college. The college also prohibits retaliation against an individual for engaging in activity protected under this policy, and interfering with rights or privileges granted under federal, state, or local laws.

Under college policies, equal opportunity for employment, admission, and participation in the college's programs, services, and activities will be extended to all persons, and the college will promote equal opportunity and treatment through application of its policies and other college efforts designated for that purpose.

Persons having questions or concerns about Title IX, which includes gender-based discrimination, sexual harassment, sexual violence, interpersonal violence, and stalking, contact the Title IX coordinator at 503.365.4723, 4000 Lancaster Dr. NE, Salem, OR 97305, or http://go.chemeketa.edu/titleix. Individuals may also contact the U.S. Department of Education, Office for Civil Rights (OCR), 810 3rd Avenue #750, Seattle, WA 98104, 206.607.1600.

Equal Employment Opportunity or Affirmative Action should contact the Affirmative Action Officer at 503.399.2537, 4000 Lancaster Dr. NE, Salem, Oregon 97305.

To request this publication in an alternative format, please call 503.399.5192.

Workshop
January 16, 2019

HEALTH SCIENCES UPDATE AND TOUR

Prepared by

Sandi Kellogg, Dean—Health Sciences
Johnny Mack, Executive Dean—Career and Technical Education
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

Chemeketa's Health Sciences department is pleased to provide the board with an update for its programs. A tour of the department will follow the update. Specific program updates are as follows:

ANESTHESIA TECHNOLOGY

- Prepares the student for entry-level positions in the health care industry working alongside the anesthesia team in the surgical unit
- Recently hired a new full-time faculty member, Gary West. Gary helped start the Renton Technical College Anesthesia Technology program and has accreditation experience working with the Commission on Accreditation of Allied Health Education Programs (CAAHEP) to create new standards for national accreditation, which will align with the American Society of Anesthesia Technologist and Technicians (ASATT) requirements.
- First cohort will begin this winter term with eight out of ten seats filled
- Currently have three applicants for the second cohort and hope to fill 15 seats

DENTAL ASSISTING

- Enrollment increased to 36 students
- Faculty are adding more expanded functions into the current curriculum
- A collaborative curriculum is underway in which the Dental Assisting students are working with Oregon Institute of Technology (OIT) Dental Hygiene students

HEALTH INFORMATION MANAGEMENT

- Currently in the process of obtaining candidacy for national accreditation through the Commission on Accreditation for Health Informatics and Information Management (CAHIIM)
- Preparing for their accreditation visit in winter term or spring term at the latest
- Once the visit is complete and the accreditation approval has been granted, the program would like to move to fully online which should attract more students to the program

HUMAN SERVICES

- Faculty have been working on developing a new program, Direct Support Professional, which has been identified as a workforce need. With the Associate of Applied Science degree graduates will be able to work in support and leadership positions in public and private agencies serving people with cognitive disabilities.

- Faculty have also revamped the Traditional Health Care Worker certificate which will be offered next fall

NURSING

- The program was ranked third best program in Oregon by registerednurse.org. This is the second year that the program was placed in the top five.
- Faculty have begun working on their self-study for re-accreditation and anticipate their accreditation visit during winter or spring of 2021
- The program is facing several retirements and has experienced a lack of qualified applicants due to the pay discrepancy. In response, Chemeketa's administration and the Faculty Association have agreed to a implement a new pay scale for nursing instructors.

PHARMACY TECHNOLOGY

- Currently collaborating with Salem-Keizer school district to offer several courses to the high school students on the Chemeketa Salem campus. As a result, the students will graduate with a head start to finish their certificate and be able to work as Pharmacy Technicians.
- The program has been granted advanced credentials for Aseptic Technology and has received the ranking of 26 out of the 500 best schools in the United States by the Pharmacy Technician Guide

APPROVAL OF BOARD MINUTES

Prepared by

Jeannie Odle, Executive Coordinator/Board Secretary
Julie Huckestein, President/Chief Executive Officer

Minutes of the board meeting of December 19, 2018, are submitted for review by the board.

It is recommended that the College Board of Education officially approve the minutes of the above-referenced meeting as submitted.

Minutes
January 16, 2019

CHEMEKETA COMMUNITY COLLEGE

BOARD OF EDUCATION
MEETING MINUTES

December 19, 2018

I. A. EXECUTIVE SESSION

Executive Session called to order at 4:33 pm in the Board dining room, Building 2, Room 172, on the Salem Campus. Executive Session was held in accordance with ORS 192.660(2)(d) negotiations.

Members in Attendance: Ed Dodson; Betsy Earls; Jackie Franke; Ken Hector; Neva Hutchinson, Chair; Ron Pittman; and Diane Watson, Vice Chair.

College Administrators in Attendance: Julie Huckestein, President/Chief Executive Officer; David Hallett, Vice President, Governance and Administration; Jim Eustrom, Vice President, Instruction and Student Services/Campus President, Yamhill Valley Campus; and Miriam Scharer, Associate Vice President/Chief Financial Officer.

Executive Session ended at 4:47 pm.

II. B. ADMINISTRATION UPDATES

The following updates were shared or discussed with the board: the February 20 board meeting has been moved to February 27; the Board Work Session/Budget Committee Orientation on January 23; board calendar preview; Marion-Polk Food Share Americorps overnight project; Brooks well; Salem Campus entryway; Ag Complex CMGC; staffing; differential fees; classified contract/bargaining; and agenda preview.

A recess was taken at 5:18 pm.

III. REGULAR SESSION

A. CALL TO ORDER

Neva Hutchinson, Chair, reconvened the board meeting at 5:25 pm. The meeting was held in the Board Room, Building 2, Room 170, at the Salem Campus.

B. PLEDGE OF ALLEGIANCE

Neva Hutchinson led the group in the Pledge of Allegiance.

C. ROLL CALL

Members in Attendance: Ed Dodson; Betsy Earls; Jackie Franke; Ken Hector; Neva Hutchinson, Chair; Ron Pittman; and Diane Watson, Vice Chair.

College Administrators in Attendance: Julie Huckestein, President/Chief Executive Officer; David Hallett, Vice President, Governance and Administration; and Jim Eustrom, Vice President, Instruction and Student Services/Campus President, Yamhill Valley.

Board Representatives in Attendance: Riley Dunagan, Associated Students of Chemeketa (ASC); Terry Rohse, Chemeketa Classified Association; and Rory Alvarez, Chemeketa Exempt Association. Absent: Justus Ballard, Chemeketa Faculty Association.

D. COMMENTS FROM THE AUDIENCE
None

E. APPROVAL OF MINUTES
Ken Hector moved and Jackie Franke seconded a motion to approve the minutes of November 21, 2018.

The motion CARRIED.

F. REPORTS
Reports from the Associations
Reports from Riley Dunagan, Terry Rohse, Rory Alvarez, and Justus Ballard, stand as written. David Hallett added on behalf of the Contract Management team, he acknowledged faculty representatives Justus Ballard, Traci Hodgson, and Matt Davies for their professionalism, as well as Mary Scamahorn and Nette Abderhalden for their administrative support.

Reports from the College Board of Education
Ed Dodson attended the Fire Science graduation, Marion County Commissioner Janet Carlson retirement celebration, CASA luncheon, the Oregon Community College Association (OCCA) Board meeting at Umpqua Community College, and an OCCA Student Success Center Advisory group meeting.

Ron Pittman met with Danielle Hoffman and Paul Davis to hear updates about YVC.

Ken Hector attended two Silverton Chamber of Commerce business group meetings, and he met with Representative Denyc Boles and Julie to talk about the upcoming legislative session.

Jackie Franke attended a Council of Governments (COG) executive board meeting and a planning meeting for the COG Annual Awards event, and she attended the Janet Carlson retirement celebration. Jackie hosted a table for CASA, and she made an award presentation to outgoing Monmouth mayor Steve Milligan for his service on the COG board.

Betsy Earls attended three meetings of the West Salem Rotary, a Dallas Rotary meeting, and the Holiday Social breakfast.

Diane Watson attended the Holiday Social breakfast, the Chemeketa night at the Salem Holiday Market at the Fairgrounds, and the Keizer Rotary/Keizer Chamber luncheon.

Neva Hutchinson attended a Northwest Innovations annual meeting along with a number of the same events previously mentioned. Neva thanked the college and the Chemeketa Foundation for working with the Salem Market staff in organizing the Friday Chemeketa Night event. Neva recognized the Chemeketa staff and students who helped at the Salem Market Holiday Fair on Friday, December 7. She also thanked the Wine Studies staff who had a Chemeketa Cellars wine tasting booth; the law enforcement cadets for their help with parking; the Chemeketa Choir who provided entertainment; and Early Childhood Education staff and students who did crafts with children. Neva noted that part of the ticket proceeds that night will go to the Chemeketa Foundation for the Student Relief (student pantry) fund.

Reports from the Administration
Jim Eustrom shared a Career and Technical Education (CTE) update. Jim noted the Anesthesiology Tech program will begin winter term; and Cybersecurity and Digital Media classes are being offered, however, the college is waiting for program approval from the Northwest Commission of Colleges and Universities (NWCCU). The Diesel Technology program is on hold until a building is acquired.

INFORMATION
Presentation of 2017–2018 Audit Report
Julie Huckestein introduced Katie Bunch, fiscal and audit manager, and Ken Kuhns, managing principal for Kenneth Kuhns & Company. Katie thanked all the accounting staff in Business Services, Budget and Finance, and Financial Aid who helped gather information for the audit report. Katie recognized accounting staff Anne Marie Swearingen who was in the audience and helped with both the college audit and the foundation audit.

Kenneth Kuhns shared a brief overview of the audit. There are three parts to an audit. Ken referred to page 11 of the audit report, the Independent Auditor's Report. He explained the college has the responsibility to keep the records from which the financial statements are prepared, and auditors have the responsibility to audit the financial statements and determine whether the information within those statements is accurate and fairly presented. He noted the records were well maintained, very clean, and there were no audit adjustments made to the records before being incorporated into the financial statements.

Auditors follow generally accepted auditing standards and governmental accounting standards in performing the audit and go through numerous procedures and steps to verify and challenge financial information included in the audit report. Ken referred to the opinion statement on page 12. Based on the audit and the report of the foundation auditors, the financial statements were presented fairly and in all material respects. It was an unmodified opinion, a clean opinion, which is the best opinion that an entity can receive, and the opinion that was earned on the financial statements that were presented for the audit.

The second part of an audit is when an entity receives federal funds, it must follow federal government rules and regulations in disbursing and accounting for those funds. The college received $35 million in federal financial assistance. The report indicates the college has

complied with the federal rules and regulations, and there were no exceptions to their findings with respect to federal programs.

The third part of the audit deals with certain rules and requirements for the state of Oregon (e.g., local budget law, public contracting requirements, having adequately secured funds on deposit in financial institutions, etc.). The report indicates the college has complied with the various state laws. In summary, the college received a clean opinion on the financial statements, complied with federal rules and regulations, and complied with state laws.

There were no questions. Kenneth Kuhns was thanked for presenting the audit report for 2017–2018.

College Policies #1747, Chemeketa Gender Equity in Athletics; and #2235, Service Animal Policy

Rebecca Hillyer presented two new policies which were reviewed by the President's Advisory Council. The Service Animal Policy clarifies that service animals are dogs, or under particular circumstances, miniature horses, and that comfort or emotional support animals are not considered service animals. Board action will be requested in January.

Academic Calendar for 2019–2020

Jim Eustrom reported the written report summarizes the terms and holidays for the 2019–2020 academic calendar. Jim noted that Fall Kickoff day will, again, be on Tuesday (September 10), instead of Monday to allow returning faculty and employees a day to get settled in and to allow staff to set-up for kick-off on Monday instead of having to come in on Sunday; and the fall/winter break will, again, be a four-week break. The academic calendar will be brought back next month for board approval.

2017–2018 Financial Aid and Veterans Services Update

Ryan West, dean of Financial Aid, said his report stands as written, but he had three additions: 1) Secretary of Education, Betsy Devos, announced a new era of partnership between colleges and the Department of Education; 2) the Department of Education has announced some verification relief which impact many low income financial aid applicants who are asked over and over to verify that they are low income and having to contact the IRS. The Department of Education will be giving some regulatory relief that will shorten up the process for verification where nearly 50 percent of applications are requesting this verification which causes delay; and 3) colleges are hopeful that the investment package passes in the Governor's recommended budget, which includes the Oregon Opportunity grant and the Oregon Promise.

2018–2019 Faculty Sabbatical Leave Recommendation

Sabbatical Review Committee co-chair Theresa Yancey reported on behalf of the committee. The committee recommended that Chris Nord, Mathematics; Teresa Prange, Business Management; Laura Scott, Developmental Writing/Reading; and Jan VanStavern, English, be granted a one-term sabbatical leave during spring term 2019. Theresa shared a brief summary of the sabbatical projects. Board action will be requested at the January board meeting.

Ron Pittman said he would be interested in hearing faculty share their sabbaticals when they return. Theresa will take this back to the Sabbatical Review Committee and discuss ideas. Ed Dodson asked about how often faculty can request one-term sabbaticals. It was noted that faculty can take one term sabbaticals for three consecutive terms.

Statement of Budget Principles for 2019–2020
Miriam Scharer thanked Katie Bunch, Ken Kuhns, Ryan West, and their teams for the work on the audit report. Miriam referred to the Budget Principles and Financial Environment for the 2019–2020 Fiscal Year on page 22–23, which was reviewed by Executive Team and the President's Advisory Council. The budget principles were shared with the board as information only.

Miriam briefly skimmed through the five Budget Principles and noted that there were no changes from last year. Referring to the Resources under Financial Environment, Miriam noted the state legislative appropriation has changed since this report was written. The Governor's recommended budget was 4.7 percent less ($543 million for the 2017–2019 biennium) than the current allocation of $570 million. The Ways and Means Committee plans to bring forth a starting point of $590 million, and the college plans to make budget projections based on the $590 million. While there are some other policy option packages for CTE and student support, the college will follow the community college support fund closely; the final state allocation won't be made until middle or late June.

Miriam noted a three percent enrollment decline was projected for this year; however, enrollment seems to be stabilizing so the college is looking at a flat or one percent decline for next year. A recommendation for tuition and universal fees will be brought forward as information in January along with other revenue strategies. In addition to increasing personnel costs, health insurance, and PERS, the Oregon Pay Equity Act and an increase to minimum wage will impact expenses.

H. STANDARD REPORTS
Personnel Report
David Hallett said the report stands as written.

Budget Status Report
Miriam referred to the Statement of Resources and Expenditures and pointed out the Fund Balance of $9,921,723 based on the audit report. She pointed out property taxes are flowing in and tuition and fees are slightly higher than last year due to enrollment and winter registration beginning earlier this year. There was nothing significant to report in the Budget Status. Five additional investments were made in November with maturity dates of 2020; two were over a three percent interest rate. On the consent calendar is approval of an investment policy, which will allow the college to make investments up to three years which will result in a higher yield.

Capital Projects Report
Rory Alvarez said the report stands as written.

Recognition Report
Julie Huckestein acknowledged all the employees in the written report.

I. SEPARATE ACTION
Ratification of Chemeketa Faculty Association Nursing Faculty Compensation
David Hallett reported the Memorandum of Agreement was reviewed during Executive Session. The college recommends that the board ratify the Chemeketa Faculty Association collective bargaining agreement to be effective July 1, 2018.

Ron Pittman moved and Betsy Earls seconded a motion to approve the ratification of the nursing faculty compensation as presented.

The motion CARRIED.

Approval of Retirement Resolution No. 18-19-05, Susan L. McCaffrey
Ken Hector read the retirement resolution for Susan L. McCaffrey for her 39 years and two months of service.

Ron Pittman moved and Jackie Franke seconded a motion to approve Retirement Resolution No. 18-19-05 for Susan L. McCaffrey.

The motion CARRIED.

J. ACTION
Ken Hector moved and Betsy Earls seconded a motion to approve action item Nos. 1–5:

1. Approval of Advisory Committees for 2018–2019
2. Approval of College Policies #2275, College Trademark (Logo); #2470,Mandatory Child Abuse Reporting Policy; and #6040 Chemeketa Community College Investment Policy
3. Approval of Appointment of Budget Committee Members for Zone 1, Resolution No.18-19-06 and Zone 5, Resolution No.18-19-07
4. Approval of College Policies #1210, Officers of the Chemeketa Community College Board of Education; #1220, Duties of Officers of the Chemeketa Community College Board of Education; #1230, Responsibilities of the Individual Chemeketa Community College Board of Education Member; #1310, Chemeketa Community College Board of Education Meetings; #1410, Duties of the Chemeketa Community College President/Chief Executive Officer as Clerk of the Board; and #1420, Chemeketa Community College Board of of Education and President/Chief Executive Officer Relationship
5. Acceptance of 2017–2018 Audit Report

   The motion CARRIED.

K. APPENDICES
College mission, vision, core themes, and values; campus and district maps.

L. FUTURE AGENDA ITEMS
None were heard.

M. BOARD OPERATIONS
None were heard.

N. ADJOURNMENT
The meeting adjourned at 6:12 pm.

Respectfully submitted,

Jeannie Odle
Board Secretary

Julie Huckestein
President/Chief Executive Officer

Board Chair

1/16/2019
Date

Report-1a
January 16, 2019

ASSOCIATED STUDENTS OF CHEMEKETA (ASC)

Prepared by

Riley Dunagan, ASC Executive Coordinator

ASC CURRENT EVENTS

Simonka Place Drive

- Hannah Childress (Community Engagement Coordinator) is working with Simonka Place for Women and Children to organize a winter donation drive which will start early January throughout winter term. Warm clothes including women's jackets, sweaters, pants, jeans and hygiene products are of the biggest need.

Lobby Visit Training

- Joel Gisbert (Civic Engagement Coordinator) and Mike Evans (Dean of Student Life and College Retention) will be training student leaders how to lobby at the capitol. Students will be promoting and advocating for Chemeketa Community College. A set lobbying date is yet to be decided.

Night Strike

- Night Strike is coordinated by Hannah Childress (Community Engagement Coordinator) and Jerry Clark. Those who sign up to volunteer will meet at 5 pm on January 24, 2019, in Building 2, Room 178. Food will be provided to all the volunteers before leaving for Portland to help serve the needs of the community's homeless under the Burnside Bridge.

ASC Pizza and Politics

- On Thursday, January 31, from 12–2 pm a representative from The Marion County Dog Shelter will be sharing some information about the shelter and possible ways to get involved. Free pizza will be provided to all that attend.

MULTICULTURAL STUDENT SERVICES (MSS)

MSS CURRENT EVENTS

MLK Celebration Day

- ASC will collaborate with MSS to organize the MLK Celebration Day. The event will include local representatives speaking about Dr. Martin Luther King and the importance of the day, as well as music and free food will be provide for all that attend. The MLK Celebration will be on Wednesday, January 23, from 1–3 pm in Building 2, Student Center.

CHEMEKETA COMMUNITY COLLEGE FACULTY ASSOCIATION (CFA)

Prepared by

Justus Ballard, President—Chemeketa Faculty Association

STATE FUNDING FOR COMMUNITY COLLEGES

Funding for education is a major focus of the Oregon Education Association (OEA) during the 2019 legislative session.

The Board is no doubt already aware of the differences between Governor Brown's "base budget" and "investment budget" when it comes to community college funding. Unsurprisingly, the OEA supports the investment budget, which will require the passage of revenue reform, and which will (among other things) fully fund the Oregon Promise initiative.

The OEA appears to be cautiously optimistic heading into 2019, and part of that optimism stems from the fact that they are partnering with organizations and leaders from both the labor and business communities in order to find a funding solution that is sufficient and sustainable.

It would be nice if society returned to those days when the cost of public education was not borne primarily by the students receiving that education. One day, perhaps, there will be discussions in the legislature about how to reduce tuition for community college students instead of how to slow the rise of tuition.

CHEMEKETA COMMUNITY COLLEGE CLASSIFIED EMPLOYEES ASSOCIATION (CCA)

Prepared by

Terry Rohse, President—Chemeketa Community College Classified Employees Association
Mary Schroeder, External Vice-President—Chemeketa Community College Classified Employees Association
Gail Williams Pickett, Director of Public Relations—Chemeketa Community College Classified Employees Association

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HAPPY NEW YEAR AND WELCOME TO NEW CLASSIFIED BARGAINING UNIT EMPLOYEES

- A belated welcome to Bradlee Davis who joined Public Safety as the newest officer on November 19, 2018
- Aaron Baca was hired on December 3, 2018, as a maintenance/trades specialist for Facilities and Operations replacing Brian Covey who moved to the faculty unit in the automotive program recently
- Alcina Garcia rejoined the college on January 2, 2019. Alcina was laid off earlier from a position funded by a Department of Human Resources grant. Alcina's experience gained through previous Chemeketa workforce related jobs qualified Alcina for a new position serving as a student services specialist for Chemeketa's hispanic serving institution grant administered by Student Recruitment, Enrollment and Graduation Services.
- Bonni Booth, who has been working for Chemeketa in a part-time faculty capacity, joined High School Partnerships on January 2, 2019, as an 11-month student services specialist. Bonni replaced Maggi Daugherty who had been hired for a new position for Mid-Willamette Education Consortium in October 2018.
- Logan Holley was hired on January 7, 2019, as a 10-month instructional technician for Business and Technology, Early Childhood Education and Visual Communications. Logan will be working in the Chemeketa Child Development Center.

CHANGE (OF POSITION) IS GOOD

- Efrain Alonso, most recently of the Woodburn Center as an 11-month instructional technician, joined the hispanic serving institution grant team as a student services specialist for Student Recruitment, Enrollment and Graduation Services on January 7, 2019
- Karen Covarrubias Chavez also became part of the hispanic serving institution grant team on January 7, 2019. Karen had been working as a department technician II/recruiter in Human Resources and will now be applying that skill set to the new position as a student services specialist.
- Joanne Gasca rounded out the hispanic serving institution grant team on January 7, 2019, as the fourth student services specialist. Joanne has previously been working in a similar position for College Access Programs.

CHEMEKETA COMMUNITY COLLEGE EXEMPT ASSOCIATION

Prepared by

Lynn Irvin, Vice President—Chemeketa Community College Exempt Association
Rory Alvarez, President—Chemeketa Community College Exempt Association

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2018 HOLIDAY SOCIAL

- The annual Holiday Social was held on December 5. The following exempt members were on the Holiday Social Planning Committee: Adam Mennig, Dee Dixon, Laura Leon-Cipriano, Holly Cook, and Lynn Irvin.

EXEMPT ASSOCIATION EXECUTIVE BOARD MEETING

- The next Exempt Association executive board meeting will meet in late January 2019, to plan the upcoming exempt association meeting that will follow Admin Team.

2019–2020 PROPOSED BUDGET CALENDAR

Prepared by

Rich McDonald, Director—Budget and Finance
Miriam Scharer, Associate Vice President/Chief Financial Officer
Julie Huckestein, President/Chief Executive Officer

The tentative schedule for the development and approval of the 2019–2020 budget is attached. Budget committee meetings are scheduled in April.

The calendar, with any modifications from this board meeting, will be presented for adoption at the February board meeting.

CHEMEKETA COMMUNITY COLLEGE
2019–2020 BUDGET CALENDAR

January 16, 2019	Board reviews budget calendar
February 27, 2019	Board approves budget calendar Board adopts resolution setting Budget Committee meeting dates
March 11, 2019– April 5, 2019	Publish legal notices of Budget Committee meetings
April 10, 2019 (6 pm)	Budget Committee meeting: Committee charge Election of Officers President's message Presentation of Budget–General Fund (Location: Salem Campus Board Room)
April 17, 2019 (4:30 pm)	Budget Committee meeting: Presentation of Budget–Other Funds Discussion and approval (Location: Salem Campus Board Room)
April 24, 2019	Optional Budget Committee meeting (Location: Salem Campus Board Room)
April 15, 2019– May 10, 2019	Publish Budget Summary and Notice of Budget Hearing
May 15, 2019 (7 pm)	Public Hearing on the Budget (Location: Salem Campus Board Room)
June 26, 2019	Board adopts the Budget Resolution Board declares Budget Committee vacancies (Location: Salem Campus Board Room)
July 15, 2019	Certify tax levy with county assessor

PROPOSED STUDENT TUITION FOR 2019-2020

Prepared by

Miriam Scharer, Associate Vice President/Chief Financial Officer
Jim Eustrom, Vice President-Instruction and Student Services/
Campus President, Yamhill Valley
Julie Huckestein, President/Chief Executive Officer

Each year the college reviews student tuition as part of the budget development process and the tuition recommendation is first brought to the board in January. In preparing the recommendation, the college balances the need for revenue to maintain levels of service with student access and enrollment priorities. The core theme of student success continues to focus the college to support initiatives, strategies, programs and operations that will positively impact targets for completion and student success.

Revised Tuition Setting Guidelines

During the fall, the college administration reviewed our annualized costs of attendance in comparison to other community colleges as well as the trend for increases statewide and the impact on students. In discussions with the board at the Board Planning Meeting in September 2018, the tuition setting guidelines were subsequently revised to better align the college's tuition and universal fee rates with comparator colleges based on size and geographic proximity. The revised guidelines are provided as an attachment and the college committed to aligning our tuition and universal fee rates within three years.

In the revised guidelines, the college administration also introduced a differential fee model that addresses long-term financial sustainability of high cost programs and courses. Further information is included about this model in the guidelines attached and a differential fee rate is presented as a part of the college's recommendation for 2019-2020.

Proposed Student Tuition and Universal Fee Rates for 2019-2020

The legislative process for 2019-2021 funding is underway and the funding appropriation for community colleges is far from certain. The Governor's recommended budget (GRB) included an appropriation of $543 million for the Community College Support Fund (CCSF); this "base" budget is a reduction of 4.7 percent from the current (2017-2019) allocation of $570 million. The Governor also proposed an "investment" budget, which would include an appropriation of $646.7 million for the CCSF. This "investment" budget is dependent on the passing of a $2 billion revenue package. The Oregon Department of Administrative Services (DAS) and the Legislative Fiscal Office (LFO) calculated the Current Service Level (CSL) for community colleges to be $590 million. This is the starting point the Ways and Means committee will use as they begin to discuss the college's budget for next biennium.

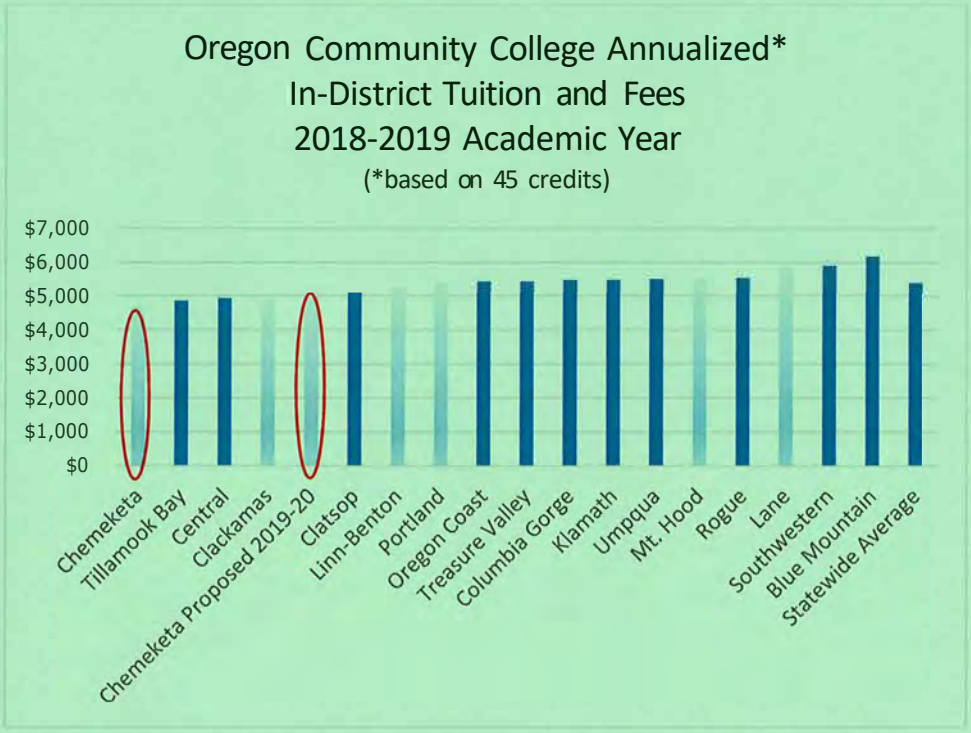
As the college administration formulates a tuition recommendation, it must consider revised tuition setting guidelines, financial position and factors such as the state appropriation to community colleges, enrollment trends, college costs and unfunded mandates.

After a review of the college's projected financial position for this year (2018-2019) and next (2019-2020) along with the commitment to realigning tuition and universal rates; the administration is asking the board to consider the following increases effective summer term 2019:

- Tuition increase of $3 per credit to $90 per credit
- Universal fee (credit courses) increase of $6 per credit to $24 per credit
- Out-of-state and international tuition increase of $3 per credit to $255
- No change is recommended to the non-credit Universal Fee rate of $0.40 per billing hour

Rate	Current (2018-2019 rate)	Increase	Proposed
Tuition	$87	$3	$90
Universal Fee (credit courses)	$18	$6	$24
Total per credit cost/increase	$105	$9	$114
Universal Fee (non-credit courses)	$0.40 per billing hour	No increase	No increase
Out-of-State & International Tuition	$252	$3	$255

The college's current annualized in-district tuition and universal fee rate of $4,725 is the lowest among the 17 community colleges based on current year (2018-2019) rates.



(The lightly shaded bars are those determined to be the college's comparator colleges)

The increase under consideration ($9 per credit) will begin moving Chemeketa to a comparable place among our comparator colleges; though for 2019-2020 we will remain the fourth lowest rate (at $5, 130) among the 17 community colleges based on current year (2018-2019) rates. An increase of $9 per credit hour would help the college maintain current service levels, offset increasing costs and provide a more secure long-term fiscal outlook for the college.

The college administration will need to reevaluate the tuition and universal fee rates should funding be appropriated at the Governor's Recommended Budget of $543 million. This decreased level of funding would significantly impact Chemeketa's ability to maintain current service levels. Any proposed change to the board approved rates would be brought forth in July 2019 once the funding levels have been finalized and would be implemented for fall term 2019.

Proposed Differential Fee Rate for 2019-2020

The college administration is also proposing the implementation of a differential fee rate for high cost programs and courses based on funding levels from the state for the 2019-2021 biennium as follows:

State Funding Level	Proposed Differential Fee Rate
Less than $590 million	$10 per credit
$590 million or above	$5 per credit

The differential fee rate will be applied to programs and courses effective fall 2019. The college's executive team will establish a set of criteria for determining the specific programs and courses that will include the differential fee rate and ensure that the additional fee will be identified to students applying for and enrolling in such programs or courses.

The administration will make a recommendation next month based on the board's discussion at the January meeting. Official action will be requested at the February board meeting.

Information-3
January 16, 2019

STRATEGIC PLAN

Prepared by

Julie Peters, Director—Planning and Lean Development
David Hallett, Vice President—Governance and Administration
Julie Huckestein, President/Chief Executive Officer

The strategic planning process makes connections between the college's core themes, indicators and measures, unit plans, and budgets. It has been designed to align college initiatives toward mission fulfillment, track success, and provides avenues for continuous improvement over a seven-year period. An overview of the 2018–2019 Strategic Plan (covering 2015–2022) will be shared.

ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT CERTIFICATE

Prepared by

Karen Edwards, Program Chair—Business Management
R. Taylor, Dean—Business and Technology, Early Childhood Education, and Visual Communications
Johnny Mack, Executive Dean—Career and Technical Education
Jim Eustrom, Vice President—Instruction and Student Services/ Campus President, Yamhill Valley

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Chemeketa Community College's Business Management program currently offers Management Associate of Applied Science Degree, Procurement and Supply Chain Management Associate of Applied Science Degree, Retail Management Certificate, Sustainability in Management Certificate as well as Procurement Management Certificate. Study in these areas prepares individuals to pursue a variety of general and specific management and business careers.

The Entrepreneurship and Small Business Management Certificate prepares students for self-employment, provides career opportunities in managing a small business or participating in family-owned businesses, and gives students the skills, knowledge and resources to begin their own business. The program helps develop students' abilities to evaluate small business ideas, understand marketing resources, apply best practices in the area of human resource management, and manage the finances of a small or new business.

In recent years, a growing number of students in business classes report an interest in owning or working for a small business. Given that small businesses represent 99.4 percent of Oregon business, there is a high likelihood that students will reach this goal. Through ongoing discussion with the Business Management Advisory Committee, anecdotal accounts from students and a targeted survey of students in 2018, it was determined that the Entrepreneurship and Small Business Management Certificate could help meet the student and community demand. Additionally, it was found that the coursework included in the certificate would provide additional elective courses that 92 percent of students across the degree and certificate programs expressed interest in.

In 2017, 70,845 new business applications were filed in Oregon. Also, the number of proprietors is increasing at around three percent each year, showing an increase in new business owners. Generational dynamics reflect a growing number of younger individuals who want to start their own businesses. Research indicates that the 30 percent of millennials have started their own business (versus 19 percent for baby boomers) and 49 percent want to start their own businesses in the next three years.

The college Board of Education will be asked to approve the Entrepreneurship and Small Business Management Certificate at the February 2019 Board of Education meeting.

ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT CERTIFICATE

Course No.	Course Title	Credit Hrs.
First-Term Core Requirements		
BA101	Intro to Business	4
	Elective: Choose any 2 courses included in the Management Associate of Applied Science Degree	8
	Total	**12**
Second-Term Core Requirements		
BA203	Small Business Financial Management	4
BA206	Business Management Principles	4
BA250	Small Business and Entrepreneurship	4
	Total	**12**
Third-Term Core Requirements		
BA223	Principles of Marketing	4
BA224	Human Resource Management	4
	Elective: Choose any 1 course included in the Management Associate of Applied Science Degree	4
	Total	**12**
	Total Program Hours	**36**

OREGON STATE SEAL OF BILITERACY

Prepared by

Cecelia Monto, Dean—Education, Languages and Social Sciences
Don Brase, Executive Dean—General Education and Transfer Studies
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

Chemeketa was recently awarded $141,933 by the Meyer Memorial Trust (MMT) to fund the development of a Biliteracy Seal opportunity for students in a post-secondary setting, with direct linkage to the Chemeketa Education department.

THE NEED

As diversity increases in Oregon, there is great need for a bilingual/bicultural teaching workforce. Oregon's school districts, the Department of Education, and local communities have spoken to this need, particularly in service to Hispanic communities.

Chemeketa addressed this need in 2014, by creating the Bilingual Student Teacher Leader pathway to increase the number of bilingual teacher candidates. The MMT grant will develop even greater professionalization of the bilingual teacher workforce by creating a Spanish language preparation program that includes state recognized proficiency tests.

HISTORY

The State of Oregon implemented the Oregon State Seal of Biliteracy for high school students who demonstrate biliteracy in 2014. Students must pass an approved world language proficiency test and demonstrate English mastery. This valuable seal gives documented certification of a student's bilingual abilities and helps employers hire the skilled employees they seek.

LACK OF ACCESS AND EQUITY

The Biliteracy Seal is not offered in all Oregon school districts, nor is it available in the higher education arena. Therefore, many Oregon students lack access to this opportunity. There is also an equity issue related to recipients of the seal. Only about 30 percent of students receiving the Oregon Seal of Biliteracy are heritage language speakers. At its inception, the Biliteracy Seal was created to honor the heritage language speakers' linguistic skills and to certify their ability.

THE PROJECT

Chemeketa will develop and implement a Biliteracy Seal option in Spanish at the community college level, with the intent to create a replicable system for higher education across Oregon. Chemeketa will leverage the existing Spanish for Native Speakers course to prepare heritage language students to succeed in already approved biliteracy tests. The Oregon Department of

Education enthusiastically supports this proposal and is eager to contribute to the creation of a new system with policy level impact for a higher education Biliteracy Seal option.

The project supports a bilingual project navigator 75 percent position for two years. This position will conduct research to align Biliteracy Seal standards with community college coursework, evaluate and calibrate various testing mechanisms already linked to the seal, create a systemic process for transcripting and recording on college diplomas, analyze course changes and student outcomes related to testing for the Biliteracy Seal, support replication of the project with other community colleges and universities in Oregon, and collaborate with faculty on curriculum development of the Spanish for Native Speakers course.

Information-6
January 16, 2019

SUSPENSION OF BASIC MANUFACTURING TECHNICIAN, MANUAL MACHINE OPERATOR AND COMPUTER-AIDED MANUFACTURING (CAM) FUNDAMENTALS CERTIFICATES

Prepared by

Larry Cheyne, Dean—Applied Technologies
Johnny Mack, Executive Dean—Career and Technical Education
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

BASIC MANUFACTURING TECHNICIAN CERTIFICATE OF COMPLETION

The program advisory committee has recommended and approved the suspension of this short-term certificate. Conversations at the advisory committee level, as well as with additional industry partners, indicate that exclusive manual machine operator jobs are no longer prevalent in industry. While the manual machine operator skills necessary are still important, there are fewer and fewer jobs. A person with just the manual skills are likely not to have an advantage in the industry. Skill in Computer-Aided Manufacturing (CAM) is required. Completers of this certificate in the past several years have been AAS graduates who have added the certificate as another completion. The courses in the certificate are contained in the Associate of Applied Science (AAS) and will still be offered since they are foundational building blocks for the CAM level. Students that still want to add the certificate over the next two years will be able to do so before the awards are deleted.

MANUAL MACHINE OPERATOR CERTIFICATE OF COMPLETION

The program advisory committee has recommended and approved the suspension of this short-term certificate. Conversations at the advisory committee level, as well as with additional industry partners, indicate that exclusive manual machine operator jobs are no longer prevalent in industry. While the manual machine operator skills necessary are still important, there are fewer and fewer jobs. A person with just the manual skills are likely not to have an advantage in the industry. Skill in Computer-Aided Manufacturing (CAM) is required. Completers of this certificate in the past several years have been AAS graduates who have added the certificate as another completion. The courses in the certificate are contained in the Associate of Applied Science (AAS) and will still be offered since they are foundational building blocks for the CAM level. Students that still want to add the certificate over the next two years will be able to do so before the awards are deleted.

COMPUTER-AIDED MANUFACTURING (CAM) FUNDAMENTALS CERTIFICATE OF COMPLETION

The program advisory committee has recommended a revision to this certificate that requires that in its current form, it be suspended in order to create the updated offering. The new version will include internship opportunities throughout all three terms. The committee believes industry demand, coupled with early exposure to the manufacturing environment, will increase the likelihood of program completion and success in the job market for students.

The above recommendations were approved by the Machining Program Advisory Committee on October 17, 2018.

The College Board of Education will be asked to approve the suspension of the Certificates of Completion at the February board meeting.

SUSPENSION OF COMPUTER ELECTRONICS ASSOCIATE OF APPLIED SCIENCE OPTION AND PROCESS CONTROL ASSOCIATE OF APPLIED SCIENCE OPTION

Prepared by

Larry Cheyne, Dean—Applied Technologies
Johnny Mack, Executive Dean—Career and Technical Education
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

COMPUTER ELECTRONICS ASSOCIATE OF APPLIED SCIENCE (AAS) OPTION

The program advisory committee has recommended suspending this degree option. This degree is intended to provide an opportunity for students to specialize in Computer Electronics when pursuing the program's base degree of Electronics Engineering Technician. The majority of program completers with the Electronics Engineering Technician degrees are well-prepared and employable in the computer industry without the specialization. In the past five years, there have been four Computer Electronics AAS Option Completers and none in the last two years.

PROCESS CONTROL TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE (AAS) OPTION

The program advisory committee has recommended suspending this degree option. This degree was created as part of a workforce development grant in the early 2000s. In the past five years, there has been only one completer for this option. There are a number of courses that overlap with the Industrial Electronics award as well as Robotics.

Each of these options are specializations within the Electronics Engineering Technician degree and share at least 70 percent common content and outcomes. There are courses within the options that can be retained as electives. Due to the overlap in courses across the remaining degrees, students who have declared either Computer Electronics or Process Control as their intent may still finish within two years in that option or change intent to the Electronics Engineering Technician degree with the same opportunity for employment.

The above recommendations were approved by the Electronics Program Advisory Committee on November 1, 2018.

The College Board of Education will be asked to approve the suspension of the AAS Options at the February board meeting.

Information-8
January 16, 2019

EXEMPTION FROM COMPETITIVE BIDDING FOR A PUBLIC IMPROVEMENT CONTRACT (I.E., ALTERNATIVE CONTRACTING METHOD) CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC), SOLICITATION PROCESS FOR THE CONSTRUCTION OF THE CHEMEKETA AGRICULTURAL COMPLEX

Prepared by

P. Kevin Walther, Procurement Management Analyst
Miriam Scharer, Associate Vice President/Chief Financial Officer
Julie Huckestein, President/Chief Executive Officer

The College identified a need for the construction of an Agricultural Complex to serve college agriculture and horticulture education needs. In the 2017–2019 biennium budget, the Higher Education Coordinating Commission approved funding for the construction of the complex and the expected college share of funding has been reserved. As the college nears the construction phase of the project there exists a highly competitive construction market and compressed timelines that may pose challenges in the selection of a construction firm.

Chemeketa Community College Rules of Procurement #CCR.280 allows the college to exempt public improvement contracts from competitive bidding requirements by utilizing an alternative contracting method when approved by the college's Board of Education acting as the Local Contract Review Board.

Pursuant to ORS 279C.335(2), a Local Contract Review Board may exempt a public improvement contract from the competitive bidding requirements subject to approval of findings supporting the exemption.

If the college's Local Contract Review Board finds it is in the public's best interest to use an alternative contracting method, the college must demonstrate that it is unlikely to encourage favoritism in the awarding of the public contract or substantially diminish competition and will likely result in substantial cost savings to the college or the public. This requirement ensures that competition will be carefully addressed and protected.

The college has identified the Construction Manager/General Contractor (CM/GC) alternative contracting method (CM/GC method) as a viable solicitation option that will allow the college to competitively seek proposals from qualified, responsive, and responsible contractors for the construction of the Chemeketa Agricultural Complex.

A solicitation for a CM/GC utilizes a competitive Request for Proposal process that allows the college to collect important information about construction contractors that may not be available using a traditional bidding process.

Contractors can be evaluated based on criteria developed by the college which may include, but not be limited to: the pricing proposal, cost data and labor and equipment rates; overhead, profit, fee and mark-ups; experience in managing multiple-phased, multi-bid package projects; similar facility construction and sustainable construction experience; experience of the firm and

key personnel on projects of similar complexity; references; success with value engineering; proven ability to deliver projects on time and within budget; and the ability to work in a harmonious and non-adversarial manner with multiple stakeholders.

Pursuant to ORS 279C.335(3), the college will prepare findings that support an exemption for a public improvement contract based on some combination of the project description or location, time period, contract value, method of procurement or other factors that distinguish the limited and related class of public improvement contracts from the contracting agency's overall construction program.

In early February, the college will provide public notice of its intent to use the CM/GC method along with the draft findings that support it. At the February board meeting, public comment will be invited on the use of the CM/GC method and draft findings.

At the February meeting, the Local Contract Review Board will be convened and asked to approve the exemption for the alternative contracting method. The College Board of Education will be asked to approve a resolution to exempt from competitive bidding a public improvement contract for the construction of the Chemeketa Agricultural Complex, based upon findings and resolution that demonstrates that the use of the CM/GC method would be unlikely to encourage favoritism in the awarding of the public contract or substantially diminish competition, and that it would likely result in substantial cost savings or substantially promote the public interest.

Standard Report-1
January 16, 2019

PERSONNEL REPORT

Prepared by

Alice Sprague, Director—Human Resources
David Hallett, Vice President—Governance and Administration

NEW HIRES AND NEW POSITIONS

Bonni C. Booth, Student Services Specialist—High School Partnerships, Regional Education and Academic Development Division, replacement, 100 percent, 11-month assignment, Range B-3, Step 3.

Alcina K. Garcia, Student Success Navigator—Student Recruitment, Enrollment and Graduation Services, Student Development and Learning Resources Division, new position, 100 percent, 12-month assignment, Range B-3, Step 11.

Phillip W. Hudspeth, Director of Development—Foundation, Marketing and Public Relations, Governance and Administration Division, replacement, 100 percent, 12-month assignment, Range D-1, Step 3.

Eric A. Reed, Instructor-ASL—Education, Languages and Social Sciences, General Education and Transfer Studies Division, replacement, 100 percent, 176 duty-day, annualized, assignment, Range F-9, Step 15.

POSITION CHANGES

Karen A. Covarrubias Chavez, Student Success Navigator—Student Recruitment, Enrollment and Graduation Services, Student Development and Learning Resources Division, new position, 100 percent, Range B-3, Step 1, from Department Technician II—Human Resources, Governance and Administration Division.

James P. McNicholas, Coordinator-Accelerated Pathways to Success—Student Recruitment, Enrollment and Graduation Services, Student Development and Learning Resources Division, 100 percent, Range C-3, Step 11, from Supervisor-Student Recruitment—Student Recruitment, Enrollment and Graduation Services Division.

SEPARATIONS

Jenna R. Bochsler, Instructional Technician-10 month—Business, Technology, Early Childhood Education and Visual Communications, Career and Technical Education Division, effective December 31, 2018.

Natalia Erofeeff, Instructional Technician—Emergency Services, Career and Technical Education Division, effective December 31, 2018.

Belinda Jo Lund, Student Services Technician—Financial Aid, Student Development and Learning Resources Division, effective September 30, 2018.

Lisa L. Teigland, Department Technician II—Emergency Services, Career and Technology Education Division, effective November 30, 2018.

Standard Report-2
January 16, 2019

BUDGET STATUS REPORT

Prepared by

Katie Bunch, Director—Business Services
Rich McDonald, Director—Budget and Finance
Miriam Scharer, Associate Vice President/Chief Financial Officer
Julie Huckestein, President/Chief Executive Officer

The financial reports of the general fund and investments for the period from July 1, 2018, through December 31, 2018, are attached.

The following items are included in the report:

- General Fund Statement of Resources and Expenditures
- General Fund Budget Status Report
- Quarterly Update of Other Funds
- Status of Investments as of December 31, 2018

Chemeketa Community College
Statement of Resources and Expenditures
As of December 31, 2018

Fund 100000 - General Fund Unrestricted

	ADJUSTED BUDGET	YEAR-TO-DATE ACTUAL	% OF BUDGET	VARIANCE TO BUDGET
Resources:				
Property Taxes	21,250,000	21,101,224	99.30%	(148,776)
Tuition and Fees	20,200,000	15,207,987	75.29%	(4,992,013)
State Appropriations - Current	23,751,162	15,776,272	66.42%	(7,974,890)
State Appropriations - Carryover from FY18	8,028,838	8,028,838	100.00%	-
Indirect Recovery	1,970,000	831,748	42.22%	(1,138,252)
Interest	440,000	322,698	73.34%	(117,302)
Miscellaneous Revenue	200,000	177,139	88.57%	(22,861)
Transfers In	500,000	-	0.00%	(500,000)
Fund Balance	10,000,000	9,921,723	99.22%	(78,277)
Total Resources	**86,340,000**	**71,367,629**	82.66%	**(14,972,371)**
Expenditures:				
Instruction	34,022,300	15,218,886	44.73%	18,803,414
Instructional Support	12,056,093	5,893,541	48.88%	6,162,552
Student Services	7,620,513	3,643,561	47.81%	3,976,952
College Support Services	16,241,866	7,431,783	45.76%	8,810,083
Plant Operation and Maintenance	6,624,228	2,833,712	42.78%	3,790,516
Transfers and Contingency	8,275,000	2,103,120	25.42%	6,171,880
Total Expenditures	**84,840,000**	**37,124,603**	43.76%	**47,715,397**
Unappropriated Ending Fund Balance	**1,500,000**	**34,243,026**		

Chemeketa Community College
Budget Status Report
As of December 31, 2018

Fund 100000 - General Fund Unrestricted

Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance	
6110	Exempt Salaries	8,271,303.00	4,015,460.73	3,966,106.20	289,736.07	
6120	Classified Salaries	11,682,474.00	5,559,461.32	5,534,605.11	588,407.57	
6124	Part-Time Hourly & Student Wages	1,286,540.00	602,038.11	-	684,501.89	
6130	Faculty Salaries	16,042,074.00	7,034,348.10	8,285,363.06	722,362.84	
6132	Part-Time Faculty	6,292,903.00	3,260,946.63	-	3,031,956.37	
6510	Fixed Fringe Benefits	9,533,139.00	4,420,515.15	-	5,112,623.85	
6511	Variable Fringe Benefits	13,564,449.00	6,064,922.46	-	7,499,526.54	
6512	Other Fringe Benefits	380,000.00	179,360.00	-	200,640.00	
Subtotal Personnel Services		**67,052,882.00**	**31,137,052.50**	**17,786,074.37**	**18,129,755.13**	**46.44%**

Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance	
710	Materials & Supplies	1,829,803.00	487,682.04	-	1,342,120.96	
720	Equipment $500-$4,999	266,225.00	58,633.76	-	207,591.24	
7300	Legal Services	105,094.00	22,162.87	39,400.00	43,531.13	
7310	Insurance	619,080.00	497,283.18	-	121,796.82	
7320	Maintenance	536,145.00	129,522.14	7,320.00	399,302.86	
7330	Communications	872,942.00	366,899.58	-	506,042.42	
7340	Space Costs	1,848,251.00	654,767.90	40,259.06	1,153,224.04	
7350	Staff Development	132,851.00	62,872.71	-	69,978.29	
7360	Travel	387,959.00	126,393.09	-	261,565.91	
7370	Other Services	2,755,366.00	1,397,348.02	201,726.45	1,156,291.53	
7550	Capital Outlay	158,402.00	80,864.76	-	77,537.24	
8150	Transfers Out	4,775,000.00	2,103,120.32	-	2,671,879.68	
8500	Contingency	3,500,000.00	-	-	3,500,000.00	
Subtotal Non-Personnel Services		**17,787,118.00**	**5,987,550.37**	**288,705.51**	**11,510,862.12**	**33.66%**

Report Totals		**84,840,000.00**	**37,124,602.87**	**18,074,779.88**	**29,640,617.25**	**43.76%**

Standard Report-2
January 16, 2019

Chemeketa Community College
Quarterly Update of Other Funds
July 1, 2018 - December 31, 2018

	FUND #	RESOURCES	OBLIGATIONS	BALANCE
Auxiliary Services	680	$ 6,481,909	$ 2,465,437	$ 4,016,472
Self-Supporting Services	2000	18,416,696	11,737,627	6,679,069
Intra-College Services	2800	10,256,480	3,268,069	6,988,411
Student Government, Clubs & Newspaper	7200	150,399	32,313	118,086
Athletics	7500	285,078	274,522	10,556
TOTAL		**$ 35,590,562**	**$ 17,777,968**	**$ 17,812,594**

	FUND #	BUDGET	OBLIGATIONS	BALANCE
Reserve Funds	2650 & 670000	$ 1,080,000	$ -	$ 1,080,000
Regional Library	2600	4,062,000	2,729,111	1,332,889
Capital Development	6000-6500	21,000,000	3,352,894	17,647,106
Student Financial Aid	4200	66,487,500	17,299,974	49,187,526
Special Projects	3000	17,700,000	3,465,704	14,234,296
Debt Service	590	41,600,000	2,522,589	39,077,411
TOTAL		**$ 151,929,500**	**$ 29,370,272**	**$ 122,559,228**

STATUS OF INVESTMENTS AS OF DECEMBER 31, 2018

Oregon State Treasurer Investments	Investment Ending Date	Maturity Date	Amount Invested	Rate as of 12-31-2018
Oregon Short-Term Fund - General	12-31-2018	On demand	$25,270,911.52	2.75%
Oregon Short-Term Fund - Capital	12-31-2018	On demand	$ 9,896,713.36	2.75%

Other Investments	Investment Date	Maturity Date	Amount Invested	Yield
Discount Note – Federal Home Loan Bank	11-19-2018	06-21-2019	$2,988,435.00	2.584%
Corporate Note – Royal Bank of Canada	11-20-2018	07-29-2019	$2,985,786.00	2.875%
Corporate Note – Toronto Dominion Bank	11-20-2018	08-13-2019	$2,980,370.83	2.904%
Discount Note – Federal Natl Mtg Assn	09-14-2018	09-12-2019	$2,980,221.67	2.435%
Discount Note – Federal Natl Mtg Assn	09-14-2018	10-24-2019	$2,964,416.67	2.445%
Discount Note – Federal Home Loan Bank	09-14-2018	11-15-2019	$2,975,775.42	2.476%
Corporate Note – Wells Fargo Bank	09-14-2018	12-06-2019	$2,997,065.83	2.737%
Corporate Note – Toyota Motor Credit Corp.	09-14-2018	01-10-2020	$2,993,053.33	2.699%
Discount Note – Federal Home Loan Bank	09-14-2018	02-11-2020	$2,986,763.75	2.587%
Discount Note – Federal Farm Credit Bank	09-14-2018	03-05-2020	$2,953,665.00	2.600%
Corporate Note – Bank of America	11-20-2018	04-21-2020	$2,968,206.76	3.150%
Corporate Note – Westpac Banking Corp.	11-26-2018	05-26-2020	$2,962,740.00	3.154%

13 week Treasuries 2.40% as of 12/31/2018

Oregon Short-Term Fund is managed by the Oregon State Treasurer - also known as LGIP (Local Government Investment Pool).

Standard Report-3
January 16, 2019

CAPITAL PROJECTS REPORT

Prepared by

Rory Alvarez, Director—Facilities and Operations
Tim Rogers, Associate Vice President/Chief Information Officer
Julie Huckestein, President/Chief Executive Officer

PLANNING AND PRE-PLANNING CAPITAL PROJECTS

- Agricultural Complex
  Work continues with partners on final design and other potential partnerships are still being explored.

See Appendix–2; Campus Map pages 60–61.

Standard Report-4
January 16, 2019

COLLEGE ADVANCEMENT REPORT
OCTOBER 2018–DECEMBER 2018

Prepared by

David Hallett, Vice President—Governance and Administration
Julie Huckestein, President/Chief Executive Officer

On the following pages are reports related to current activities for the Grants Office and the Foundation

Standard Report-4
January 16, 2019

GRANT ACTIVITIES
OCTOBER 2018–DECEMBER 2018

Prepared by

Peggy Greene, Coordinator—Institutional Grants
David Hallett, Vice President—Governance and Administration
Julie Huckestein, President/Chief Executive Officer

GRANTS SUBMITTED OCTOBER 2018–DECEMBER 2018

Grantor	Department	Description	Amount
State Farm	Emergency and Risk Management	To provide a specialized training on disaster cost recovery planning for colleges and other public agencies. New, one-year grant.	10,000
American Association of Community Colleges: Metallica Scholars Initiative	Career and Technical Education (CTE)	To provide one-time scholarships of $2,205 (21 credits) for 40 students and to support rebranding of CTE occupations. New, one-year grant.	100,000
World Education Services (WES)	Academic Development	To support the formation of a group of stakeholders to serve skilled immigrant integration. Project participants will receive training and technical assistance (non-monetary award) and reimbursement of travel costs for a WES convening. New, one-year grant.	2,100
Open Oregon Educational Resources	Center for Academic Innovation	To support Joseph Romero, Hugh West, and Amalia Carter in creating open educational resources (OER) for the Spanish for Native Speakers 2 course (SPN215). New, one-year grant.	26,460
Open Oregon Educational Resources	Center for Academic Innovation	To support Steve Wolfe's project to adopt open educational resources for Physical Geography (GEG105) and development of lab materials, activities,	2,205

		and other supplemental content. New, one-year grant.	
Open Oregon Educational Resources	Center for Academic Innovation	To support Traci Hodgson's project to revise and remix open educational resources for Introduction to U.S. History to 1840 (HST201). New, one-year grant.	2,940
National Science Foundation	Physical Science	To support development, implementation, and testing of new distance learning tools and curriculum for Physics II and III courses in partnership with Portland State University. New, three-year grant.	74,877
		Total:	$218,582

GRANTS PENDING NOTIFICATION

Grantor	Department	Description	Amount
National Science Foundation (NSF)	Math and Science, Education, and College Access Programs	To provide a new support program through the NSF Robert Noyce Teacher Scholarship program in partnership with Pacific University to increase the number of students pursuing careers as STEM teachers. New, five-year grant.	165,712

GRANTS DECLINED OCTOBER 2018–DECEMBER 2018

Grantor	Department	Description	Amount
Open Oregon Educational Resources	Center for Academic Innovation	To support Traci Hodgson's project to revise and remix open educational resources for Introduction to U.S. History to 1840 (HST201).	2,940
American Association of Community Colleges: Metallica Scholars Initiative	Career and Technical Education (CTE)	To provide one-time scholarships of $2,205 (21 credits) for 40 students and to support rebranding of CTE occupations.	100,000
World Education Services (WES)	Academic Development	To support skilled immigrant integration. Awards consist of training (non-monetary award) and reimbursement of travel costs.	2,100

GRANTS AWARDED OCTOBER 2018–DECEMBER 2018

Grantor	Department	Description	Amount
Meyer Memorial Trust	Education and Humanities	To increase education workforce diversity by helping English Learner teacher candidates to improve their literacy skills in their native/first language. This project supports collaboration with the Oregon Department of Education to create a college-level Oregon State Seal of Biliteracy. New, two-year grant.	141,933
Open Oregon Educational Resources	Center for Academic Innovation	To support Joseph Romero, Hugh West, and Amalia Carter in creating open educational resources (OER) for the Spanish for Native Speakers 2 course (SPN215). New, one-year grant.	26,460
Open Oregon Educational Resources	Center for Academic Innovation	To support Steve Wolfe's project to adopt open educational resources for Physical Geography (GEG105) and development of lab materials, activities, and other supplemental content. New, one-year grant.	2,205
		Total:	$170,598

The grants awarded must be accepted by the board. The above-awarded grants also appear as an action item for board acceptance.

Standard Report-4
January 16, 2019

CHEMEKETA COMMUNITY COLLEGE FOUNDATION QUARTERLY REPORT

Prepared by

Nancy Duncan, Executive Director—Foundation
David Hallett, Vice President—Governance and Administration
Julie Huckestein, President/Chief Executive Officer

END OF YEAR SUCCESSES

The Foundation's end-of-year campaign focused on support for Chemeketa's first generation students in need. A letter including several pictures of Foundation scholarship recipients and their children was used and started with the statement, "You can change generations." The Foundation's goal is to raise $50,000 toward first-generation student scholarships. The Foundation also collaborated with the Salem Saturday Market for the second annual Friday evening opening of the Salem Holiday Market on December 7. This was the opening night of the three-day Holiday Market, which included wine tasting, hors d'oeuvres, and early shopping specials with proceeds going to the Student Relief Fund. Several departments and many students participated raising over $2,500 for the Student Relief Fund and $1,500 for departments that participated.

NEW SCHOLARSHIP ESTABLISHED

Prior to the end of the year, a new scholarship was established for students enrolled in Chemeketa's Apprenticeship programs. Donor Kathi Steffensen made a $20,000 donation to establish a first of its kind *Steffensen Apprenticeship Scholarship*. The scholarship will support first- and second-year apprentices enrolled in Electrician, HVAC, Sheet Metal and Plumbing and award six annual scholarships in the amount of $1,000. The Foundation is very grateful to Kathi Steffensen for her new scholarship to support apprenticeship students.

CLINT FOUNDATION MATCHING DONATION

For the ninth year in a row, John and Nancy McClintock, founders of the Clint Foundation, continued their annual commitment to their scholarship fund with a $10,000 matching donation. The Foundation met this match due to many generous donors. Recipients of the Clint Foundation Scholarship must be employed while attending college, maintain passing grades and make a moral commitment to give back to others in the future.

2019 ESTATE PLANNING SEMINAR PLANNED

The next Estate Planning Seminar, titled, 'Essential Estate Planning: Wills and Trusts Explained' will be held on Tuesday, March 5, 2019, from 12–1:30 pm at Chemeketa Center for Business and Industry (CCBI) in Room 115. Seminars are provided by board member and estate planning attorney, Maria Schmidlkofer. Maria receives rave reviews from attendees. Seminars are free, although space is limited and RSVP's are required.

EMPLOYEE GIVING CAMPAIGN

The Foundation's fall employee giving drive was a success thanks to the generosity of college employees. A total of 47 employees (16 new, 19 increased and 12 one-time gifts) participated to support student scholarships or assistance funds. A total of $10,000 was raised. The Foundation is grateful to all of the Chemeketa employees who support student scholarships and assistance funds. The Foundation is very grateful for our employee support!

STARS RECEPTIONS

The Foundation will hold two STARS receptions in 2019: Friday, May 10, 2019, at Broadway Commons in Salem from 3:30–5 pm, and Friday, May 17, 2019, at the Yamhill Valley Campus in McMinnville from 3:30–5 pm. The events provide a forum for scholarship recipients to meet and thank Foundation donor(s). The pride and humility on the faces of these young (and sometimes not-so-young) men and women tell a simple but powerful story—one of appreciation for the educational opportunities that are made possible. Donors also share reasons for giving and caring about helping Chemeketa.

Standard Report-5
January 16, 2019

FALL TERM ENROLLMENT REPORT

Prepared by

Beth Perlman, Institutional Research Analyst
Fauzi Naas, Director—Institutional Research
David Hallett, Vice President—Governance and Administration

Items included in this report:

- Student, FTE and Enrollment Profile
- Fall Term Enrollment vs. Prior Years
- Fall Term Cumulative Enrollment

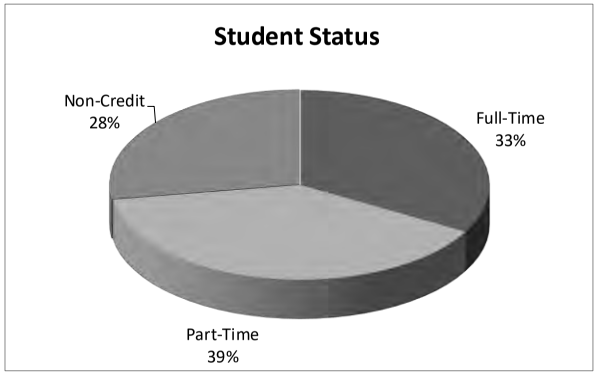
Fall 2018
Student, FTE and Enrollment Profile
All Locations

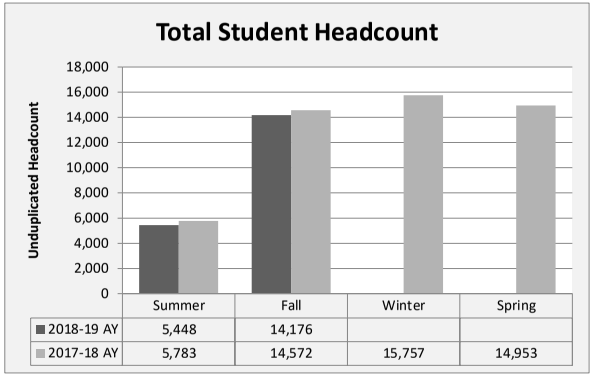
Fall 2018

STUDENTS (unduplicated headcount)

Total Students
14,176

Full-Time	Part-Time	Non-Credit
4,709	5,576	3,891
33.2%	39.3%	27.4%

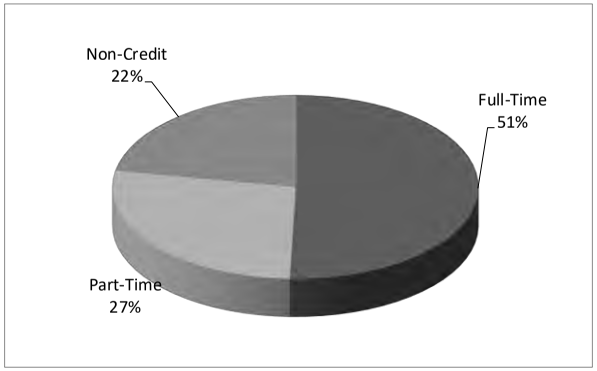


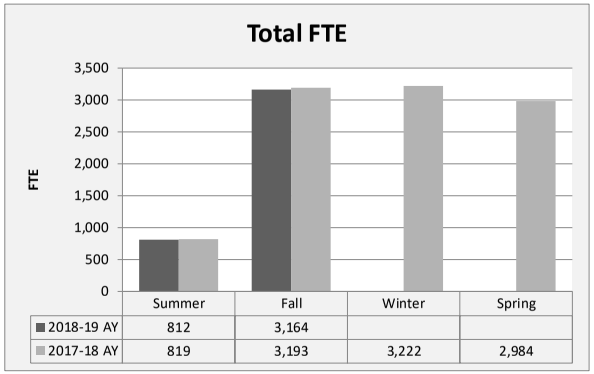


FTE

Total FTE
3,164

Full-Time	Part-Time	Non-Credit
1,599	865	701
50.5%	27.3%	22.2%

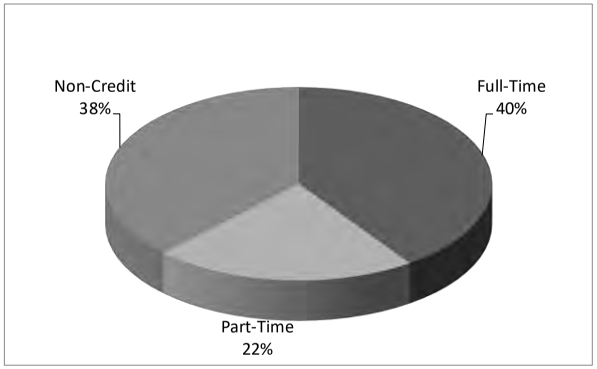


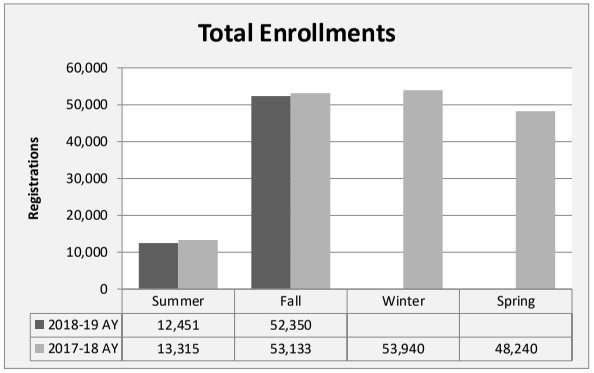


ENROLLMENTS (duplicated headcount)

Total Enrollments
52,350

Full-Time	Part-Time	Non-Credit
21,112	11,508	19,730
40.3%	22.0%	37.7%



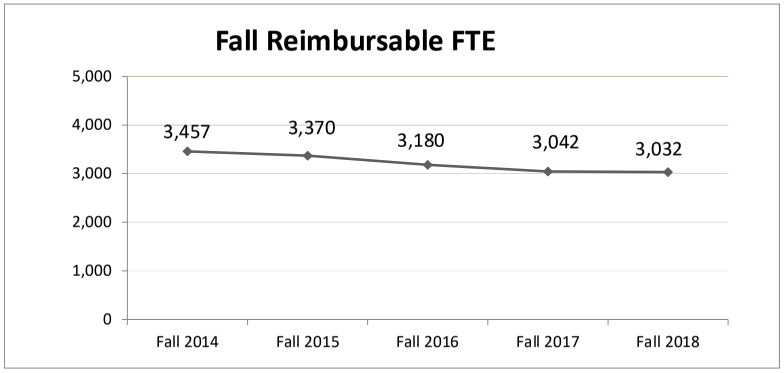


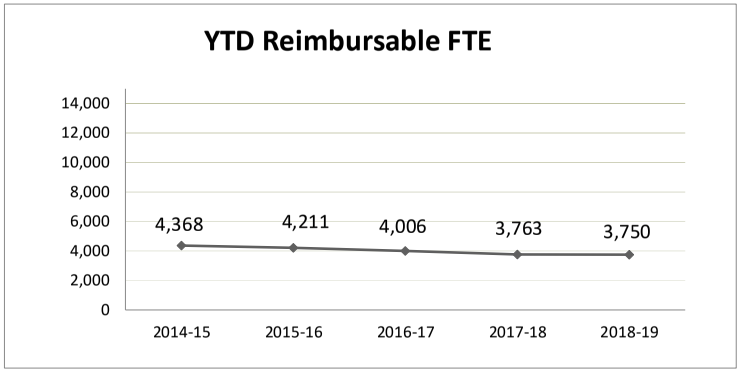
Prepared by Institutional Research

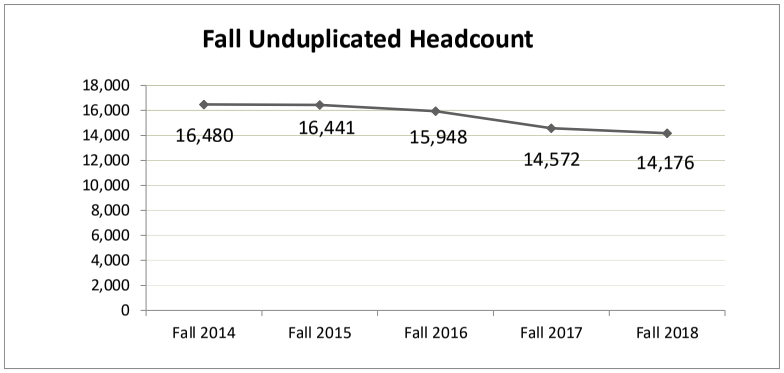
Fall 2018
Student, FTE and Enrollment Profile
All Locations

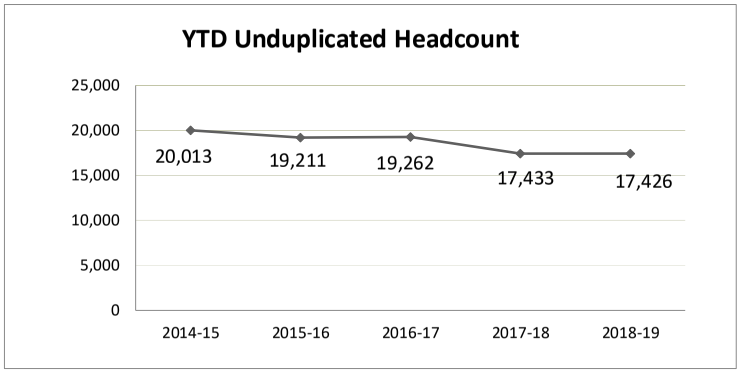
Fall-to-Fall Comparison			
Fall Term FTE and Headcount	**Fall 2017**	**Fall 2018**	**% Change**
Reimbursable FTE	3,042	3,032	-0.3%
Non-Reimbursable FTE	151	133	-11.9%
Total FTE	3,193	3,164	-0.9%
Unduplicated Headcount	14,572	14,176	-2.7%

Year-to-Date			
Year-to-Date FTE and Headcount	**2017-18**	**2018-19**	**% Change**
YTD Reimbursable FTE	3,763	3,750	-0.3%
YTD Non-Reimbursable FTE	249	226	-9.2%
YTD Total FTE	4,012	3,976	-0.9%
YTD Unduplicated Headcount	17,433	17,426	0.0%









Rate of Change from Fall to Fall	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018
Change in Reimbursable FTE	→ -2.5%	↓ -5.6%	↓ -4.3%	→ -0.3%
Change in Unduplicated HC	→ -0.2%	→ -3.0%	↓ -8.6%	→ -2.7%

Rate of Change YTD to YTD	2014-15 to 2015-16	2015-16 to 2016-17	2016-17 to 2017-18	2017-18 to 2018-19
Change in YTD Reimbursable FTE	↓ -3.6%	↓ -4.9%	↓ -6.1%	→ -0.3%
Change in YTD Unduplicated HC	↓ -4.0%	→ 0.3%	↓ -9.5%	→ 0.0%

* A horizontal arrow indicates that change was flat (within three percent).

Prepared by Institutional Research

Standard Report-6
January 16, 2019

RECOGNITION REPORT

Prepared by

Julie Huckestein, President/Chief Executive Officer

I would like to recognize the following for recent contributions to Chemeketa and to their professions.

ANDREW SCHOLER, Computer Information Science instructor, volunteered for the McMinnville School District's "Hour of Coding" at Memorial Elementary School in McMinnville. Andrew attended Nikki Cedargreen's fourth grade class to teach the students how to do some simple coding and help them feel more comfortable with computers. For some of the fourth-graders, coding was nothing new. A few students took a coding class in the second grade! Andrew also showed a video on how technology is used in medicine, agriculture, art, weather forecasting and law enforcement. *(Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.)*

Thanks to LEANNA CRAWFORD, English/Writing instructor, for organizing and promoting this year's Soapbox Poetry and to the following faculty and staff who participated in the fall term Soapbox Poetry readings: PETER DAVIS, topic: Yes, I Am; SARA DENNISON, topic: Garbage, Garbage, Gold; KEVIN SMITH, topic: An Onion; and MANUEL GUERRA, topic: Paz/Peace. *(Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.)*

The CHEMEKETA CHAPTER of the American Association for Women in Community Colleges (AAWCC) received $635 in donations of cash, gift cards, and gifts to "Pay it Forward for the Holidays." Nine employees were nominated by their peers and all received personalized gifts to brighten their holidays. *(Core Theme: Community Collaborations–Instruction, training and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

CHEMEKETA'S WEBSITE is one of the three finalists for a national award from the National Council for Marketing and Public Relations (NCMPR). Winners will be announced at the March NCMPR conference in San Antonio, Texas. Thanks to Marketing staff NANCY DUNCAN, MEGHAN GALLOP, TERRI JACOBSON, ROBERT LAHUE, and ESTHELA ZENDAJAS. *(Core Theme: Academic Quality—Quality programs, instruction, and support services are provided to students.)*

Standard Report-7
January 16, 2019

PRESIDENT'S REPORT

Prepared by

Julie Huckestein, President/Chief Executive Officer

Statewide Partners in Governance and Leadership of Oregon's Community Colleges

The following operational and strategic activities and programs are underway or of note:

OREGON COMMUNITY COLLEGE ASSOCIATION (OCCA)

OCCA is a board governed membership organization formed to support the 17 community colleges and their locally elected board before policymakers and partners whose actions affect the well-being of community colleges across the state.

- Chemeketa and other community college presidents and board members wrote letters to the Governor supporting the $787 million budget request submitted by the Higher Education Coordinating Commission prior to the release of the governor's budget.
- The Governor released a base budget of $546 million and an investment budget of $647 million. Following the release of the Governor's budget, OCCA sent a statewide press release that described the negative impact the governor's base budget will have on students, communities and colleges. The press release states that tuition would be increased an average of 17.5 percent statewide and would impact students who are least able to afford tuition increases.
- OCCA drafted a calendar of activities for the upcoming session including visits to legislators, a letter writing campaign focusing on specific areas of interest such as tuition increases, the GRB, etc.
- OCCA and college presidents attended the Oregon Business Leadership Summit in December. OCCA produced and distributed a document that described the impact community colleges made statewide.
- Julie Huckestein, along with OCCA representatives and Chemeketa board members scheduled appointments with legislators to share the community college budget request of $647 million plus the CTE and Student success request for $70 million each. Presidents asked legislators to support the budget request and to join the community college caucus.
- Chemeketa and other community colleges wrote letters to the legislature sharing the community college ask for 2019–2021.
- The focus for the next few months will be the legislative session, which begins January 22.
- February 1 is CTE day at the Capitol. Chemeketa Executive Dean Johnny Mack and OCCA staff member Katie Archambault are coordinating the event that will bring focus to the CTE programs available at Oregon's community colleges.

HIGHER EDUCATION COORDINATING COMMISSION (HECC)

The single state entity responsible for higher education in Oregon composed of a 14 member volunteer commission appointed by the Governor and a state agency. The HECC develops and implements policies and programs to ensure well-coordinated programs to foster student success.

- The commission heard a proposal to allow North Lake County to withdraw from the Central Oregon Community College taxing district. The request is under consideration.

COMMUNITY COLLEGES AND WORKFORCE DEVELOPMENT (CCWD)

The Office within the HECC that provides coordination, leadership and resources to Oregon community colleges.

- Patrick Crane, Director of CCWD reported that HB2998 transfer legislation work is underway and appears to be on schedule. The transfer areas are business, education, biology and English. The group has agreed on the foundational curricular of 30 credits that will be guaranteed as transferrable between community colleges and public universities and the information has been forwarded to the HECC.

OREGON PRESIDENTS COUNCIL (OPC)

A council of the 17 Oregon community college district presidents and campus presidents that meets regularly (usually monthly) to strengthen our community college network and position in the state.

- Julie Huckestein is the chair and Birgitte Ryslinge, Oregon Coast Community College, is the co-chair. The chair position rotates by annually between large and small colleges and the most senior president who has not previously served as chair fills the role.
- The Presidents Council met in December and discussed their strategic priorities for future years under the following headings: funding, student success, equity and organizational development.
- The Presidents heard updates about accelerated learning, HB2998, Capital construction, nursing shortage, statewide marketing for the session and the legislative session.

The next meeting of the Oregon Presidents Council will be held on January 31 and February 1.

APPROVAL OF COLLEGE POLICIES
#1747—CHEMEKETA GENDER EQUITY IN ATHLETICS
AND #2235—SERVICE ANIMAL POLICY
[18-19-124]

Prepared by

Rebecca Hillyer, General Counsel
Julie Huckestein, President/Chief Executive Officer

CHEMEKETA GENDER EQUITY IN ATHLETICS—POLICY #1747

This policy is new to the college. The US Department of Education requires a policy that states the college is committed to equal opportunity in athletic programs for all genders and also applies in the areas of equal access. In addition, the Equity in Athletics Disclosure Act Survey is a document the college has been providing to the US Department of Education for years.

SERVICE ANIMAL POLICY—POLICY #2235

This policy is new to the college. The college has continued to struggle with students and members of the public bringing dogs to Chemeketa. It is anticipated that this policy will give the administration more control over what circumstances warrant an individual bringing a dog on campus as a service dog.

The proposed changes are underlined and the former language has been stricken with lines through the text. The President's Advisory Council has reviewed the attached policies and recommends them for adoption by the College Board of Education.

It is recommended that the College Board of Education approve college policies #1747—Chemeketa Gender Equity in Athletics and #2235—Service Animal Policy to become effective immediately.

Policy #1747 POL

College Board of Education Series—1000

CHEMEKETA GENDER EQUITY IN ATHLETICS

Chemeketa Community College is committed to providing equal opportunities for athletic participants of all genders in accordance with Title IX.[1]

Title IX applies to intercollegiate athletics to assure there is gender equity in Chemeketa athletics programs, particularly in three areas: athletic participation, scholarships, and treatment of programs.

Athletic Participation: Based on the Department of Education's Title IX Guidance, Chemeketa evaluates equitable student-athlete participation based on the percentage of registered women students to registered men students.

Scholarships and Treatment: Chemeketa's Title IX in Athletics Committee assesses equitable treatment and scholarships of its athletics programs using the following factors:

- The provision of equipment and supplies
- Scheduling of games and practice times
- Travel and per diem allowance
- Opportunity to receive coaching and academic tutoring
- Assignment and compensation of coaches
- Provision of locker rooms, practice and competitive facilities
- Provision of medical and training facilities and services
- Provision of housing and dining facilities and services
- Publicity
- Recruitment

Equity in Athletics Disclosure Act (EADA) Survey
The Equity in Athletics Disclosure Act (EADA) is designed to make prospective students aware of a school's commitment to providing equitable athletic opportunities for its men and women students. Any co-educational institution of higher education that participates in a federal student aid program must annually prepare an EADA report by October 30. Institutions must also report data to the U.S. Department of Education via a mandatory online survey.

[1] Title IX provides that: "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

College Board of Education Series—1000

CHEMEKETA GENDER EQUITY IN ATHLETICS (continued)

Sexual Misconduct Prevention and Response
Chemeketa provides sexual misconduct awareness and prevention training annually to all incoming student athletes where they learn about prohibited conduct, bystander intervention methods, and reporting options. Students also have access to an online Title IX training that provides the legal background around Title IX and additional information on bystander intervention practices. Chemeketa's sexual misconduct prevention programming also includes awareness events throughout the year.

All Chemeketa student-athletes have a right to participate in their athletic program free of discrimination, sexual harassment (including sexual assaults), and retaliation. This includes concerns of student-to-student discrimination and harassment and/or student-to-employee (faculty and staff) discrimination and harassment.

Adopted College Board of Education

Revised College Board of Education

Policy #2235 POL

Administrative Series—2000

SERVICE ANIMAL POLICY

Chemeketa Community College is committed to providing accessible services to all persons and does so in accordance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) as amended (2008).

In compliance with federal and state laws, Chemeketa Community College generally allows service animals, or animals approved for a particular purpose, in all areas of college-owned and/or controlled facilities, such as, but not limited to, campus, classrooms, and college sponsored events to ensure full access and participation of individuals with disabilities. Chemeketa may restrict or remove a service animal's access when the animal poses a direct threat to the health and safety of others, is not under the control of the handler, is not housebroken, or would pose a fundamental change to the class or activity.

Students requesting accommodation will contact Student Accessibility Services. College employees requesting accommodations will contact Human Resources.

The person responsible for any service animal on college-owned and/or controlled property, shall be responsible for any damage to college property, and litter removal and cleanup.

No service animal shall be left unattended on college facilities, including inside parked vehicles, for any period of time without the public safety director's approval.

Chemeketa Community College may also report to the appropriate county animal control agency an animal believed or suspected to be abused, mistreated, or noncompliant with local regulations such as those pertaining to vaccinations and registration.

Definitions

a. Handler

The person with a disability who utilizes a service animal and is responsible for the animal while on campus.

b. Service Animals

As of March 15, 2011, only dogs[1] are recognized as service animals under titles II and III of the ADA as amended (2008). A service animal is defined as a dog that is specifically "trained to do work or perform tasks" that are directly related to a person's disability. **A service animal is not an emotional support animal or a pet.**

[1] Under particular circumstances set forth in the regulations 28 CFR 35.136(i), a miniature horse may qualify as a service animal.

Administrative Series—2000

SERVICE ANIMAL POLICY (continued)

Examples of service animal tasks include pulling a person's wheelchair, providing assistance with stability or balance, guiding an individual who is blind or has low vision, or retrieving items such as pens or backpacks.

c. Service Animal in Training
A service animal in training is a dog that is being trained to perform specific tasks or duties that are directly related to a person's disability.

Adopted College Board of Education

Revised College Board of Education

APPROVAL OF THE ACADEMIC CALENDAR FOR 2019–2020 [18-19-125]

Prepared by

Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

The proposed academic calendar for 2019–2020 continues last year's pattern.

Summer term begins June 24. A standard eight-week session is planned from June 24 to August 17, a ten-week session from June 24 to August 31, and a five-week session from June 24 to July 27. Summer term will continue to be a four-day work week for July and August.

Fall term begins September 23. This term is eleven weeks in length ending December 7. A four-week break is planned between fall and winter terms.

Winter term begins January 6. This term is also eleven weeks in length and ending on March 21. A one-week break is planned between winter and spring terms.

Spring term begins March 30. This term is also an eleven-week term ending June 13.

With holidays and closure days, the college is closed on the following days:

July 4
September 2
November 11, 28, 29
December 23–25, 30–31
January 1
January 20
February 17
May 25

Employee inservice is September 9–20. Tuesday, September 10 is a college-wide inservice day and the college is closed.

It is recommended that the Chemeketa Board of Education approve the Academic Calendar for 2019–2020 at the January board meeting.

Academic Year Calendar 2019-2020

	Summer Term 2019			Fall Term 2019	Winter Term 2020	Spring Term 2020
	Intensive Courses 5 weeks Jun 24–Jul 27	Standard 8 weeks Jun 24–Aug 17	Specific Programs* 10 weeks Jun 24–Aug 31	Sep 23–Dec 7	Jan 6 –Mar 21	Mar 30–Jun 13
College-wide Inservice (College closed to the public)				Sep 10		
Employee Inservice				Sep 9-20		
Beginning of Term	Jun 24	Jun 24	Jun 24	Sep 23	Jan 6	Mar 30
Academic Year and Other Holidays	Jul 4	Jul 4	Jul 4	Sep 2 Nov 11 Nov 28–29 Dec 24 & 25 Dec 31 & Jan 1	Jan 20 Feb 17 - Classified	May 25
College Closure				Dec 23 & 30	Feb 17	
Summer Friday Closure	Fridays Jul 5–Aug 30	Fridays Jul 5–Aug 30	N/A			
Winter Break/Spring Break				Dec 9–Jan 3	Mar 23–Mar 27	
Review & Final Exams	Final exams given during last class period	Final exams given during last class period	Final exams given during last class period	Dec 2–7	Mar 16–21	Jun 8–13
End of Term	Jul 27	Aug 17	Aug 31	Dec 7	Mar 21	Jun 13

*Listed on Summer Exceptions (handout)

Graduation: TBA

Action-3
January 16, 2019

APPROVAL OF 2018–2019 FACULTY SABBATICAL LEAVE RECOMMENDATION ONE-TERM SPRING 2019 [18-19-126]

Prepared by

Theresa Yancey, Sabbatical Review Committee Co-Chair
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

In spring 2018, the College Board of Education approved seven (7) applications for a total of sixteen (16) terms of sabbatical leave for the 2018–2019 academic year, leaving eleven (11) terms of leave for one-term spring 2019 sabbaticals. Four (4) additional applications were submitted in fall 2018 for one-term spring 2019 sabbatical leaves. As noted in the collective bargaining agreement, "if all eligible leaves are not awarded by the April board meeting, applications for a spring leave will be accepted until October 1."

The Sabbatical Review Committee reconvened fall 2018 and used the criteria and guidelines developed jointly by the faculty association and the college to review the applications. The committee, by consensus, recommended the four (4) applications be approved. Members of Instruction and Student Services concurred with the committee recommendation.

It is recommended that the Chemeketa Board of Education approve sabbatical leaves for the following faculty:

Chris Nord—Mathematics, 1 term (spring)
Proposes drafting a free (eBook) or low-cost textbook for MTH112—Trigonometry. During his previous sabbatical in spring 2017, he drafted such a text for MTH060—Introduction to Algebra. This sabbatical allows him the opportunity to continue to collaborate with the college's efforts to provide value and quality to students.

Teresa Prange—Business Management, 1 term (spring)
Proposes four main tasks: 1) increase skills in working on and gaining knowledge of social media platforms; 2) research the generational preferences for social media participation; 3) research social media privacy issues and develop recommendations for student privacy guidelines; and 4) provide knowledgeable instruction on social media topics, suggest generational appropriate platforms, and guide students to feel secure in social media participation.

Laura Scott—Developmental Writing/Reading, 1 term (spring)
Proposes continuing research from her first sabbatical in spring 2018, with an emphasis on mid-year accreditation recommendations provided to the developmental education program. Goal is to show how developmental courses support students' learning all the way through to graduation, and to gain a better understanding of the connections.

Jan VanStavern—English, 1 term (spring)
Proposes investigating, engaging with, and sharing with her students and colleagues the relationship between poetry and technology for writing and for readers. Jan will create a multi-modal presentation and Annotated Bibliography of her findings for WR242 and ENG106.

ACCEPTANCE OF PROGRAM DONATIONS
OCTOBER 1, 2018 THROUGH DECEMBER 31, 2018
[18-19-127]

Prepared by

Nicole Dickerson, Development Associate—Chemeketa Foundation
Jamie Wenigmann, Development Coordinator—Chemeketa Foundation
Nancy Duncan, Executive Director—Chemeketa Foundation
David Hallett, Vice President—Governance and Administration
Julie Huckestein, President/Chief Executive Officer

Item:	1999 Subaru Legacy
Donor:	Shawn & Kimberly Foster
Declared Value:	$800
Program:	Automotive Technology

Item:	2007 Toyota Highlander
Donor:	OCP Group Inc.
Declared Value:	$4,500
Program:	Automotive Technology

Item:	1998 Subaru Legacy
Donor:	Sandra Ryden
Declared Value:	$800
Program:	Automotive Technology

Item:	2001 Volkswagen Cabrio
Donor:	Isaac Mosgrove
Declared Value:	$2,500
Program:	Automotive Technology

Item:	2001 Dodge Durango
Donor:	Susan Erickson
Declared Value:	$2,300
Program:	Automotive Technology

Item:	2002 BMW 530i
Donor:	John Milton
Declared Value:	$3,500
Program:	Automotive Technology

Item:	Atkinson double French horn
Donor:	Thomas Bishop
Declared Value:	$2,500
Program:	Music

Item:	171 lbs. of food for pantry
Donor:	Marion Polk Food Share
Declared Value:	$336
Program:	Food pantry

Item:	91 lbs. of food for pantry
Donor:	Marion Polk Food Share
Declared Value:	$182
Program:	Food pantry

Item:	110 lbs. of food for pantry
Donor:	Marion Polk Food Share
Declared Value:	$220
Program:	Food pantry

Item: Various electronic equipment
Donor: Garmin AT
Declared Value: $16,220.00
Program: Electronics

Item: 124 lbs. of food for pantry
Donor: Marion Polk Food Share
Declared Value: $235
Program: Food pantry

Item: 199 lbs. of food for pantry
Donor: Marion Polk Food Share
Declared Value: $392.50
Program: Food pantry

Item: 156 lbs. of food for pantry
Donor: Marion Polk Food Share
Declared Value: $312
Program: Food pantry

Item: 201 lbs. of food for pantry
Donor: Marion Polk Food Share
Declared Value: $402
Program: Food pantry

Item: 196 lbs. of food for pantry
Donor: Marion Polk Food Share
Declared Value: $383.50
Program: Food pantry

Item: Food gift cards
Donor: NW Innovations
Declared Value: $105
Program: Holiday Social

Item: 9 dozen duck eggs
Donor: Elaine Steenson
Declared Value: $99
Program: Food Pantry

Item: Various medical supplies
Donor: Oregon Surgery Specialist
Declared Value: $16,360.19
Program: Surgical

APPROVAL OF GRANTS AWARDED
OCTOBER 2018–DECEMBER 2018
[18-19-128]

Prepared by

Peggy Greene, Coordinator—Institutional Grants
David Hallett, Vice President—Governance and Administration
Julie Huckestein, President/Chief Executive Officer

These grants have been awarded to the college from October 2018–December 2018. It is recommended that the board accept these grants.

Grantor	Department	Award Description	Amount
Meyer Memorial Trust	Education and Humanities	To increase education workforce diversity by helping English Learner teacher candidates to improve their literacy skills in their native/first language. This project supports collaboration with the Oregon Department of Education to create a college-level Oregon State Seal of Biliteracy. New, two-year grant.	141,933
Open Oregon Educational Resources	Center for Academic Innovation	To support Joseph Romero, Hugh West, and Amalia Carter in creating open educational resources (OER) for the Spanish for Native Speakers 2 course (SPN215). New, one-year grant.	26,460
Open Oregon Educational Resources	Center for Academic Innovation	To support Steve Wolfe's project to adopt open educational resources for Physical Geography (GEG105) and development of lab materials, activities, and other supplemental content. New, one-year grant.	2,205
		Total:	$170,598

MISSION • VISION • CORE THEMES • VALUES

MISSION *(Our purpose)*

Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.

VISION *(What is accomplished by carrying out our mission)*

Chemeketa will be a catalyst for individuals, businesses, and communities to excel in diverse and changing environments.

CORE THEMES *(Manifests essential elements of the mission and collectively encompass the mission)*

Academic Quality – Quality programs, instruction, and support services are provided to students.

Access – A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.

Community Collaborations – Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.

Student Success – Students progress and complete their educational goals.

VALUES *(How we carry out our work; desired culture; our beliefs)*

Collaboration – We collaborate to ensure purposeful, effective programs and services that support all students. We welcome diverse perspectives and encourage the free exchange of ideas.

Diversity – We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

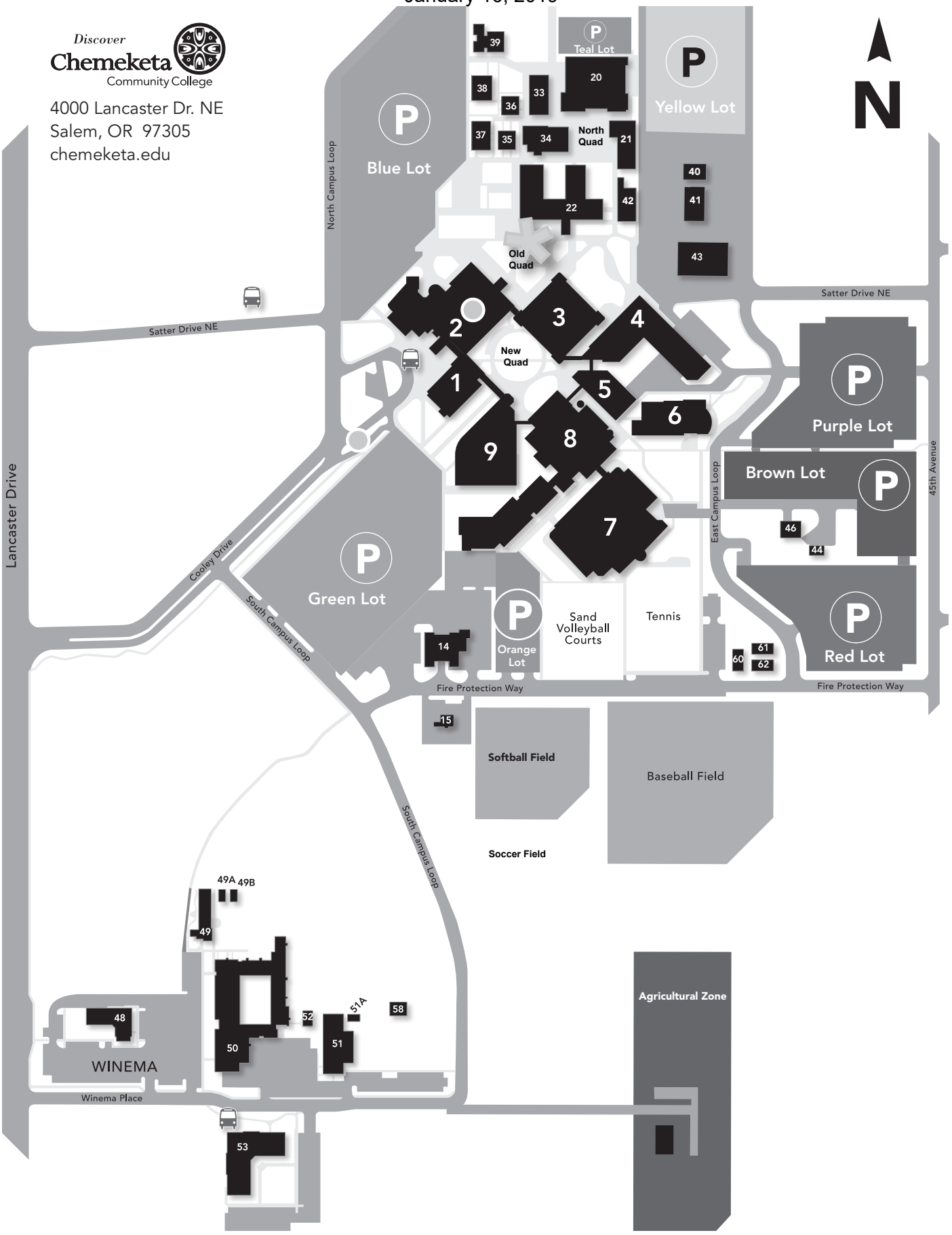
Equity – We promote a just and inclusive environment in which all individuals receive equitable support to reach their full potential. We do this through fair treatment, access, opportunity, and advancement for all, aiming to identify and eliminate barriers that have prevented the full participation of some groups.

Innovation – We innovate through reflection, analysis, and creativity. We design quality instruction, programs, and services to prepare students to meet the changing needs of our communities in a global society.

Stewardship – We act with personal and institutional accountability for the responsible use of environmental, financial, and human resources to meet the needs of current students without compromising the needs of future generations of students.

Discover Chemeketa Community College

Approved by College Board of Education 11/18/2015



Building directory on reverse side

Building and Primary Function(s)

001 1st Floor: Bookstore,
001 2nd Floor: Faculty Offices
002 1st Floor: Advising & Counseling; Career Center; Convenience Store; Student Accessibility Services; Food Court; Information Center; Multicultural Center; Planetarium; Public Safety; Student Recruitment; Student Retention & College Life; Student Support Services; Testing Services
002 2nd Floor: Business Services; CAMP; Chemeketa Completion Program; Enrollment Center; Graduation Services; Financial Aid; Foundation & Marketing; TRiO; Talent Search; Upward Bound; Tutoring Services; Veteran's Services; College Support Service's; Human Resources; Presidents Office; Public Information.
003 1st Floor: Gretchen Schuette Art Gallery; Classrooms;
003 2nd Floor: Classrooms; Math Learning Center; Instruction and Student Services, Placement Testing
004 1st Floor: Automotive Program; Electronics Program
004 2nd Floor: Visual Communications; Robotics; Eletronics & Networking Programs
005 1st Floor: Art Classrooms;
005 2nd Floor: Classrooms
006 1st Floor: Auditorium; Classrooms
006 2nd Floor: Classrooms; Employee Development
007 Gymnasium; Physical Education Classrooms
008 1st Floor: Dental Clinic; Health & Science Classrooms;
008 2nd Floor: Health & Science Classrooms
009 1st Floor: Classrooms; The Center for Academic Innovation; Curriculum, Instruction and Accreditation; Television Studio; Online Programs
009 2nd Floor: Library; Writing Center; Computer Lab; Study Rooms
014 Public Safety
015 Burn Tower
020 Drafting; Engineering; Machining Program
021 Welding Program
022 Academic Development; HEP; Information Technology
033 Apprenticeship Program
034 Conference Rooms; SOAR
037 Faculty Offices
038 Faculty Offices; Occupational Skills Training; Cooperative Work Experience
039 Child Development
040 Facilities & Operations
041 Facilities & Operations
042 Catering Kitchen; Northwest Innovations
043 Copy Center; Mail Room; Recycling
044 Horticulture Potting Shed
045 Activity Field
046 Greenhouse
048 Conference Rooms; MaPS Credit Union; Winema Market & Deli
049 Mid-Willamette Education Consortium, Youth GED Options
050 High School Partnerships
051 Winema High School; Robotics; Lab
052 Classrooms
053 Department of Human Services
058 Facilities & Operations Annex
060 Agriculture Sciences
061 Classrooms
062 Classrooms

Area or Service—Building/Room

General Information (Welcome Center)—2/110
Public Safety—2/173—503.399.5023
Academic Development—22/100
Instructional & Student Services—3/272
Admissions—2/200
Advising—2/110
Art Gallery—3/122
Auditorium—6/115
Boardroom—2/170
Bookstore—1/First Floor
Business Services—2/202
Chemeketa Cooperative Regional Library Service—9/136
Computer Labs, Library—9/Second Floor
Convenience Store—2/180
Cooperative Work Experience—38
Dental Clinic—8/101
Executive Dean of Students—3/272
Employee Development Center—6/218b
English for Speakers of Other Languages—22/100
Enrollment Center—2/200
Extended Learning—3/252
Financial Aid—2/200
First Aid—2/173
Food Service—2/First Floor, 8, & 48
GED—22/100
Gymnasium—7
Human Resources—2/214
International Programs and Study Abroad—2/174
IT Help Desk—9/128
Career Center—2/115
Library—9/Second Floor
Lost & Found—2/173
Mail Room—43
Multicultural Center—2/177A
Northwest Innovations—42
Online Courses—9/106
Parking Permits—2/173
Planetarium—2/171
Posting Notices on Campus—2/176
President's Office—2/216
Public Information—2/208
Registration—2/200
Student Accessibility Services—2/174
Student Center—2/179
Student Clubs—2/176
Student Identification Cards—1/First Floor
Study Skills—2/210
Television Studio—9/162
Testing Center—2/101 (Testing Annex—3/267)
Transcripts—2/200
Transfer Information—2/110
Tutoring Center—2/210
Vending Machine Refunds—Bookstore
Veterans' Services—2/200
Writing Center—9/210

Instructional Department Offices

Dental Programs—8/109
eLearning & Academic Technology—9/106
Emergency Services—19
Health, & Human Performance—7/103
Health Sciences—8/114
Humanities & Communications—1/204
Applied Technologies—20/203
Math, Science—9/105
Agricultural Sciences—60
Nursing—8/113
Pharmacy Technology—8/113
Social Science, Business and Human Services—1/204
Tech Hub—9/106

Restrooms

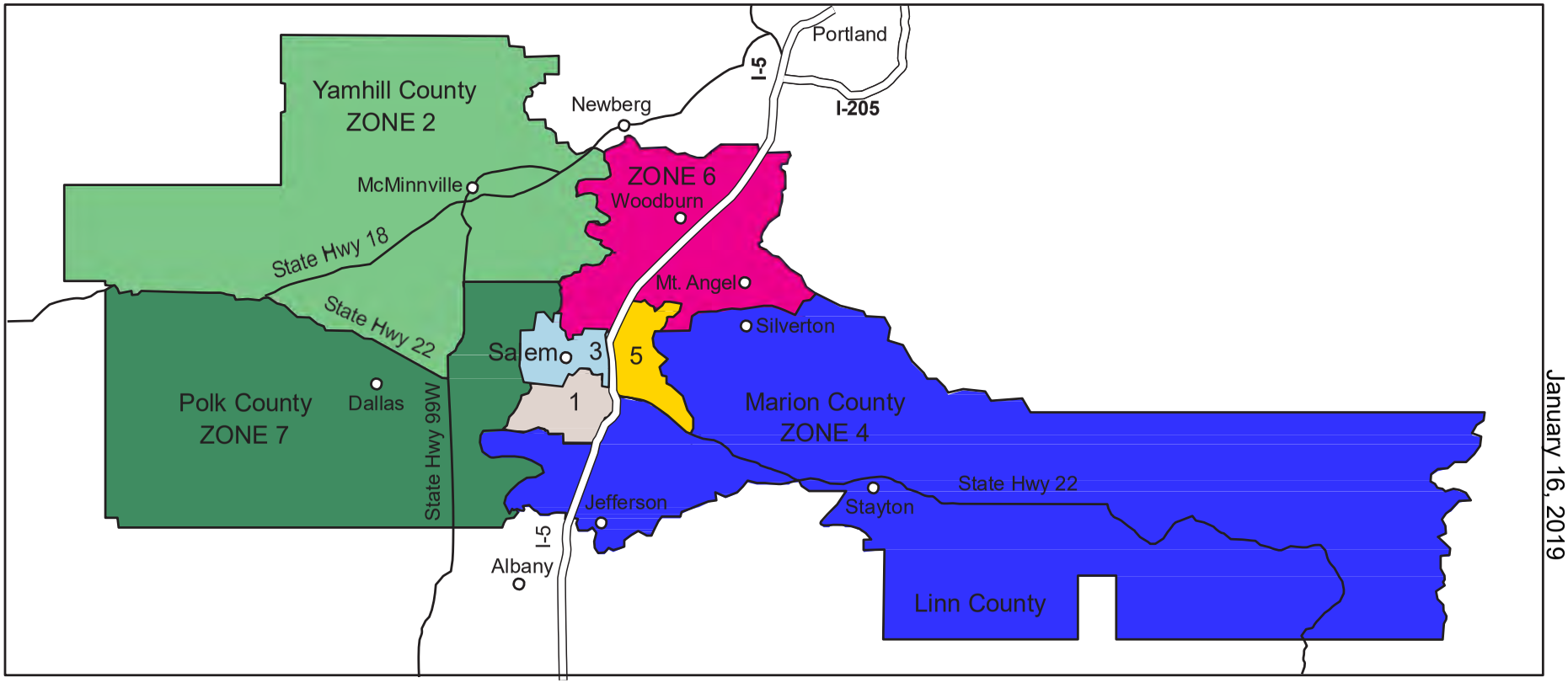
SINGLE OCCUPANCY
Building 2—First floor
Building 4—Second floor
Building 5—Second floor
Building 6—First floor
Building 8—First floor
Building 20—First floor
Building 36—First floor
Building 37—First floor
Building 38—First floor
Building 40—Second floor
Building 50—First floor
Building 51—First floor

MOTHER'S ROOM
Building 2—First floor
Building 8—First floor
Building 20—Second floor
Building 40—Second floor

Discover Chemeketa Community College

Chemeketa Community College

District Boundary and Board Zones



Board Members

ZONE 1	Ed Dodson
ZONE 2	Ron Pittman
ZONE 3	Neva Hutchinson, Chairperson 2018–2019
ZONE 4	Ken Hector
ZONE 5	Jackie Franke
ZONE 6	Diane Watson, Vice Chairperson 2018-2019
ZONE 7	Betsy Earls

Handouts
January 16, 2019

Discover Chemeketa Community College

Tuition, Universal Fee and Differential Fee Rate Setting Guidelines

Tuition and Universal Fee rates:

The College Board of Education approves tuition and universal fee rates. Rates are based on these criteria:

- Community college rankings of the prior year (comparing tuition rates as well as the annualized in-district tuition and fee rates (based on 45 credits per year))
- Set in a range to be competitive in the college's market area and with comparator colleges
- The recommended amount is intended to avoid large increases while allowing the college to move towards the competitive range
- Out-of-state and international tuition rates receive the same relative increase adjusted for market conditions

Tuition is used for operations and the universal fee is allocated to targeted programs, activities and expenditures by the Executive Team.

Differential fee rates for specific programs or courses:

Annually, the college will evaluate a program or course specific differential fee rate that addresses the long-term financial sustainability of high cost programs and courses. Any recommended differential fee rate will be presented to the College Board of Education for approval. Any differential fee assessed on a specific program or course will be identified to students enrolling in such program or course.

The college's Executive Team will establish a set of criteria for determining the specific programs and courses that will include the differential fee rate. Revenue recognized from a differential program or course specific fee will be allocated to the fund from which the program or course expenses are incurred.

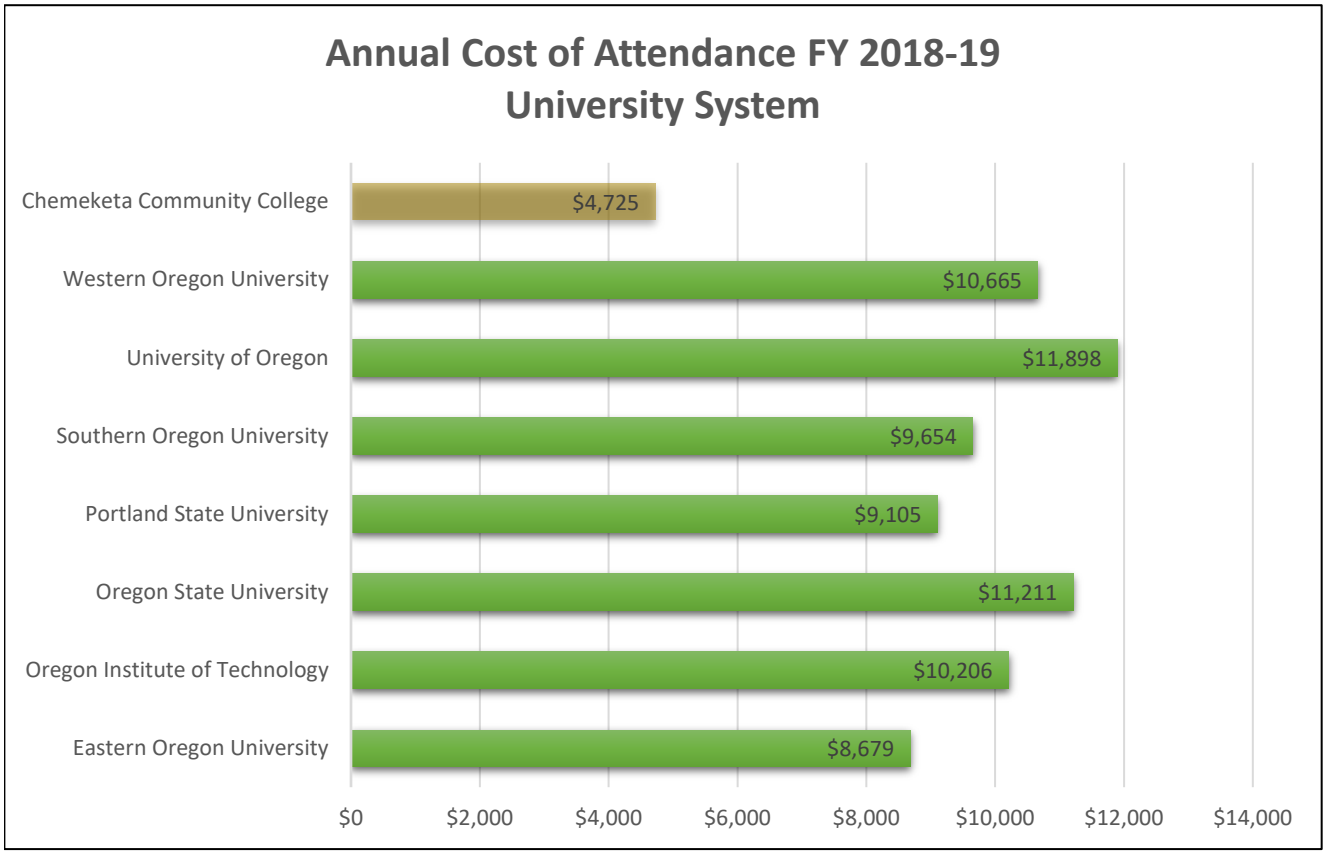
Oregon Community Colleges
2018-2019 Tuition & Fees

	Community College	Tuition (Charge Per Credit Hour)			Fees Quarterly Fees & Other Fees (per 15 credits)			In-District Tuition & Fees - Annualized (for 45 credits)
		In-District	Out-of-State	International	Technology	Other	Total	
1	**Chemeketa**	$87.00	$252.00	$252.00	$0.00	$270.00	$270.00	$4,725
2	**Tillamook Bay**	$97.00	$117.00	$117.00	$75.00	$90.00	$165.00	$4,860
3	**Central**	$99.00	$283.00	$283.00	$135.00	$26.25	$161.25	$4,939
4	**Clackamas**	$100.00	$266.00	$266.00	$82.50	$65.50	$148.00	$4,944
5	**Clatsop**	$102.00	$204.00	$357.00	$150.00	$30.00	$180.00	$5,130
6	**Linn-Benton**	$109.10	$253.59	$309.45	$63.75	$63.05	$126.80	$5,290
7	**Portland**	$111.00	$246.00	$246.00	$67.50	$74.25	$141.75	$5,420
8	**Oregon Coast**	$105.00	$214.00	$214.00	$90.00	$150.00	$240.00	$5,445
9	**Treasure Valley**	$99.00	$109.00	$214.00	$0.00	$330.00	$330.00	$5,445
10	**Columbia Gorge**	$102.00	$228.00	$228.00	$0.00	$300.00	$300.00	$5,490
11	**Klamath**	$103.00	$181.00	$211.00	$120.00	$165.50	$285.50	$5,492
12	**Umpqua**	$97.00	$112.00	$209.00	$112.50	$270.00	$382.50	$5,513
13	**Mt. Hood**	$107.00	$216.00	$243.00	$93.75	$148.00	$241.75	$5,540
14	**Rogue**	$107.00	$131.00	$358.00	$105.00	$140.00	$245.00	$5,550
15	**Lane**	$113.50	$270.00	$236.00	$135.00	$128.00	$263.00	$5,897
16	**Southwestern**	$94.00	$94.00	$282.00	$0.00	$561.00	$561.00	$5,913
17	**Blue Mountain**	$108.00	$324.00	$324.00	$277.50	$165.00	$442.50	$6,188
	Statewide Average	**$102.39**	**$205.92**	**$255.85**	**$88.68**	**$175.09**	**$263.77**	**$5,399**

Oregon University System
2018-19 Tuition and Fees*

	Total Annual Tuition and Fees
University System:	
Eastern Oregon University	$8,679
Oregon Institute of Technology	$10,206
Oregon State University	$11,211
Portland State University	$9,105
Southern Oregon University	$9,654
University of Oregon	$11,898
Western Oregon University	$10,665
Private Schools:	
George Fox University	$36,020
Linfield College	$43,194
Lewis & Clark College	$50,934
Willamette University	$50,599

* based on institutional websites



Chemeketa Community College ~ Strategic Initiatives and 2018-19 Planned Activities

Revised: 11.20.2018

The 2018-2019 Placemat represents the strategic initiatives established by the Executive Team and the Chemeketa Community College Board. Drawn from the strategic plan, the purpose of the placemat is to foster mission-driven activity through active conversations, data awareness, and collaborative innovation. Foundational to the work on these initiatives are the college's values (Collaboration, Diversity, Equity, Innovation, Stewardship) and the principles of measuring progress, adhering to responsible budgeting, and promoting equity.

Academic Quality

Quality programs, instruction, and support services are provided to students.

Math Progression and Completion *(GP) (HSI)*

Modify math course content, delivery, sequence and support services; revise where necessary to improve student progression and completion.

Associated Measures	3Yr Av	17-18	2022
Transfer student progression through math sequences	61.9%	60.2%	70%
Overall Math pass rate	66.7%	66.1%	75%
Percent of degree-seeking students taking math in 1st or 2nd term	47.7%	76.3%	90%

Planned Activities:

- Track effectiveness of AVID strategy use in developmental education math classes
- Integrate wrap-around student support services in targeted courses
- Review function and purpose of the Math Learning Center
- Research student success and progression factors impacting math courses

Annual Milestone:

- A comprehensive plan has been developed

Program Review & Planning *(GP)*

Define processes, expectations, and relationship between program review, annual plan, annual report, and resource allocation.

Associated Measures	3Yr Av	17-18	2022
Percent of programs that implement findings and recommendations identified in their program review	N/A	64%	100%

Planned Activities:

- Enhance the structure and expectations after program review is completed
- Refine program annual report
- Create a clear relationship between resource allocation and program review/planning

Annual Milestone:

- All academic programs and student services have completed first cycle of program review
- Standardized data profiles have been developed for academic and service programs

Student Learning Outcomes and Assessment *(GP)*

Systematically assess, report, and analyze outcomes. Use results for continuous improvement and resource allocation.

Associated Measures	3Yr Av	17-18	2022
Percent of programs/disciplines reporting assessment data	N/A	63%	100%
Percent of programs/disciplines reporting using assessment data to modify curriculum/ teaching practices (data source: Annual Plan)	N/A	60%	100%

Planned Activities:

- Establish an assessment committee involving faculty
- Create an outcome and assessment coaching model
- Explore common college-wide outcomes for all programs.

Annual Milestone:

- Each Gen Ed discipline has established and published goals, objectives, outcomes, and assessments
- All Gen Ed disciplines are assessing and reporting program outcomes
- Results are used to improve student learning

Professional Development *(HSI)*

Support, encourage, and provide professional development for all Classified, Exempt, and Faculty to enhance ability to perform job duties, promote career growth, and foster student success.

Associated Measures	3Yr Av	17-18	2022
Percent of full-time Faculty engaging in professional development activities	N/A	48.7%	100%
Percent of full-time Classified engaging in professional development activities	62%	67%	100%
Percent of full-time Exempt engaging in professional development activities	78%	84%	100%

Planned Activities:

- Establish professional development steering committee
- Create comprehensive professional development structure and practices for faculty, classified, and exempt employees
- Provide new professional development opportunities for employees

Annual Milestone:

- A single site has been established for all employee professional development information and activities
- All exempt employees have completed 1-day Outward Mindset training. All Exec Team members have completed 2-day training
- 20 managers have participated in ASCENT training.

Notes:

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target Measures are reviewed and revised on an annual basis

(GP) represents initiatives aligned with Guided Pathways
(HSI) represents initiatives aligned with DHSI grant

Access

A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.

Academic Program Offerings *(GP)*

Develop new academic programs, review the sustainability of programs and course offerings. Utilize new delivery methods and modalities to meet student and workforce needs.

Associated Measures	3Yr Av	17-18	2022
Average limited enrollment program fill rate	78%	82%	100%
Average cost per FTE by program* *Calculation method to be developed this year	N/A	N/A	N/A

Planned Activities:

- Offer college courses to high school students taught by college faculty
- Assess and evaluate viability of current and future programs and course offerings using fiscal/ cost-effectiveness, data, trends, and workforce needs
- Develop vision and strategic plan for online department and offerings

Annual Milestone:

- Three new pathways, certificates, or degrees have been approved
- Strategic plan has been created for online department and offerings
- Strategic data criteria models for fiscal viability of programs have been developed

Affordability *(GP) (HSI)*

Promote access to a college education by reducing costs and increasing value for students.

Associated Measures	3Yr Av	17-18	2022
Percent of courses with course material fees of $40 or less	N/A	38%	50%
Percent of students completing a degree who have earned 96 or fewer Chemeketa college-level credits	34.9%	35.2%	50%

Planned Activities:

- Reduce cost and time to college readiness
- Expand efforts to reduce cost of textbooks/course materials

Annual Milestone:

- At least 3 credit-bearing developmental education courses have been eliminated
- $1.5 Million in new combined student savings on textbook/course materials has been achieved this year

Equity and Diversity of Employees

Increase the racial/ethnic diversity of our employees to represent our student populations and community (currently 32.2%). Enhance the cultural competency of the college community.

Associated Measures	3Yr Av	17-18	2022
Percent of full-time faculty who self-identify as racially/ ethnically diverse	14.2%	14.6%	32.2%
Percent of salaried employees who self-identify as racially/ ethnically diverse	21.8%	22.7%	32.2%
Percent of salaried employees indicating an increased cultural competency as a result of participation in a cultural competency training or event* *Measuring method to be developed this year	N/A	N/A	100%

Planned Activities:

- Develop institutional cultural competency plan in compliance with House Bill 2864
- Use data to improve recruiting and hiring process to increase the racial/ethnic diversity of employees
- Partner with universities to develop paid internship program to provide classroom experience for diverse graduate students
- Identify a campus climate survey to be administered
- Hire culturally competent employees

Annual Milestone:

- The racial/ethnic diversity of salaried faculty has been increased by 1%
- A campus climate survey has been administered
- Cultural competency trainings are identified and offered

Enrollment *(GP) (HSI)*

Coordinate recruitment/retention efforts to increase or sustain FTE.

Associated Measures	3Yr Av	17-18	2022
FTE (sustain current FTE levels)	10,640	10,217	11,000
Average enrollment (number of credits attempted annually) by all degree-seeking students	21.4	21.5	27.0

Planned Activities:

- Coordinate college-wide recruiting activities and efforts
- Actively monitor persistence and retention data for improvement opportunities
- Review current student onboarding process

Annual Milestone:

- A recruitment committee has been established, meeting quarterly to review initiatives
- A coordinated district-wide student communication plan has been developed
- A coordinated district-wide student recruitment plan has been developed

Chemeketa Community College ~ Strategic Initiatives and 2018-19 Planned Activities

Revised: 11.20.2018

The 2018-2019 Placemat represents the strategic initiatives established by the Executive Team and the Chemeketa Community College Board. Drawn from the strategic plan, the purpose of the placemat is to foster mission-driven activity through active conversations, data awareness, and collaborative innovation. Foundational to the work on these initiatives are the college's values (Collaboration, Diversity, Equity, Innovation, Stewardship) and the principles of measuring progress, adhering to responsible budgeting, and promoting equity.

Community Collaborations

Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.

College Readiness through Educational Partnerships *(GP)*

Develop K-12 partnerships that will generate discussion and create systems to improve student readiness for college.

Associated Measures	3Yr Av	17-18	2022
Percent of recent high school graduates within our service area placing into MTH095 or higher	29.7%	37.0%	50%
Percent of recent high school graduates indicating in the spring their intent to attend Chemeketa and who register for fall classes	49%	50%	60%
Number of high school teachers attending professional development activities (MWEC/Perkins: 422, CCN: 78, Chemeketa MWEC: 94)	N/A	594	654 (+10%)

Planned Activities:

- Expand student summer (melt) bridge and credit recovery programs districtwide
- Plan summer professional development opportunities for high school faculty
- Facilitate high school and college math faculty curriculum alignment and placement discussions

Annual Milestones:

- Salem, YVC, Woodburn, and Polk have scheduled at least one summer bridge program
- Summer professional development opportunities have been provided for high school teachers
- An agreement with SKSD reached on a structural concept for future implementation to align math curriculum

Agricultural Complex Development

Develop plan for agricultural complex and programs that represents our district, future training needs, and provides a space that will build collaboration with community and partners.

Associated Measures	3Yr Av	17-18	2022
No measure	---	---	---

Planned Activities:

- Solidify cost, funding sources, and partners
- Develop capital campaign for greenhouse, learning gardens, and outdoor classroom portion of the agricultural complex

Annual Milestone:

- Fundraising goal of $500,000 has been met
- Schematic design is complete and groundbreaking has occurred on complex

College Credit Now and Accelerated Learning *(GP)*

Redesign College Credit Now (Accelerated Learning) to align with student educational goals.

Associated Measures	3Yr Av	17-18	2022
Percent of district high schools offering identified core courses	N/A	N/A	N/A

Planned Activities:

- Integrate Guided Pathways initiative into CCN
- Identify the most transferable Gen Ed courses for broad delivery across all school districts
- Open statewide discussion of CCN best practices and cost equity
- Offer new approved CTE programs of study CCN courses

Annual Milestone:

- Gen Ed core courses have been identified to offer in all high schools district-wide

University Transfer *(GP) (HSI)*

Improve student transfer to universities through partnerships and articulation agreements.

Associated Measures	3Yr Av	17-18	2022
Percent of full-time transfer degree seeking students who transfer within 4 years (graduates and non-graduates)	37.4%	38.9%	50%
Percent of students completing a transfer degree who have earned 96 or fewer Chemeketa college-level credits	40.0%	37.3%	50%

Planned Activities:

- Help lead Public University Transfer - HB 2998 statewide work
- Collaborate with public and private Oregon universities on transfer pathways for specific majors without loss of credit

Annual Milestone:

- 5 new university transfer pathways are in place

Notes:

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target Measures are reviewed and revised on an annual basis

(GP) represents initiatives aligned with Guided Pathways
(HSI) represents initiatives aligned with DHSI grant

Student Success

Students progress and complete their educational goals.

(GP) *= Initiative aligns with Guided Pathways* ***(HSI)*** *= Initiative aligns with DHSI grant*

Guided Pathways *(GP) (HSI)*

Implement the Guided Pathways (GP) system in order to improve student progression and completion.

Associated Measures	3Yr Av	17-18	2022
Percent of full-time, credential-seeking students who graduate within 3 years New (New IPEDS definition)	23.5%	22.5%	25.5%
Percent of new degree & certificate-seeking students who persist from fall to winter (full-time and part-time)	79.2%	79.8%	100%
Percent of new degree & certificate-seeking students who are retained from fall to fall (full-time and part-time)	55.3%	56.0%	59.0%
Transferring students* *See measure 1 listed under University Transfer initiative			

Planned Activities:

- Program mapping underway
- Initiate work on Majors/Meta Majors
- Develop coaching model of academic advising
- Identify system and process changes to support students

Annual Milestone:

- Program maps created for all programs and disciplines
- Data has been identified for measuring Guided Pathways impact

Data Informed College *(GP) (HSI)*

Improve the current system and quality of data to inform decisions and measure effectiveness. Create a culture that uses data to analyze and improve the effectiveness and efficiency of departments, programs, courses, services and activities in support of student success.

Associated Measures	3Yr Av	17-18	2022
No measure	---	---	---

Planned Activities:

- Increase appropriate access to data
- Systematically incorporate data into decision rationales
- Improve quality of data
- Provide training and resources for data analysis and interpretation

Annual Milestone:

- 80% of Academic and Service programs have data profiles and access to data
- All programs have documentation of data used and source (data dictionary)

DHSI Chemeketa Accelerated Pathways to Success (CAPS) / Student-Ready College *(GP) (HSI)*

Implement Developing Hispanic-Serving Institution (DHSI) grant.
(1) Improve student access, retention, and degree or certificate completion, especially for Hispanic and low-income students.
(2) Improve institutional efficiency and effectiveness through a college-wide infrastructure of shared collaboration.

Associated Measures	3Yr Av	17-18	2022
Students who graduate* *See measure 1 listed under Guided Pathways initiative			
Students who are retained fall to fall* *See measure 3 listed under Guided Pathways initiative			
Percent of student engagement in academic support services* *Calculation method to be developed this year	N/A	N/A	24%
Percent of degree or certificate-seeking students who successfully complete developmental education courses (C or better) to progress to college-level within two years	19.1%	20.2%	22%

Planned Activities:

- Hire and train key personnel, establish steering committee
- Redesign student admissions and enrollment process
- Identify at-risk students through an early assessment process
- Analyze processes, systems and culture for opportunities to better serve students
- Enhance professional development training
- Plan expansion of the early alert system

Annual Milestone:

- Year one milestones of the DHSI grant have been achieved
- A plan is in place to redesign academic support services

Integrated Education and Training (IET) *(GP)*

Research, promote and offer IET programming in the college district that will allow second language learners and academically underprepared students to attain careers and job advancement.

Associated Measures	3Yr Av	17-18	2022
Percent of IET completers	N/A	71%	76%
Percent of IET students transitioning to additional certificate or degree options or transferring to a university	N/A	70%	75%
Percent of IET completers reporting career attainment or job advancement resulting from training* *Survey to be developed this year	N/A	N/A	N/A

Planned Activities:

- Offer new IET assisted programs
- Research/determine next programs or courses for IET approach
- Create a process to track IET student retention, completion, and transition

Annual Milestone:

- IET with wrap-around services piloted to 3 new CTE programs
- A tracking system for IET students has been implemented

2017-18 Strategic Initiative Placemat

Wrap-up & Status Report

Academic Quality: Strategic Initiatives

Quality programs, instruction, and support services are provided to students.

Objectives:

A) Academic Programs and service areas participate in regular continuous improvement processes to ensure high quality.

B) Students and business clients are satisfied with their educational experiences.

C) Facilities with up to date technology and equipment create an enriched learning environment.

D) Courses and programs align with academic and industry standards.

E) The college hires a well-qualified workforce and invests in professional development and training.

Strategic Initiative: Program Review

Strengthen connection between program review and annual planning process. Use Plan-Do-Check-Act. Enhance the program review structure, and clarify expectations after program review is completed.

Work is progressing, will remain on placemat.

Steering committee has been established, mid-cycle check-in has been piloted, Annual Planning documents have been adjusted to more closely coordinate with Program Review process.

Strategic Initiative: Student Learning Outcomes (SLO) and Assessment

Systematically assess, report, and analyze outcomes. Use results for continuous improvement planning and resource allocation.

Work is progressing, will remain on placemat.

Faculty from several Programs shared progress, challenges and successes with Accreditation visitors in February (official feedback report pending). Dashboard site has been established to display outcomes, collect assessment results. Academic Standards sub-committee formed to study a common set of institutional outcomes to be applied to all programs.

Strategic Initiative: Math Progression and Completion

Continue to review math course content, delivery, sequence and support services; revise where necessary to improve student progression and completion.

Work is progressing, will remain on placemat.

Dev Ed Math faculty have received AVID training. Faculty are beginning to analyze historical student progression and completion data. Additional data has been requested, and continuing discussions are planned. Math classes and faculty have been co-located into Bldg 3. Embedded tutors in some course sections is being piloted, with resulting data to be analyzed. A Completion Bridge Course pilot is planned - - a one-credit two-week “completion course” coupled with a late start course targeting students that were just on the edge of passing. Multiple measures approach towards initial course placement has been established. Recent high school grads are placed based on high school math experience. MTH020 to be eliminated by Summer term 2019. Reduced MTH098 credits to make it more attractive to students. Introduced a new press book for MTH095 which should help students have easier and cheaper access to a textbook to increase success in the course and progression to MTH111.

2017-18 Strategic Initiative Placemat

Wrap-up & Status Report

Strategic Initiative: Professional Development
Support, encourage, and provide professional development for all Classified, Exempt, and Faculty to enhance ability to perform job duties, promote career growth, and foster student success.

Work is progressing, will remain on placemat.
Many faculty have participated in AVID training, additional trainings will be scheduled this year. Employee Development Certification program has launched, second cohort starting fall 2018. Professional Development has been integrated into evaluation process for all employee groups. Dashboard site has been created to track and standardize faculty Professional Activity Funds requests.

Academic Quality Core Theme Measures

Measure (_) designates associated core theme objective	**2016-17**	**2017-18**	**2022 Target**
(A) Percent of academic programs and service areas that have completed program review within their scheduled cycle. **45/52 academic, 8/8 outreach, 8/24 service areas are complete or underway.**	61.0%	**73.0%**	**100%**
(A) Percent of math gateway courses' delivery and support services reviewed for strategies to improve student progression. (MTH095/MTH111, MTH098/MTH105). **See Math Progression and Completion Initiative narrative on previous page.*	N/A	**100%**	**100%**
(A) Percent of students earning a C or higher in MTH111, who completed the prerequisite of MTH095 with a C or higher. **3-yr Avg 73.9%.** **Students who place into MTH111 and complete ("C" or higher): (2016-17) 66.5% (2017-18) 88.3%**	73.6%	**69.9%**	**77%**
(B,C) Of continuing students surveyed regarding their educational experience, percent that felt: **2017-18 was the first year of the in-house survey*			
· Engaged in and out of the classroom	N/A*	**96.2%**	**100%**
· Satisfied with their college experience	N/A*	**94.9%**	**100%**
· Satisfied with their enriched learning environment **Measure no longer applicable*	N/A*	**N/A**	**N/A**
(C,D) Percent of advisory committees indicating:			
· Classroom technology and equipment meets or exceeds industry standards	N/A	**91%**	**100%**
· Courses meet or exceed industry standards	N/A	**94%**	**100%**
(E) Percent of faculty actively involved in a regular four-year cycle of performance evaluation.			
· Full-Time Faculty	92.0%	**97%**	**100%**
· Part-time faculty	N/A	**N/A**	**100%**

Note:
2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target
Measures are reviewed and revised on an annual basis

2017-18 Strategic Initiative Placemat

Wrap-up & Status Report

Access: Strategic Initiatives

A broad range of educational opportunities and workforce training
are provided to students in pursuit of their goals.

Objectives:

A) Students have access to skill building courses to enter college level courses or to join the workforce.
B) Students have access to courses leading to degree completion.
C) College initiatives limit costs of attending college.
D) Student population reflects the adult population in the college's service area.
E) College employee groups reflect the student population race/ethnicity.

Strategic Initiative: Academic Program Offerings
Develop new academic programs/ certificates and degrees, review existing programs. Utilize new delivery methods/ modalities to meet student and workforce needs.

Work is progressing, will remain on placemat.
A number of summer bridge programs were developed, targeting new graduates and current middle or high school students with the goal of career exploration and successful transition to college. Throughout 2018-19 data will be analyzed to determine effectiveness of bridge programs. Additional CTE courses are offered in area high schools, taught by either Chemeketa or high school faculty. Some high school students are attending CTE classes at Chemeketa. New programs developed this year: Diesel Mechanics, Wine Hospitality Operations, Anesthesiology Tech, Media Digital Arts, and Cybersecurity.

Strategic Initiative: Equity and Diversity of Employees
Increase the racial/ethnic diversity of our employees to represent our student populations and community. Enhance the cultural competency of the college community.

Work is progressing, will remain on placemat.
An Institutional Cultural Competency Plan is being developed, as part of compliance requirements of HB 2864. Hiring and recruiting processes are continuously evaluated for opportunities to increase the diversity of employees. Faculty diversity level is modestly increased. Recruitment for new Diversity and Equity Officer resulted in a failed search. To be opened in 2018-19.

Strategic Initiative: Affordability
Promote access to a college education by reducing costs and increasing value for students.

Work is progressing, will remain on placemat.
This work has occurred on many fronts. Dev Ed programs are exploring lower cost options for the lowest level of credit reading, writing, and math courses. Textbook affordability efforts continue primarily through Chemeketa Press, course material fee model, and the lending libraries, resulting in $1.24M savings to students last year. 17 CTE programs have worked with advisory committees to reduce credit requirements.

Strategic Initiative: Integrated Career & Academic Preparation Systems (ICAPS)
Research, promote and offer ICAPS programming in the college district that will allow second language learners and academically underprepared students to attain careers and job advancement.

Work is progressing, will remain on placemat.
The first Early Childhood Education pilot was highly successful, cohorts #2 and #3 are underway. A Welding cohort will begin this fall. The college is working with local employers to create a program for clothing manufacturing. Health care options in CNA and Medical Assisting are being researched. The college continues to look for opportunities to help lower skilled CTE students gain access to additional wrap around supports for

2017-18 Strategic Initiative Placemat

Wrap-up & Status Report

progression.

Access Core Theme Measures

Measure (_) designates associated core theme objective	2016-17	2017-18	2022 Target
(A,B) Of (AAOT, ASOT, AS) intent students:			
· Percent of students who enrolled in MTH105/MTH111 within one year of successfully completing MTH095/MTH098. **3-yr Avg: 76.2%**	64.2%	**67.5%**	**100%**
· Percent of students who enrolled in WR121 within one year of successfully completing WR115. **3-yr Avg: 79.8%**	82.8%	**71.7%**	**100%**
(C) Percent of courses with a cost of $40 or less for textbooks and course materials. *Includes Credit, HS, CWE, Non-Credit. Same #'s as on Insite/ Bookstore website. Does not include Test out, Corrections or Department Issued.*	24.2%	**38.0%**	**50%**
(C) Student education costs saved per year through student participation in the following Chemeketa assistance programs: **16-17 savings: Chemeketa Scholars - $1.9M, Dual credit - $2.6M, Early College - $0.3M, Student tuition waivers - $1.1M*** ***2016-17 tuition waiver data collection methodology revised*** **17-18 savings: Chemeketa Scholars - $2.0M, Dual credit - $2.6M, Early College - $0.7M, Student tuition waivers - $1.2M, Foundation scholarships - $0.5M (17-18 Dual Credit and Early College include tuition + Universal fee, totalling $99 per credit)**	$6.4M*	**$7.0M**	**$8.0M**
(D) Percent of fall-term degree- or certificate- seeking students who self-identify as:			
· Latino/Hispanic (HSI). HSI minimum requirement 25% **5-yr Avg: 24.2%, District Adult Population (2016 projection): 18%**	25.8%	**28.6%**	**30%**
· Other minorities (American Indian, Asian, Black, Hawaiian, or Mixed Ethnicity) **5-yr Avg: 8.6%** **District Population (2014): 7.4%**	6.4%	**8.7%**	**7.4%**
(E) Percent of full-time faculty who self-identify as racially/ ethnically diverse	14.3%	**14.6%**	**32.2%**
(E) Percent of salaried classified and exempt employees who self-identify as racially/ ethnically diverse	23.4%	**26.5%**	**32.2%**
(Added from 2018-19 Placemat) Percent of salaried employees who self-identify as racially/ ethnically diverse	N/A	**22.7%**	**32.2%**

Notes:

Employee diversity measure data are based on calendar year data.

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target

Measures are reviewed and revised on an annual basis

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Wrap-up & Status Report

Community Collaborations: Strategic Initiatives

Instruction, training, and workforce development is provided through collaboration with education partners, businesses, and community groups.

Objectives:

A) Academic Programs and service areas participate in regular continuous improvement processes to ensure high quality.

B) Students and business clients are satisfied with their educational experiences.

C) Facilities with up to date technology and equipment create an enriched learning environment.

D) Courses and programs align with academic and industry standards.

E) The college hires a well-qualified workforce and invests in professional development and training.

Strategic Initiative: College Readiness through Educational Partnerships

Develop K-12 partnerships that will generate discussion and create systems to improve student readiness for college.

Work is progressing, will remain on placemat.

ODE funded DELTA training for high school faculty. Working with Salem Keizer to offer Pharm Tech in high school. Working with Dallas to offer CNA. Several summer programs were offered to increase knowledge retention over summer, and as a recruiting tactic.

Strategic Initiative: University Transfer

Improve student transfer to universities through partnerships and articulation agreements.

Work is progressing, will remain on placemat.

Chemeketa is the only community college with faculty representation in each of the 4 Unified Statewide Transfer Agreement (USTA) workgroups: Wynn Cudmore (Biology), Eva Payne (English), Karen Edwards (Business), Cecelia Monto (Education). 7 transfer pathways were developed with WOU, 1 with Pacific University.

Strategic Initiative: College Credit Now

Redesign College Credit Now to align with student educational goals.

Work is progressing, will remain on placemat.

The college is working to broadly offer the most transferable courses. Waiting on the State to convene a committee identifying classes to be offered in all high schools. A second high school advisor was hired. The advisors will connect and offer training to help high school counselors and faculty throughout the district guide students to informed CCN course selection. Three new CTE tracks have been added at Dallas High School. A team of Deans are looking at the Dallas work to learn and coordinate best practices of how CTE programs can be represented in high schools with a thoughtful approach on helping create a pathway into Chemeketa, retain rigor, and keep instructor qualifications.

Strategic Initiative: Agricultural Complex Development

Develop construction plan for agricultural complex that represents our district, future training needs, and provides a space that will build collaboration with community and partners.

Work is progressing, will remain on placemat.

FFA Architects have been hired. A steering committee has been formed to oversee this project. Researched facilities, greenhouses, outdoor learning gardens, and educational facilities throughout the state and California. Planning conversations with faculty for Chemeketa programs and OSU partner have driven the space design.

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Wrap-up & Status Report

Meetings have occurred with community partners. Final report from the architect is being created from our first phase of research and feedback.

Community Collaborations Core Theme Measures

Measure (_) designates associated core theme objective	**2016-17**	**2017-18**	**2022 Target**
(A) Percent of district high school graduates who enroll at Chemeketa within one year of graduation **5-yr Avg: 34.4%**	32.4%	**32.7%**	**60%**
(A) Course Transferability - Percent of AAOT foundational or discipline studies courses that are accepted within discipline by at least half of Oregon public universities	33.2%	**33.4%**	**100%**
(A) Course Transferability - Percent of AAOT foundational or discipline studies courses that are accepted by at least half of Oregon public universities (includes courses transferring as Lower Division Transfer electives)	94.6%	**94.6%**	**100%**
(B) Number of new jobs created annually as reported by businesses that used SBDC services. **5-yr Avg: 112**	161	**84**	**200**
(C) Percent of CTE students who are employed in their field within one year of leaving Chemeketa *(data not currently available)*	N/A	**N/A**	**N/A**

Note:

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target

Measures are reviewed and revised on an annual basis

2017-18 Strategic Initiative Placemat

Wrap-up & Status Report

Student Success: Strategic Initiatives

Students progress and complete their educational goals.

Objectives:

A) Students receive support services for completion of educational goals.
B) Students successfully complete courses.
C) Students are retained and progress to the next level of coursework.
D) Students achieve their educational intent.
E) Students transition to universities or enter the workforce.
F) Students have access to co-curricular activities that support their educational goals.

Strategic Initiative: Student-Ready College
Adapt programs, services, processes, and behaviors to student needs rather than expecting students to conform to the college.

Work is progressing, will remain on placemat.
A new recruitment plan will be developed over the summer. Work will continue this year sharing data and information at department, division, PC, and leadership meetings. The Opportunity Center has been moved to consolidate all faculty support in the ELearn area (Tech Hub).

Strategic Initiative: Guided Pathways: Planning and Implementation
Initiate the implementation of the Guided Pathways (GP) system.

Planning and initialization work is complete, will be removed from placemat.
Chemeketa was accepted into the first Oregon cohort of 5 community colleges. This cohort will work collaboratively over the next three years. Full implementation of Guided Pathways is expected to take 5 years. A steering committee of faculty, classified and administrators has been formed to guide this work. Program faculty, advisors and counselors, and student services teams will become involved in this work beginning fall term.

Strategic Initiative: Guided Pathways: Student Coaching Model in Advising
Transform current academic advising model into a student coaching model.

Work is progressing, will be incorporated into a comprehensive Guided Pathways initiative on the placemat.
Risk assessment is embedded into the placement test. Students identified as having high risk factors will automatically be referred to a counselor for support. Advisors will receive training this year and work to design coaching practices.

Strategic Initiative: Data Informed College
Improve the current system and quality of data to inform decisions and measure effectiveness. Use data to understand and influence student success related to programs, courses, services, and activities. Use data in decisions to improve business operations and services.

Work is progressing, will remain on placemat.
Early work has begun to increase access to data and to identify gaps in available data needed to inform decisions and evaluate effects of efforts. Ongoing work to identify and correct inaccurate data through better processes. Exploring best approach to provide data analysis assistance to groups needing to draw conclusions and plan actions based on data.

2017-18 Strategic Initiative Placemat

Wrap-up & Status Report

Student Success Core Theme Measures

Measure (_) designates associated core theme objective	2016-17	2017-18	2022 Target
(A) Of new students surveyed regarding their use of college support services, percent that: **2017-18 was the first year of the in-house survey*			
· Used student support services	N/A*	79%	100%
· Felt satisfied with student support services	N/A*	91%	100%
(B) Pass rate ("C" or higher) in Dev Ed credit courses			
· Below 100 level math **3-yr Avg: 62.7%**	64.2%	63.7%	70%
· Below 100 level reading **3-yr Avg: 69.0%**	68.9%	63.7%	75%
· Below 100 level writing **3-yr Avg: 71.6%**	72.5%	69.5%	75%
(B) Pass rate ("C" or higher) in CTE courses **3-yr Avg: 86.0%**	85.4%	87.2%	90%
(B) Pass rate ("C" or higher) in Lower Division Collegiate courses **3-yr Avg: 78.8%**	78.1%	80.0%	82%
· Pass rate ("C" or higher) in MTH105/ 111 regardless of mode of progression **3-yr Avg: 66.8%**	65.6%	66.1%	70%
(C) Percent of new degree and certificate-seeking students who persist from fall to winter term			
· Full-time students: **3-yr Avg: 88.0%**	88.0%	87.1%	100%
· Part-time students: **3-yr Avg: 66.7%**	67.3%	67.9%	100%
(D) Percent of full-time, credential-seeking students who graduate within a 150% window (Using future IPEDS definition) **5-yr Avg: 22.5%**	24.3%	22.5%	25%
(E) Transferring students - Percent of full-time degree seeking students who transfer within a 200% window (graduates and non-graduates) **5-yr Avg: 36.2%**	31.8%	38.9%	50%

Note:

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target

Measures are reviewed and revised on an annual basis

Chemeketa Community College 2018-2019 Strategic Plan

Covering 2015-2022

Updated January 3, 2019

Mission

Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.

College Vision

Chemeketa will be a catalyst for individuals, businesses, and communities to excel in diverse and changing environments.

College Values

Collaboration. We collaborate to ensure purposeful and effective programs and services that support all students. We welcome diverse perspectives and encourage the free exchange of ideas.

Diversity. We are a college community enriched by the diversity of our students, staff, and community members. Each individual and group has the potential to contribute in our learning environment. Each has dignity. To diminish the dignity of one is to diminish the dignity of us all.

Equity. We promote a just and inclusive environment in which all individuals receive equitable support to reach their full potential. We do this through fair treatment, access, opportunity, and advancement for all, which aims to identify and eliminate barriers that have prevented the full participation of some groups.

Innovation. We innovate through reflection, analysis, and creativity. We design quality instruction, programs, and services to prepare students to meet the changing needs of our communities in a global society.

Stewardship. We act with personal and institutional accountability for the responsible use of environmental, financial, and human resources to meet the needs of current students without compromising the needs of future generations of students.

Core Themes and Objectives

Academic Quality

Quality programs, instruction, and support services are provided to students.

Objective A	Academic Programs and service areas participate in regular continuous improvement processes to ensure high quality.
Objective B	Students and business clients are satisfied with their educational experiences.
Objective C	Facilities with up to date technology and equipment create an enriched learning environment.
Objective D	Courses and programs align with academic and industry standards.
Objective E	The college hires a well-qualified workforce and invests in professional development and training.

Access

A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.

Objective A	Students have access to skill building courses to enter college level courses or to join the workforce.
Objective B	Students have access to courses leading to degree completion.
Objective C	College initiatives limit costs of attending college.
Objective D	Student population reflects the adult population in the college's service area.
Objective E	College employee groups reflect the student population race/ethnicity

Core Themes and Objectives (continued)

Community Collaborations

Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.

Objective A	Collaborations with other educational institutions encourage college enrollment and workforce development
Objective B	Workforce training and educational programs, business and consultation enhance economic development.
Objective C	Community leaders, business and industry professionals, in collaboration with college staff, shape program development and quality.

Student Success

Students progress and complete their educational goals.

Objective A	Students receive support services for completion of educational goals.
Objective B	Students successfully complete courses.
Objective C	Students are retained and progress to the next level of coursework.
Objective D	Students achieve their educational intent.
Objective E	Students transition to universities or enter the workforce.
Objective F	Students have access to co-curricular activities that support their educational goals.

About the Strategic Plan

College activities are aligned with mission fulfillment through a planning process that tracks success and provides avenues for continuous improvement actions. Objectives have been created for each core theme with measures to assess the fulfillment of the college's commitment to its communities. The plan is organized into high-level strategic and operational initiatives grouped by Core Theme. Completed initiatives from prior years of this strategic planning cycle are listed at the end of each core theme.

Glossary of Abbreviations

- **CSSD -** College Support Services
- **CTE -** Career and Technical Education
- **ET -** Executive Team
- **GETS -** General Education and Transfer Studies
- **GOV -** Governance and Administration
- **GP -** Initiative directly related to Guided Pathways
- **HSI -** Initiative directly related to Hispanic Serving Institution
- **ISS -** Instruction and Student Services
- **READ -** Regional Education and Academic Development
- **SDLR -** Student Development and Learning Resources
- **YVC -** Yamhill Valley Campus

Definitions

- **Core Theme Objective -** A measurable and clearly defined outcome that the college works purposefully to accomplish; collectively, substantial attainment of objectives constitutes core theme attainment
- **Strategic Initiative -** Highest priority effort/action that the college will take to make progress toward core theme objectives, and ultimately attainment of mission fulfillment
- **Academic Initiative -** Effort/action led by the ISS division to make progress toward a strategic initiative, core theme objective, or for other critical continuous improvements
- **Operational Initiative -** Effort/action led by the GOV or CSSD divisions to make progress toward a strategic initiative, core theme objective, or for other critical continuous improvements
- **Annual Milestone -** Desired status of strategic initiative at the end of the current academic year, intended to signal appropriate progress towards 2022 targets
- **Implementation Timeline -** Intended schedule of active work on initiative

Section 1: Strategic Initiatives

Academic Quality: Strategic Initiatives

Quality programs, instruction, and support services are provided to students.

Strategic Initiative: Math Progression and Completion *(GP) (HSI)*						Value: Innovation	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Modify math course content, delivery, sequence and support services; revise where necessary to improve student progression and completion.

Planned Activities:

- Track effectiveness of AVID strategy use in developmental education math classes
- Integrate wrap-around student support services in targeted courses
- Review function and purpose of the Math Learning Center
- Research student success and progression factors impacting math courses
    - Explore creating Dev Math courses and pathways targeted towards specific disciplines, CTE programs, or meta majors
        - Renumber MTH052/053
        - Offer required math courses face-to-face (MTH052/053)
    - Make recommendations including reducing the number of Dev math courses offered

Annual Milestone

- A comprehensive plan has been developed

  To strategically
    - Target courses for revision or elimination
    - Support math students more effectively and increase rates of progression and transition
    - Move students through math sequences more quickly and successfully
    - Identify department resources needed for plan implementation

Strategic Initiative: Professional Development *(HSI)*						Value: Stewardship	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Support, encourage, and provide professional development for all Classified, Exempt, and Faculty to enhance ability to perform job duties, promote career growth, and foster student success.

Planned Activities

- Establish professional development steering committee
- Create comprehensive professional development structure and practices for faculty, classified and exempt employees
    - Develop tracking process for employee activities and funds
- Provide new professional development opportunities for employees
- Revise and expand the professional development process to focus resource allocation
    - Define and set criteria and develop consistent practices for Professional Development resources for prioritization and equity of access to funds and add funding for classified and exempt professional development.
    - Revitalize the Opportunity Center activities in support of instructional excellence
    - Develop a faculty mentoring system

Annual Milestone

- A single site has been established for all employee professional development information and activities.
- All exempt employees have completed 1-day Outward Mindset training. All Exec Team members have completed 2-day training.
- 20 managers have participated in ASCENT training.

Strategic Initiative: Student Learning Outcomes and Assessment *(GP)*						Value: Stewardship	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Systematically assess, report, and analyze outcomes. Use results for continuous improvement and resource allocation.

Planned Activities:

- Establish an assessment committee involving faculty
  - Evaluate current barriers to assessment data collection
  - Evaluate and select assessment data collection tools
  - Identify and target resources
  - Led by Dean of CIA, a Gen Ed PC, Dean of Liberal Arts
- Create an outcome and assessment coaching model
  - Engage faculty in outcome and assessment conversations
  - Similar to program review
  - Identify and target resources
- Explore common college-wide outcomes that will apply to all programs.
  - Essential skills tied to transfer, career, or labor force success
  - Incorporate NWCCU best practices
- Analyze current Assessment strategies in academic areas for development of a streamlined assessment protocol and consistent reporting system; provide support for assessment review and revision.
  - Develop an Assessment bank and cumulative list of required assessments by program
  - Include required Course Assessments in part time and adjunct faculty orientations at the college and program level

Annual Milestone

- Each Gen Ed discipline has established and published goals, objectives, outcomes, and assessments
- All Gen Ed disciplines are assessing and reporting program outcomes
- Results are used to improve student learning

Strategic Initiative: Program Review & Planning *(GP)*						Value: Collaboration	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Define processes, expectations, and relationship between program review, annual plan, annual report, and resource allocation

Planned Activities

- Enhance the structure and expectations after program review is completed
  - Increase administrative response and support for program findings and recommendations
  - Strengthen relationship between program review findings and program planning
  - Strengthen administration collaboration and involvement of annual program plans
  - Create a “State of the College” presentation highlighting program work and achievements (Winter Term Admin Team)
- Refine program annual report
  - All Executive Team members reviewing with Deans/Directors
  - Share program reports with faculty during kick-off
- Create a clear relationship between resource allocation and program review/planning
  - Define a data profile for academic and service areas (Data Management team)

Annual Milestone

- All academic programs and student services have completed first cycle of program review
- Standardized data profiles have been developed for academic and service programs

Access: Strategic Initiatives

A broad range of educational opportunities and workforce training are provided to students in pursuit of their goals.

Strategic Initiative: Academic Program Offerings *(GP)* — Value: Stewardship

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop new academic programs, review the sustainability of programs and course offerings. Utilize new delivery methods and modalities to meet student and workforce needs.

Planned Activities

- Offer college courses to high school students taught by college faculty
  - Salem-Keizer students coming to Salem campus for classes
    - McKay and North students taking Pharm Tech courses
    - McKay students taking Welding courses
  - Dallas students taking Drafting courses at Dallas HS
- Assess and evaluate viability of current and future programs and course offerings using fiscal/ cost-effectiveness, data, trends, and workforce needs
  - Finalize template to calculate cost per FTE by program
- Develop a vision and strategic plan for online department and offerings
- Review and update the Institutional strategy for distance learning
  - Review the current relationship between instructional departments and online offerings
  - Develop process to assure adequacy of online course offerings allowing for the completion of online associate's degrees within two years.
  - Explore integration of online course offerings into academic discipline areas
  - Review the efficacy of current developmental education online
  - Develop Instructor standards and requirements for online
  - Update eLearn Platform practice
  - Study options divergent from traditional credit/term-band model

Annual Milestone

- Three new pathways, certificates, or degrees have been approved
- Strategic plan has been created for online department and offerings
- Strategic data criteria models for fiscal viability of programs have been developed

Strategic Initiative: Equity and Diversity of Employees — Value: Diversity

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Increase the racial/ethnic diversity of our salaried employees to represent our student populations and community. Enhance the cultural competency of the college community.

Planned Activities

- Develop institutional cultural competency plan in compliance with House Bill 2864
- Use data to improve recruiting and hiring process to increase the racial/ethnic diversity of employees
- Partner with universities to develop paid internship program to provide classroom experience for diverse graduate students
- Identify a campus climate survey to be administered
  - Target: Spring term
- Hire culturally competent employees

Annual Milestone

- The racial/ethnic diversity of salaried faculty has been increased by 1%
- A campus climate survey has been administered
- Cultural competency trainings have been identified and offered
  - As indicated in House Bill 2864

Strategic Initiative: Affordability *(GP) (HSI)*						Value: Equity	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Promote access to a college education by reducing costs and increasing value for students.

Planned Activities

- Reduce cost and time to college readiness
    - Evaluate and modify developmental education class sequences
    - Enhance academic support services
- Expand efforts to reduce cost of textbooks/course materials

Annual Milestone

- At least 3 credit-bearing developmental education courses have been eliminated
- $1.5 Million in new combined student savings on textbook/course materials has been achieved this year

Strategic Initiative: Enrollment *(HSI)*						Value: Collaboration	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Coordinate recruitment and retention efforts to increase or sustain FTE

Planned Activities

- Coordinate college-wide recruiting activities and efforts
    - Create an internal working team
    - Expand recruitment activities districtwide, focusing on adult populations
    - Provide CRM training to employees that recruit
- Actively monitor persistence and retention data for improvement opportunities
- Review current student onboarding process

Annual Milestone

- A recruitment committee has been established, meeting quarterly to review initiatives
- A coordinated district-wide student communication plan has been developed
- A coordinated district-wide student recruitment plan has been developed

Community Collaborations: Strategic Initiatives

Instruction, training, and workforce development is provided through collaboration with education partners, businesses, and community groups.

Strategic Initiative: College Readiness through Educational Partnerships *(GP)*					Value: Equity		
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop and enhance K-12 partnerships that will generate discussion and create systems to improve student readiness for college.

Planned Activities:

- Expand student summer (melt) bridge and credit recovery programs districtwide
  - High School seniors transitioning to Chemeketa
  - Partner with school districts to expand summer credit recovery
  - CTE pathway exploration program to all high school students.
- Plan summer professional development opportunities for high school faculty
- Facilitate high school and college math faculty curriculum alignment and placement discussions
  - Align curriculum to improve college readiness.
  - Review the effectiveness of Math placement data. Identify which courses seniors take and their placement
  - Discuss offering placement services within the high schools
  - Discuss developmental camps at the college to assist incoming students
  - Share Math multiple-measure placement criteria with high school faculty and counseling

Annual Milestone

- Salem, YVC, Woodburn, and Polk have scheduled at least one summer bridge program
- Summer professional development opportunities have been provided for high school teachers
- An agreement with SKSD has been reached on structural concept for future implementation to align math curriculum

Strategic Initiative: University Transfer *(GP) (HSI)*					Value: Collaboration		
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Improve student transfer to universities through partnerships and articulation agreements.

Planned Activities

- Help lead Public University Transfer - HB 2998 statewide work
  - Faculty involved in all four major USTAs (Biology, Education, Business, English)
- Collaborate with public and private Oregon universities on transfer pathways for specific majors without loss of credit
  - Currently working with WOU, PSU, OSU, and Pacific University
- Collaborate with WOU to offer a Bachelor degree at CCBI

Annual Milestone

- 5 new university transfer pathways are in place
- WOU Bachelor degree courses have been offered at CCBI

Strategic Initiative: College Credit Now and Accelerated Learning *(GP)*						Value: Innovation	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Redesign College Credit Now (Accelerated Learning) to align with student educational goals.

Planned Activities

- Integrate Guided Pathways initiative into CCN
- Identify the most transferable Gen Ed courses for broad delivery across all school districts
    - JTAC (Joint Transfer and Articulation Committee) defining core curriculum to be completed by December 2018
    - Explore alternate delivery methods (for schools without qualified instructors)
        - Example: sponsored model
- Open statewide discussion of CCN best practices and cost equity
    - CIA goal
    - Statewide and Districtwide discussions
- Offer new approved CTE programs of study CCN courses

Annual Milestone

- Gen Ed core courses have been identified to offer in all high schools district-wide.

Strategic Initiative: Agricultural Complex Development						Value: Collaboration	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop plan for agricultural complex and programs that represents our district, future training needs, and provides a space that will build collaboration with community and partners.

Planned Activities

- Solidify cost, funding sources, and partners
    - Identify operational costs for new complex
- Develop capital campaign for greenhouse, learning gardens, and outdoor classroom portion of the agricultural complex
    - Establish a capital campaign to raise funding for and manage the resources needed for the agricultural complex
    - Identify needed resources

Annual Milestone

- Fundraising goal of $500,000 has been met
- Schematic design is complete and groundbreaking has occurred on complex

Student Success: Strategic Initiatives

Students progress and complete their educational goals.

Strategic Initiative: Guided Pathways *(GP) (HSI)*						Value: Equity	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Implement the Guided Pathways (GP) system in order to improve student progression and completion.

Planned Activities

- Program mapping underway
    - During inservice, programs will receive instructions and begin mapping process
    - Provide support for faculty-led program mapping
    - Drafts of all maps need to be available in March
    - Focus for this year is full-time college ready students
        - Future years will expand to part-time and developmental education students
- Initiate work on Majors/Meta Majors
- Develop coaching model of academic advising
    - Advisors participate in statewide/regional training on coaching model
    - Fully implement DegreeWorks for academic plans
- Identify system and process changes to support students
    - Degreeworks
    - Student support services colocation
    - Developmental Education streamlining classes

Annual Milestone

- Program maps have been created for all programs and disciplines
- Data has been identified for measuring Guided Pathways impact

Strategic Initiative: DHSI Chemeketa Accelerated Pathways to Success (CAPS) / Student-Ready College *(GP) (HSI)*							Value: Innovation
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Implement DHSI grant. (1) Improve student access, retention, and degree or certificate completion, especially for Hispanic and low-income students. (2) Improve institutional efficiency and effectiveness through a college-wide infrastructure of shared collaboration.

Planned Activities

- Create a Title V Steering Committee and workgroup
- Hire and train key grant personnel
- Redesign student admissions and enrollment process
    - Redesign admissions application
    - Redesign new student orientation
    - Review student placement process
    - Review student holds and PINs
- Identify at-risk students through an early assessment process
- Analyze processes, systems and culture for opportunities to better serve students
    - Redesign and expand the Early Alert process college-wide
    - Develop communication plan to inform students of available service
    - Expand service hours and locations
    - Explore co-location of student support services
- Enhance professional development training
    - Focus on better serving students
    - Cross-train student service personnel
    - Faculty training focused on high impact classroom practices and retention strategies
        - Offer AVID training for faculty
        - Utilize HUB
    - Exempt and classified training
        - Utilize Employee Development
        - Guided Pathways institute on advising
- Plan expansion of the early alert system
- Hire employees with student-ready college principles
    - Develop language to include in job announcements and descriptions

Annual Milestone

- Year one milestones of the DHSI grant have been achieved
- A plan is in place to redesign academic support services for students

    - 6 AVID trainings for faculty have been offered
    - “Student-ready college” has been defined & an assessment has been determined
    - Advisors participated in Guided Pathways training

Strategic Initiative: Data Informed College *(GP) (HSI)*						Value: Stewardship	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Improve the current system and quality of data to inform decisions and measure effectiveness. Create a culture that uses data to analyze and improve the effectiveness and efficiency of departments, programs, courses, services and activities in support of student success

Related Operational Initiative

- **Data Design.** Develop design standards for data tracking and analysis at project phase for all college projects (determine what success looks like at the start of projects and measure it).

Planned Activities

- Increase appropriate access to data
    - Including desktop ad hoc, standardized, and dashboard report capability
- Systematically incorporate data into decision rationales
    - Research and analyze data
        - Properly differentiate and utilize leading and lagging indicators
        - Trends, best practices, innovative methodologies
        - Measure and analyze results
    - Define standard data set to be used in reviews and decisions
        - Data profiles
            - Set of data that is institutionally provided that reflect college-level initiatives and locally identified data that addresses program/departmental interests
- Improve quality of data
    - Select data used to measure initiatives before starting
    - Agreed upon definitions of data elements
    - Ensure availability of current data
- Provide training and resources for data analysis and interpretation
    - Add data coach/liaison role to support program review, annual plan, and annual report
    - Explore training opportunities to build organization capacity

Annual Milestone

- 80% of Academic and Service programs have data profiles and access to data
- All programs have documentation of data used and source (data dictionary)

Strategic Initiative: Integrated Education and Training (IET) *(GP)*						Value: Equity	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Research, promote and offer IET programming in the college district that will allow second language learners and academically underprepared students to attain careers and job advancement.

Planned Activities

- Offer new IET assisted programs
    - Welding, CNA, Medical Assisting
- Research and determine next programs or courses for IET approach
    - Automotive, Machining, Apparel Manufacturing, Beverage Technician
    - Explore connection to Guided Pathways and Meta Majors
- Create a process to track IET student retention, completion, and transition
    - Disaggregated by race/ethnicity, age, and gender

Annual Milestone

- IET with wrap-around services has been piloted to 3 new CTE programs
- A tracking system for IET students has been implemented

Completed Strategic Initiative: Guided Pathways: Planning and Implementation. (Completed: 2018-19)
Initiate the implementation of the Guided Pathways (GP) system.

Section 2: Master Academic Plan (MAP)

Introduction

The Master Academic Plan (MAP) serves as a roadmap for strategic action in support of academic excellence at Chemeketa Community College. It guides evidence-based decision making as the college aligns the work of Instruction and Student Services with its Mission and, Core Themes. It also determines direction for other institution-wide planning efforts such as the Facilities, Sustainability and Technology plans, and focuses resources in key areas to create exceptional learning experiences for students.

Framed within the college's seven-year accreditation cycle, the MAP identifies initiatives and activities that are intended to improve current practices, anticipate future needs, and focus on student success.

The MAP provides a plan of work each year to serve as a bridge between our mission and our resources, with the intention of continuous improvement in serving our students and district. It is a dynamic and flexible document, adjusting annually to internal and external forces while focusing on mission fulfillment.

Master Academic Plan Guiding Principles

Focus on student success
The MAP focuses on the needs of students by providing exceptional instructional experiences. The college supports student success through activities and services at all locations.

Remain grounded in reality
The MAP endeavors to be an honest expression of what the college needs to accomplish in order to remain academically relevant now and in the future.

Encourage exploration of new initiatives, and continuous improvement of current practices
The MAP uses evidence-based decision-making to encourage creative, strategic, and innovative approaches to sustain or expand current services and evaluate viability of proposed new initiatives.

Provide a clear direction
The MAP establishes a clear "living framework" for decision-making in each academic and student service area to implement the college's Mission and Core Themes.

Recognize complexity
The MAP recognizes that there are many unique and complex factors that must be considered in the analysis of academic program vitality, including but not limited to workforce needs, fiscal resources and student success.

Affirm the "one college" concept
The MAP acknowledges that delivery of instruction and student support is different in various programs and college locations, but affirms that all groups served and communities supported have equal value and should have equitable access to college services.

Academic Quality

Quality programs, instruction, and support services are provided to students.

Academic Initiative: Review and Update Roles Between Academic Disciplines and Outreach

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Review and Update Roles of Distance Learning, Evening and Weekend, outreach centers, and Yamhill Valley Campus (YVC) and strengthen relationships with academic content areas to ensure academic collaboration and quality.

Academic Initiative: Enrollment Portfolios for Enrollment Management

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop strategies and initiatives to set and meet established enrollment goals.

- Establish an Institutional Enrollment Management Plan
  - Establish a baseline and complete a degree audit for each area
  - Develop specific enrollment plans (to include retention, persistence and completion) for all locations, modalities:
    - Brooks, CCBI, Dallas, EOLA, Evening/Weekend, Online, Salem, Woodburn, YVC
  - Define the role of each area in degree completion
    - Maintain a comprehensive and diverse coordinated course schedule to ensure the opportunity to complete an AGS, AAOT, ASOT in two years and an OTM in one year at Salem, YVC and Online
    - Maintain a coordinated course schedule to ensure the opportunity to complete in three years through Evening and Weekend

Academic Initiative: Effective Classroom Use Process

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop a process for ensuring effective classroom use day, evenings and weekends.

- 25 Live: (1) Room Use (2) Coordinated schedule outside 8:30-1:30

Academic Initiative: Colocation of Faculty, Dean, and Classroom Spaces

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop a plan for colocation of faculty, dean and classroom spaces by academic programs and disciplines at the Salem campus

- Conduct an office space/program location audit
- Determine a implementation plan for department colocation
- Plan/budget for facilities/remodel needs

Academic Initiative: Academic Software

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop standards to evaluate and adopt academic software

- Develop a process for review of academic software in the context of compatibility, cost, interface with existing systems

Academic Initiative: Strengthen Leadership System

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Strengthen Leadership quality and professional development.

- Ensure positive mentorship and professional development for supervisors
  - Ascent
  - Arbinger Outward Mindset
  - ACCT Leadership
  - NWL Seminar
  - OCCA Leadership Statewide Cohort
  - Employee Development Certification (Internal Classified)
- Strengthen communication within ISS to ensure information flow
- Identify strategic relationships at the state and local levels for leadership involvement

Academic Initiative: Prioritize Budget & Resource Allocation

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Prioritize budget/resource allocation to key strategic areas in support of the college's Core Themes

- Analyze program efficacy
- Analyze direct cost of programs and services
- Identify high priority and low priority programs for planning and resource allocation and for addition, revision or suspension based on college, state, federal and regional priorities
- Develop and propose a plan for use of general fund adjunct dollars to maximize class size and encourage department analysis of course offerings
- Review self-support budget use and allocation
- Develop a model for determining program costs for determination of program sustainability

Completed Initiative: Innovation. (Completed: 2018-19)
Create training and support structures to encourage innovation in instruction and student support.

Completed Initiative: Redefine Administrative and Program Chair Roles. (Discontinued: 2018-19)
Redefine administrative and program chair roles to enhance instructional and service area quality.

Completed Initiative: Sustain Priority Program Marketing. (Completed: 2017-18)
Use internet-based ads and custom-made landing pages for Career and Technical Education (CTE) program clusters and transfer studies to increase contacts in recruitment database.

Completed Initiative: Global Curricular Initiative. (Discontinued: 2017-18)
Develop course learning outcomes for a globally focused curriculum to better prepare our students for our diverse and changing environment.

Completed Initiative: Implement New Support Services or Course Delivery Methods. (Completed*: 2017-18)
Develop a strategy for implementing new course delivery methods or new support services.
Incorporated into DHSI Chemeketa Accelerated Pathways to Success (CAPS) / Student Ready College initiative

Completed Initiative: Curriculum Development Process. (Completed: 2017-18)
Revise the curriculum development process to improve ease of use and consistency in quality and relevancy.

- Develop curriculum review and approval process that aligns new curriculum development with key college goals and initiatives.

Completed Initiative: Policies and Procedures. (Completed: 2017-18)
Maintain policies and procedures of the college.

- Assigned to advisory councils for review.

Completed Initiative: Monitor and Uphold Compliance Requirements. (Completed: 2017-18)
Ensure compliance with federal, state laws and requirements; ensure compliance for grant agreements (e.g., Perkins).

Completed Initiative: Yamhill Valley Campus Recruiting. (Completed: 2016-17)
Expand recruitment tactics for outreach to Hispanic populations in Yamhill Valley.

Completed Initiative: Universal Design Standards. (Completed: 2016-17)
Create and implement universal design standards for classrooms and labs at all locations for use in current space as well as in new buildings.

Completed Initiative: Evening and Weekend Programs. (Completed: 2016-17)
Review and update the institutional strategy for evening and weekend programs

Completed Initiative: Lean: Change Focus from Dept or Project Level to College-wide Projects. (Completed: 2015-16)
Improve major college processes by involving stakeholders in collaborative, customer-focused redesign.

Completed Initiative: Implement Lean Management System. (Completed: 2015-16)

A management philosophy and mindset designed to allow managers to effectively and efficiently lead a Lean team.

Completed Initiative: Budget by Core Themes. (Completed: 2015-16)
Align budget development and resources with Core Themes.

Completed Initiative: CCBI client survey. (Completed: 2015-16)
Conduct survey to determine if services meet or exceeds client needs

Completed Initiative: Professional Development Opportunities. (Completed: 2015-16)
Revise the professional development process to enrich professional development activities for full- and part-time/adjunct faculty, classified and exempt.

Access

A broad range of educational opportunities and workforce training are provided to students in pursuit of their goals.

Academic Initiative: Coordinated Scheduling *(GP)*

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop a two-year course schedule, through a cooperative effort across all disciplines, campuses, and delivery methods which is guided by the academic plan and the overall mission, vision and values of the college.

Completed Initiative: Equity in Athletics. (Completed: 2018-19)
Comply with Title IX guidelines to ensure gender equity in athletics.

Completed Initiative: Non-Traditional CTE Students. (Completed: 2018-19)
Increase percentage of non-traditional students in CTE Programs. Ongoing work.

Completed Initiative: Increase Foundation Scholarships. (Completed: 2017-18)
Increase the amount of scholarship money awarded to students by the Foundation.

Completed Initiative: Polk County & Woodburn Recruiting. (Completed: 2017-18)
Recruit second language learners from Polk County and expand enrollment for degree seeking Hispanic students in Woodburn.

Completed Initiative: Adjunct/PT Faculty Hiring Pools. (Completed: 2017-18)
Develop a robust hiring pool for adjunct and part time faculty

Completed Initiative: Diversity - Diversify Human Resources (HR) Marketing and Recruitment. (Completed: 2015-16)
Ensure that advertising and marketing campaigns represent and feature the diversity of the local communities that we serve, especially underserved populations including women, seniors, youth, people with disabilities, and low-income families.

Community Collaborations

Instruction, training, and workforce development is provided through collaboration with education partners, businesses, and community groups.

Academic Initiative: Reauthorization of Carl Perkins 5

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Description: Develop and implement new processes to be in compliance with Carl Perkins Standards

Academic Initiative: Partnership Review

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop a process to establish and review partnerships. The partnership review process should include the analysis of:

- Alignment with college mission and goals
- Potential cost savings
- Cost/benefits of partnerships
- Opportunities provided to students
- Influential benefits of partnership

Completed Initiative: Workforce Innovation and Opportunity Act (WIOA). (Completed: 2018-19)
Develop and implement new processes to be in compliance with WIOA standards.

Completed Initiative: Identify Criteria for New Program Development & Suspension. (Completed: 2017-18)
Create guidance document/criteria to recommend new programs or revise existing programs in response to community and industry needs.

Completed Initiative: Programs/Partnerships for Cost Containment. (Completed: 2017-18)
Develop programs/ partnerships that contain or reduce general fund costs. (Eg. Marion-Polk Food Share, CTE Center, OSU Extension, Boys and Girls Club)

Completed Initiative: Strategic Relationships. (Completed: 2017-18)
Identify strategic relationships at the state and local levels for leadership involvement

Student Success

Students progress and complete their educational goals.

Academic Initiative: Developmental Education Redesign *(GP)*

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Continue to accelerate skill development and contextualize reading and writing skills.

- Increase the number of developmental writing and math students completing pre-college courses
  - Academic Development and pre-college redesign
  - Develop and implement a Math redesign (e.g. Emporium model)
  - Develop integrated corequisites in CTE programs (IET model)

Academic Initiative: Rates of Transition into College-level *(HSI)*

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Review data, analyze systems to clarify transition rates in High School Programs and Academic Transitions. Setup faculty/staff teams to propose student support systems and transitions methodology to increase transition to college rates. Implement strategies/systems; analyze outcomes and revise.

- Dual-credit

Academic Initiative: Underrepresented Student Retention, Transition Rates *(HSI)*

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Increase retention and transition rates of underrepresented students (e.g. ESOL, GED) by 15%

Academic Initiative: Tracking & Transitioning Students Between Programs & Meta-Majors *(GP)*

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Review and revise the non-limited cohort process in CTE.

Academic Initiative: Increase Graduation and Completion Rates *(HSI)*

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Increase graduation and completion rates for all students (regardless of socioeconomic status or race/ethnicity).

Academic Initiative: Implement Activities Identified by Student Success and Completion Advisory Committee (SSCAC) *(HSI)*

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

The work of the SSCAC committee focuses on student support activities that enhance student recruitment, retention, persistence and completion through targeted student support and services.

- Committee to develop activity list

Academic Initiative: One College *(HSI)*

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop a One College concept.

Completed Initiative: Hispanic Serving Institution (HSI). (Completed*: 2018-19)
Continue necessary grant development efforts.
**Grant development activities successful. Awarded 10.1.18. Focus moved toward implementation of grant activities*

Completed Initiative: Corequisites for Pre-College Level Students. (Discontinued: 2017-18)
Develop corequisites for students testing into one or more pre-college level in CTE or transfer courses first two terms

Completed Initiative: Equitable Access to College. (Discontinued*: 2017-18)
Provide access and increase enrollment for targeted student groups entering college within Chemeketa's service district and provide services that support retention, persistence and completion of student identified goals. *Integrated into DHSI grant.

Completed Initiative: DegreeWorks to Audit Student Progression. (Completed: 2016-17)
Implement software product to allow automated transcript analysis to increase ability to auto-award degrees and certificates, provide academic advisors a tool for effective academic planning, and provide students a tool for effective self-advising toward completion of a degree/ certificate.

Completed Initiative: Service Learning. (Completed: 2016-17)
Increase service learning and civic engagement opportunities.

Completed Initiative: Review and analyze external certification. (Completed: 2016-17)
Review and analyze external certification and licensing exam outcomes for CTE continuous improvement.

Completed Initiative: Enrollment Target for HSI Grant. (Completed: 2016-17)
Achieve a 25% enrollment level of Hispanic students (minimum threshold required for HSI designation)

Completed Initiative: The Gathering Place. (Completed: 2015-16)
Launch The Gathering Place social media application to current students.

Section 3: Institutional Support Initiatives

Institutional Support Initiatives serve as a roadmap for strategic action in College Support Services, Governance and operations at Chemeketa Community College. It guides evidence-based decision making as the college aligns operational work with its Mission and Core Themes. It establishes direction for other institution-wide planning efforts and focuses resources in key areas to support an exceptional environment for students and college employees.

Framed within the college's seven-year accreditation cycle, the Institutional Support Initiatives are intended to improve current practices, anticipate future needs, and support student success.

Related Plans

Long Range Financial Plan (in development)
- Fiscal Responsibility Plan

Long Range Facilities Plan
- Site planning
- Building and Infrastructure Maintenance planning
- Capital Development
- Leased spaces

Long Range Human Resource Plan (in development)
- Employee Recruitment
- Employee Retention
- Employee Development

Long Range College Advancement Plan (in development)
- Grants
- Foundation
- Marketing
- Institutional Research
- Strategic Planning

Long Range Technology Plan
- Technology Governance
- Data Governance

Long Range Institutional Safety Plan
- Emergency planning and response
- Public Safety
- Risk Assessment

Operational Initiative: Institutional Safety Procedures

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Review institutional safety procedures and increase training for staff and students; identify facilities needs and prioritize funding and remodels/repair to improve safety at all locations.

Operational Initiative: Department and Division Planning Process

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Work with service and academic areas to design a planning process that better connects the work of individual business units with institutional strategic planning. Develop department and division planning structure.

Completed Initiative: Environmental Plan (Completed: 2018-19)
The college roadmap for building and maintaining a healthier and sustainable campus community. Establish guidelines for environmental, financial, and human capital stewardship.

Completed Initiative: Employee Retention Strategies (Completed: 2018-19)
Implement employee retention strategies that create and maintain a workplace that attracts and retains effective employees.

Completed Initiative: Facilities Plan. (Completed: 2018-19)
Ensure that the Facilities Plan includes adequate classroom and lab space as well as targets crucial locations for new sites for instructional initiatives throughout the college services district (e.g. Ag Complex, athletic fields, Math Center for Success, Woodburn, high school partnerships, Music, etc.)

Completed Initiative: New Building Operational Costs. (Completed: 2017-18)
Develop model for funding operational costs of new buildings.

Completed Initiative: Employee Evaluation Process. (Completed: 2017-18)
Develop and ensure an effective employee evaluation process that is collaborative, effective, and systematic.

Completed Initiative: College Web Presence. (Completed: 2017-18)
Redesign the College website.

OREGON STATE SEAL OF BILITERACY

581-021-0582 Establishment:

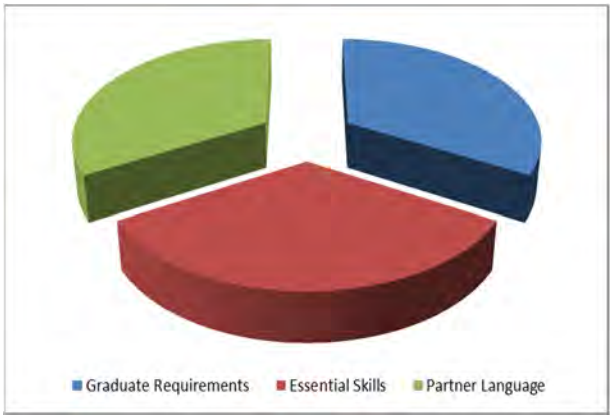
1) The State Seal of Biliteracy is established to recognize high school graduates who have attained a
2) high level of proficiency in reading, writing, listening, and speaking in one or more World Languages in addition to English. The State Seal of Biliteracy shall be awarded by the Superintendent of Public Instruction. School district participation in this program is voluntary.
   a) The purposes of the State Seal of Biliteracy are as follows:
   b) To encourage students to study languages
   c) To certify attainment of Biliteracy
   d) To provide employers with a method of identifying people with language and Biliteracy skills
   e) To provide post-secondary institutions with a method to recognize and give academic credit to
   f) applicants seeking admission
   g) To prepare students to be college and career ready
   h) To recognize and promote world language instruction in public schools
   i) To strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of a community

CRITERIA:

1. Meet all graduation requirements
2. Meet Essential Skills in English literacy by district pathways
3. Demonstrate Partner Language proficiency in all 4 language domains

QUALIFYING ASSESSMENTS:

- AP Language – 4
- IB - 4
- AP Literature – 3 (plus a listening/speaking assessment)
- ACTFL - Intermediate High score
  - APPL, CLEP, IB, OPI
  - SAT, SLIP, STAMP
- PORTFOLIO of Evidence



PROCESS:

1. Contact ODE to establish the Biliteracy Seal for your district
2. Offer the assessment/s to students
3. Collect assessment data
4. Submit the data to ODE via Secure File Transfer
5. Receive certificates and seals
6. Record Biliteracy Seal award on transcript
7. Receive certificates and seals
8. Affix seals to diplomas
9. Award certificates/seals to students at district ceremony

498 Biliteracy Seals were awarded in the 2015-2016 school year. Of those awards, two (2) were earned for proficiency in four (4) languages and eight (8) were earned for proficiency in three (3) languages.

Contact information:

Oregon State Seal of Biliteracy
Taffy Carlisle – 503-947-5688 or Taffy.Carlisle@state.or.us

Chemeketa Community College

FORMAL COMPETITIVE PROCUREMENT PROCESS
AT-A-GLANCE

1. Procurement Services works with stakeholders, and college consultant(s), if any, in the collaboration and development of the Solicitation Document (Invitation to Bid (ITB), Request for Proposal (RFP), and Request for Qualifications (RFQ) etc.). For construction projects, the college's Director of Capital Projects & Facilities Department may make a recommendation to Procurement Services regarding the type of construction delivery method desired (Construction Manager/General Contractor (CM/GC), Two-Step Process, Design-Bid-Build/Traditional or Hard Bid (Bid), etc.), depending upon unique considerations, timelines, or characteristics of the project.

2. Procurement Services then issues a Public Notice (advertisement) in publications such as Daily Journal of Commerce, State of Oregon Procurement Information Network, college's Procurement Services website, and Statesman Journal. The Public Notice informs Contractors of a contracting opportunity. This is intended to foster competition.

3. A Solicitation Document is released to all interested parties. The Solicitation Document can take various forms. For example, the Two-Step Process consists of Step 1) an RFQ; and Step 2) an ITB extended to those Offerors having submitted Offers in response to Step 1 RFQ, and having been deemed eligible to submit a Bid to Step 2) the ITB, based upon their submittals and qualifications.

4. Pre-Offer/Pre-Bid meetings are conducted. They can be mandatory or voluntary and are generally used to familiarize interested parties with the project site and to provide an opportunity to discuss specific concerns with the specifications, scope of work or the Solicitation Document. Additional questions can be submitted to Procurement Services for review and clarification prior to the Solicitation Closing. Addenda are issued as needed.

5. Responses to a Solicitation are received in Procurement Services and immediately opened at the designated time. A public opening of Bids/Offers is conducted by Procurement Services after the official Closing. If a Bid was used, prices, names of Bidders and other pertinent information are read aloud at the Opening. If a Solicitation Document such as an RFP or RFQ was used, only the names of Offerors having submitted Proposals are read aloud. Since these types of solicitations require further evaluation, providing financial information could potentially compromise the subsequent interviews and negotiations with responsive Offerors.

6. Procurement Services issues a "Notice of Intent to Award" to responsive Offerors/Bidders, responds to protests, if any, submits the evaluation committee's recommendation for contract award to the Board for contract awards of $150,000 or greater, unless otherwise exempted, and executes the contract.

Chemeketa Community College

Construction Manager/General Contractor (CM/GC) Method	Two-Step Method (Request for Qualifications (RFQ) followed by an Invitation to Bid (ITB))	Invitation to Bid, (ITB) can be referred to as a "Hard" or "Traditional" Bid or Step Two of the Two-Step Method
This method was used for the construction of the Yamhill Valley Campus and the Health Science Center	*This method was used for the construction of the Brooks Regional Training Center, Chemeketa Center for Business & Industry, and the Applied Technology building (Building 20)*	
The CM/GC is developed through collaborative effort with Capital Projects and Facilities Department, Procurement Services, Instructional Staff, and Design Professionals/Consultants (Architects/Engineers).	The RFQ is developed through a collaborative effort with Capital Projects and Facilities Department, Procurement Services, Instructional Staff, and Design Professionals/Consultants (Architects/Engineers).	The ITB is developed through a collaborative effort with Capital Projects and Facilities Department, Procurement Services, Instructional Staff, and Design Professionals/Consultants (Architects/Engineers).
A Public Notice is published	A Public Notice is published	A Public Notice is published
A Pre-Offer Meeting for interested Offerors (Mandatory or Voluntary), is conducted, as needed.	A Pre-Offer Meeting for interested Offerors (Mandatory or Voluntary), is conducted, as needed.	A Pre-Bid Meeting for interested Bidders (Mandatory or Voluntary), is conducted, as needed.
Addenda issued as needed.	Addenda issued as needed.	Addenda issued as needed.
A Public Opening is conducted. The names of the Offerors are read aloud. Procurement Services reviews Offers to determine responsiveness of Offerors.	A Public Opening is conducted. The names of the Offerors are read aloud. Procurement Services reviews Offers to determine responsiveness of Offerors.	A Public Opening is conducted. The Base Bid and names of the Bidders are read aloud. Procurement Services reviews Bids to determine responsiveness of Bidders.
The Scoring Committee evaluates the Offers based upon pre-established scoring criteria and conducts interviews, if desired.	The Scoring Committee evaluates Offers based upon pre-established scoring criteria. Notices are sent to all Offerors regarding their eligibility to participate in Step Two (the ITB).	A "Notice of Intent to Award" is sent to all Successful and Unsuccessful Bidders.
*Procurement Services responds to Protests, if any.	*Procurement Services responds to Protests, if any.	*Procurement Services responds to Protests, if any.
Procurement Services submits the recommendation for contract Award to the Board for approval.	The ITB is forwarded to Offerors that are eligible to participate in the ITB process that is subsequently conducted. *See ITB column for next steps*	Procurement Services submits the recommendation for contract award to Board for Approval.

**Process for Unsuccessful Offerors to submit formal objections.* *Revised 1/14/19*

**Competitive procurement process is conducted pursuant to the regulatory framework of the Oregon Public Contracting Code (ORS 279A, 279B, 279C), and the College's Community College Rules of Procurement.* *Revised 1/14/19*