Regular Meeting

January 17, 2018

CHEMEEKTA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

I. Workshop 4:30 pm Salem Campus—Building 2, Room 170, (Board Room)
   A. Mid-Willamette Education Consortium (MWEC) Update
      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) (d) negotiations and (e) real property.
    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 Board Meeting of December 20, 2017 2–9
   F. Reports
      1. Reports from the Associations
         a. Isaac Acosta Associated Students of Chemeketa (ASC) 10–11
         b. Justus Ballard Chemeketa Faculty Association 12
         c. Terry Rohse Chemeketa Classified Employees Association 13
         d. Allison Stewart Hull Chemeketa Exempt Employees Association 14
      2. Reports from the College Board of Education
      3. Reports from the Administration
         a. Jim Eustrom
   G. Information
      1. 2018–2019 Proposed Budget Calendar 15–16
         Julie Huckestein, President/Chief Executive Officer
2. Proposed Student Tuition for 2018–2019
   Julie Huckestein, President/Chief Executive Officer

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

4. Anesthesia Technology Associate of Applied Science Degree
   Jim Eustrom, Vice President—Instruction and Student Services/Campus President, Yamhill Valley

H. Standard Reports
   1. Personnel Report
      David Hallett, Vice President—Governance and Administration

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

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

      David Hallett, Vice President—Governance and Administration

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

   6. Recognition Report
      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   Consent Calendar Process (Items will be approved by the consent calendar process unless withdrawn at the request of a member of the board.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 #3150—Exempt Supervisory Employees: Definition; #6220—Surplus Property; #6240—Inventory and #6410—Legal Service
      Julie Huckestein, President/Chief Executive Officer

   2. Approval of Academic Calendar for 2018–2019
      Jim Eustrom, Vice President—Instruction and Student Services/Campus President, Yamhill Valley

   3. Approval of 2017–2018 Faculty Sabbatical Leave Recommendation One-Term Spring 2018
      Jim Eustrom, Vice President—Instruction and Student Services/Campus President, Yamhill Valley
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.
The Mid-Willamette Education Consortium (MWEC) is a regional partnership formed to promote Career and Technical Education (CTE) and extended learning opportunities in Region 3. This consists of Marion, Polk, Yamhill, and Lincoln Counties. The schools in this region are organized into a consortium in order to better meet the needs of all students and to be able to collaborate together and leverage funding to improve the opportunities for all members. Governance for the consortium is through the MWEC Executive Council.

MWEC is comprised of 23 high school districts, two community colleges (Chemeketa and Oregon Coast), the Willamette Education Service District (WESD), which operates schools at MacLaren Youth Correction Facility and the Oregon School for the Deaf. Most recently, MWEC has added Career Technical Charter School and hopes to add Winema High School. In addition, MWEC works with a variety of business and industry partners in the region and plays a strategic role with Oregon Association for Career and Technical Education (ACTE) Inc., and Oregon Career Information System (CIS).
I. A. EXECUTIVE SESSION
Executive Session called to order at 4:34 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 (arrived at 5:05 pm); Jackie Franke; Ken Hector, Chair; Neva Hutchinson, Vice-Chair; Ron Pittman; and Diane Watson.

College Administrators in Attendance: Julie Huckestein, President/Chief Executive Officer; Jim Eustrom, Vice President, Instruction and Student Services/Campus President, Yamhill Valley Campus; and Greg Harris, Director, Marketing, Public Relations, and Student Recruitment.

Executive Session ended at 4:55 pm.

II. B. ADMINISTRATION UPDATES
The following updates were shared or discussed with the board: the Board Work Session/ Budget Committee Orientation on January 24; district high school board visits; board calendar preview; Art for Everyone book; Marion County Circuit Court; tuition; Regional Solutions request; new program development; and board agenda preview.

A recess was taken at 5:20 pm.

III. REGULAR SESSION

A. CALL TO ORDER
Ken Hector, 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
Ken Hector led the group in the Pledge of Allegiance.

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

College Administrators in Attendance: Julie Huckestein, President/Chief Executive Officer; and Jim Eustrom, Vice President, Instruction and Student Services/Campus President, Yamhill Valley.
D. COMMENTS FROM THE AUDIENCE
None

E. APPROVAL OF MINUTES
Diane Watson moved and Jackie Franke seconded a motion to approve the minutes of November 15, 2017.

The motion CARRIED.

F. REPORTS
Reports from the Associations
Isaac Acosta, ASC executive coordinator, said his report stands as written.

Terry Rohse, Chemeketa Classified Association, reported the report stands as written with one addition. Terry reported the Holiday Social not only was fun, but it also benefited many employees. The Classified Association purchased 14 more food cards to the 15 they received so were able to help 29 Classified employees. Terry read a thank you from a staff member thanking them for the food gift card.

Allison Stewart Hull, Chemeketa Exempt Association, said the report stands as written. Allison reported the Exempt Association raised $217 at the Exempt Association meeting for student scholarships from a raffle for more raffle tickets for the Holiday Social, a wreath, and a Christmas cactus plant. Thanks to Lynn Irvin who came up with the idea that will be repeated next year.

Reports from the College Board of Education
Ed Dodson attended the 5–10 year employee recognition breakfast, the Aspen award celebration, the Mock Trial team celebration, the Holiday Social, and the CASA luncheon. He met with the Oregon Community College Association (OCCA) executive director, Andrea Henderson; attended the OCCA Forum and OCCA Board meeting at Southwest Community College in Coos Bay.

Ron Pittman participated in a phone meeting with the ACCT Pacific region board where policies and procedures were discussed.

Jackie Franke attended the Sip and See event at Eola, the Mock Trial celebration, a Marion County Board of Commissioner’s meeting, a Salem City Council meeting, and a Mid-Willamette Valley Council of Governments meeting. Jackie met with Salem-Keizer School District chief financial officer Michael Wolfe, Salem Mayor Chuck Bennett, Woodburn City Administrator Scott Derickson, Salem broker Gladys Blum, and Salem-Keizer Education
Foundation past director Krina Lee. Jackie also attended a celebration of life gathering at
the Northwest Wine Studies Center. Jackie purchased beautiful pottery from the college Pottery Club and asked that the board be informed of club fund raisers.

Diane Watson attended the Aspen celebration, the Holiday Social, the Friday Chemeketa Night at the Salem Market Holiday Craft fair, and the Salem Chamber/Keizer Rotary annual luncheon.

Neva Hutchinson attended the 5–10 year employee recognition breakfast, Aspen celebration, Mock Trial celebration, a Northwest Innovations Board meeting, the CASA luncheon, and the three-day Salem Holiday Market. Neva thanked the college and the Chemeketa Foundation for working with the Salem Market staff in organizing the Friday Chemeketa Night event. She also thanked the law enforcement cadets for their help with parking; the Chemeketa Choir who provided entertainment; and Student Life workers who helped with ticket sales. Five dollars of the $8 admission fee went to the Student Relief (student pantry) fund; a total of $2,400 was donated.

Betsy Earls had no report.

Ken Hector attended the Mock Trial celebration, Oregon Leadership Summit in Portland, three Silverton Chamber of Commerce business group meetings, and a Foundation board meeting and holiday gathering, where the highlight was celebrating Andrew Bone’s retirement and the announcement of the Andrew Bone scholarship where over $10,000 was raised.

Reports from the Administration
Jim Eustrom sadly reported the passing of Reine Thomas, who was dean of the Dallas Center and had also worked at Portland Community College and Columbia Gorge Community College. Jim introduced Jessica “Jess” Stahl, the new dean of Curriculum, Instruction, and Accreditation, who was in the audience.

INFORMATION
Presentation of 2016–2017 Audit Report
Julie Huckestein thanked Katie Bunch, fiscal and audit manager, and all the staff in Business Services, the Budget Office, and Financial Aid who helped gather information for the audit report. Katie recognized accounting staff Anne Marie Swearingen, Nancy Espinosa, and Andrea Schamp, who were in the audience.

Kenneth Kuhns referred to page 11 of the audit report and briefly reviewed a few sections of 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. Referring to page 12, Kenneth Kuhns read the Opinion statement. Based on the audit and the report of the foundation auditors, the financial statements were presented fairly and in all material respects. It was a clean opinion, an unmodified 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.

Referring to page 105, the Independent Auditor’s Report on the Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statements, Ken explained that on an entity-wide basis, auditors looked at and tested internal controls and did not find any exceptions, which indicated internal controls are working properly.

Because the college received a large amount of federal funding, the audit was also prepared in accordance with government accounting standards. Referring to page 102–103, Schedule of Expenditure of Federal Awards, the college received $40,550,938 of federal funds during the last fiscal year. Auditors are required to do a single audit on federal funds. Auditors reviewed and tested compliance with laws and regulations on an entity-wide basis, as well as related to federal programs, and as noted on page 107, no exceptions were found in the compliance with laws and regulations in the college’s internal controls, so a clean opinion was issued.

Referring to the last two pages, 112–113, Independent Auditor’s Comments Required by Oregon State Regulations, auditors found no areas of non-compliance in the deposit of public funds with financial institutions, indebtedness limitations, budgets, insurance and fidelity bonds, programs funded from outside sources, investments of surplus funds, or public contracts and purchasing. In closing, again, the college has earned a clean opinion. Ken commended the college and staff for the excellent job in putting together the financial statements and preparing for the audit.

Jackie Franke asked for clarification on page 105 in the Independent Auditor’s Report on Internal Control. The second paragraph says “Accordingly we do not express an opinion on the effectiveness of the college’s internal controls.” Kenneth Kuhns explained that it is the auditors’ responsibility to give an opinion on the fairness and accuracy of financial statements, not the internal control structure of the organization. However, if internal controls were not working effectively in connection to producing quality financial statements, this would be addressed in the audit report.

Kenneth Kuhns was thanked for presenting the audit report for 2016–2017.
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**College Policies #3150, Exempt Supervisory Employees: Definition; #6220, Surplus Property; #6240, Inventory; and #6410, Legal Services**
Rebecca Hillyer presented four policies that were reviewed by the President’s Advisory Council. Board action will be requested in January.

**Academic Calendar for 2018–2019**
Jim Eustrom reported the written report summarizes the terms and holidays for the 2018–2019 academic calendar. Jim noted that Fall Kickoff day will, again, be on Tuesday (September 11), 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.

**2016–2017 Financial Aid and Veterans Services Update**
Ryan West, dean of Financial Aid, said his report stands as written. He reported some positive trends in financial aid including a huge decline in student loan volume which means fewer students are taking out loans. This will result in a more stable financial future for those who graduate. This is the second year of the Oregon Promise and colleges are working with the Office of Student Access and Completion (OSAC) to make the Oregon Promise program a more predictable, stable program for future years. Also, the Reauthorization of Higher Education Act will be interesting for community colleges.

Ron Pittman asked if the Oregon Promise has an impact on the smaller student loan amounts. Ryan said he believed so based on the increase of students coming to the college directly from high school to take advantage of the Oregon Promise. Even though the dollar amounts are not large, there is a psychological shift of free community college tuition. Between the Oregon Promise, Pell, and the Opportunity grants, students have more than enough to pay for tuition and fees plus textbooks so student loans are not necessarily needed.

Ryan introduced Jon Terrazas, veterans’ service coordinator. Jon has been working on a number of grants. One grant that was just received will fund a new veterans’ resource center that will be located in Building 2, next to the counseling and advising center, to replace the one-room veterans’ lounge. Neva Hutchinson asked if student veteran numbers are growing or declining. Jon replied he is seeing the same amount of decrease that the college is experiencing.

**2017–2018 Faculty Sabbatical Leave Recommendation**
Sabbatical Review Committee member, R. Taylor, reported on behalf of the committee. The committee recommended that both Laura Scott, Developmental Writing, and Beth Hale, eLearn Technical Support, be granted one-term sabbatical leaves during spring term 2018. A summary of the sabbatical projects were shared and detailed descriptions were in the written report. Board action will be requested at the January board meeting.
Statement of Budget Principles for 2018–2019
Miriam Scharer reported the Budget Principles and Financial Environment for the 2018–2019 Fiscal Year was reviewed and revised by Executive Team and the President’s Advisory Council. Miriam briefly reviewed the five budget principles; and the key factors in resources and expenses that affect the general fund resource base for next year’s budget. Miriam noted the legislature appropriated $570 million to community colleges for the 2017–2019 biennium, which is a 3.7 percent increase from the previous biennium. The budget principles were shared with the board as information only.

H. STANDARD REPORTS
Personnel Report
Julie Huckestein said the report stands as written.

Budget Status Report
Miriam Scharer referred to the Statement of Resources and Expenditures and noted the Fund Balance of $9,039,874, which was reflected on page 55 of the audit report. Also reflected were some tuition and fees for winter term, additional property taxes, and a state payment. There was nothing significant to report in the Budget Status Report or the Statement of Investments.

Purchasing Report
Miriam Scharer reviewed the Request for Qualification (RFQ) for Site Planning and Facility Design for the Agricultural Complex on the Salem Campus, which will be advertised in the coming months. This is a qualifications-based award according to statute. Once the most qualified proposal is selected, then the college can begin the negotiation process. A recommendation for contract award will be made at the February board meeting.

Miriam drew attention to the contract award for the athletic field construction (softball and soccer) that is an action item on the consent calendar. Green Thumb Landscape & Maintenance, Inc., in Salem was awarded the contract for $413,264 with two contingent $10,000 performance incentive payments for early completion of the hydroseeding portion of the project and contingent upon protests, if any, from unsuccessful bidders.

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
Approval of Resolution Nos. 17-18-15 and 17-18-15abcdef Banking Resolutions Designating Depository
Miriam Scharer reported these six resolutions are needed due to the retirement of Andrew Bone and the appointment of David Hallett as the new vice president of Governance and
Administration. The college is required to change the signatories at the banks, and this change is effective January 1, 2018.


The motion CARRIED.

Approval of Retirement Resolutions No. 17-18-14, Robin M. Bischof
Neva Hutchinson read the retirement resolution for Robin M. Bischof.

Diane Watson moved and Betsy Earls seconded a motion to approve Retirement Resolution No. 17-18-14 for Robin M. Bischof.

The motion CARRIED.

J. ACTION
Ron Pittman moved and Jackie Franke seconded a motion to approve action item Nos. 1–4.

1. Approval of Advisory Committees for 2017–2018
2. Approval of College Policies #6270, Site, Building, and Room Identification; #6280, Gifts and Donations; #6510, Insurance (Risk Management); and #7010, Community Services
3. Approval of Contract Award for Athletic Fields Construction (Softball and Soccer)

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 6:15 pm.
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Respectfully submitted,

Jeannie Odle
Board Secretary

Julie Hucklestein
President/Chief Executive Officer

Date 1/17/18
ASSOCIATED STUDENTS OF CHEMEKETA (ASC)

Prepared by
Isaac Acosta, ASC Executive Coordinator

ASC PAST EVENTS

Holiday Harvest Day of Service
● On December 1, from 9:30 am–12 pm the Holiday Harvest Day of Service took place in the Building 2, Student Center, to educate students about the Marion-Polk Food Share and the issues surrounding food insecurity in the community.

Night Strike
● Night Strike is coordinated by Sara Vega (Community Engagement Coordinator) and Jerry Clark. Volunteers met on December 7, in Building 2, Room 178 at 5 pm and ate lunch before going to the Portland area and provided different needs for the homeless.

ASC CURRENT EVENTS

Night Strike
● Night Strike is coordinated by Sara Vega (Community Engagement Coordinator) and Jerry Clark. Volunteers will meet on January 18, in Building 2, Room 178 at 5 pm and eat lunch before going to the Portland area to provide different needs for the homeless.

Food for Thought
● The Food for Thought event is on January 31, 12–2 pm in the Student Center in Building 2. The topic that will be discussed is still undetermined at this time and is being organized by Marissa Hall (Political Engagement) and Anthony Rosario (Legislative Coordinator).

ASC FUTURE EVENTS

Student Club Officer Training and Council of Clubs
● These two events will be combined and occur on February 2, from 12:30–4:30 pm. Club representatives will meet with the Student Club Coordinator for an orientation for new clubs and the training of club officers.

Blood Drive
● The Blood Drive is February 7–8, and is coordinated by Sara Vega. The blood drive will be held in Building 8, Room 201.

Night Strike
● The February Night Strike is on February 8, and is coordinated by Sara Vega and Jerry Clark. The volunteers will meet in Room 178 in Building 2 at 5 pm to go to Portland and will arrive back at Chemeketa around 10 pm.
Washington/Oregon Higher Education Sustainability Conference

- The Sustainability Conference is in Portland, Oregon, at Portland State University from February 6–8. Sustainability Coordinator Christina Flinn and Community Service Coordinator Sara Vega will attend the conference to obtain information on how to make the Chemeketa Campus more sustainable along with additional community service opportunities.

MULTICULTURAL STUDENT SERVICES (MSS)

Study Nights

- MSS provides study nights every Monday, Tuesday, and Wednesday from 5–8 pm in Building 2, Multicultural Center. Here, students can seek help in writing and math while enjoying refreshments.
CHEMKEKTA COMMUNITY COLLEGE FACULTY ASSOCIATION (CFA)

Prepared by
Justus Ballard, President—Chemeketa Faculty Association

DECLINING ENROLLMENT

The college is moving towards requiring all departments and programs to complete an annual schedule. Some programs have been doing this for quite a while, but this process will now be adopted college-wide. The annual schedule is essentially a map of every course the college will offer in an academic year, complete with days, times, and delivery methods (such as online, hybrid, or face-to-face). An annual schedule can be quite useful to motivated students, as they will be able to plan an entire year’s worth of courses.

An annual schedule is also useful for faculty. Full-time faculty can know their schedules well in advance, which helps to plan and schedule their other college commitments (such as committee work). Part-time faculty can be offered a year’s worth of classes, which is helpful in creating a sense of stability, security, and continuity.

In times of stable or increasing enrollment, an annual schedule works well for everyone. It provides a baseline of sections offered, and it is easy (for larger programs, at least) to be flexible and responsive to the changing needs of the students. If demand increases for certain courses and decreases for others, sections can be created or swapped in the weeks leading up to the beginning of a term.

In times of declining enrollment, it is more difficult to predict a reasonable baseline number of sections that need to be offered. Perhaps one day an accurate predictive enrollment model will be developed.

Until that beautiful day dawns, the weeks leading up to the beginning of the term during a time of declining enrollment can be an anxious time for faculty. For part-time faculty and full-time faculty teaching overload, the prospect of a course getting cancelled due to low enrollment has a direct effect on their incomes. For full-time faculty who are teaching a low enrolling class as part of their load, a class cancellation leads to “bumping”—in other words, taking over a part-timer’s section that has higher enrollment. This is an extremely unpleasant experience for the part-time faculty person, and is slightly less unpleasant for the full-timer who takes over the class, the dean who has to make the decision, and the students who had signed up for the section that was canceled and who must scramble to find another option.
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

IN THE SPIRIT OF THE SEASON

In December 2017, CCA members distributed 29 grocery gift cards to 22 CCA members and 7 part-time hourly staff in need. Funding for the grocery gift cards came from the Chemeketa Holiday Social and the CCA Emergency Fund, which received $456 in December donations.

The situations that these Chemeketa co-workers face include death of spouses, partners or children, single parenthood, serious illnesses of partners or self, near-homelessness and low wage jobs, which make it difficult to respond to emergencies.
CHEMEKETA COMMUNITY COLLEGE EXEMPT ASSOCIATION

Prepared by

Lynn Irvin, Secretary—Chemeketa Community College Exempt Association
Allison Stewart Hull, President—Chemeketa Community College Exempt Association

The association gave $500 to help fund the Holiday Social breakfast held on December 7. Holly Cook, Adam Mennig, Nette Abderhalden, Karen Alexander, Dee Dixon, Gloria Phipps, Rebecca Hillyer and Lynn Irvin collectively volunteered as part of the committee to help plan, organize, decorate, execute and clean up the event held for all employees of the college.
2018–2019 PROPOSED BUDGET CALENDAR

Prepared by

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

The tentative schedule for the development and approval of the 2017–2018 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.
January 17, 2018
Board reviews budget calendar

February 21, 2018
Board approves budget calendar
Board adopts resolution setting Budget Committee meeting dates

March 12, 2018–April 6, 2018
Publish legal notices of Budget Committee meetings

April 11, 2018 (6 pm)
Budget Committee meeting:
- Committee charge
- Election of Officers
- President's message
- Presentation of Budget-General Fund
  (Location: Salem Campus Board Room)

April 18, 2018 (4:30 pm)
Budget Committee meeting:
- Presentation of Budget-Other Funds
- Discussion and approval
  (Location: Salem Campus Board Room)

April 25, 2018
Optional Budget Committee meeting
  (Location: Salem Campus Board Room)

April 16, 2018–May 11, 2018
Publish Budget Summary and Notice of Budget Hearing

May 16, 2018 (7 pm)
Public Hearing on the Budget
  (Location: Salem Campus Board Room)

June 20, 2018
Board adopts the Budget Resolution
Board declares Budget Committee vacancies
  (Location: Salem Campus Board Room)

July 15, 2018
Certify tax levy with county assessor
PROPOSED STUDENT TUITION FOR 2018–2019

Prepared by

Miriam Scharer, Associate Vice President—CSSD/Financial Management
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley
Julie Huckeinstein, 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.

As the college administration formulates a tuition recommendation, the college must consider the financial position and factors such as the state appropriation to community colleges through the Community College Support Fund, enrollment trends, college costs and unfunded mandates.

While the state appropriation for the 2017–2019 biennium of slightly over $570 million was the highest in record, the college is in its fifth year of enrollment declines with an anticipated further decline next year. With this continued trend, the college will approximate the same level of enrollment as in fiscal year 2005–2006 equating to a 28 percent decline since the peak enrollment levels of 2010–2011. The college expects further expenditure increases due to rising employee costs including the Public Employee Retirement System (PERS) rate increases and other unfunded mandates such as the State’s pay equity law, minimum wage increases, etc.

Chemeketa’s current tuition rate is $84 per credit hour for in-state students. Tuition for out-of-state and international students is $246 per credit hour. The current universal fee rates are $15 per credit hour on credit courses and $0.30 per billing hour on non-credit courses. These rates were approved for this year following a period of no increases in the prior four years; though the universal fee on non-credit courses has not been increased since its inception.

After a review of the college’s projected financial position for this year (2017–2018) and next (2018–2019) the administration is asking the board to consider the following increases:
Tuition increase of $3 per credit to $87 per credit
Universal fee (credit courses) increase of $3 per credit to $18 per credit
Universal fee (non-credit courses) increase of $0.10 per billing hour to $0.40 per billing hour
Out-of-state and international tuition increase of $6 to $252

<table>
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<th>Increase</th>
<th>Proposed</th>
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<tr>
<td>Tuition</td>
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<tr>
<td>Universal Fee (credit courses)</td>
<td>$15</td>
<td>$3</td>
<td>$18</td>
</tr>
</tbody>
</table>
The college’s current annualized in-district tuition and universal fee rate of $4,455 is the lowest among the 17 community colleges based on current year rates.

The increase under consideration ($6 per credit) will place Chemeketa as the third lowest rate (at $4,725) among the 17 community colleges based on current year rates. This rate remains below the tuition setting guidelines established by the board which guides the college to target increases that place Chemeketa in the middle-third of all community colleges.

Maintaining tuition at the lowest rate possible is advantageous to students but entails some risk in our long term financial planning. An increase of $6 per credit hour would help the college maintain current service levels and offset increasing costs. Future tuition increases may be a necessary component of the college’s financial planning strategy.

Next month the administration will make a recommendation based on the board’s discussion tonight. Official action will be requested at the February board meeting.
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 2017–2018 Strategic Plan (covering 2015–2022) will be shared.
The proposed Anesthesia Technology Associate of Applied Sciences (AAS) degree focuses on the student to become a member of the surgical anesthesia team who will directly support the nurse anesthetist and/or anesthesiologist. Chemeketa's Anesthesia Technology program prepares graduates for entry-level positions in the health care industry. The Anesthesia Technologist works in the surgical areas for major hospitals as well as local surgical centers.

Chemeketa continues to listen to community and employer feedback on training needed for high demand/family wage jobs in our community. The research and development of the Anesthesia Technology program came from a request from Salem Health. Further research done by the Health Science department revealed that there are only ten programs offering this degree in the nation. The nearest programs to Chemeketa are Renton Technical College in Renton, Washington, and Kaiser Permanente program located in Pasadena, California.

Chemeketa will seek accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP), as well as the approval process through the American Society of Anesthesia Technologists and Technicians (ASATT).

The development of this program also connects to several of Chemeketa's core values such as: collaboration, innovation, and stewardship. Working with local employers in the development of the curriculum, research of facilities, and potential donated equipment has proven that there is a high need and the community is invested in creating a program that can be supported. This program will allow students to gain knowledge in an area that is in high demand, provides family wage jobs, and has considerable amount of career and educational advancement opportunities.

The College Board of Education will be asked to approve the Anesthesia Technology Associate of Applied Science degree at the February meeting.
# ANESTHESIA TECHNOLOGY ASSOCIATE OF APPLIED SCIENCE DEGREE

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisite Courses:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WR 121</td>
<td>The College Essay</td>
<td>4</td>
</tr>
<tr>
<td>MTH 95 or 98</td>
<td>Intermediate Algebra or Quantitative Literacy</td>
<td>4</td>
</tr>
<tr>
<td>BI 231, 232, 233, &amp; 234</td>
<td>Human Anatomy and Physiology series, Microbiology</td>
<td>16</td>
</tr>
<tr>
<td>HM 120 &amp; 121*</td>
<td>Medical Terminology 1 &amp; 2</td>
<td>7</td>
</tr>
<tr>
<td>Elective*</td>
<td>Elective</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>34</strong></td>
</tr>
<tr>
<td><strong>Term 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT 1XX</td>
<td>Introduction to Anesthesia Technology</td>
<td>2</td>
</tr>
<tr>
<td>AT 1XX</td>
<td>Operating Room Environment</td>
<td>4</td>
</tr>
<tr>
<td>AT 1XX</td>
<td>Anesthesia Technology Lab I</td>
<td>3</td>
</tr>
<tr>
<td>PHM 2XX</td>
<td>PHM Drug Classifications</td>
<td>3</td>
</tr>
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<td><strong>Total</strong></td>
<td></td>
<td><strong>12</strong></td>
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<tr>
<td><strong>Term 2</strong></td>
<td></td>
<td></td>
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<tr>
<td>AT 1XX</td>
<td>Pharmacology I</td>
<td>3</td>
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<tr>
<td>AT 1XX</td>
<td>EKG Analysis</td>
<td>2</td>
</tr>
<tr>
<td>AT 1XX</td>
<td>Law and Ethics for Anesthesiology</td>
<td>3</td>
</tr>
<tr>
<td>AT 1XX</td>
<td>Anesthesia Technology Lab II</td>
<td>4</td>
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<td><strong>Total</strong></td>
<td></td>
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<tr>
<td><strong>Term 3</strong></td>
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<tr>
<td>AT 1XX</td>
<td>Advanced Cardiac Life Support &amp; Pediatric Life Support</td>
<td>4</td>
</tr>
<tr>
<td>AT 1XX</td>
<td>Anesthesia Equipment: Principles &amp; Applications I</td>
<td>4</td>
</tr>
<tr>
<td>AT 1XX</td>
<td>Anesthesia Technology Lab III</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Term 4</strong></td>
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<td></td>
</tr>
<tr>
<td>AT 2XX</td>
<td>Anesthesia Technology Lab IV</td>
<td>4</td>
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<tr>
<td>AT 2XX</td>
<td>Anesthesia Technology Clinical Practicum I</td>
<td>4</td>
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<tr>
<td>PSY 201</td>
<td>Psychology: Mind and Body</td>
<td>4</td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td><strong>Term 5</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AT 2XX</td>
<td>Anesthesia Technology Lab V</td>
<td>3</td>
</tr>
<tr>
<td>AT 2XX</td>
<td>Anesthesia Technology Lab VI</td>
<td>3</td>
</tr>
<tr>
<td>AT 2XX</td>
<td>Anesthesia Technology Clinical Practicum II</td>
<td>6</td>
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<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
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<tr>
<td><strong>Term 6</strong></td>
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<tr>
<td>AT 2XX</td>
<td>Certification Exam Prep</td>
<td>3</td>
</tr>
<tr>
<td>AT 2XX</td>
<td>Anesthesia Technology Clinical Practicum III</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
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<td><strong>12</strong></td>
</tr>
<tr>
<td><strong>Total program hours:</strong></td>
<td></td>
<td><strong>106</strong></td>
</tr>
</tbody>
</table>
PERSONNEL REPORT

NEW HIRES AND NEW POSITIONS

Roxanna Glang, Instructor-Psychology—Liberal Arts and Social Sciences, General Education and Transfer Studies Division, temporary replacement, 100 percent, 180-day annualized assignment, Range F-9, Step 5.

Jared M. Short, Instructor-Communication—Liberal Arts and Social Sciences, General Education and Transfer Studies Division, temporary replacement, 100 percent, 180-day annualized assignment, Range F-9, Step 4.

POSITION CHANGES

C. “Jason” Bellerive, Maintenance/Trades Technician II—Capital Projects and Facilities, College Support Services Division, replacement, 100 percent, Range B-2 Step 3, from Maintenance/Trades Technician I—Capital Projects and Facilities, College Support Services Division.

Jennifer F. Rowe, Coordinator-StEPS Grant—Student Retention and College Life, Student Development and Learning Resources Division, limited duration assignment, 100 percent, Range C-2, Step 3, from Student Services Specialist—Student Retention and College Life, Student Development and Learning Resources Division.

SEPARATIONS

Dominic W. Annen, Student Services Technician—Enrollment Services, College Support Services Division, effective December 21, 2017.

Harry L. Barnett, II, Instructional Technician-10 month—High School Partnerships, Academic Progress and Regional Education Services Division, effective December 18, 2017.


Shannon R. Kelley, Instructor-Media—Liberal Arts and Social Sciences, General Education and Transfer Studies Division, effective December 11, 2017.

Reilly D. Leaton, Technology Support Specialist—Information Technology, College Support Services Division, effective December 15, 2017.
BUDGET STATUS REPORT

Prepared by

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

The financial reports of the general fund and investments for the period from July 1, 2017, through December 31, 2017, 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, 2017
Chemeketa Community College  
Statement of Resources and Expenditures  
As of December 31, 2017

Fund 100000 - General Fund Unrestricted

<table>
<thead>
<tr>
<th>Resources:</th>
<th>ADJUSTED BUDGET</th>
<th>YEAR-TO-DATE ACTUAL</th>
<th>% OF BUDGET</th>
<th>VARIANCE TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Taxes</td>
<td>20,690,000</td>
<td>19,724,710</td>
<td>95.33%</td>
<td>(965,290)</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>20,950,000</td>
<td>14,351,611</td>
<td>68.50%</td>
<td>(6,598,389)</td>
</tr>
<tr>
<td>State Appropriations - Current</td>
<td>31,080,000</td>
<td>24,435,397</td>
<td>78.62%</td>
<td>(6,644,603)</td>
</tr>
<tr>
<td>Indirect Recovery</td>
<td>1,910,000</td>
<td>763,345</td>
<td>39.97%</td>
<td>(1,146,655)</td>
</tr>
<tr>
<td>Interest</td>
<td>230,000</td>
<td>187,212</td>
<td>81.40%</td>
<td>(42,788)</td>
</tr>
<tr>
<td>Miscellaneous Revenue</td>
<td>180,000</td>
<td>243,507</td>
<td>135.28%</td>
<td>63,507</td>
</tr>
<tr>
<td>Transfers In</td>
<td>500,000</td>
<td>-</td>
<td>0.00%</td>
<td>(500,000)</td>
</tr>
<tr>
<td>Fund Balance</td>
<td>8,800,000</td>
<td>9,039,874</td>
<td>102.73%</td>
<td>239,874</td>
</tr>
<tr>
<td><strong>Total Resources</strong></td>
<td>84,340,000</td>
<td>68,745,656</td>
<td>81.51%</td>
<td>(15,594,344)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures:</th>
<th>ADJUSTED BUDGET</th>
<th>YEAR-TO-DATE ACTUAL</th>
<th>% OF BUDGET</th>
<th>VARIANCE TO BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>32,842,257</td>
<td>13,950,749</td>
<td>42.48%</td>
<td>18,891,508</td>
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<tr>
<td>Instructional Support</td>
<td>11,609,740</td>
<td>5,537,998</td>
<td>47.70%</td>
<td>6,071,742</td>
</tr>
<tr>
<td>Student Services</td>
<td>7,459,757</td>
<td>3,519,631</td>
<td>47.18%</td>
<td>3,940,126</td>
</tr>
<tr>
<td>College Support Services</td>
<td>15,668,307</td>
<td>7,750,923</td>
<td>49.47%</td>
<td>7,917,384</td>
</tr>
<tr>
<td>Plant Operation and Maintenance</td>
<td>6,609,939</td>
<td>2,938,978</td>
<td>44.46%</td>
<td>3,670,961</td>
</tr>
<tr>
<td>Transfers and Contingency</td>
<td>8,650,000</td>
<td>2,227,640</td>
<td>25.75%</td>
<td>6,422,360</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td>82,840,000</td>
<td>35,925,919</td>
<td>43.37%</td>
<td>46,914,081</td>
</tr>
</tbody>
</table>

Unappropriated Ending Fund Balance 1,500,000
### Chemeketa Community College
#### Budget Status Report
##### As of December 31, 2017

**Fund 100000 - General Fund Unrestricted**

<table>
<thead>
<tr>
<th>Account</th>
<th>Account Description</th>
<th>Adjusted Budget</th>
<th>YTD Activity</th>
<th>Encumbrances</th>
<th>Available Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>6110</td>
<td>Exempt Salaries</td>
<td>7,851,586.00</td>
<td>3,750,574.27</td>
<td>3,682,174.44</td>
<td>418,837.29</td>
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<tr>
<td>6120</td>
<td>Classified Salaries</td>
<td>11,362,258.00</td>
<td>5,522,338.86</td>
<td>5,489,842.62</td>
<td>350,076.52</td>
</tr>
<tr>
<td>6124</td>
<td>Part-Time Hourly &amp; Student Wages</td>
<td>1,286,540.00</td>
<td>610,998.10</td>
<td>-</td>
<td>675,541.90</td>
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<tr>
<td>6130</td>
<td>Faculty Salaries</td>
<td>15,303,163.00</td>
<td>6,475,712.85</td>
<td>7,665,751.66</td>
<td>1,161,698.49</td>
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<tr>
<td>6132</td>
<td>Part-Time Faculty</td>
<td>6,398,018.00</td>
<td>2,890,487.72</td>
<td>-</td>
<td>3,507,530.28</td>
</tr>
<tr>
<td>6510</td>
<td>Fixed Fringe Benefits</td>
<td>9,264,751.00</td>
<td>4,278,645.01</td>
<td>-</td>
<td>4,986,105.99</td>
</tr>
<tr>
<td>6511</td>
<td>Variable Fringe Benefits</td>
<td>12,765,702.00</td>
<td>5,536,541.96</td>
<td>-</td>
<td>7,229,160.04</td>
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<tr>
<td>6512</td>
<td>Other Fringe Benefits</td>
<td>380,000.00</td>
<td>194,017.00</td>
<td>-</td>
<td>185,983.00</td>
</tr>
</tbody>
</table>

**Subtotal Personnel Services** 64,612,018.00 29,259,315.77 16,837,768.72 18,514,933.51 45.28%

<table>
<thead>
<tr>
<th>Account</th>
<th>Account Description</th>
<th>Adjusted Budget</th>
<th>YTD Activity</th>
<th>Encumbrances</th>
<th>Available Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>710</td>
<td>Materials &amp; Services</td>
<td>1,863,489.00</td>
<td>528,403.19</td>
<td>-</td>
<td>1,335,085.81</td>
</tr>
<tr>
<td>720</td>
<td>Equipment $500-$4,999</td>
<td>264,725.00</td>
<td>73,653.50</td>
<td>-</td>
<td>191,071.50</td>
</tr>
<tr>
<td>7300</td>
<td>Legal Services</td>
<td>115,094.00</td>
<td>15,299.40</td>
<td>41,475.00</td>
<td>58,319.60</td>
</tr>
<tr>
<td>7310</td>
<td>Insurance</td>
<td>619,080.00</td>
<td>492,804.18</td>
<td>-</td>
<td>126,275.82</td>
</tr>
<tr>
<td>7320</td>
<td>Maintenance</td>
<td>536,145.00</td>
<td>209,086.06</td>
<td>74,395.39</td>
<td>252,663.55</td>
</tr>
<tr>
<td>7330</td>
<td>Communications</td>
<td>907,501.00</td>
<td>393,575.94</td>
<td>-</td>
<td>513,925.06</td>
</tr>
<tr>
<td>7340</td>
<td>Space Costs</td>
<td>1,850,252.00</td>
<td>617,653.40</td>
<td>21,785.00</td>
<td>1,210,813.60</td>
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<tr>
<td>7350</td>
<td>Staff Development</td>
<td>108,347.00</td>
<td>100,523.37</td>
<td>-</td>
<td>7,823.63</td>
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<tr>
<td>7360</td>
<td>Travel</td>
<td>348,457.00</td>
<td>150,510.42</td>
<td>-</td>
<td>197,946.58</td>
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<tr>
<td>7370</td>
<td>Other Services</td>
<td>2,806,490.00</td>
<td>1,743,370.78</td>
<td>181,452.23</td>
<td>881,666.99</td>
</tr>
<tr>
<td>7550</td>
<td>Capital Outlay</td>
<td>158,402.00</td>
<td>114,083.28</td>
<td>-</td>
<td>44,318.72</td>
</tr>
<tr>
<td>8150</td>
<td>Transfers Out</td>
<td>4,900,000.00</td>
<td>2,227,639.90</td>
<td>-</td>
<td>2,672,360.10</td>
</tr>
<tr>
<td>8500</td>
<td>Contingency</td>
<td>3,750,000.00</td>
<td>-</td>
<td>-</td>
<td>3,750,000.00</td>
</tr>
</tbody>
</table>

**Subtotal Non-Personnel Services** 18,227,982.00 6,666,603.42 319,107.62 11,242,270.96 36.57%

**Report Totals** 82,840,000.00 35,925,919.19 17,156,876.34 29,757,204.47 43.37%
Chemeketa Community College
Quarterly Update of Other Funds
July 1, 2017–December 31, 2017

<table>
<thead>
<tr>
<th>FUND #</th>
<th>RESOURCES</th>
<th>OBLIGATIONS</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary Services</td>
<td>680</td>
<td>$6,821,566</td>
<td>$2,378,768</td>
</tr>
<tr>
<td>Self-Supporting Services</td>
<td>2000</td>
<td>20,723,828</td>
<td>12,047,388</td>
</tr>
<tr>
<td>Intra-College Services</td>
<td>2800</td>
<td>12,175,871</td>
<td>4,174,917</td>
</tr>
<tr>
<td>Student Government, Clubs &amp; Newspaper</td>
<td>7200</td>
<td>185,719</td>
<td>68,992</td>
</tr>
<tr>
<td>Athletics</td>
<td>7500</td>
<td>473,691</td>
<td>329,003</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$40,380,675</td>
<td>$18,999,068</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FUND #</th>
<th>BUDGET</th>
<th>OBLIGATIONS</th>
<th>BALANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reserve Funds</td>
<td>2650 &amp;670000</td>
<td>$1,055,000</td>
<td>-</td>
</tr>
<tr>
<td>Regional Library</td>
<td>2600</td>
<td>4,035,000</td>
<td>2,730,677</td>
</tr>
<tr>
<td>Capital Development</td>
<td>6000–6500</td>
<td>21,710,000</td>
<td>1,844,796</td>
</tr>
<tr>
<td>Student Financial Aid</td>
<td>4200</td>
<td>71,596,500</td>
<td>16,902,884</td>
</tr>
<tr>
<td>Special Projects</td>
<td>3000</td>
<td>17,700,000</td>
<td>3,099,387</td>
</tr>
<tr>
<td>Debt Service</td>
<td>590</td>
<td>40,885,000</td>
<td>1,735,507</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$156,981,500</td>
<td>$26,313,251</td>
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</tbody>
</table>
## STATUS OF INVESTMENTS AS OF DECEMBER 31, 2017

<table>
<thead>
<tr>
<th>Oregon State Treasurer Investments</th>
<th>Investment Ending Date</th>
<th>Maturity Date</th>
<th>Amount Invested</th>
<th>Rate as of 12/31/2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Short-Term Fund—General</td>
<td>12/31/2017</td>
<td>On demand</td>
<td>$31,029,711.52</td>
<td>1.62%</td>
</tr>
<tr>
<td>Oregon Short-Term Fund—Capital</td>
<td>12/31/2017</td>
<td>On demand</td>
<td>$9,683,065.99</td>
<td>1.62%</td>
</tr>
</tbody>
</table>

13 week Treasuries 1.37% as of 12/31/2017

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

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

PLANNING AND PRE-PLANNING CAPITAL PROJECTS

• Yamhill Valley Campus, Building 4, Oregon Kidney and Hypertension Clinic Expansion and Tenant Improvement
  This project is also referred to as the “Nephrology Remodel.” Negotiations have been completed with the tenant and construction activities have begun.

PROJECTS UNDER CONSTRUCTION

• Salem Campus Athletics Field
  The contractor has mobilized and the project is underway. The final construction schedule remains dependent on weather conditions.

See Appendix–2; Campus Map pages 51–52.
On the following pages are reports related to current activities for the Grants Office and the Foundation.
GRANT ACTIVITIES
OCTOBER 2017–DECEMBER 2017

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

---

**GRANTS SUBMITTED OCTOBER 2017–DECEMBER 2017**

<table>
<thead>
<tr>
<th>Grantor</th>
<th>Department</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon Department of Veterans’ Affairs</td>
<td>Veteran Services</td>
<td>The Campus Veterans Resource Center Grant program supports enhancement and expansion of a veteran resource center and programs for student-veterans. New, 18-month grant.</td>
<td>32,429</td>
</tr>
<tr>
<td>Oregon Department of Education</td>
<td>Education</td>
<td>To support the design, implementation, and study of Education test preparation and pretesting for students studying to become teachers. New, 1-year</td>
<td>32,650</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total:</strong></td>
<td>$65,079</td>
</tr>
</tbody>
</table>

**GRANTS PENDING NOTIFICATION**

<table>
<thead>
<tr>
<th>Grantor</th>
<th>Department</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Science Foundation: Advanced</td>
<td>Applied Technologies</td>
<td>To support an industry-driven analysis of labor needs, skill gaps, and current curriculum for addressing the need for a manufacturing systems technician education program. New, 3-year grant.</td>
<td>224,924</td>
</tr>
</tbody>
</table>
GRANTS AWARDED OCTOBER 2017–DECEMBER 2017:

<table>
<thead>
<tr>
<th>Grantor</th>
<th>Department</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association of State Chief</td>
<td>Management Programs</td>
<td>To support tuition assistance for students in the Procurement Management program. 1-year grant.</td>
<td>5,000</td>
</tr>
<tr>
<td>of State Chief Procurement Officials (NASPO)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ASPO</td>
<td>Management Programs</td>
<td>To support tuition assistance for students in the Procurement Management program. 1-year grant.</td>
<td>5,000</td>
</tr>
<tr>
<td>Instituto de los Mexicanos en el Exterior</td>
<td>Chemeketa</td>
<td>To support student scholarships for participants in the Bilingual Student-Teacher Leaders program. 1-year grant.</td>
<td>9,800</td>
</tr>
<tr>
<td>(IME) Becas (Scholarships)</td>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kisco Foundation</td>
<td>Chemeketa</td>
<td>To support student Veterans on campus. 1-year grant.</td>
<td>37,500</td>
</tr>
<tr>
<td></td>
<td>Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon Department of Veterans’ Affairs</td>
<td>Veteran</td>
<td>The Campus Veterans Resource Center Grant program supports enhancement and expansion of a veteran resource center and programs for student-veterans. 18-month grant.</td>
<td>32,429</td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department of Health and Human Services,</td>
<td>Academic</td>
<td>To support young parenting students (ages 16-25) with educational opportunities and referrals to wraparound services. New, 1-year sub award grant.</td>
<td>*260,470</td>
</tr>
<tr>
<td>Federal Office of Adolescent health, Oregon</td>
<td>Progress and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Authority</td>
<td>Regional Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: $350,199

*Grant award corrected to reflect actual, negotiated award in the October report. Original award reported as an estimate of $150,000.

The grants awarded must be accepted by the board. The above-awarded grants also appear as an action item for board acceptance.
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 was extremely successful and followed a creative and heartfelt approach. A letter including the picture of a Foundation scholarship recipient’s toddler was used and started with the question, “What was your dream growing up?” The Foundation received an end-of-year matching donation of $10,000 which was included in the letter and also how gifts to the Foundation can help students. The Foundation also partnered with the Salem Saturday Market for the first-ever Friday evening opening of the Salem Holiday Market on December 8. 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 in raising over $2,300 for the Student Relief Fund and $1,300 for departments that participated.

NEW SCHOLARSHIPS ESTABLISHED

Three new scholarships were established near the end of 2017. The Al MacDonald/LIVE Wine Studies Scholarship was established in honor of long time Vineyard Management instructor Al MacDonald and LIVE. LIVE is a non-profit organization that supports environmentally and socially responsible winegrowing. The Give a Little Homeless Student Scholarship was established by the Give a Little Foundation in support of full-time, first-year students from Yamhill County who have experienced homelessness during their high school years. The Foundation board of directors established the Andrew Bone Guided Pathways Scholarship fund in honor of Andrew for his years of service to the college and foundation. The scholarship will support full-time students who have met with a counselor to begin their guided pathways process leading to successful completion of their educational goals. The Foundation is very grateful for these new scholarships to support deserving Chemeketa students.

CLINT FOUNDATION MATCHING DONATION

For the eighth 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.
2018 ESTATE PLANNING SEMINAR

The next Estate Planning Seminar titled, “Baker's Dozen of Common Estate Planning Mistakes” will be held on February 21, 2018, from 12–1:30 pm at the 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 fifty college employees participated and were either new donors or increased their monthly donations to support student scholarships or assistance funds. A total of $8,484 was raised. The Foundation is grateful to all of the Chemeketa employees who support student scholarships and assistance funds.

STARS RECEPTIONS

The Foundation will hold two STARS receptions in 2018: Friday, April 27, 2018, at Broadway Commons in Salem from 3:30–5 pm and Friday, May 11, 2018, 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.
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 2017
Student, FTE and Enrollment Profile
All Locations

STUDENTS (unduplicated headcount)

<table>
<thead>
<tr>
<th></th>
<th>Total Students</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14,572</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Non-Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4,791</td>
<td>5,600</td>
<td>4,181</td>
</tr>
<tr>
<td></td>
<td>32.9%</td>
<td>38.4%</td>
<td>28.7%</td>
</tr>
</tbody>
</table>

FTE

<table>
<thead>
<tr>
<th></th>
<th>Total FTE</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3,193</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Non-Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1,616</td>
<td>866</td>
<td>711</td>
</tr>
<tr>
<td></td>
<td>50.6%</td>
<td>27.1%</td>
<td>22.3%</td>
</tr>
</tbody>
</table>

ENROLLMENTS (duplicated headcount)

<table>
<thead>
<tr>
<th></th>
<th>Total Enrollments</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>53,133</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Full-Time</th>
<th>Part-Time</th>
<th>Non-Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>21,803</td>
<td>11,631</td>
<td>19,699</td>
</tr>
<tr>
<td></td>
<td>41.0%</td>
<td>21.9%</td>
<td>37.1%</td>
</tr>
</tbody>
</table>
## Fall 2017
Student, FTE and Enrollment Profile
All Locations

### Fall-to-Fall Comparison

<table>
<thead>
<tr>
<th>Fall Term FTE and Headcount</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reimbursable FTE</td>
<td>3,180</td>
<td>3,042</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Non-Reimbursable FTE</td>
<td>169</td>
<td>151</td>
<td>-10.7%</td>
</tr>
<tr>
<td>Total FTE</td>
<td>3,349</td>
<td>3,193</td>
<td>-4.7%</td>
</tr>
<tr>
<td>Unduplicated Headcount</td>
<td>15,948</td>
<td>14,572</td>
<td>-8.6%</td>
</tr>
</tbody>
</table>

### Year-to-Date

<table>
<thead>
<tr>
<th>Year-to-Date FTE and Headcount</th>
<th>2015-16</th>
<th>2016-17</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>YTD Reimbursable FTE</td>
<td>4,006</td>
<td>3,763</td>
<td>-6.1%</td>
</tr>
<tr>
<td>YTD Non-Reimbursable FTE</td>
<td>205</td>
<td>249</td>
<td>21.7%</td>
</tr>
<tr>
<td>YTD Total FTE</td>
<td>4,210</td>
<td>4,012</td>
<td>-4.7%</td>
</tr>
<tr>
<td>YTD Unduplicated Headcount</td>
<td>19,262</td>
<td>17,433</td>
<td>-9.5%</td>
</tr>
</tbody>
</table>

### Rate of Change from Fall to Fall

<table>
<thead>
<tr>
<th>Year</th>
<th>2013 to 2014</th>
<th>2014 to 2015</th>
<th>2015 to 2016</th>
<th>2016 to 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Reimbursable FTE</td>
<td>-5.7%</td>
<td>-2.5%</td>
<td>-5.6%</td>
<td>-4.3%</td>
</tr>
<tr>
<td>Change in Unduplicated HC</td>
<td>-10.0%</td>
<td>-0.2%</td>
<td>-3.0%</td>
<td>-8.6%</td>
</tr>
</tbody>
</table>

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

### Rate of Change YTD to YTD

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in YTD Reimbursable FTE</td>
<td>-7.3%</td>
<td>-3.6%</td>
<td>-4.9%</td>
<td>-6.1%</td>
</tr>
<tr>
<td>Change in YTD Unduplicated HC</td>
<td>-8.5%</td>
<td>-4.0%</td>
<td>0.3%</td>
<td>-9.5%</td>
</tr>
</tbody>
</table>

Prepared by Institutional Research
I would like to recognize the following for recent contributions to Chemeketa and to their professions.

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: JIM EUSTROM, STEVE RICHARDSON, CHRYS TOBHEY, JEREMY TRABUE, and TAMARA TRATTNER. (Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.)

FRIDAY VALENTINE, library faculty member, was awarded certification as a Digital Archives Specialist (DAS) by the Society of American Archivists. Friday was one of 28 individuals nationally to complete the required coursework and pass the comprehensive exam in November 2017. The DAS curriculum prepares information professionals to work with records in electronic form and covers methods for appraisal, description, management, organization and preservation of digital records. Friday serves as the digital assets curator and manages the Chemeketa Learning Cloud. (Core Theme: Academic Quality—Quality programs, instruction, and support services are provided to students.)

Board member JACKIE FRANKE, was elected to the Executive Committee of the Mid-Willamette Valley Council of Governments. (Core Theme: Community Collaborations—Instruction, training and workforce development are provided through collaboration with education partners, businesses, and community groups.)

The CHEMEEKTA CHAPTER of the American Association for Women in Community Colleges (AAWCC) received $500 in donations of cash, gift cards, and gifts to “Pay it Forward for the Holidays.” Six employees were nominated by their peers and all received personalized gift baskets to brighten their holidays. (Core Theme: Community Collaborations—Instruction, training and workforce development are provided through collaboration with education partners, businesses, and community groups.)

The Health and Human Performance staff led by RASCHEL LARSEN have finalized a new low cost HPE295 textbook, Health and Fitness for Life, which will be available at the Bookstore starting this winter term. (Core Them: Academic Quality—Quality programs, instruction, and support services are provided to students.)
The Visual Arts and Performing Arts (VAPA) and Visual Communications (VC) Faculty Show and artists' talks were held on January 10 in the Gretchen Schuette Art Gallery. Thanks to VAPA and VC faculty who had art pieces on display: DEANNE BEAUSOLEIL, KAY BUNENBERG-BOEHMER, MARTY GIOVANNINI, JESSE GOTTESMAN, HEIDI GREW, CYNTHIA HERRON, BURK KLEIBER, JANE LIEBER MAYS, ALISON LUTZ, LAURA MACK, BRET MALLEY, SUSAN TRINGALLI, and KEL WARD. (Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.)
APPROVAL OF COLLEGE POLICIES
#3150—EXEMPT SUPERVISORY EMPLOYEES: DEFINITION;
#6220—SURPLUS PROPERTY; #6240—INVENTORY
AND #6410—LEGAL SERVICE
[17-18-124]

Prepared by
Rebecca Hillyer, General Counsel
Julie Huckeinstein, President/Chief Executive Officer

EXEMPT SUPERVISORY EMPLOYEES: DEFINITION—POLICY #3150

This policy was last reviewed by the board in July 2014. The underlined information comes from the Oregon Revised Statutes and further clarifies the role as a supervisor at Chemeketa. The last sentence is stricken because it is repetitive with new language added to the previous sentence.

SURPLUS PROPERTY—POLICY #6220

This policy was last reviewed by the board in March 2015. This policy has one minor edit in the next to the last sentence; a comma was added after the word “metal”.

INVENTORY—POLICY #6240

This policy was last reviewed by the board in January 2015. No edits are recommended to this policy.

LEGAL SERVICE—POLICY #6410

This policy was last reviewed by the board in January 2015. The only minor edit is to place a hyphen between the words college and related.

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 #3150—Exempt Supervisory Employee: Definition; #6220—Surplus Property; #6240—Inventory and #6410—Legal Service to become effective immediately.
EXEMPT SUPERVISORY EMPLOYEES: DEFINITION

Annually contracted Chemeketa Community College employees who possess the authority in the interest of the employer to hire, manage, transfer, suspend, lay off, recall, promote, discharge, assign, reward, or discipline other employees or responsibly to direct others, or adjust their grievances, or effectively to recommend such action, if in connection therewith, the exercise of the authority is not of a merely routine or clerical nature but requires the use of independent judgment. Supervisory employees shall also possess the authority to direct or adjust grievances or to effectively recommend such action if not of a merely routine or clerical nature and requires the use of independent judgment.

July 17, 1985
Adopted College Board of Education
April 19, 2006; December 15, 2010; July 16, 2014
Revised College Board of Education

1 ORS 243.650 (23)
SURPLUS PROPERTY

“Surplus Property” means all Chemeketa Community College owned personal property determined to be of no further use to the college. Examples of personal property include, but are not limited to, vehicles, equipment, furniture, computers, office supplies, machinery, scrap metals, and raw materials. Surplus property shall be disposed of in accordance with college Procedure #6220 PRO.

July 17, 1985
Adopted College Board of Education

July 22, 1998; June 25, 2003; February 23, 2005;
September 20, 2006; June 29, 2011; March 18, 2015
Revised College Board of Education
INVENTORY

Chemeketa Community College shall maintain an inventory of all capital equipment and facilities owned by the college.
Chemeketa Community College shall provide legal counsel to its employees on college-related legal matters that are within the scope of their employment.

July 17, 1985
Adopted College Board of Education
November 16, 2011; January 21, 2015
Revised College Board of Education
July 15, 2009; January 21, 2015
Reviewed College Board of Education
APPROVAL OF ACADEMIC CALENDAR FOR 2018–2019
[17-18-125]

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

The proposed academic calendar for 2018–2019 continues last year’s pattern.

Summer term begins June 25. A standard eight-week session is planned from June 25 to August 18, a ten-week session from June 25 to September 1, and a five-week session from June 25 to July 28. Summer term will continue to be a four-day work week starting July 6 to August 31, 2018.

Fall term begins September 24. This term is eleven weeks in length ending December 8. A four-week break is planned between fall and winter terms.

Winter term begins January 7. This term is also eleven weeks in length and ending on March 23. A one-week break is planned between winter and spring terms.

Spring term begins April 1. This term is also an eleven-week term ending June 15.

There are five holidays for faculty and exempt staff and six for classified staff (November 12, 22, 23, January 21, May 27 and February 18 for classified staff only). The college will be closed on President’s Day. The other closure days will be December 21 and 26.

Employee inservice is September 10–21. Tuesday, September 11 is a college-wide inservice day and the college is closed.

It is recommended that the Chemeketa Board of Education approve the Academic Calendar 2018–2019.
<table>
<thead>
<tr>
<th>Event</th>
<th>Summer Term 2018</th>
<th>Fall Term 2018</th>
<th>Winter Term 2019</th>
<th>Spring Term 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Courses</td>
<td>8 weeks: Jun 25–Aug 18</td>
<td></td>
<td>Sep 11</td>
<td></td>
</tr>
<tr>
<td>Specific Programs*</td>
<td>10 weeks: Jun 25–Sep 1</td>
<td>Sep 3–Nov 12</td>
<td>Jan 7–Mar 23</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nov 22–23</td>
<td>Jan 21–Feb 18–Classified</td>
<td>May 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dec 24 &amp; 25</td>
<td>Dec 31 &amp; Jan 1</td>
<td></td>
</tr>
<tr>
<td>College-wide Inservice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(College closed to the public)</td>
<td></td>
<td>Sep 10–21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employee Inservice</td>
<td></td>
<td>Sep 10–21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning of Term</td>
<td>Jun 25</td>
<td>Jun 25</td>
<td>Sep 24</td>
<td>Jan 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Apr 1</td>
</tr>
<tr>
<td>Academic Year and Other Holidays</td>
<td>Jul 4</td>
<td>Jul 4</td>
<td>Jul 4</td>
<td>May 27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Closure</td>
<td></td>
<td>Dec 21 &amp; 26</td>
<td>Feb 18</td>
<td></td>
</tr>
<tr>
<td>Summer Friday Closure</td>
<td>Fridays: Jul 6–Aug 31</td>
<td>Fridays: Jul 6–Aug 31</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Winter Break/Spring Break</td>
<td></td>
<td></td>
<td>Dec 10–Jan 4</td>
<td>Mar 25–Mar 29</td>
</tr>
<tr>
<td>Review &amp; Final Exams</td>
<td>Final exams given during last class period</td>
<td>Final exams given during last class period</td>
<td>Final exams given during last class period</td>
<td>Dec 3–7</td>
</tr>
<tr>
<td>End of Term</td>
<td>Jul 28</td>
<td>Aug 18</td>
<td>Sep 1</td>
<td>Dec 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mar 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Jun 15</td>
</tr>
<tr>
<td>Graduation</td>
<td>Tuesday, June 18, 2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Listed on Summer Exceptions (handout)
In spring 2017, the College Board of Education approved eight terms (three applications) for sabbatical leave in the 2017–2018 academic year, leaving 19 terms of leave for one-term spring 2018 sabbaticals. Two additional applications were submitted in fall 2017, for sabbatical leave to take place in spring 2018. 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 in fall 2017, and used the criteria and guidelines developed jointly by the faculty association and the college to review the two applications. The committee, by consensus, recommended that the two applications be approved. Members of Instruction and Student Services concurred with the recommendation of the committee.

It is recommended that the College Board of Education approve the recommended spring sabbaticals for the following faculty members:

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Leave</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Scott</td>
<td>Developmental Writing</td>
<td>Spring 2018</td>
</tr>
</tbody>
</table>

Proposes to research the role that narrative performs in Chemeketa’s Developmental Writing classes and how to best leverage its power for students. Laura will attend two short writing courses, read and learn from a selection of texts and write a narrative essay to serve as a student sample in WR080 and WR090 classes.

| Beth Hale      | eLearn Technical Support       | Spring 2018  |

Proposes to explore and develop strategies to improve instructor/student interaction in online courses. The proposal draws inspiration from the recent Western Governor’s University (WGU) audit which looked at regular and substantive interaction. Beth will examine the implications of the WGU audit, survey Chemeketa faculty on similar criteria, develop faculty trainings on effective online interaction, and develop a means for continuous data-informed instructional improvement.
## ACCEPTANCE OF PROGRAM DONATIONS
### OCTOBER 1, 2017 THROUGH DECEMBER 31, 2017
### [17-18-127]

**Prepared by**

Margarita Escobedo, Office Assistant—Chemeketa Foundation  
Jamie Wenigmann, Development Associate—Chemeketa Foundation  
Nancy Duncan, Executive Director—Chemeketa Foundation  
David Hallett, Vice President—Governance and Administration  
Julie Huckestein, President/Chief Executive Officer

<table>
<thead>
<tr>
<th>Item:</th>
<th>397 lbs. of food for pantry</th>
<th>Item:</th>
<th>181 lbs. of food for pantry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donor:</td>
<td>Marion Polk Food Share</td>
<td>Donor:</td>
<td>Marion Polk Food Share</td>
</tr>
<tr>
<td>Declared Value:</td>
<td>$794.00</td>
<td>Declared Value:</td>
<td>$348.50</td>
</tr>
<tr>
<td>Program:</td>
<td>Food pantry</td>
<td>Program:</td>
<td>Food pantry</td>
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</table>

<table>
<thead>
<tr>
<th>Item:</th>
<th>228 lbs. of food for pantry</th>
<th>Item:</th>
<th>162 lbs. of food for pantry</th>
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</thead>
<tbody>
<tr>
<td>Donor:</td>
<td>Marion Polk Food Share</td>
<td>Donor:</td>
<td>Marion Polk Food Share</td>
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<tr>
<td>Declared Value:</td>
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<tr>
<th>Item:</th>
<th>251 lbs. of food for pantry</th>
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<th>279 lbs. of food for pantry</th>
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<td>Donor:</td>
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<th>265 lbs. of food for pantry</th>
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<th>5 video games</th>
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<td>Program:</td>
<td>Student Video Game Club</td>
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<td>Item:</td>
<td>5—$5 gift cards</td>
<td>Item:</td>
<td>80 various graphic design books</td>
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<td>Donor:</td>
<td>Grocery Outlet</td>
<td>Donor:</td>
<td>Garmin AT</td>
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<td>Program:</td>
<td>Phi Theta Kappa Student Club</td>
<td>Program:</td>
<td>Visual Communications</td>
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| Donor:                | Hugh Studebaker                                                                 | Donor:                | Miriam Scharer                                                   |
| Declared Value:       | $1,300.00                                                                       | Declared Value:       | $475.00                                                          |
| Program:              | Auto Tech                                                                       | Program:              | Auto Tech                                                       |

| Item:                  | 1997 Infiniti Q45                                                                | Item:                  | One month of music lessons                                      |
| Donor:                | Real Tech Auto & Truck Repair                                                    | Donor:                | River City RockStar Academy                                     |
| Declared Value:       | $900.00                                                                         | Declared Value:       | $148.00                                                          |
| Program:              | Auto Tech                                                                       | Program:              | Holiday Social                                                   |

| Item:                  | $20 Gift Card                                                                   | Item:                  | $20 Gift Card                                                   |
| Donor:                | 1895 Cider Co.                                                                   | Donor:                | Santiam Brewpub                                                  |
| Declared Value:       | $20.00                                                                          | Declared Value:       | $20.00                                                          |
| Program:              | Holiday Social                                                                  | Program:              | Holiday Social                                                   |

| Item:                  | 8 General Admission Tickets                                                      | Item:                  | $40 Gift Card                                                   |
| Donor:                | Salem Cinema                                                                    | Donor:                | Gilgamesh                                                       |
| Declared Value:       | $72.00                                                                          | Declared Value:       | $40.00                                                          |
| Program:              | Holiday Social                                                                  | Program:              | Holiday Social                                                   |

| Item:                  | Coffee lover’s basket                                                           | Item:                  | BBQ for up to six people                                         |
| Donor:                | Jim Eustrom                                                                      | Donor:                | Johnny Mack                                                      |
| Declared Value:       | $115.00                                                                         | Declared Value:       | $150.00                                                          |
| Program:              | Holiday Social                                                                  | Program:              | Holiday Social                                                   |

| Item:                  | 24—$5 lunch cards                                                               | Item:                  | Gourmet meal for 10 and dancing lessons                         |
| Donor:                | NW Innovations                                                                  | Donor:                | Elias Villegas                                                   |
| Declared Value:       | $120.00                                                                         | Declared Value:       | $250.00                                                          |
| Program:              | Holiday Social                                                                  | Program:              | Holiday Social                                                   |
These grants have been awarded to the college from October 2017–December 2017. It is recommended that the board accept these grants.

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<th>Grantor</th>
<th>Department</th>
<th>Award Description</th>
<th>Amount</th>
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<td>National Association of State Chief Procurement Officials (NASPO)</td>
<td>Management Programs</td>
<td>To support tuition assistance for students in the Procurement Management program. 1-year grant.</td>
<td>5,000</td>
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<tr>
<td>NASPO</td>
<td>Management Programs</td>
<td>To support tuition assistance for students in the Procurement Management program. 1-year grant.</td>
<td>5,000</td>
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<tr>
<td>Instituto de los Mexicanos en el Exterior (IME) Becas (Scholarships)</td>
<td>Chemeketa Foundation</td>
<td>To support student scholarships for participants in the Bilingual Student-Teacher Leaders program.</td>
<td>9,800</td>
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<tr>
<td>Kisco Foundation</td>
<td>Chemeketa Foundation</td>
<td>To support student Veterans on campus. 1-year grant.</td>
<td>37,500</td>
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<tr>
<td>Oregon Department of Veterans’ Affairs</td>
<td>Veteran Services</td>
<td>The Campus Veterans Resource Center Grant program supports enhancement and expansion of a veteran resource center and programs for student-veterans. 18-month grant.</td>
<td>32,429</td>
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</table>
Department of Health and Human Services, Federal Office of Adolescent Health, Oregon Health Authority

Academic Progress and Regional Education Services

To support young parenting students (ages 16-25) with educational opportunities and referrals to wraparound services. New, 1-year sub award grant.

Total: $350,199

*Grant award corrected to reflect actual, negotiated award in the October report. Original award reported as an estimate of $150,000.
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.
Building and Primary Function(s)

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<th>Area or Service—Building/Room</th>
<th>Area or Service—Building/Room</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>001 1st Floor:</strong> Bookstore</td>
<td>Cooperative Work Experience—2/115</td>
</tr>
<tr>
<td><strong>001 2nd Floor:</strong> Faculty Offices</td>
<td>Dental Clinic—8/101</td>
</tr>
<tr>
<td><strong>002 1st Floor:</strong> Advising &amp; Counseling; Career Center; Graduation Services; College Assistance Migrant Program; Convenience Store; Disability Services; Food Court; Information Center; Multicultural Center; Occupational Skills Training; Planetarium; Public Safety; Student Retention &amp; College Life; Student Support Services; Testing Services</td>
<td>Executive Dean of Students—3/272</td>
</tr>
<tr>
<td><strong>002 2nd Floor:</strong> Business Office; Enrollment Center; Financial Aid; TRiO; Talent Search; Upward Bound; Tutoring Services; Veteran's Services; College Support Service's; Human Resources; Presidents Office; Public Information, Marketing and Student Recruitment.</td>
<td>Disability Services—2/174</td>
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<tr>
<td><strong>003 1st Floor:</strong> Art Gallery; Classrooms</td>
<td>Employee Training Facility—33/106</td>
</tr>
<tr>
<td><strong>003 2nd Floor:</strong> Classrooms; Math Learning Center; Extended Learning, Instruction and Student Services, Placement Testing</td>
<td>English for Speakers of Other Languages—22/100</td>
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<tr>
<td><strong>004 1st Floor:</strong> Automotive Program; Electronics Program</td>
<td>Enrollment Center—2/200</td>
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<tr>
<td><strong>004 2nd Floor:</strong> Visual Communications; CAD Program</td>
<td>Evening &amp; Weekend Programs—5/264</td>
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<tr>
<td><strong>005 1st Floor:</strong></td>
<td>Extended Learning—3/252</td>
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<tr>
<td><strong>005 2nd Floor:</strong> Classrooms</td>
<td>Financial Aid—2/200</td>
</tr>
<tr>
<td><strong>006 1st Floor:</strong> Auditorium; Classrooms</td>
<td>First Aid—2/173</td>
</tr>
<tr>
<td><strong>006 2nd Floor:</strong> Classrooms; Employee Development</td>
<td>Food Service—2/First Floor, 4, &amp; 48</td>
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<tr>
<td><strong>007 Gymnasium; Physical Education Classrooms</strong></td>
<td>GED—22/100</td>
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<tr>
<td><strong>008 1st Floor:</strong> Dental Clinic; Health &amp; Science Classrooms; Massage Clinic</td>
<td><strong>Gymnasium—7</strong></td>
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<tr>
<td><strong>008 2nd Floor:</strong> Health &amp; Science Classrooms</td>
<td>Human Resources—2/214</td>
</tr>
<tr>
<td><strong>009 1st Floor:</strong> Classrooms; Distance Education; Curriculum Resource Center; Opportunity Center; Television Studio; Online Programs</td>
<td>International Programs and Study Abroad—2/174</td>
</tr>
<tr>
<td><strong>009 2nd Floor:</strong> Library; Writing Center; Computer Lab; Study Rooms</td>
<td>IT Help Desk—9/128</td>
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<tr>
<td><strong>014 Public Safety</strong></td>
<td>Career Center—2/115</td>
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<tr>
<td><strong>015 Burn Tower</strong></td>
<td>Library—9/Second Floor</td>
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<tr>
<td><strong>020 Drafting, Engineering, Machine Shop</strong></td>
<td>Lost &amp; Found—2/173</td>
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<tr>
<td><strong>021 Welding Program</strong></td>
<td>Mail Room—43</td>
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<tr>
<td><strong>022 Academic Development; HEP; Information Technology</strong></td>
<td>Massage Clinic—8/104</td>
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<tr>
<td><strong>033 Trades &amp; Technology</strong></td>
<td>Multicultural Center—2/171</td>
</tr>
<tr>
<td><strong>034 Catering Kitchen, Northwest Innovations, Conference Rooms; SOAR</strong></td>
<td>Northwest Innovations—33/101</td>
</tr>
<tr>
<td><strong>037 Faculty Offices</strong></td>
<td>Online Courses—9/106</td>
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<tr>
<td><strong>038 Faculty Offices</strong></td>
<td>Parking Permits—2/173</td>
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<tr>
<td><strong>039 Child Development</strong></td>
<td>Planetarium—2/171</td>
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<tr>
<td><strong>040 Facilities &amp; Operations</strong></td>
<td>Posting Notices on Campus—2/176</td>
</tr>
<tr>
<td><strong>041 Facilities &amp; Operations</strong></td>
<td>President's Office—2/216</td>
</tr>
<tr>
<td><strong>042 Copy Center, Mail Room; Recycling</strong></td>
<td>Public Information—2/208</td>
</tr>
<tr>
<td><strong>044 Horticulture Potting Shed</strong></td>
<td>Registration—2/200</td>
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<td><strong>045 Activity Field</strong></td>
<td>Student Center—2/179</td>
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<tr>
<td><strong>046 Greenhouse</strong></td>
<td>Student Clubs—2/176</td>
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<tr>
<td><strong>048 Conference Rooms; MaPS Credit Union; Winema Market &amp; Deli</strong></td>
<td>Student Identification Cards—1/First Floor</td>
</tr>
<tr>
<td><strong>049 Mid-Willamette Education Consortium, Youth GED Options</strong></td>
<td>Study Skills—2/210</td>
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<tr>
<td><strong>051 Winema High School; Trades &amp; Technologies</strong></td>
<td>Transcripts—2/200</td>
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<td><strong>052 Classrooms</strong></td>
<td>Transfer Information—2/110</td>
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<tr>
<td><strong>053 Department of Human Services</strong></td>
<td>Tutoring Center—2/210</td>
</tr>
<tr>
<td><strong>058 Facilities &amp; Operations Annex</strong></td>
<td>Vending Machine Refunds—2/Food Court</td>
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<td><strong>060 Agriculture Sciences</strong></td>
<td>Veterans' Services—2/200</td>
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<td><strong>061 Classrooms</strong></td>
<td>Writing Center—9/210</td>
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<td><strong>062 Classrooms</strong></td>
<td><strong>Instructional Department Offices</strong></td>
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### Appendix-2

January 17, 2018

**Instructional Department Offices**

- Dental Programs—8/109
- Distance Education & Academic Technology—9/106
- Evening and Weekend Programs—5/264B
- Emergency Services—19
- Health, & Human Performance—7/103
- Health Sciences—8/114
- Humanities & Communications—1/204
- Applied Technologies—5/264D
- Math, Science—9/105
- Agricultural Sciences—60
- Nursing—8/113
- Pharmacy Technology—8/113
- Social Science, Business and Human Services—1/204

**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
- Board Room—2/170
- Bookstore—1/First Floor
- Business Office—2/202
- Chemeketa Cooperative Regional Library Service—9/136
- Computer Labs—6/218
- Convenience Store—2/180

---

**Discover Chemeketa Community College**

Revised September 2015

-52-
Chemeketa Community College
District Boundary and Board Zones

Yamhill County
ZONE 2
McMinnville
Newberg

ZONE 6
Woodburn
Mt. Angel
Silverton

Polk County
ZONE 7
Dallas
Salem

Marion County
ZONE 4
Jefferson
Stayton

Linn County

Board Members

ZONE 1  Ed Dodson
ZONE 2  Ron Pittman
ZONE 3  Neva Hutchinson, Vice Chairperson 2017–2018
ZONE 4  Ken Hector, Chairperson 2017–2018
ZONE 5  Jackie Franke
ZONE 6  Diane Watson
ZONE 7  Betsy Earls
Handouts
January 17, 2018
PARTICIPANTS IN BOARD PRESENTATION
WORKSHOP MEETING
JANUARY 17, 2018

WORKSHOP MEETING 4:30 PM
Salem Campus,
Building 2, Room 170,
Board Room

Workshop-A   Mid-Willamette Education Consortium (MWEC) Update
  • Ed Woods, Director—MWEC
  • Debbie Johnson, Financial Analyst—MWEC
  • Sheila McCartney, Regional Coordinator—MWEC
Ed Woods, Mid-Willamette Education Consortium (MWEC) Director

Welcome
In short, what is MWEC?

Understanding Perkins IV
What purpose does the Executive Council serve?

What is a Program of Study?
What are Professional Learning Communities (PLC’s)?

The MWEC Team
Sheila McCartney, Regional Coordinator

What does a Regional Coordinator do?

- Develops new programs of study
- Assists with teacher licensure and endorsements
- Helps with teacher recruitment
- Oversees CTE program updates and collections reporting
- Manages the regional data input team for CTE updates and collections reporting
- Facilitates program of study renewal applications, including statewide and full applications
- Develops and manages pilot programs for Oregon Department of Education (ODE)

- Collaborates with the MWEC dual credit or College Credit Now team
- Advises and partners around High School Success (Measure 98) funding, Pathway funding, and CTE Revitalization grants
- Creates innovation through new projects and program of study development and enhancement
Debbie Johnson, Financial Analyst

More than just budgets...

- Develops regional and all spending budgets
- Purchases approved equipment and supplies
- Manages all inventory processes and visits
- Updates the MWEC Regional handbook and website
- Manages the MWEC Professional Development web site
- Assists in Career Pathway tracking
Working together

- Provides and facilitates eight separate administrative professional learning community (PLC) meetings each year
- Manages the CTE teacher PLC meetings and leadership team

- Reviews regional 90% reports
- Builds business and industry partnerships
- Supports the yearly Chemeketa Community College Programs Tour and Counselor Conference
- Provides professional development opportunities and events for CTE teachers, administrators, counselors, and career advisors, including the MWEC Take-off and Regional Institute events
- Provides oversight of secondary and post-secondary technical skill assessments (TSAs)
- Works with the Chemeketa Perkins Team on strategic planning
- Works with the Chemeketa Curriculum Development Team

Questions?
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<td>Out-of-State</td>
<td>International</td>
<td>Quarterly Fees &amp; Other Fees</td>
<td>In-District T&amp;Fees - Annualized</td>
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<td><strong>Statewide Average</strong></td>
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* Out of State Tuition applies only to non-border states.
Oregon University System
2017-18 Tuition and Fees

<table>
<thead>
<tr>
<th>University System</th>
<th>Total Annual Tuition and Fees</th>
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<tr>
<td>Eastern Oregon University</td>
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<tr>
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<td>University of Oregon</td>
<td>$11,571</td>
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<tr>
<td>Western Oregon University</td>
<td>$9,159</td>
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</table>

Private Schools:
- George Fox University                   | $36,020                       |
- Linfield College                         | $37,348                       |
- Lewis & Clark College                    | $48,988                       |
- Willamette University                    | $48,159                       |

* based on institutional websites

Annual Cost Of Attendance FY 2017-18
University System

- Western Oregon University
- University of Oregon
- Southern Oregon University
- Portland State University
- Oregon State University
- Oregon Institute of Technology
- Eastern Oregon University
Chemeketa Community College
2017-2018 Strategic Plan
Covering 2015-2022

Updated December 11, 2017
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
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 (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

- APRES - Academic Progress and Regional Education Services
- CSSD - College Support Services
- CTE - Career and Technical Education
- ET - Executive Team
- GETS - General Education and Transfer Studies
- GOV - Governance and Administration
- ISS - Instruction and Student Services
- MAP - Master Academic Plan. Initiatives with this designation also appear in the MAP
- 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
- Operational Initiative - Effort/action that the college will take to make progress toward a strategic initiative, core theme objective, or for other critical operational 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
**Academic Quality: Strategic Initiatives**

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

### 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

#### Related Operational Initiatives

- **Program Learning Outcomes (PLO).** Improve assessment processes including collection of data, assessment and scoring, and link program planning to PLO data.
- **Service Area Planning and Impact Measurement.** Through Program Review, document how service areas plan work, measure effectiveness, and identify opportunities for continuous improvement.

#### 2017-18 Planned Activities

- Unify structure for program review report, presentation, and assessment plan
- Increase administrative support for recommendations

#### 2017-18 Milestone

- All departments, programs, and service areas scheduled for program review will be completed.
- Integrate program review recommendations, recent data, and assessment and continuous improvement activities into annual program plans.

### Strategic Initiative: Student Learning Outcomes and Assessment

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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

#### Related Operational Initiatives

- **2017-18 Planned Activities**
  - Engage faculty in outcome and assessment conversations
  - Identify common outcomes for degrees/certificates
  - Evaluate current barriers to assessment data collection

#### 2017-18 Milestone

- Identify common learning outcomes for students completing at Chemeketa

### 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.

#### Related Operational Initiatives

- **Develop Future Leaders.** Build internal structures and programs that provide opportunities for current employees to develop into future leaders of the college.

#### 2017-18 Planned Activities

- Offer AVID training for faculty (Advancement Via Individual Determination)
- Launch Employee Development Certification program and develop Leadership program
- Develop tracking process for employee activities and funds

#### 2017-18 Milestone

- Create a comprehensive professional development structure for Faculty, Classified and Exempt employees
- Create a comprehensive professional development plan as part of the evaluation process for all employee groups

Revised: 12.11.17
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.

Related Operational Initiatives

- 2017-18 Planned Activities
  - Incorporate AVID strategies for Dev Ed math faculty
  - Review course completion and progression data for continuous improvement opportunities
  - Incorporate wrap-around student support services in targeted courses
  - Review function and purpose of the Math Learning Center

2017-18 Milestone

- Develop a comprehensive plan to strategically target courses for revision, and provide additional support services to increase rates of progression and transition for all levels of math.

Academic Quality: Operational Initiatives

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

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


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.

Operational Initiative: Redefine Administrative and Program Chair Roles


Redefine administrative and program chair roles to enhance instructional and service area quality. (MAP)

Operational Initiative: Implement New Support Services or Course Delivery Methods


Develop a strategy for implementing new course delivery methods or new support services. (MAP)

Operational Initiative: Enrollment Portfolios for Enrollment Management


Develop strategies and initiatives to set and meet established enrollment goals. (MAP)

Operational Initiative: Effective Classroom Use Process


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

Operational Initiative: Global Curricular Initiative


Develop course learning outcomes for a globally focused curriculum to better prepare our students for our diverse and changing environment. (MAP)

Operational Initiative: Innovation


Create training and support structures to encourage innovation in instruction and student support. (MAP)

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.

Revised: 12.11.17
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 (MAP)

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. (MAP)

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: 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. (MAP)
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**

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Develop new academic programs/ certificates and degrees, review existing programs. Utilize new delivery methods/ modalities to meet student and workforce needs.

**Related Operational Initiatives**

- **Developmental Writing and Math Redesign.** Continue and expand Developmental Ed redesign including Integrated Basic Education and Skills Training (IBEST) and embedded courses, CTE consultation, and Vocational English to Speakers of Other Languages (VESOL). (MAP)
- **Distance Learning Strategy.** Develop an institutional strategy for distance learning. (MAP)
- **New Certificates and Degrees.** Create new certificates and degrees in response to community and industry needs. (MAP)

**2017-18 Planned Activities**

- Conduct community forums/research for potential new credit and non-credit academic programs
- Explore summer bridge programs for new students
- Offer CTE courses for high school students

**2017-18 Milestone**

- Offer two new approved programs.

**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.

**Related Operational Initiatives**

- **Diversity - Graduate Student Internship Program.** Develop and implement an internship program for graduate students of diverse ethnic backgrounds that are interested in teaching at a community college.
- **Diversity - Diversity and Equity Training.** Develop and implement a series of diversity and equity training for all employees.
- **Diversity - Diversify Employee Hiring.** Increase number of diverse applicants and hires for all employee groups.

**2017-18 Planned Activities**

- Develop institutional cultural competency plan
- Modify recruiting and hiring process to increase the racial/ethnic diversity of employees
- Comply with House Bill 2864

**2017-18 Milestone**

- Increase the racial/ethnic diversity of faculty.
- Provide a structure for employees to access cultural competency trainings and track results.

**Strategic Initiative: Affordability**

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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

**Related Operational Initiatives**

- **Explore the Cost of Developmental Classes.** Determine the efficacy for reducing cost to demonstrate progress toward college-level transition.
- **Affordable Textbook and Course Materials.** Improve access to course materials and reduce the cost of textbooks through partnering with faculty to use open educational resources and other affordability strategies. (MAP)

**2017-18 Planned Activities**

- Explore reducing cost of Developmental Ed classes
- Expand efforts to reduce cost of textbooks/materials and other incidental student expenses
- Reduce the number of credits in AAS degrees where feasible

**2017-18 Milestone**

- Achieve $1 Million in combined student savings on textbook/material costs 2017/18.
- Increase affordability through the reduction of the required number of credits in AAS degrees (90-96 credits when feasible)
**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 under-prepared students to attain careers and job advancement.

**Related Operational Initiatives**

- **Developmental Writing and Math Redesign.** Continue and expand Developmental Ed redesign including Integrated Basic Education and Skills Training (IBEST) and embedded courses, CTE consultation, and Vocational English to Speakers of Other Languages (VESOL). (MAP)

**2017-18 Planned Activities**

- Create new Academic Coordinator position to work on VESL and other ICAPS models
- Continue Early Childhood Education pilot
- Research and determine next programs or courses for ICAPS approach

**2017-18 Milestone**

- Implement ICAPS with wrap-around services to numerous CTE and Gen Ed programs.

---

**Access: Operational Initiatives**

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

**Operational Initiative: Polk County & Woodburn Recruiting**

|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Recruit second language learners from Polk County and expand enrollment for degree seeking Hispanic students in Woodburn.

**Operational Initiative: Coordinated Scheduling**

|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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. (MAP)

**Operational Initiative: Non-Traditional CTE Students.**

|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Increase percentage of non-traditional students in CTE Programs.

**Operational Initiative: Equity in Athletics**

|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Comply with Title IX guidelines to ensure gender equity in athletics.

**Operational Initiative: College Web Presence**

|-------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Redesign the College website.

---

**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.

**Completed Initiative: Increase Foundation Scholarships.** (Completed: 2017-18)

Increase the amount of scholarship money awarded to students by the Foundation.
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

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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

**Related Operational Initiatives**

- **K-16 Partnerships.** Enhance current and create new partnerships with K-12 and universities to improve student transitions.

**2017-18 Planned Activities**

- Expand summer migrant education credit recovery and CTE pathway Program
- Plan summer professional development opportunities for high school faculty
- Facilitate curriculum alignment discussions between district high schools and Chemeketa faculty.

**2017-18 Milestone**

- Increase and expand summer program opportunities for students including and outside of Salem-Keizer.
- Provide professional development opportunities for high school teachers.
- Chemeketa faculty and K-12 teachers collaborate to align curriculum.

### Strategic Initiative: University Transfer

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Improve student transfer to universities through partnerships and articulation agreements.

**Related Operational Initiatives**

- **K-16 Partnerships.** Enhance current and create new partnerships with K-12 and universities to improve student transitions.

**2017-18 Planned Activities**

- Engage in Public University Transfer - HB 2998 statewide work
- Work with WOU on transfer pathways for specific majors without loss of credit
- Work with Pacific University on transfer pathways for specific majors without loss of credit

**2017-18 Milestone**

- Chemeketa is actively engaged in the statewide work implementing HB2998.
- Five majors articulated with WOU.

### Strategic Initiative: College Credit Now

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Redesign College Credit Now to align with student educational goals.

**Related Operational Initiatives**

- **Expand Dual Credit/Accelerated Learning.** Expand opportunities for dual credit, especially in small, rural school districts (MAP)

**2017-18 Planned Activities**

- Offer new approved CTE programs of study CCN courses
- Identify and broadly deliver the most transferrable Gen Ed courses
- Continue to build advising within high schools.

**2017-18 Milestone**

- Offer new approved CTE programs of study CCN courses.
- Identify Gen Ed courses that will be offered in all high schools district-wide.
- Academic advising is offered in high schools.
### 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.

**Related Operational Initiatives**

- **2017-18 Planned Activities**
  - Create Steering Committee to shepherd the AG Complex Project
  - Create internal workgroup to lead process and planning
  - Meet with community partners

- **2017-18 Milestone**
  - Complete initial planning for the Agricultural Sciences complex

---

### Community Collaborations: Operational Initiatives

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

#### Operational Initiative: Identify Criteria for New Program Development & Suspension

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Create guidance document/criteria to recommend new programs or revise existing programs in response to community and industry needs. (MAP)

#### Operational Initiative: Programs/Partnerships for Cost Containment

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Develop programs/partnerships that contain or reduce general fund costs. (Eg. Marion-Polk Food Share, CTE Center, OSU Extension, Boys and Girls Club)

#### Operational Initiative: Workforce Innovation and Opportunity Act (WIOA)

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Develop and implement new processes to be in compliance with WIOA standards.

#### Operational Initiative: International Curriculum, Travel, and Partnership Plan

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Develop a plan to expand curriculum, international travel opportunities, and international partnerships. (MAP)
### Student Success: Strategic Initiatives

Students progress and complete 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.

**Related Operational Initiatives**

- 2017-18 Planned Activities
  - Introduce student-ready mindset, during the fall in-service
  - Offer AVID training for faculty
  - Develop new recruitment and communication tactics aligned with audience preferences

- 2017-18 Milestone
  - Educate the college community on the concept of student-ready college.
  - Provide focused professional development on engaging students.
  - Revise student communication systems.

#### Strategic Initiative: Guided Pathways: Planning and Implementation

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Initiate the implementation of the Guided Pathways (GP) system

**Related Operational Initiatives**

- **Academic Support for Pre-college Course Completion.** An academic support program targeted toward first term, high-risk students to increase student success and retention. (MAP)
- **Majors and Meta-Majors.** Plan and implement majors for transfer students and meta-majors.
- **Student Pathways.** Gain knowledge and focus discussions on potential pathways model for student success at Chemeketa.

- 2017-18 Planned Activities
  - Identify Chemeketa GP implementation team to attend fall statewide GP Symposium
  - Submit Application for Cohort 1 of Oregon Guided Pathways Work
  - Initiate work on Majors/Meta Majors
  - Expand Early Alert system

- 2017-18 Milestone
  - Multi-year implementation plan in place for Guided Pathways

#### Strategic Initiative: Guided Pathways: Student Coaching Model in Advising

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Transform current academic advising model into a student coaching model

**Related Operational Initiatives**

- **Early Alert.** Develop, pilot, and implement a program designed to identify and support students at risk of attrition in order to improve student success, retention and persistence. (MAP)
- **Retention data:** Track and analyze student retention data and determine needed interventions for course completion and progression (MAP).

- 2017-18 Planned Activities
  - Develop risk assessment (risk factors) model to identify students that will need counseling and career services
  - Advisors participate in statewide/regional training on coaching model

- 2017-18 Milestone
  - The student coaching model has been explored and a plan for implementation of this model has been included in the multi-year implementation plan for Guided Pathways.
### 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.

**Related Operational Initiatives**

- **Student Feedback.** Establish a process to expand and analyze class feedback data and information. (MAP)
- **Student Survey.** Conduct a coordinated student survey to determine student satisfaction. (MAP)
- **Transition data tracking.** Track student progress beyond Chemeketa enrollment as part of Institutional Research reporting. *State Data for Analysis (D4A) Dependent*

**2017-18 Planned Activities**

- Increase appropriate access to data
- Systematically incorporate data into decision rationales
- Improve quality of data

**2017-18 Milestone**

- Data is reviewed and used to make informed decisions and set department/program goals in support of continuous improvement.

### Student Success: Operational Initiatives

Students progress and complete their educational goals.

#### Operational Initiative: Hispanic Serving Institution (HSI)

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Continue necessary grant development efforts.

#### Operational Initiative: Developmental Education Redesign

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Continue to accelerate skill development and contextualize reading and writing skills. (MAP)

#### Operational Initiative: Rates of Transition into College-level

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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.

#### Operational Initiative: Underrepresented Student Retention, Transition Rates

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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

#### Operational Initiative: Non-Limited Cohort Process in CTE

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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

#### Operational Initiative: Increase Graduation and Completion Rates

|--------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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

**Completed Initiative: The Gathering Place.** (Completed: 2015-16)

Launch The Gathering Place social media application to current students.

**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 (MAP).

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

**Activity Timeline:**

|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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: Data Design

**Activity Timeline:**

|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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).

### Operational Initiative: Environmental Plan

**Activity Timeline:**

|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

The college roadmap for building and maintaining a healthier and sustainable campus community. Establish guidelines for environmental, financial, and human capital stewardship.

### Operational Initiative: One College

**Activity Timeline:**

|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Develop a One College concept.

### Operational Initiative: New Building Operational Costs

**Activity Timeline:**

|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Develop model for funding operational costs of new buildings.

### Operational Initiative: Facilities Plan

**Activity Timeline:**

|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

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.)

### Operational Initiative: Evaluation Process

**Activity Timeline:**

|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Develop and ensure an effective employee evaluation process that is collaborative, effective, and systematic. (MAP)

### Operational Initiative: Employee Retention Strategies

**Activity Timeline:**

|---------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|

Implement employee retention strategies that create and maintain a workplace that attracts and retains effective employees.

Revised: 12.11.17
### Academic Quality
- 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 and equipment are adequate to support effective instruction.
- 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. (Modified 2017-18)

### Access
- A broad range of educational opportunities and workforce training is 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. (Added 2016-17)
- E) College employee groups reflect the student population race/ethnicity. (Added 2017-18)

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

**Objectives:**
- A) Collaborations with other educational institutions encourage college enrollment and workforce development.
- B) Workforce training and educational programs, business and community involvement enhance economic development.
- C) Community leaders, business and industry professionals, in collaboration with college staff, shape program development and quality.

### Core Theme Measures

<table>
<thead>
<tr>
<th>Academic Quality</th>
<th>Access</th>
<th>Community Collaborations</th>
<th>Student Success</th>
</tr>
</thead>
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<td>A) Percent of academic programs and service areas that have completed program review within their scheduled cycle. 39/54 academic, 7/8 outreach, 7/27 service areas are complete or underway.</td>
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<td>• Percent of students who enrolled in MTH005/MTH111 within one year of successfully completing MTH005/MTH098. 3-yr Avg: 90.7%</td>
<td>(A) Core Transferability - Percent of AAOT foundational or discipline studies courses that are accepted by at least half of Oregon public universities</td>
<td>Students successfully complete courses.</td>
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<td>• Percent of students who enrolled in WR121 within one year of successfully completing WR115. 3-yr Avg: 90.4%</td>
<td>(A) Core Transferability - Percent of AAOT foundational or discipline studies courses that are accepted by at least half of Oregon public universities</td>
<td>Students are retained and progress to the next level of coursework.</td>
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<td>(B) Percent of continuing students surveyed regarding their educational experience, percent that felt:</td>
<td>(B) Student achievement:</td>
<td>Students achieve their educational intent.</td>
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<td>• Engaged in and out of the classroom</td>
<td>• Passed (&quot;C&quot; or higher) in CTE courses.</td>
<td>Students transition to universities or enter the workforce.</td>
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<td>• Satisfied with their college experience</td>
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<td>Students have access to co-curricular activities that support their educational goals. (Added 2016-17)</td>
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<td>• Passed (&quot;C&quot; or higher) in CTE courses.</td>
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<td>(C) Percent of advisory committees indicating:</td>
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### Notes:
- 2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target.
- CTE advisory committee surveys are planned for winter 2018.
- Employee data covers 1/1/2016 through 12/31/2016.
- 2012 target represents the 2016-17 student population diversity (25.8% Hispanic and 6.4% other minorities).
- National Average (Avg) for 2-year public institutions is being currently researched by Chemeketa staff.
- Student engagement and satisfaction survey for new students was conducted Fall 2017. 2017-18 results are reported here.
- Student engagement and satisfaction survey for continuing students was conducted Spring 2018.

### 2016-17 Results

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<td>(B) Number of new jobs created annually as reported by businesses that used SBDC services. S-yr Avg: 115</td>
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<td>(C) Percent of CTE students who are employed in their field within one year of leaving Chemeketa</td>
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<td>(D) Core Theme Measures</td>
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Chemeketa Community College ~ Strategic Initiatives and 2017-18 Planned Activities

Revised: 12.11.2017

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

Strategic Initiatives and 2017-18 Planned Activities

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

Planned Activities:
- Unify structure for program review report, presentation, and assessment plan.
- Increase administrative support for recommendations.

Annual Milestone: (1) All departments, programs, and service areas scheduled for program review will be completed. (2) Integrate program review recommendations, recent data, and assessment and continuous improvement activities into annual program plans.

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

Planned Activities:
- Engage faculty in outcome and assessment conversations.
- Identify common outcomes for degrees/certificates.
- Evaluate current barriers to assessment data collection.

Annual Milestone: Identify common learning outcomes for students completing at Chemeketa.

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.

Planned Activities:
- Offer AVID training for faculty (Advancement via Individual Determination).
- Launch Employee Development Certification program and develop Leadership program.
- Develop tracking process for employee activities and funds.

Annual Milestone: (1) Create a comprehensive professional development structure for faculty, classified and exempt employees. (2) Create a comprehensive professional development plan as part of the evaluation process for all employee groups.

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

Planned Activities:
- Incorporate AVID strategies for Dev Ed math faculty.
- Review course completion and progression data for continuous improvement opportunities.
- Incorporate wrap-around student support services in targeted courses.
- Review function and purpose of the Math Learning Center.

Annual Milestone: Develop a comprehensive plan to strategically target courses for revision, and provide additional support services to increase rates of progression and transition for all levels of math.

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

Strategic Initiatives and 2017-18 Planned Activities

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

Planned Activities:
- Conduct community forums/research for potential new credit and non-credit academic programs.
- Explore summer bridge programs for new students.
- Offer CTE courses for high school students.

Annual Milestone: Offer new approved programs.

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

Planned Activities:
- Develop institutional cultural competency plan.
- Modify recruiting and hiring process to increase the racial/ethnic diversity of employees.
- Comply with House Bill 2864.

Annual Milestone: (1) Increase the racial/ethnic diversity of faculty. (2) Provide a structure for employees to access cultural competence training.

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

Planned Activities:
- Explore revenue cost of Developmental Ed classes.
- Expand efforts to reduce cost of textbooks/materials and other incidental student expenses.
- Reduce the number of credits in AAS degrees where feasible.

Annual Milestone: (1) Achieve $3 Million in combined student savings on textbook/material costs 2017-18. (2) Increase affordability through the reduction of the required number of credits in AAS degrees (90 credits when feasible).

Integrated Credit & Academic Preparation Systems
Research, promote, and offer IACPS programming in the college district that will allow second language learners and academically under-prepared students to attain careers and job advancement.

Planned Activities:
- Create new Academic Coordinator position to work on VESL and other IACPS models.
- Continue Childhood Education pilot.
- Research and determine next programs or courses for IACPS approach.

Annual Milestone: Implement IACPS with wrap-around services to numerous CTE and Gen Ed programs.

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

Strategic Initiatives and 2017-18 Planned Activities

College Readings through Educational Partnerships
Develop K-12 partnerships that will generate discussion and create systems to improve student readiness for college.

Planned Activities:
- Expand summer immigrant education credit recovery and CTE pathway program.
- Plan summer professional development opportunities for high school faculty.
- Facilitate curriculum alignment discussions between district high schools and Chemeketa faculty.

Annual Milestone: (1) Increase and expand summer program opportunities for students including and outside of Salem-Keizer. (2) Provide professional development opportunities for high school teachers. (3) Chemeketa faculty and K-12 teachers collaborate to align curricula.

University Transfer
Improve student transfer to universities through partnerships and articulation agreements.

Planned Activities:
- Engage in Public University Transfer - HB 2988 statewide work.
- Work with WOU on transfer pathways for specific majors without loss of credit.
- Work with Pacific University on transfer pathways for specific majors without loss of credit.

Annual Milestone: (1) Chemeketa is actively engaged in the statewide work implementing HB2988. (2) Five majors articulated with WOU.

College Credit Now
Redesign College Credit Now to align with student educational goals.

Planned Activities:
- Offer new approved CTE programs of study CCN courses.
- Identify and broadly deliver the most transferable Gen Ed courses.
- Continue to build advising within high schools.

Annual Milestone: Offer new approved CTE programs of study CCN courses. (1) Identify new courses to offer in all high schools district-wide. (2) Academic advising is offered in high schools.

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.

Planned Activities:
- Create Steering Committee to shepherd the AG Complex Project.
- Create internal workgroup to lead process and planning.
- Meet with community partners.

Annual Milestone: Complete Initial planning for the Agricultural Sciences complex.

Student Success
Students progress and complete their educational goals.

Strategic Initiatives and 2017-18 Planned Activities

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

Planned Activities:
- Introduce student ready mindset, during the fall in-service.
- Offer AVID training for faculty.
- Develop new recruitment and communication tactics aligned with audience preferences.

Annual Milestone: (1) Educate the college community on the concept of student-ready college. (2) Provide focused professional development on engaging students. (3) Review student communication systems.

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

Planned Activities:
- Identify Chemeketa GP implementation team to attend fall statewide GP Symposium.
- Submit Application for Cohort 1 of Oregon Guided Pathways Work.
- Initiate work on Major/Meta Majors.
- Expand Early Alert system.

Annual Milestone: Multi-year implementation plan in place for GP.

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

Planned Activities:
- Develop risk assessment (risk factors) model to identify students that will need counseling and career services.
- Advisors participate in statewide/regional training on coaching model.

Annual Milestone: The student coaching model has been explored and a plan for implementation of this model has been included in the multi-year implementation plan for GP.

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.

Planned Activities:
- Increase appropriate access to data.
- Systematically incorporate data into decision making.
- Increase quality of data.

Annual Milestone: Data is reviewed and used to make informed decisions and set department/program goals in support of continuous improvement.

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