Discover Chemeketa Community College

BOARD OF EDUCATION MEETING

April 15, 2026

Chemeketa Community College
4000 Lancaster Dr NE
Salem, Oregon

I. Budget Committee Meeting 4–5:30 pm Web conferencing/Live stream/Boardroom 1
Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

II. Regular Session 6 pm Web conferencing/Live stream/Boardroom

A. Call to Order
B. Pledge of Allegiance
C. Chemeketa Land Acknowledgment 2
D. Roll Call
E. Comments from the Public

F. Approval of Minutes—College Board of Education Meeting of March 18, 2026 3–9
Jessica Howard, President/Chief Executive Officer

G. Reports

1. Reports from the Associations

a.	Lillian Anderson	Associated Students of Chemeketa (ASC)	10–11
b.	Steve Wolfe	Chemeketa Faculty Association	12
c.	Tim King	Chemeketa Classified Employees Association	13
d.	Angela Archer	Chemeketa Exempt Employees Association	14

2. Reports from the College Board of Education

H. Information

1. Presidential Evaluation Process 15–20
   Diane Watson, Chair—Board of Education

2. Proposed Schedule of College Board of Education Meetings for 2026–2027 21
   Jessica Howard, President/Chief Executive Officer

3. Proposed Budget Committee Member Selection Process for Vacancies in Zones 2, 3, 4, 5, and 6 for 2026–2029 22
   Alice Sprague, Vice President—Governance and Administration

4. Psychology Associate of Science Transfer (AST) Degree 23–24
   David Hallett, Vice President—Academic and Student Affairs

5. Affirmative Action Annual Report 25–34
   Alice Sprague, Vice President—Governance and Administration

I. Standard Reports

1. Personnel Report 35–36
   Alice Sprague, Vice President—Governance and Administration

2. Budget Status Report 37–41
   Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

3. Purchasing Report 42
   Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

4. Capital Projects 43–44
   Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

5. Institutional Advancement Foundation Quarterly Report 45
   Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

6. Grant Activities January–March 2026 46–49
   Alice Sprague, Vice President—Governance and Administration

7. Winter Term 2026 Enrollment Report 50–56
   Jessica Howard, President

8. Recognition Report 57
   Jessica Howard, President/Chief Executive Officer

J. Separate Action

1. Approval of Resolution No. 25-26-24 for an Exemption from Competitive Bidding for the Chemeketa Community College Trade Center Local Contract Review Board Adoption [25-26-146] 58–73
   Aaron Hunter, Vice President—College Support Services/Chief Financial Officer
   (PUBLIC HEARING)

K. Action

Consent Calendar Process (Items will be approved by the consent calendar process unless withdrawn at the request of a member of the board. Any 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 2026–2027 Faculty Sabbatical Leave Requests [25-26-147] 74–76
   David Hallett, Vice President—Academic and Student Affairs

2. Approval of College Policies: Board of Education Series—Policy #1750, Prohibition of Harassment ~~and Nondiscrimination~~, and #1751, ~~Sexual Harassment, Discrimination, and Misconduct~~ Prohibition of Sexual Harassment under Title IX [25-26-148] 77–91
   Alice Sprague, Vice President—Governance and Administration

3. Approval of Academic Calendar 2028–2029 [25-26-149] 92–94
   David Hallett, Vice President—Academic and Student Affairs

4. Acceptance of Program Donations January 1, 2026, through March 31, 2026 [25-26-150] 95
   Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

5. Approval of Grants Awarded January–March 2026 [25-26-151] 96–97
   Alice Sprague, Vice President—Governance and Administration

L. Appendices

1. Vision – Mission – Values 98
2. Campus Map 99–100
3. District Map 101

M. Future Agenda Items

N. Board Operations

O. Adjournment

Chemeketa Community College prohibits unlawful discrimination based on the following:

- Race
- National Origin
- Disability
- Gender
- Pregnancy
- Domestic Abuse Victim
- Protected Hairstyle (CROWN Act)
- Victims of Domestic Violence (Sexual Assault, Stalking, and/or Harassment)
- Color
- Sex
- Protected Veteran Status
- Gender Identity/ Expression
- Whistleblowing
- Expunged Juvenile Record
- Political Affiliation or Belief
- Religion
- Marital Status
- Age
- Sexual Orientation
- Genetic Information
- Injured Workers
- Tobacco Use During Work Hours

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 designed for that purpose.

For concerns, inquiries, or complaints regarding student disability accessibility and accommodations contact: Section 504/ADA Coordinator for Students: Karen Alexander, Director, Student Accessibility and Testing Services, 503.399.5276

Section 504/ADA Coordinator Employees
For concerns, inquires or complaints regarding employee disability accessibility and accommodations contact: Alice Sprague, Vice President, Governance and Administration, 503.399.2537

Persons having questions or concerns about Title IX, which includes gender-based discrimination, sexual harassment, sexual violence, gender-based violence, and stalking, contact the Title IX coordinator, Jon Mathis at 503-584-7323, 4000 Lancaster Dr. NE, Salem, OR 97305, or http://go.chemeketa.edu/titleix.

All persons having questions or concerns related to Equal Employment Opportunity or Affirmative Action should contact the Affirmative Action Officer at 503.399.2537, 4000 Lancaster Dr. NE, Salem, OR 97305.

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.

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

Budget Committee Meeting
April 15, 2026

AGENDA
BUDGET COMMITTEE
Chemeketa Community College
4000 Lancaster Drive NE
Salem, Oregon

April 15, 2026

The Chemeketa Community College Budget Committee meeting will be held in a hybrid format, located in the building 2 boardroom for those attending in person and via Zoom for those attending remotely.

A. Call to Order
Scott Engel, Budget Committee Chairperson

B. Pledge of Allegiance
Scott Engel, Budget Committee Chairperson

C. Chemeketa Land Acknowledgment
Scott Engel, Budget Committee Chairperson

D. Roll Call
Scott Engel, Budget Committee Chairperson

E. Approval of Minutes of April 1, 2026
Scott Engel, Budget Committee Chairperson

F. Responses to Questions from Prior Meeting (if needed)
Aaron Hunter, Vice President/Chief Financial Officer

G. Presentation of 2026–2027 Other Funds
Aaron Hunter, Vice President/Chief Financial Officer

H. Public Testimony Regarding Proposed Budget
Scott Engel, Budget Committee Chairperson

I. Presentation of Budget Recommendation—Action Required
Aaron Hunter, Vice President/Chief Financial Officer

J. Discussion of Recommended Budget
Scott Engel, Budget Committee Chairperson

K. Action on Recommended Budget
Scott Engel, Budget Committee Chairperson

L. Adjournment

CHEMEKETA COMMUNITY COLLEGE LAND ACKNOWLEDGEMENT

Prepared by

Diane Watson, Chair—Board of Education

We are gathered today on the land of the Kalapuya (pronounced "**cal-uh-poo-yuh**"), who today are represented by the Confederated Tribes of the Grand Ronde and the Confederated Tribes of the Siletz Indians, whose relationship with this land continues to this day.

We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our college's history, like many others, is fundamentally tied to the first colonial developments in the Willamette Valley.

Finally, we respectfully acknowledge and honor past, present, and future Indigenous students of Chemeketa Community College.

APPROVAL OF BOARD MINUTES

Prepared by

Julie Deuchars, Executive Coordinator/Board Secretary
Jessica Howard, President/Chief Executive Officer

Minutes of the board meeting of March 18, 2026, are submitted for review by the board.

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

Minutes
April 15, 2026

CHEMEKETA COMMUNITY COLLEGE

BOARD OF EDUCATION
MEETING MINUTES

March 18, 2026

I. EXECUTIVE SESSION
Diane Watson, Chair, called the Executive Session to order at 4:30 pm in Room 104, at the Eola Center. Executive Session was held in accordance with ORS 192.660(2)(i), evaluating the chief executive officer.

Members in Attendance: Ken Hector; Neva Hutchinson; Birgitte Ryslinge; Diane Watson, Chair. Excused Absence: Betsy Earls, Jackie Franke, and Iton Udosenata.

College Administrator in Attendance: Alice Sprague, Vice President, Governance and Administration.

The meeting adjourned at 4:32 pm.

II. WORKSHOP
Diane Watson, Chair, called the Workshop to order at 4:46 pm in Rooms 102-103, at the Eola Center.

Members in Attendance: Betsy Earls, Vice Chair; Jackie Franke; Ken Hector; Neva Hutchinson; Birgitte Ryslinge; Diane Watson, Chair. Excused Absence: Iton Udosenata.

College Administrators in Attendance: David Hallett, Vice President, Academic and Student Affairs; and Alice Sprague, Vice President, Governance and Administration. Excused Absence: Jessica Howard, President/Chief Executive Officer; Aaron Hunter, Vice President/Chief Financial Officer, College Support Services/Finance.

Updates for the **Eola Center and Wine Studies**
Paul Davis, Dean, Wine Studies and Yamhill Valley Campus Career and Technical Education, Chemeketa Eola Center staff, and a student discussed workforce development, AHIVOY, university partnerships, partners in wine, wine and spirit education trust (WSET), hospitality and tourism management, workforce training, and community engagement.

Board members asked clarifying questions.

The meeting adjourned at 5:22 pm.

III. REGULAR SESSION
A. CALL TO ORDER
Diane Watson, Chair, called the board meeting to order at 6:01 pm. The meeting was held in Rooms 102-103, at the Eola Center.

B. PLEDGE OF ALLEGIANCE
The pledge of allegiance was recited.

C. CHEMEKETA LAND ACKNOWLEDGMENT
Diane Watson read the land acknowledgment.

D. ROLL CALL
Members in Attendance: Betsy Earls, Vice Chair; Jackie Franke; Ken Hector; Neva Hutchinson; Birgitte Ryslinge; Iton Udosenata; Diane Watson, Chair.

College Administrators in Attendance: Jessica Howard, President/Chief Executive Officer (Zoom); David Hallett, Vice President, Academic and Student Affairs; and Alice Sprague, Vice President, Governance and Administration. Excused Absence: Aaron Hunter, Vice President/Chief Financial Officer, College Support Services/Finance.

Board Representatives in Attendance: Lillian Anderson, Associated Students of Chemeketa (ASC) (Zoom); Steve Wolfe, Chemeketa Faculty Association (CFA) (Zoom); Kristy Krumsiek, Chemeketa Classified Association (CCA) (Zoom); and Angela Archer, Chemeketa Exempt Association (CEA).

E. COMMENTS FROM THE PUBLIC

Name	**Topic**
Paul Davis	Collaborations

F. APPROVAL OF MINUTES
Betsy Earls moved and Ken Hector seconded a motion to approve the Board of Education minutes of February 18, 2026.

Betsy Earls, Vice Chair: yes; Jackie Frankie: yes; Ken Hector: yes; Neva Hutchinson: yes; Birgitte Ryslinge: yes; Iton Udosenata: yes; Diane Watson, Chair: yes.

The motion CARRIED.

G. REPORTS
Reports from the Associations
Lillian Anderson, Associated Students of Chemeketa (ASC) said the report stands as written and discussed past and upcoming events.

Steve Wolfe, Chemeketa Faculty Association (CFA) said the report stands as written.

Kristy Krumsiek, Chemeketa Classified Association (CCA) said the report stands as written.

Angela Archer, Chemeketa Exempt Association (CEA) said the report stands as written.

Reports from the College Board of Education
Jackie Franke attended two East Salem Rotary meetings, the MWVCOG Annual Awards dinner, and the Community Business and Education Leaders Collaborative.

Ken Hector attended a Joint Ways & Means Committee on Education, the weekly Oregon Community College Association (OCCA) legislative calls, an Association Community College

Trustees (ACCT) webinar, and met with House District 18 candidate Amanda Staley, House District Representative Rick Lewis, and candidate Brian Starr regarding the May primary. He also attended a Marion County Materials Management Advisory Committee and the Silverton Chamber of Commerce business meeting.

Betsy Earls chaired the Mid-Willamette Valley Council of Government (MWVCOG) meeting and Executive Committee meeting, and attended the MWVCOG Annual Awards dinner.

Iton Udosenata - no report.

Birgitte Ryslinge participated in the OCCA weekly legislative calls, an OCCA Lunch and Learn, and two school board district visits at Yamhill Carlton and Amity schools.

Neva Hutchinson attended the Chemeketa Foundation Board meeting and a Salem Chamber Forum.

Diane Watson attended a meeting with staff and President Howard regarding the Foundation, the MWVCOG Annual dinner, agenda review, the Keizer State of the City, the Salem State of the City, and a meeting with Keizer Mayor Cathy Clark.

H. INFORMATION

Presentation of 2024–2025 Federal Single Audit Report

Ken Kuhns, auditor for Kenneth Kuhns & Company, said the Federal Single Audit Act Report is required by the federal government because the college receives federal money, and is part of the regular audit report. Much of the federal money received by the college is related to student financial assistance programs that consist of grants to students and loans to students. This year the programs identified and audited were the Student Financial Assistance program, with around $30 million in expenditures and money from the United States Department of the Treasury through the State of Oregon, Future Readiness program and the college received/expended $2,138,000. This was a clean opinion, and there were no exceptions in internal controls. Ken thanked the staff for their assistance.

Diane Watson thanked Ken K. for his thorough job.

2026–2027 Sabbatical Leave Requests

Chris Kato, Executive Dean, General Education and Transfer Studies, said the report stands as written and noted that the applications for sabbaticals increased. This item will be brought forward for board approval in April.

Betsy Earls requested that those who are awarded sabbaticals present to the board when they are completed. Chris noted there is a tentative plan in October and there will also be a presentation at the fall inservice. Jessica Howard confirmed the plans.

Oregon Community College Association (OCCA) Board Report

Birgitte Ryslinge noted the next OCCA board meeting will be in May, and discussed the end-of-

session legislative report from Abby Lee, Executive Director, OCCA. The legislature was able to balance the budget without reductions to community college budgets.

College Policies: College Board of Education Series (1000)—
Policy #1750–Prohibition of Harassment ~~and Nondiscrimination~~ and
Policy #1751~~–Sexual Harassment, Discrimination, and Misconduct~~
Prohibition of Sexual Harassment under Title IX
Kara Parker, General Counsel, discussed the revisions to the policies, and noted entire strikethroughs on policies and language changes. The college will be adopting the sample policies put forward by OCCA so it can be legally compliant. OCCA has the expertise to craft the policies so they are not too broad or narrow, and the college also pays for access to OCCA's library of sample policies. This will be a slow process, and there will be additional policies brought to the board for its approval. Courtney Saldivar, Associate Vice President, Human Resources and Jon Mathis, Executive Director, Title IX/Culture & Community Engagement briefly discussed their policy changes as well.

Results of 2025 Certification and Licensure Examinations
Francisco Saldivar, Executive Dean, Career and Technical Education, presented the results of the certification and licensure examinations.

Academic Calendar for 2028–2029
David Hallett stated that the college uses a three-year perpetual calendar. The presentation tonight is on the 2028–2029 calendar and the board will be asked to approve it at the April board meeting.

I. STANDARD REPORTS
Personnel Report
Courtney Saldivar said the report stands as written. There was one new hire and a position change.

Budget Status Report
Rich Kline, Director of Business Services, stated that, on the Statement of Resources and Expenditures, an additional million dollars of property taxes has come in. This is not reflected yet on the current report, and tuition and fees include the start of spring term. On the Budget Status report, it continues to trend as expected.

Purchasing Report
Rich Kline noted the college will be advertising an invitation to bid (ITB) for the blue parking lot renovation. A recommendation will be brought forward to the board in May.

Capital Projects Report
Rich Kline, Director of Business Services, said the report stands as written and discussed the Trades Center.

Student Momentum Report
Colton Christian, Dean, Academic and Organizational Effectiveness, presented highlights of the

student momentum report. Key takeaways include: Students in 2025 experienced more success in their first term than those in 2019. This rate has been fairly stable over the last three years. In 2025, the college's students continued on to their second term slightly less often than in 2024, and even less often in 2023. Changes in first term success and fall to winter persistence rates were not uniformly experienced by all of the college's students.

Recognition Report
Jessica Howard recognized employees in the report and added that Chemeketa received the 2026 Excellence in Community Engaged Partnership Award from Campus Compact with the college's partner AHIVOY. Jessica thanked the staff for their work.

J. SEPARATE ACTION
Approval of Article XI-G Bond Application Submission [25-26-143]
Jessica Howard noted that Chemeketa has utilized previous XI-G bonds, specifically for Building 7, and the college is up for the next round of XI-G bonds. If awarded, these monies will be used for Building 3. The college is requesting the board's approval for the application submission.

Ken Hector moved and Jackie Franke seconded a motion to approve the Article XI-G bond application submission.

Betsy Earls, Vice Chair: yes; Jackie Frankie: yes; Ken Hector: yes; Neva Hutchinson: yes; Birgitte Ryslinge: yes; Iton Udosenata: yes; Diane Watson, Chair: yes.

The motion CARRIED.

K. ACTION
Betsy Earls moved and Iton Udosenata seconded a motion to approve consent calendar items No. 1-2.

1. Acceptance of 2024–2025 Federal Single Audit Report [25-26-144]
2. Approval of College Policies: Board of Education Series— [25-26-145]
   Policy #1010, Chemeketa Community College Board of Education Elections; Policy #1040, Vacancies on the Chemeketa Community College Board of Education; Policy #1350, Public Participation at Chemeketa Community College Board of Education Meetings; Policy #1355, Chemeketa Community College Board of Education Meeting Speakers and Public Comments; Policy #1640, Chemeketa Community College Board of Education Conflict of Interest; Policy #1650, Chemeketa Community College Code of Ethics/Standards of Practice; and Policy #1655, Chemeketa Community College Personal Use of Public Resources–Board of Education

Betsy Earls, Vice Chair: yes; Jackie Frankie: yes; Ken Hector: yes; Neva Hutchinson: yes; Birgitte Ryslinge: yes; Iton Udosenata: yes; Diane Watson, Chair: yes.

The motion CARRIED.

L. APPENDICES
College mission, vision, and values; campus and district maps.

M. FUTURE AGENDA ITEMS
None were heard.

N. BOARD OPERATIONS
None.

O. ADJOURNMENT
The meeting adjourned at 7:02 pm.

Respectfully submitted,

Julie Deuchars
Executive Coordinator

Jessica Howard
President/Chief Executive Officer

Diane L. Watson
Board Chair

April 15, 2026
Date

Report-1a
April 15, 2026

ASSOCIATED STUDENTS OF CHEMEKETA (ASC)

Prepared by

Lillian Anderson, ASC Executive Coordinator 2025-2026

PAST EVENTS

Welcome table

- On Monday, March 30, ASC ran a table outside the library to welcome students back to campus. ASC passed out granola bars, fresh fruit, school supplies, and energy drinks. We were also able to direct students to their classes, answer campus resource questions, and advertise engagement opportunities such as clubs and events.

Pizza Kickoff and Resource Fair

- On Wednesday, April 1, ASC hosted 15 resource departments in the Student Center for the Pizza Kickoff and Resource Fair. Each department generously took their time to put together a table and engage with students throughout the event. ASC's goal was to create an opportunity for students to learn about campus resources to hopefully increase their utilization, as well as start the term off with excitement. Over 480 students attended!

Polk Center Tabling

- On Thursday, April 9, two ASC members staffed an information table at the Polk center to promote campus resources and encourage students to start Polk Center based clubs.

ONGOING EVENTS/ACTIVITIES

Ramen Study Sessions

- ASC will continue hosting evening study hours from 4–6 pm every Monday and Tuesday in the Student Center. ASC provides Ramen noodles and serve as peer mentors, helping to get students connected to support services such as tutoring, advising, counseling, and much more.

Open Gym

- ASC will host open gym hours every Thursday from 2–4 pm. Students have a chance to unwind and make friends playing basketball, volleyball, and more. ASC also uses this opportunity to survey students about what activities they would like to see more of on campus.

Class presentations

- During the first half of the term, ASC will be visiting classrooms to provide resources and engagement presentations. These quick presentations help us spread the work about campus resources such as the food pantry, basic needs navigators, counseling, advising, career services, and much more. We also promote engagement opportunities such as clubs and events. Because it is the spring, we will also be encouraging students to apply for next year's ASC team!

Student Initiated Fee (SIF) Committee
- Over the course of this term, the ASC will be reviewing Student Initiated Fee (SIF) data and reflecting on any improvements that could be made to the process in the future.

Karaoke
- On Wednesday, April 15, ASC will host a student favorite, karaoke.

FUTURE EVENTS

Get Yourself Tested
- On Wednesday, April 22, ASC and Multicultural Student Services are hosting Marion County Health and Human Services in the Student Center to run two information sessions about sexual health. They will also provide free STI testing throughout the day. ASC's goal is to provide educational materials and bring important health services directly to students.

Spring Club Fair
- On Thursday, April 30, the Spring Club Fair will be held in the Student Center. ASC's goal is to increase club participation and give club leaders experience marketing and planning tabling materials.

Cinco de Mayo Celebration
- On Tuesday, May 5, ASC will be assisting Multicultural Student Services to put on a celebration for Cinco de Mayo. There will be live music, food, piñatas, and traditional festivities for students to enjoy!

Student Culture Fair
- On Tuesday, May 12, in collaboration with the Multicultural Center, ASC will be hosting a student culture fair. Students will volunteer to run a table representing their culture and receive a stipend to provide cultural materials including food, clothing, performances, and much more. Our goal is to celebrate and showcase all the many cultures of our students.

Beach Hiking Trip
- On Thursday, May 14, ASC will take a group of 20 students to Lincoln City. Students will enjoy the beach, make new friends, and de-stress from classes.

Bingo
- On Wednesday, May 20, ASC will be running games of Bingo in the Student center. Our goal is to keep the energy on campus strong as we head toward the end of the term.

Spring Kickback BBQ activities
- On Wednesday, June 3, ASC will be providing the outdoor activities for the BBQ. Activities may include mechanical bull, dunk tank, a bouncy obstacle course, snow cone machine, various lawn games, volleyball, and a tie dye station provided by the Safe Haven.

Volunteer Opportunity
- Our Community Engagement Coordinator is working to find an opportunity for a group of student volunteers. Every term we like to create a chance for students to fulfill volunteer hours, gain valuable experience, and engage with the campus and city communities. Details will be finalized as soon as possible.

CHEMEKETA COMMUNITY COLLEGE FACULTY ASSOCIATION (CFA)

Prepared by

Steve Wolfe, President—Chemeketa Faculty Association

SPRING TERM CFA MEETINGS AND ELECTIONS

CFA union steward training sessions continue. These sessions are designed to prepare faculty to become union stewards as well as better advocates for themselves and other faculty. The second and third parts of the three-part series will take place during weeks four and eight of spring term.

In April, CFA is hosting several Immigrant Solidarity and Safety Events. The April CFA Executive Board meeting is scheduled for Friday, April 10.

In May is the CFA Spring General Membership meeting as well as annual elections for CFA officers and representatives.

Report-1c
April 15, 2026

CHEMEKETA COMMUNITY COLLEGE
CLASSIFIED EMPLOYEES' ASSOCIATION (CCA)

Prepared by

Kristy Krumsiek, Secretary
Timothy King, President

NEW HIRES

Karina Lopez, Educational, Guidance, and career Advisor Associate 2–College Access Programs, Student Affairs, 100 percent, 12-month assignment, effective March 16, 2026

Carol R. Silva, Learning Support Specialist 2–Business, Social Sciences, & Technology, GET, 100 percent, 12-month assignment, effective March 17, 2026

Thomas Farnsworth, Janitor Cleaner 2–Capital Projects & Facilities, College Support Services, 100 percent, 12-month assignment, effective March 26, 2026

Jacob Vida, Project Management Specialist 2–Health Sciences, Academic Affairs, 100 percent, 12-month assignment, effective March 30, 2026

POSITION CHANGES

Kelly Brader, Project Management Specialist 2–Business Programming & ECE, Academic Affairs, 100 percent, 12-month assignment, effective March 23, 2026

Silvia A Marin Lopez, Project Management Specialist 2–High School Programs, RAD, 100 percent, 12-month assignment, effective April 10, 2026

SEPARATIONS

Denny Aitken, Janitor Cleaner 2–effective March 13, 2026

Genisis Arevalo, Administrative Assistant 2–effective March 31, 2026

RETIREMENTS

None.

EVENTS

CCA Stewards Training: March 18, 2026, 11:30 am–12:30 pm and 12:45 pm–1:45pm in Building. 8, Room 122 or via Zoom: https://chemeketa.zoom.us/j/95374871345

CHEMEKETA COMMUNITY COLLEGE EXEMPT ASSOCIATION

Prepared by

Angela Archer, President—Chemeketa Community College Exempt Association

---

The Exempt Association president will provide a verbal report at the Board of Education meeting.

KARLA HALE AND ANDREA EMERSON completed the Cultural Competency Training with their team of Education and Early Childhood Education staff as a cohort

LAYLI LISS, Dean of the Center for Academic Innovation, completed a Master's Degree in Professional and Technical Writing from Portland State University. This degree served as a significant professional development experience for her current role, where she developed further skills for communicating technical subjects, managing technical projects, and advocating for the audience's needs in communication.

BRYAN BAGWELL and RICK PUENTE with Campus Safety attended the Northwest Leadership Conference in Portland, Oregon

PRESIDENTIAL EVALUATION PROCESS

Prepared by

Diane Watson, Chair—Board of Education

The annual performance evaluation of President Jessica Howard will be completed and reported to the public on June 10, 2026, in accordance with board policy and ORS 192.660(1)(i).

The following timeline is proposed for consideration of completing and reporting the annual presidential evaluation:

October — The president presents a draft of goals for the upcoming year concerning her personal performance to the board.

November — Board agrees on the final set of goals for the upcoming year.

April — Board Information item on the process used to evaluate the president

May — The annual formal evaluation process will begin in May with the president giving a presentation to the board based on her performance in the following areas:

Part I

A. The Board of Education
B. Management Competencies
   - B1. Achieves Results (Value: Quality)
   - B2. Communicates Effectively (Values: Adaptability, Belonging)
   - B3. Facilitates Team Success (Values: Belonging, Quality)
C. The Community (Values: Community)
D. Educational Planning and Leadership (Values: Adaptability, Belonging, Opportunity, Quality)
E. Business, Finance, and Facilities (Values: Adaptability, Opportunity, Quality)
F. College Personnel (Values: Belonging, Quality)

Part II
Evaluation of Performance in Relation to the Annual College Strategic Initiatives

The president will indicate how her goals, with respect to her personal performance, were addressed.

Board members would use the attached President's Evaluation Worksheet to rate her performance and to make notes on what they would like to share and discuss with fellow board members in June.

Board members will agree on how the board wants to express their evaluation results.

June	The board meets with the president in a special executive session to discuss the evaluation. The President's Evaluation Committee drafts an evaluation reflecting the board's evaluation discussion and any summary comments. The President's Evaluation Committee meets with the president to present the draft evaluation document and edit any changes prior to the June board meeting The President's Evaluation Committee prepares a summary statement to be read at the June board meeting.
Worksheet	(See attached copy)

Name_____ **Date** _____

ANNUAL PRESIDENT'S EVALUATION

The President will be evaluated in the following categories. Using a compilation of the Board of Education's President's Evaluation Worksheet, notes should be provided to explain results in each category, especially for ratings of 1, 2, or 5.

PART I

A. The Board of Education

1) Keeps the board informed of the needs, issues, and operations of the college.
2) Offers professional advice to the board on matters requiring board action, with appropriate recommendations based on careful study and analysis.
3) Maintains a professional working relationship with the board.
4) Recommends to the board for consideration changes in the college/board policies.
5) Recommends to the board the annual budget along with advice regarding the resources to fund the budget.
6) Has an understanding of, and demonstrates support for, governance and collective bargaining in an academic setting and conciliation in grievance processing.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	**4**	**3**	**2**	**1**

Notes:

B. Management Competencies

B1. Achieves Results (Value: Quality)

1) Overcomes obstacles to complete projects successfully.
2) Effects outcomes that set high standards for others.
3) Achieves results that have a positive impact on the organization as a whole.
4) Seeks to improve own skills and knowledge.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	**4**	**3**	**2**	**1**

Notes:

B2. Communicates Effectively (Values: Adaptability, Belonging)

1) Expresses thoughts clearly in writing.
2) Is an effective, articulate speaker.
3) Covers an issue thoroughly without overdoing it.
4) Communicates in a straightforward manner, even when dealing with sensitive topics.
5) Makes current information readily available to others.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	**4**	**3**	**2**	**1**

Notes:

B3. Facilitates Team Success (Values: Belonging, Quality)

1) Resolves conflict fairly.
2) Creates an atmosphere of team cooperation over competition.
3) Builds consensus on decisions.
4) Leads team in formulating goals that complement the organization's mission.
5) Brings capable people into the group.
6) Uses the diverse talents and experiences of the group to maximum advantage.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	**4**	**3**	**2**	**1**

Notes:

C. The Community (Value: Community)

1) Gains respect and support from the community for the conduct of the college.
2) Maintains cooperative relationship with the news media.
3) Participates in community life and affairs.
4) Works effectively with public and private agencies.
5) Represents the views, policies and acts of the board to the public and legislative bodies.
6) Helps establish a sense of community.
7) Is proactive in ensuring strong linkages and partnerships between the college and business, community-based organizations, industry, and government.
8) Vigorously advocates for Chemeketa in particular and the community college movement in general, wherever possible, especially in statewide forums.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	**4**	**3**	**2**	**1**

Notes:

D. Educational Planning and Leadership (Values: Adaptability, Belonging, Opportunity, Quality)

1) Implements the philosophy of a comprehensive community college and provides quality education and training for all district residents.
2) Organizes a planned program of curriculum development, emphasizing effective and innovative methodology, and practices to ensure student success in achieving their educational goals.
3) Provides participatory procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people in the district.
4) Provides opportunity for student leadership and participation in the college co-curricular activities.
5) Provides a strong program of student support and enrollment services, including student recruitment, testing, placement, advising, orientation, and student success courses, as well as educational and career counseling and financial aid.
6) Provides an environment that values diversity and creates an authentic sense of belonging for all who engage with the college.
7) Displays knowledge and understanding of the appropriate [remove management] systems, tools, and planning strategies for an effective organization.
8) Provides for ongoing evaluation and improvement of educational programs and support services.
9) Fosters an environment in which teaching, learning, student access and success are central to the college's mission.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	**4**	**3**	**2**	**1**

Notes:

E. Business, Finance, and Facilities (Values: Adaptability, Opportunity, Quality)

1) Supervises fiscal operations in accordance with board policies and state/federal laws and rules, insisting on competent, efficient and prompt performance.
2) Determines that funds are spent wisely and that adequate control and accounting are maintained.
3) Evaluates financial needs and makes recommendations for adequate funding.
4) Strives to develop [remove creative] sources of revenue.
5) Considers sustainability in operations, whether environmental, financial, or otherwise.
6) Work with associations to obtain a settlement within Board of Education parameters.
7) Continue to build buildings and infrastructure to serve immediate needs with flexibility to serve future needs.
8) Explore and implement opportunities to leverage college resources including new partnerships and grants.
9) Continue to support the Chemeketa Foundation in its fundraising efforts.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

F. College Personnel (Values: Belonging, Quality)

1) Develops and executes sound personnel procedures and practices, with particular attention to collective bargaining and implementation of agreements.
2) Recruits, recommends and assigns the most competent personnel available.
3) Encourages participation of staff members and faculty groups in college planning, procedures, and policy development and implementation.
4) Provides leadership in the development of college personnel at all levels.

Consistently exceeds expectations	Occasionally exceeds expectations	Meets expectations	Occasionally fails to meet expectations	Consistently fails to meet expectations
5	4	3	2	1

Notes:

PART II – EVALUATION OF PRESIDENT'S PERFORMANCE IN RELATION TO THE ANNUAL COLLEGE STRATEGIC INITIATIVES.
Notes:

ADDITIONAL COMMENTS/OVERALL IMPRESSION:

President Comments:

Signatures: This evaluation was reviewed with me by the College Board of Education. My signature does not necessarily indicate agreement or approval.

President/CEO _____ Date _____
Board Chair _____ Date _____
Human Resources _____ Date _____

Revised April 2024

PROPOSED SCHEDULE OF BOARD OF EDUCATION MEETINGS FOR 2026–2027

Prepared by

Jessica Howard, President/Chief Executive Officer

The following dates have been selected for the 2026–2027 College Board of Education meeting schedule. The dates generally fall on the third Wednesday of each month. Some meetings may be held at outreach centers or another campus. All other board meetings will be hybrid, in person on the Salem campus, via web conferencing, and livestream.

July 6 (8:30 a.m.) Special Board Meeting

July 15

September 16

October 21

November 18

December 9

January 20

February 17

March 17

April 7—Budget Meeting

April 21—Budget and Board of Education Meeting

April 28—Budget Committee Meeting (Optional)

May 19

June 9

Tentative 2027–2028
July 21

The College Board of Education will be asked to approve the proposed schedule of board meetings for 2026–2027 at the May board meeting.

PROPOSED BUDGET COMMITTEE MEMBER SELECTION PROCESS FOR VACANCIES IN ZONES 2, 3, 4, 5, AND 6 FOR 2026–2029

Prepared by

Alice Sprague, Vice President—Governance and Administration

Budget Committee positions for Zones 2, 3, 4, 5, and 6 expire June 30, 2026. In compliance with Board Policy Number 1170, the following appointment process is recommended for Zones 2, 3, 4, 5, and 6.

ACTION NECESSARY UNDER BOARD POLICY/PROCEDURE NUMBER 1170

Eric Palo, Zone 2	May appoint or advertise*
Betty Hart, Zone 3	Must advertise*
Mike Stewart, Zone 4	Must advertise*
Matthew Reynolds, Zone 5	Must advertise*
Jaime Rodriguez, Zone 6	Must advertise*

BUDGET MEMBER SELECTION TIMELINES AND PROCESS

Openings Announced to Board of Education	May 20
Approval of Selection Process and Timelines	May 20
Legal Notice Published	by July 9
Deadline for Applications to the President's Office	August 19
Application Screening	TBD
Appointment of New Budget Committee Members	TBD

* Policy and procedure 1170 state that a position filled by an incumbent who has served more than four years must be advertised; however, the incumbent may reapply if they wish to continue. Eric Palo, Zone 2, served for three years and may reapply or may be reappointed by the Board of Education. Betty Hart, Mike Stewart, Matthew Reynolds, and Jaime Rodrigues, Zones 3, 4, 5, and 6 respectively, were appointed after the formal process deadline and served as incumbents for one year. In compliance with procedure 1170, Zones 3, 4, 5, and 6 must be advertised, however, the incumbents may reapply if they wish to continue on the budget committee.

* Procedure 1170 calls for the board chair to appoint a subcommittee of three (3) board members to screen potential candidates from the zones with budget committee vacancies. Applicants must live and be registered voters within the vacant district zone.

The College Board of Education will be asked to approve the appointment process and the timelines for the selection of Budget Committee members for Zones 2, 3, 4, 5, and 6 at the May Board of Education Meeting.

PSYCHOLOGY ASSOCIATE OF SCIENCE TRANSFER (AST) DEGREE

Prepared by

Christopher MacLean, Program Chair—Psychology
R. Taylor, Dean—Business, Social Science and Technology
Chris Kato, Executive Dean—General Education and Transfer Studies
David Hallett, Vice President—Academic and Student Affairs

House Bill 2998, passed in 2017, requested general education disciplines create efficient programs of study that transfer directly to public universities in a format called a Major Transfer Map (MTM). The Higher Education Coordinating Commission (HECC) adopted new MTM rules establishing Major Transfer Map Curriculum and Articulation Policies (CAPs). MTM CAPs identify the optimal and specific set of lower division courses students must take to transfer efficiently from the participating Oregon community college into the chosen major at any Oregon public university.

This Major Transfer Map Curriculum Articulation Policy (MTM CAP) outlines specific course requirements for students at any participating Oregon community college who plan to transfer to a participating four-year public university and earn a Bachelor of Science in Psychology. A completed Core Transfer Map (27–35 credits of general education) will transfer to any of the seven Oregon Public Universities (OPU). A complete MTM CAP will give students all guarantees listed in the agreement at the participating OPUs. The MTM CAP is intended for students who know they want to transfer and earn a Bachelor of Science in Psychology, but who are unsure of their intended transfer destination.

The statewide Psychology Major Transfer Map will be offered as an Associate of Science Transfer (AST) degree.

Students who complete this AST in Psychology should be able to satisfy the following outcomes:

1. Describe psychology’s major subfields.
2. Express ideas that accurately reflect basic psychological concepts and principles.

The College Board of Education will be asked to approve the Psychology Associate of Science Transfer degree at the May 2026 board meeting.

PSYCHOLOGY ASSOCIATE OF SCIENCE TRANSFER (AST) DEGREE

Course No.	Course Title	Credit Hours
	Core Transfer Map Requirements*	
WR 121Z	Composition 1	4
	Arts and Letters (2 courses)	8
	Social Sciences (2 courses)	8
	Natural Sciences (2 biology courses with labs)	8
STAT 243Z	Elementary Statistics 1	4
	*One course must also satisfy the cultural literacy outcome	
	Core Transfer Map Total	**32**
	Other General Education Requirements	
WR 122Z	Composition 2	4
COMM 111Z	Public Speaking	4
	Additional General Education Total	**8**
	Major Coursework Requirements	
PSY 201Z	Introduction to Psychology	4
PSY 202Z	Introduction to Psychology 2	4
PSY 237	Life Span Development	4
	Major Coursework Total	**12**
	Electives needed to reach 90 credits	
	Students will work with an advisor to select appropriate coursework	**38**
	Psychology AST Total	**90**

AFFIRMATIVE ACTION ANNUAL REPORT

Prepared by

Courtney Saldivar, Associate Vice President—Human Resources
Alice Sprague, Vice President—Governance and Administration

The 2024 annual Affirmative Action Report is presented to the members of the College Board of Education for review.

CHEMEKETA COMMUNITY COLLEGE
ANNUAL UPDATE
EQUAL OPPORTUNITY AFFIRMATIVE ACTION

2025 Report

(Containing 2024 Data)

PREPARED BY

DEPARTMENT OF HUMAN RESOURCES

Courtney Saldivar, Associate Vice President

NARRATIVE SUMMARY

Chemeketa Community College is dedicated to fostering equal opportunity and affirmative action across all aspects of our institution, including employment, educational programs, and sponsored activities. Our goal is to cultivate a workforce that mirrors our student body and the labor market, while actively eliminating discrimination based on race, sex/gender, marital status, protected veteran status, gender identity/expression, color, religion, sexual orientation, national origin, citizenship status, age, disability, pregnancy and related conditions, family relationship, tobacco usage during non-working hours, whistle blowing, victim of domestic violence, and genetic information within our educational programs, activities, and employment.

The College annually conducts the Equal Opportunity and Affirmative Action Report, as required by 41 CFR part 60, to analyze our workforce (exempt, faculty, and classified) against the potential availability of females and racially/ethnically minoritized groups in our geographic area. This comparison informs recruitment, hiring, staff development, training, and retention strategies. The data helps the college identify underrepresented areas for women and minorities and develop initiatives to promote equal employment opportunity and affirmative action.
We continuously work to overcome the ongoing challenge of recruiting racially diverse faculty and staff, striving to attract talented and qualified candidates who reflect the demographics of both our service area and our student populations. To this end, we strategically analyze methods for attracting candidates and provide departments with targeted support to help them hire qualified individuals who represent the diverse labor pool and our student body.

Chemeketa Community College is committed to achieving a diverse workforce that mirrors the composition of our relevant community labor pool. This is accomplished through continuous evaluation and refinement of our personnel practices and recruitment procedures, which are intentionally designed to support this goal. Our strategies for inclusion, recruitment, and retention of qualified applicants from protected classes, as well as for enhancing overall workforce diversity, are regularly reviewed. We conduct thorough workforce analyses, compare them with labor market availability data, and assess the utilization of women and racially/ethnically minoritized groups to meet our strategic objectives.

The following tables provide an analysis of workforce data from January 1, 2024, to December 31, 2024. Chemeketa Human Resources, in collaboration with our Associate Vice President of Culture and Community Engagement, remains committed to exploring strategic avenues to further enhance workforce diversity at the college.

Chemeketa Workforce & Recruitment Analysis Tables

Table I: Affirmative Action job categories

Table II: Chemeketa Workforce Statistics
This table shows the total number of employees by job category and the number and percentage of female and racially/ethnically minoritized employees within each job category.

Table III: Chemeketa Workforce Statistics (Veterans)
This table shows the total number of employees by job category and the number and percentage of self-disclosed veterans within each job category.

Table IV: Chemeketa Salaried Workforce Utilization Analysis
This table compares the percentage of the college workforce in each salaried job category to the assumed availability of female and racially/ethnically minoritized employees in each salaried job category.

Table V: Chemeketa Workforce Comparison Statistics
This table shows the number and percentage of employees by job category compared to previous year's (2023) data.

Table VI: Chemeketa Workforce Comparison Statistics
This table shows the number of female and racially/ethnically minoritized employees represented in Chemeketa's workforce in 2024.

Table VII: Chemeketa Workforce Statistics (Disability Status)
This table shows the total number of employees by job category and the number and percentage of employees who self-disclosed as having a disability within each job category.

Table VIII: Recruitment & Applicant Flow
This table shows the number of positions opened, total number of applicants who applied, percentage of self-disclosed racially/ethnically minoritized applicants and female applicants and compares the statistics to the assumed availability for each employee category.

Table IX: Bilingual Required Recruitments
This table shows the number of recruitments by classification compared with the number of recruitments that required applicants to be bilingual as a minimum qualification.

Table X: Recruitment & Selection Patterns 2014-2024
This table shows a ten-year history of the number of positions recruited and Racially/Ethnically Minoritized applicant statistics including the number of applicants, number of qualified applicants, number of applicants interviewed, and number of applicants hired.

Table I

Affirmative Action Job Category Examples

1. Exempt

   President, Vice Presidents, Associate Vice Presidents, Executive Deans, Deans, Directors, Managers, Coordinators, Administrative Assistants, Executive Secretaries, Project Coordinators/Specialists/Technical Systems Analysts

2. Professional Faculty

   Instructors, Counselors, Librarians, CWE Coordinators, Media Production Specialists, Occupational Skills Training Coordinators.

3. Classified

   Facilities Support, Financial Services, Instructional Support, Office Administration, Student Services, Technology Related, Public Safety

4. Adjunct Faculty

   Hourly Faculty, Coaches, Counselors, Curriculum Development, Customized Training, Reference Librarians

5. Hourly/Casual Employees

   Instructional Assistants, Instructional Specialists, Technicians, Interpreters, Lab Assistants, Media Support, Literacy Specialists, Maintenance/Grounds, Office Support, Student Services

Chemeketa Community College: Workforce Statistics

Table II

Chemeketa Workforce Statistics January 1, 2024 through December 31, 2024					
Job Category[1]	Total Employees	Racially/Ethnically Minoritized		Females	
		Employees	% of Job Category Total	Employees	% of Job Category Total
Faculty	198	32	16.2%	102	51.5%
Exempt	103	22	21.4%	56	54.4%
Classified	340	135	39.7%	191	56.2%
Part-time Faculty/Adjunct	401	90	22.4%	195	48.6%
Part-Time Hourly	203	75	36.9%	120	59.1%
Totals	1245	354	28.4%	664	53.3%

Note: This table reflects all full-time and part-time employees except student employees. Employees who self-identified in more than one race category were not duplicated in this table.

[1]Refer to Table I for job categories

Table III

Chemeketa Workforce Statistics January 1, 2024 through December 31, 2024			
Job Category[1]	Total Employees	Self-Disclosed Veterans	
		Employees	% of Job Category Total
Faculty	198	3	1.5%
Exempt	103	4	3.9%
Classified	340	8	2.4%
Part-time Faculty/Adjunct	401	13	3.2%
Part-Time Hourly	203	7	3.4%
Totals	1245	36	2.9%

Table IV

Chemeketa Salaried Workforce Utilization Analysis January 1, 2024 through December 31, 2024						
Job Category*	Chemeketa Workforce		Workforce Availability[1]		Underutilization[2]	
	Racially/Ethnically Minoritized	Female	Racially/Ethnically Minoritized	Female	Racially/Ethnically Minoritized	Female
Faculty	16.2%	51.5%	29.3%	49.9%	-13.1%	+1.6%
Exempt	21.4%	54.4%	29.8%	66.2%	-8.4%	-11.8%
Classified	39.7%	56.2%	29.6%	52.3%	+10.1	+3.9%

[1]Workforce (external) availability is defined as the percentage of women and minorities assumed to be in the pool of qualified persons in the appropriate job categories. Faculty and Exempt data resourced from the U.S. Bureau of Labor and Statistics for 2024. Note that "Faculty" data was resourced from the "Postsecondary teachers" category and "Exempt" data was resourced from the "Education and Childcare Administrators" category. Classified data resourced from the United States Census Bureau. Data pulled for this category came from the 5-year Census EEO tabulation (origin date of data noted is from 2020) representing Marion, Polk, and Yamhill counties

[2] Underutilization: Percent (%) of Chemeketa Community College workforce minus percent (%) of available workforce as determined by census

Table V

Chemeketa Salaried Workforce Comparison Statistics January 1, 2024 through December 31, 2024										
Job Category*	Employee Total		Racially/Ethnically Minoritized Comparison				Female Comparison			
	2023	2024	2023	%	2024	%	2023	%	2024	%
Faculty	194	198	28	14.4%	32	16.2%	102	52.6%	102	51.5%
Exempt	112	103	25	22.3%	22	21.4%	60	53.6%	56	54.4%
Classified	338	340	129	38.2%	135	39.7%	188	55.6%	191	56.2%
Total	644	641	182	28.3%	189	29.5%	350	54.3%	349	54.4%

Table VI

Chemeketa Workforce Statistics

Racially/Ethnically Minoritized & Female Demographics[1]

January 1, 2024 through December 31, 2024

Employee Group	Total	Not Provided/No Response	White (Non-Hispanic)	Black or African American	Hispanic or Latino	American Indian/ Alaskan Native	Asian	Native Hawaiian Pacific Islander	Minorities	
									Total	Percentage
Faculty	216	21	160	5	17	4	8	1	35	16.2%
Exempt	118	13	82	0	16	2	4	1	23	19.5%
Classified	400	22	236	8	110	15	7	2	142	35.5%
Part-Time Faculty	578	42	412	17	57	19	22	9	124	21.5%
Part-Time Hourly	261	16	156	3	56	9	13	8	89	34.1%
Totals	1573	114	1046	33	256	49	54	21	413	26.3%
Percentage	100%	7.2%	66.5%	2.1%	16.3%	3.1%	3.4%	1.3%		
Female										
Faculty	110	12	80	2	7	2	6	1	18	16.4%
Exempt	64	6	46	0	10	2	0	0	12	18.8%
Classified	228	8	129	5	74	6	4	2	91	39.9%
Part-Time Faculty	231	10	166	6	23	12	10	4	55	23.8%
Part-Time Hourly	145	10	83	0	36	4	8	4	52	35.9%
Totals	778	46	504	13	150	26	28	11	228	29.3%
Percentage	100%	5.91%	64.78%	1.67%	19.28%	3.34%	3.60%	1.41%		

1. Does not include student employees. Employees who self-identified in more than one race/ethnicity category were duplicated.

Table VII

Chemeketa Workforce Statistics January 1, 2024 through December 31, 2024			
Job Category[1]	Total Employees	Self-Disclosed Disability Status # Employees	 % of Job Category Total
Faculty	198	13	6.6%
Exempt	103	9	8.7%
Classified	340	34	10.0%
Part-time Faculty/Adjunct	401	27	6.7%
Part-Time Hourly	203	18	8.9%
Totals	1245	101	8.1%

* 38 employees elected not to provide disability status

Recruitment and Applicant Statistics

Table VIII

Recruitment & Applicant Flow January 1, 2024 through December 31, 2024						
Job Category	Positions Open	Total Applicants	Racially/Ethnically Minoritized Applicants	Female Applicants	Available Racially/Ethnically Minoritized Labor Force	Available Female Labor Force
Faculty	12	294	37.4%	34.7%	29.3%	49.9%
Exempt	10	158	41.8%	46.8%	29.8%	66.2%
Classified	72	920	49.9%	49.9%	29.6%	52.3%

Table IX

Bilingual Required Recruitments January 1, 2024 through December 31, 2024				
Job Category	Positions Open 2024	Bilingual Required 2024	Positions Open 2023	Bilingual Required 2023
Faculty	12	0	11	2
Exempt	10	0	20	0
Classified	72	23	88	12
Total	94	23	119	14

Table X

Recruitment & Selection Patterns 2014 - 2024								
Year	Positions Open	Unit	# of Applicants	Self- Disclosed Racially/Ethnically Minoritized Applicants	Qualified Racially/Ethnically Minoritized Applicants	Total Applicants Interviewed	Racially/Ethnically Minoritized Applicants Interviewed	Racially/Ethnically Minoritized Candidates Hired
2024	12	Faculty	294	110	28	68	28	5
	10	Exempt	158	66	18	59	13	2
	72	Classified	920	459	198	343	165	33
2023	11	Faculty	123	36	12	32	7	3
	20	Exempt	190	63	16	62	15	3
	88	Classified	666	307	121	201	102	28
2022	4	Faculty	25	12	7	10	3	1
	9	Exempt	39	16	11	19	6	1
	72	Classified	683	293	245	256	106	21
2021	13	Faculty	181	58	25	39	8	2
	22	Exempt	311	110	60	109	32	5
	81	Classified	947	442	244	287	142	33
2020	4	Faculty	30	3	2	12	0	0
	7	Exempt	458	94	39	116	16	2
	32	Classified	763	238	138	145	43	9
2019	15	Faculty	127	26	18	47	4	2
	17	Exempt	504	107	41	115	20	2
	52	Classified	1573	497	171	119	53	9
2018	9	Faculty	105	15	8	42	6	2
	5	Exempt	201	60	23	34	7	0
	38	Classified	1045	286	156	198	65	9
2017	13	Faculty	377	69	44	72	7	3
	8	Exempt	282	64	46	50	9	0
	43	Classified	2324	541	436	301	82	15
2016	21	Faculty	966	172	138	118	14	1
	11	Exempt	480	89	76	68	23	3
	43	Classified	1944	471	382	313	86	12
2015	19	Faculty	805	127	104	132	39	3
	13	Exempt	457	83	63	83	15	2
	54	Classified	2355	510	394	349	78	9
2014	31	Faculty	1084	215	126	202	22	3
	24	Exempt	793	142	55	93	14	4
	55	Classified	2096	458	205	208	59	11

Standard Report-1
April 15, 2026

PERSONNEL REPORT

Prepared by

Courtney Saldivar, Associate Vice President—Human Resources
Alice Sprague, Vice President—Governance and Administration

NEW HIRES

Thomas Allan Farnsworth, Janitor Cleaner 2—Capital Projects and Facilities, College Support Services Division (CSSD), 100 percent, 12-month assignment, Grade 6, Step 5.

Karina Lopez, Educational, Guidance, and Career Advisor Associate 2—College Access Programs, Student Affairs Division, 100 percent, 12-month assignment, Grade 13, Step 4.

Renae C. Perez-Marble, Teaching Assistant 2010 months—Business Programming and Early Childhood Education (ECE), Academic Affairs Division, 100 percent, 10-month assignment, Grade 9, Step 5.

Carol R. Silva, Learning Support Specialist 2—Business, Social Sciences, and Technology, General Education and Transfer Studies (GETS), Limited duration, 100 percent, 12-month assignment, Grade 12, Step 4.

Jacob T. Vida, Project Management Specialist 2—Health Sciences, Academic Affairs Division, Limited duration, 100 percent, 12-month assignment, Grade 18, Step 4.

POSITION CHANGES

Kelly Beth Brader, Project Management Specialist 2—Business Programming and Early Childhood Education, Academic Affairs Division, Limited duration, 100 percent, 12-month assignment, Grade 18, Step 8, from Instructional Specialist–10-month, Business Programming and Early Childhood Education, Academic Affairs Division.

Julisa Adelina Rios Chavez, Project Management Specialist 2—Culture and Community Engagement, President's Office Division, 75 percent, 12-month assignment, Grade 18, Step 1, from Limited duration, Project Management Specialist 2, Culture and Community Engagement, President's Office Division.

Maria Gasca, Educational, Guidance and Career Advisor Associate 1—Admissions, Enrollment, and Graduation Services, Student Affairs Division, 100 percent, 12-month assignment, Grade 11, Step 7, from Student Services Specialist, College Credit Now, Workforce Innovation and Strategic Engagement Division (WISE).

Silvia A. Marin Lopez, Project Management Specialist 2—High School Programs, Workforce Innovation and Strategic Engagement Division (WISE), 100 percent, 12-month assignment, Grade 18, Step 3, from Educational, Guidance, and Career Advisor Associate 2, Academic Development and Workforce Partnership, Workforce Innovation and Strategic Engagement Division.

SEPARATIONS

Kristian S. Bouvier, Administrative Assistant 2—Brooks Center: Emergency Services and Diesel Technology, Career and Technical Education Division (CTE), effective March 15, 2026.

Denny Aitken, Janitor Cleaner 2—Capital Projects and Facilities, College Support Services Division (CSSD), effective March 13, 2026.

Genisis Maricruz Arevalo, Administrative Assistant 2—Agriculture Sciences and Technology, Career and Technical Education Division, effective March 31, 2026.

Standard Report-2
April 15, 2026

BUDGET STATUS REPORT

Prepared by

Rich Kline, Director—Business Services
Brian Knowles, Director—Budget and Finance
Aaron Hunter, Vice President/Chief Financial Officer

The following items are included in the printed agenda:

The following financial reports for the period of July 1, 2025, through March 31, 2026, will be presented at the board meeting:

- General Fund Revenue and Expense Statement
- General Fund Budget Status Report
- Quarterly Update of Other Funds
- Quarterly Status of Investments

Chemeketa Community College
Statement of Resources and Expenditures
As of March 31, 2026

Fund 100000 - General Fund Unrestricted

	ADJUSTED BUDGET	YEAR-TO-DATE ACTUAL	% OF BUDGET	VARIANCE TO BUDGET
Resources:				
Beginning Fund Balance	19,175,139	26,735,049	139.43%	7,559,910
Property Taxes	30,975,265	29,447,038	95.07%	(1,528,227)
Tuition and Fees	20,304,170	23,504,896	115.76%	3,200,726
State Appropriations - Current	44,487,526	42,450,214	95.42%	(2,037,312)
Indirect Recovery	1,007,908	1,062,056	105.37%	54,148
Interest	2,867,965	1,821,705	63.52%	(1,046,260)
Miscellaneous Revenue	286,992	142,904	49.79%	(144,088)
Transfers In	100,000	3,105	3.11%	(96,895)
Total Resources	**119,204,965**	**125,166,967**	105.00%	**5,962,002**
Expenditures:				
Instruction	42,660,820	32,457,140	76.08%	10,203,680
Instructional Support	14,146,821	11,501,416	81.30%	2,645,405
Student Services	11,126,683	9,137,002	82.12%	1,989,681
College Support Services	23,689,927	16,726,234	70.60%	6,963,693
Plant Operation and Maintenance	8,956,295	6,656,561	74.32%	2,299,734
Transfers	5,460,136	2,836,744	51.95%	2,623,392
Total Expenditures (Excluding Contingency)	**106,040,682**	**79,315,097**	74.80%	**26,725,585**
Contingency	13,164,283	-	0.00%	13,164,283
Total Expenditures	**119,204,965**	**79,315,097**	66.54%	**39,889,868**

Chemeketa Community College
Budget Status Report
As of March 31, 2026

Fund 100000 - General Fund Unrestricted

Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance	
6110	Exempt Salaries	11,000,271	9,293,372	2,967,067	(1,260,168)	
6120	Classified Salaries	14,785,092	14,265,182	4,036,956	(3,517,046)	
6124	Part-Time Hourly & Student Wages	1,174,403	770,474	-	403,929	
6130	Faculty Salaries	19,171,349	13,779,064	3,883,338	1,508,947	
6132	Part-Time Faculty	9,723,285	9,264,340	158,226	300,719	
6510	Fixed Fringe Benefits	15,102,541	7,420,570	-	7,681,971	
6511	Variable Fringe Benefits	18,335,982	15,074,945	-	3,261,037	
6512	Other Fringe Benefits	450,000	349,070	-	100,930	
Subtotal Personnel Services		**89,742,923**	**70,217,017**	**11,045,587**	**8,480,319**	**78.24%**

Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance	
710	Materials & Services	1,704,287	771,670	549	932,068	
720	Equipment $500-$4,999	131,768	113,282	-	18,486	
7300	Legal Services	241,120	83,823	-	157,297	
7310	Insurance	1,204,722	1,191,853	-	12,869	
7320	Maintenance	376,671	329,958	-	46,713	
7330	Communications	929,087	300,833	-	628,254	
7340	Utilities	2,851,342	1,454,781	44,746	1,351,815	
7350	Staff Development	157,956	133,791	-	24,165	
7360	Travel	355,617	139,271	-	216,346	
7370	Other Services	2,385,053	1,506,244	226,704	652,105	
7550	Capital Outlay	500,000	235,830	4,000	260,170	
8150	Transfers Out	5,460,136	2,836,744	-	2,623,392	
Subtotal Non-Personnel Services		**16,297,759**	**9,098,080**	**275,999**	**6,923,680**	**55.82%**
8500	Contingency	13,164,283	-	-	13,164,283	
Report Totals		**119,204,965**	**79,315,097**	**11,321,586**	**28,568,282**	**66.54%**

Chemeketa Community College
Quarterly Update of Other Funds
July 1, 2025 - March 31, 2026

	FUND #	RESOURCES	OBLIGATIONS	BALANCE
Auxiliary Services	680	$ 5,317,149	$ 2,790,383	$ 2,526,766
Self-Supporting Services	2000	27,529,658	15,022,541	12,507,117
Universal Fee Fund	8100	14,512,068	7,532,734	6,979,334
Leased Property Fund	8200	10,035,465	9,662,043	373,422
Intra-College Services	2800	3,720,844	2,625,301	1,095,543
Student Government & Clubs	7200	438,673	103,316	335,357
TOTAL		**$ 61,553,857**	**$ 37,736,318**	**$ 23,817,539**

	FUND #	BUDGET	OBLIGATIONS	BALANCE
Reserve Funds	2650 & 2700	$ 5,822,513	$ 93,312	$ 5,729,201
Regional Library	2600	5,241,997	4,402,448	839,549
Capital Projects	6000-6700	21,975,000	15,210,338	6,764,662
Student Financial Aid	4200	51,025,136	43,900,779	7,124,357
Grants & Contracts	3000	18,550,000	12,728,930	5,821,070
Debt Service	590	37,050,000	2,206,409	34,843,591
TOTAL		**$ 139,664,646**	**$ 78,542,216**	**$ 61,122,430**

Status of Investments

March 31, 2026

Oregon State Treasurer Investments	Statement Date	Maturity Date	Account Balance	Rate as of 3/31/2026
Oregon Short-Term Fund - General	3/31/2026	On demand	$ 16,767,813.39	4.000%
Oregon Short-Term Fund - Capital	3/31/2026	On demand	$ 10,410,925.02	4.000%
Total Oregon State Treasurer Investments			$ 27,178,738.41	

Other Investments	Investment Date	Maturity Date	Amount Invested	Yield
US Treasury Note	3/28/2025	4/15/2026	$ 2,491,650.00	4.077%
Corporate Note - Century Housing Corp	4/17/2025	4/15/2026	$ 3,000,000.00	4.550%
Corporate Note - Westpac Banking Corp	1/23/2025	4/16/2026	$ 2,021,440.00	4.291%
US Treasury Note	3/28/2025	5/15/2026	$ 2,487,825.00	4.066%
US Treasury Note	2/20/2025	5/31/2026	$ 2,401,647.39	4.076%
Corporate Note - USB AG	12/15/2025	6/1/2026	$ 1,740,481.60	3.651%
Gov't Agency Federal Home Loan Bank	11/26/2025	6/5/2026	$ 3,924,342.78	3.681%
US Treasury Note	12/15/2025	7/31/2026	$ 5,190,220.00	3.395%
US Treasury Note	12/12/2025	8/15/2026	$ 3,015,780.00	3.575%
Certificate of Deposit - Willamette Valley Bank	9/18/2025	9/11/2026	$ 5,282,445.22	3.750%
Corporate Note - Apple Inc.	10/1/2025	9/11/2026	$ 2,959,170.00	3.523%
US Treasury Note	12/12/2025	9/30/2026	$ 3,998,280.00	3.550%
US Treasury Note	11/17/2025	10/27/2026	$ 2,995,200.00	3.672%
US Treasury Note	1/9/2026	10/31/2026	$ 2,921,490.00	3.315%
Certificate of Deposit - Willamette Valley Bank	12/11/2025	12/9/2026	$ 4,000,000.00	3.300%
Gov't Agency Federal Home Loan Bank	8/15/2025	12/21/2026	$ 2,938,900.00	3.811%
Gov't Agency Federal Farm Credit Bank	10/1/2025	12/29/2026	$ 1,998,780.00	3.679%
US Treasury Note	12/15/2025	1/31/2027	$ 2,938,680.00	3.361%
US Treasury Note	1/13/2026	2/28/2027	$ 2,945,790.00	3.523%
G.O. Bonds - City of Portland	1/13/2026	6/15/2027	$ 4,842,800.00	3.586%
Total Other Investments			$ 64,094,921.99	3.683% weighted average yield

13 week Treasuries 3.61% as of 3/31/2026

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

PURCHASING REPORT

Prepared by

Mariah Dooley, Procurement and Contracts Analyst
Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

---

ARCHITECTURAL AND ENGINEERING (A/E) SERVICES FOR WOODBURN CENTER SCIENCE LAB

A Request for Proposal (RFP) for Architectural and Engineering (A/E) Services for Woodburn Center Science Lab will be advertised on the college's Procurement Services website and in the Daily Journal of Commerce in April of 2026. A recommendation for contract award will be made to the College Board of Education at its June meeting.

Standard Report-4
April 15, 2026

CAPITAL PROJECTS REPORT

Prepared by

Isaac Talley, Director—Facilities and Operations
Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

---

BOND PROJECTS

Community Fields/Courts Upgrades
This project encompasses the renovation of the baseball and softball fields, incorporating artificial turf surfaces and updated lighting systems. These enhancements are designed to improve drainage and broaden the availability of the facilities for both Chemeketa and community teams, allowing for utilization during adverse weather conditions and extending the operational hours past sunset.

Update: The baseball field construction is complete, and teams have begun using the facility. Construction is progressing on the community fields' entrance, which includes new concrete surfaces and infrastructure upgrades to support concessions and ticketing. This work is expected to be finished in early May. Meanwhile, the designs for the new soccer field and the tennis/pickleball courts are nearing completion, with the start of construction projected for early summer 2026.

Building 7 Renovation
The goal of this project is to realize the full potential of the existing facility to promote and support the physical and wellness-related educational offerings and activities, and to revitalize and preserve an aging and outdated asset that has tremendous potential to serve the needs of the college community. In realizing these initial goals, we send a message to our community that vitality and wellness are important aspects of both academic and lifetime achievement.

Update: Value engineering exercises conducted with the Construction Manager/General Contractor (CM/GC) and the architectural team have resulted in cost reductions that align with the established budget while preserving the core project objectives. While most priority objectives have been retained, lower-priority elements will be completed with minimal alterations to the physical layout but will feature updated finishes. Any additional savings realized during the final design and bidding process will be allocated to reinstate features in the lower-priority areas that were previously removed to meet budgetary constraints. Construction is anticipated to commence in the spring of 2026.

Classroom Reconfiguration - YVC
The project aims to meet community needs by creating flexible instructional space for various CTE programs, including EMT, expanded Medical Assisting, and potential ECE and other CTE offerings based on community demand.

Update: Phase 1 of this project has been completed, resulting in a refreshed classroom with access to the existing adjacent laboratory. The remaining elements of this project, which encompass a new classroom with dedicated storage space and remodeled restrooms, are anticipated to reach completion in early May 2026.

Trades Center
The project will provide flexible lab and shop space to expand hands-on training in high-demand trades such as welding, ironworking, and carpentry. It will help to strengthen partnerships with industry, support apprenticeships and workforce training, and prepare students for family-wage careers that meet the region's economic needs.

Update: The internal project team and the architectural firm have concluded multiple programming sessions and are currently soliciting initial cost estimates to assist in defining the final project scope. This project is expected to utilize a Construction Manager/General Contractor (CMGC) delivery method. The justification for utilizing this alternative project delivery method will be presented at the April board meeting.

Blue Parking Lot
The Blue Parking Lot is slated for a complete overhaul due to its deteriorated condition, primarily stemming from insufficient subgrade support beneath the asphalt. This critical project aims to not only replace the failing infrastructure but also to implement a modernized layout that prioritizes pedestrian and vehicular safety. Furthermore, the redesign will incorporate modern stormwater treatment solutions, bringing the lot into compliance with current regulations and best practices.

Update: Design for the parking lot configuration has been finalized, incorporating input gathered from key programs most affected by this project. Bids are currently being solicited, with the reconstruction of the Blue Parking Lot anticipated for completion in the summer of 2026.

Security and Lighting
To enhance safety for staff, faculty, and students, improvements are underway to replace aging security camera equipment. This initiative involves moving to a single, unified system, developed in collaboration with the Public Safety Department, for ease of use and increased capabilities. Additionally, we are upgrading exterior and interior lighting that will improve learning spaces and further contribute to a safer environment. These improvements are inclusive of all Chemeketa locations.

See Appendix-2; Campus Maps, Pages 99-100.

INSTITUTIONAL ADVANCEMENT FOUNDATION QUARTERLY REPORT
JANUARY 1, 2026–MARCH 31, 2026

Prepared by

Shawn Keebler, Development Associate—Chemeketa Foundation
Jamie Wenigmann, Director of Development—Chemeketa Foundation
Marie Hulett, Associate Vice President—Institutional Advancement
Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

2025–2026 SCHOLARSHIP REVIEWER RECRUITMENT

With the application closing in just two weeks, volunteers are currently needed to assist in reviewing the Foundation scholarship applications. Reviewers play a major part in the success of the awarding process, ensuring all applicants get the consideration they deserve. The Foundation will be hosting an in-person General Application Reviewer Party on April 23, 2026, from 12–2 pm. This work session includes lunch, a quick overview of the scoring rubric and guidelines, and answers to any questions reviewers may have as they work through their assigned applications. Reviewers are not required to attend. The deadline for submission of scores is May 8. Once the general application scoring is completed, the next phase of reviews for external scholarship committees begins, with the goal of having as many scholarships offers sent to students as possible before spring term ends.

2026 STARS RECEPTION

On May 29, the Foundation will be celebrating the 2026 Annual STARS Reception at the Salem Convention Center from 3:00-4:30 pm. This event offers supporters and students a chance to connect and celebrate the accomplishments of the school year, thanks to the support and generosity of Foundation donors. This year seating is being expanded so that more of the community will be able to see the incredible impact that their support provides.

CINCO DE MAYO CELEBRATION

Woodburn Center's Annual Cinco de Mayo Celebration will be hosted at the Woodburn Center from May 1–3. Past years have seen crowds of up to 15,000 attendees. You are invited to come to this incredible cultural exchange and celebration.

QUARTERLY DONATION REPORT

The total amount of cash contributions for January 1, 2026–March 31, 2026, is $108,677.78; the total valuation of in-kind contributions during January 1, 2026–March 31, 2026, is $12,394.38.

Standard Report-6
April 15, 2026

GRANT ACTIVITIES JANUARY–MARCH 2026

Prepared by

Gaelen McAllister, Director—Institutional Grant Development
Alice Sprague, Vice President—Governance and Administration

GRANT APPLICATIONS SUBMITTED

Grantor	Department	Description	Amount
Roundhouse Foundation	Yamhill Food Pantry	Funds to support the food pantry on the Yamhill Valley campus. RUSSELL JONES. Submitted 1/26/2026.	$6,000
Oregon Department of Education	Mid–Willamette Education Consortium (MWEC)–Perkins	Secondary Career Pathways funds for Career and Technical Education (CTE) Regional Coordinator to improve Programs of Study in consortium schools. ED WOODS, DEBBIE JOHNSON.	$29,100
Oregon Department of Education	MWEC–Perkins	Federal pass-through federal funds received from the Strengthening Career and Technical Education for the 21st Century Act, also known as “Perkins V” to create multiple on-ramps and off-ramps to CTE Programs in Perkins Reserve Fund Grants provided to regional high schools. ED WOODS, DEBBIE JOHNSON.	$267,121
Senators Merkley and Wyden–Community Directed Spending	Career and Technical Education–Trades Center	Request for senate earmark to support equipment for the new Trades Center. FRANCISCO SALDIVAR. Submitted 2/25/2026.	$1,000,000
Congresswoman Salinas–Community Project Funding	CTE–Trades Center	Request for congressional earmark to support the new Trades Center. FRANCISCO SALDIVAR. Submitted 3/9/2026.	$1,000,000
U.S. Department of Labor–Youth Build	Workforce Innovation and Strategic Engagement (WISE)–High	In partnership with the Kroc Center and Church at the Park, Youth Build would provide support for 16–24 in attaining GED, getting hands on construction and other CTE training and launching into	$1,499,882

	School Partnerships (HSP)	jobs. SARA HASTINGS. Submitted 3/2/2026.	
Oregon Higher Education Coordinating Commission (HECC)– Future Ready	WISE– Workforce Partnerships	Additional Future Ready funds for GED classes, partner outreach and student tuition and support. SUSANA GARCIA. Submitted 3/13/2026.	$184,868.
HECC Future Ready Manufacturing	MWEC	Provides additional funding for manufacturing pathway career exploration with new equipment, materials and supplies as well as additional program participant support costs. ED WOODS, DEBBIE JOHNSON. Submitted 3/18/2026.	$74,280
SNAP Training and Employment Program (STEP)	WISE–HSP and Workforce Development	Funds training and support for SNAP eligible participants seeking to gain skills to achieve financial stability. SUSANA GARCIA, SARA HASTINGS. Submitted 3/19/2026.	$790,799
Business Oregon Digital Connectivity Technology Program	Governance & Administration-IT and Student Affairs–Library	Grant would support two projects. IT would increase the number and strength of public Wi-Fi stations in public access areas. The library would acquire laptops and zoom room equipment for public use. Both projects would assist community members with access to technology supporting health, education, and employment. DOUG MOXLEY, JENNIFER COX. Submitted 3/16/2026.	$218,401
Uplifting Trans		Funding to support the Safe Haven Loteria Night event. TATE JACKSON, Submitted 2/5/2026 and 3/31/2026.	$2,500
MAPS Credit Union	Woodburn Center	Event support for the Woodburn Cinco de Mayo Festival. ELIAS VILLEGAS. Submitted 3/18/2026.	$1,000
Gable Foundation	CTE–Trades Center	Equipment funding for the new Trades Center, Submitted 3/26/2026	$1,000,000
		Total Grant Applications:	**$6,073,951**

GRANTS PENDING NOTIFICATION			
Oregon Health Authority–Rural Health Training	CTE–EMS	Partnership with rural community colleges to establish standalone paramedic programs at Treasure Valley, Blue Mountain, and Columbia Gorge Community Colleges. JORDAN BERMINGHAM. Submitted 12/11/2025.	$1,500,000
U.S. Senators Merkley and Wyden Community Directed Spending	CTE–Behavioral Health, Facilities	Request for congressional earmark in the 2026 budget for the building 7 renovation to support increased access to Behavioral Health and physical therapy assistant training spaces. SHAUNAH STEELE. Submitted 2/23/2026.	$2,000,000
National Science Foundation Engine	CTE–Agricultural Science and Technology	In partnership with Oregon State University's Frontiers of Advanced Semiconductor Technology (FAST), this project would support semiconductor industry training in the Electronics program. TIM RAY. Submitted 1/30/2026.	$527,390
National Science Foundation–Innovation in Two-Year College STEM Education (ITYC)	GETS–STEM	Project would support students seeking transfer degrees in STEM by promoting accessible research opportunities within the classroom and in the field. JENNIFER JOHNS. Submitted 12/10/2025.	$499,970

GRANTS DECLINED			
Grantor	**Department**	**Description**	**Amount**
Business Oregon–Child Care Infrastructure Funds	GETS–ECE	Would fund urgently needed renovations at the Child Development Center. KARLA HALE, ISAAC TALLEY. Submitted 12/16/2025.	$377,843
Spirit Mountain Community Fund	GETS–Art	The project would continue the Art department work to bring Native American artists into visual arts courses to co-teach with Chemeketa faculty. LAURA MACK. Submitted 9/1/2025.	$6,633

GRANTS AWARDED			
Grantor	**Department**	**Description**	**Amount**
Marion County–Community Development Block Grant	Student Affairs–Student Support Services	Provides emergency housing support for students in Marion County. BLANCA AGUIRRE, MARI MONRROY CONCHAS. Submitted 12/19/2025.	$50,000

National Science Foundation S–STEM	GETS–STEM	Provides scholarships and supportive services to low-income students pursuing STEM transfer degrees. KEITH SCHLOEMAN, SHANNON OTHUS-GAULT Submitted 3/4/2026.	$1,999,946
Institute of International Education–Odyssey Scholarship	Academic Development –ESOL	Provides tuition support for students who are refugees so they can get the training and certification needed to return to the careers they left behind in their home countries. GENEVIEVE HALKETT. Renewed based on success!	$64,000
MAPS Credit Union	Woodburn Center	Event support for Woodburn Cinco de Mayo Festival. ELIAS VILLEJAS. Submitted 3/18/2026.	$1,000
Roundhouse Foundation	Yamhill Food Pantry	Funds to support the food pantry on the Yamhill Valley campus. RUSSELL JONES. Submitted 1/26/2026.	$6,000
Oregon Department of Education	MWEC–Perkins	Secondary Career Pathways funds for Career and Technical Education (CTE) Regional Coordinator to improve Programs of Study in consortium schools. ED WOODS, DEBBIE JOHNSON	$29,100
Oregon Department of Education	MWEC–Perkins	Federal pass-through federal funds received from the Strengthening Career and Technical Education for the 21st Century Act, also known as “Perkins V” to create multiple on-ramps and off-ramps to CTE Programs in Perkins Reserve Fund Grants provided to regional high schools. ED WOODS, DEBBIE JOHNSON.	$267,121
HECC–Future Ready	WISE–Workforce Partnerships	Additional Future Ready funds for GED classes, partner outreach and student tuition and support. SUSANA GARCIA. Submitted 3/13/2026.	$184,868
HECC Future Ready Manufacturing	MWEC	Funds manufacturing pathway career exploration with new equipment, materials and supplies as well as additional program participant support costs. ED WOODS, DEBBIE JOHNSON. Submitted 3/18/2026.	$74,280
		TOTAL AWARDS	**$2,676,315**

WINTER TERM ENROLLMENT REPORT

Prepared by

Beth Holscher, Operations Research Analyst
Colton Christian, Dean, Academic & Organizational Effectiveness
Jessica Howard, President

Items included in this report:

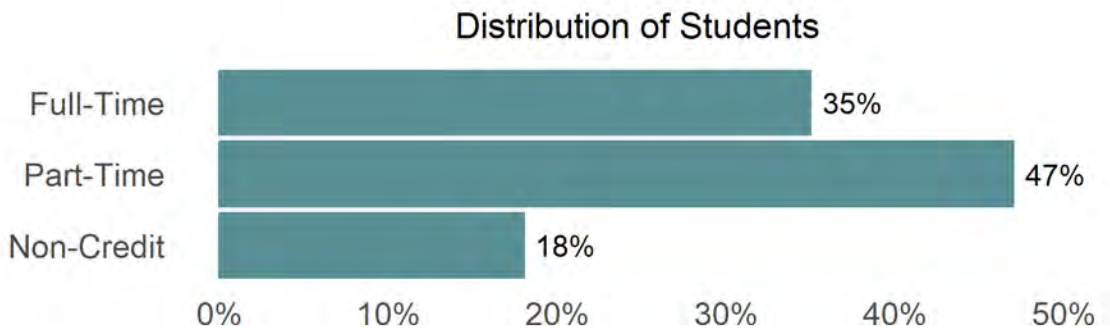
- Student, FTE and Enrollment Profile
- Winter Term Enrollment vs. Prior Years
- Winter Term Cumulative Enrollment

Chemeketa Community College
Winter 2026 Student, FTE, and Enrollment Profile

Students: 10,688

Student Headcount by Student Status

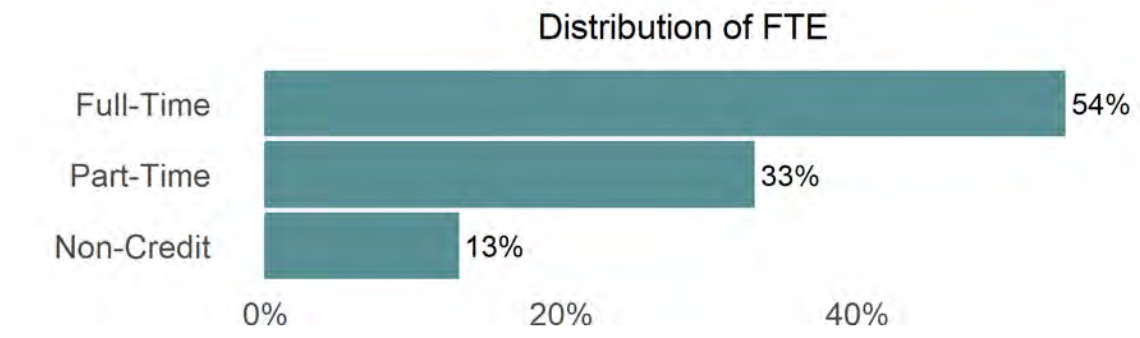
Measure	Full-Time	Part-Time	Non-Credit
Headcount	3,742	5,072	1,874
Percent	35%	47%	18%



Total Full-Time Equivalent (FTE): 2,353

Total FTE by Student Status

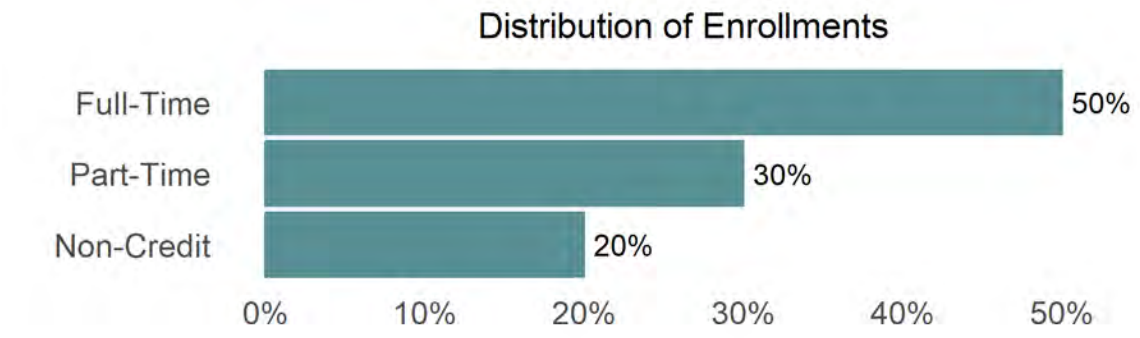
Measure	Full-Time	Part-Time	Non-Credit
FTE	1,275	766	312
Percent	54%	33%	13%



Enrollments: 33,165

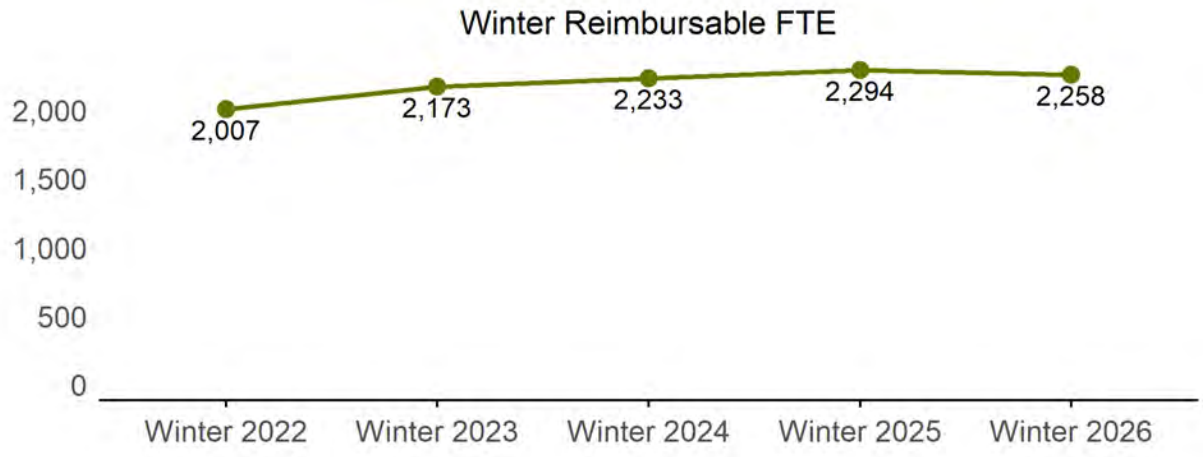
Enrollments by Student Status

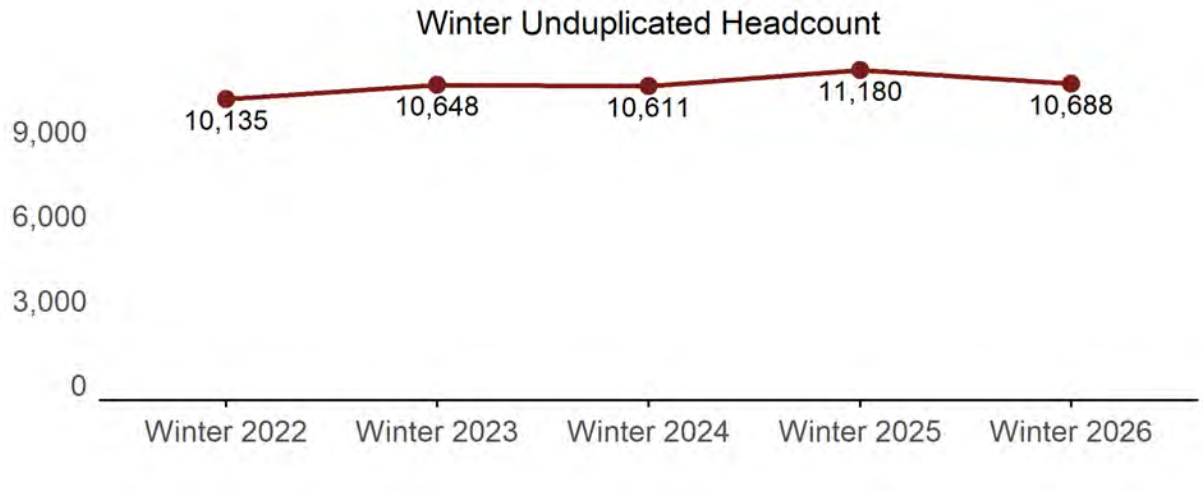
Measure	Full-Time	Part-Time	Non-Credit
Enrollment	16,430	10,115	6,620
Percent	50%	30%	20%



Term-to-Term Comparison

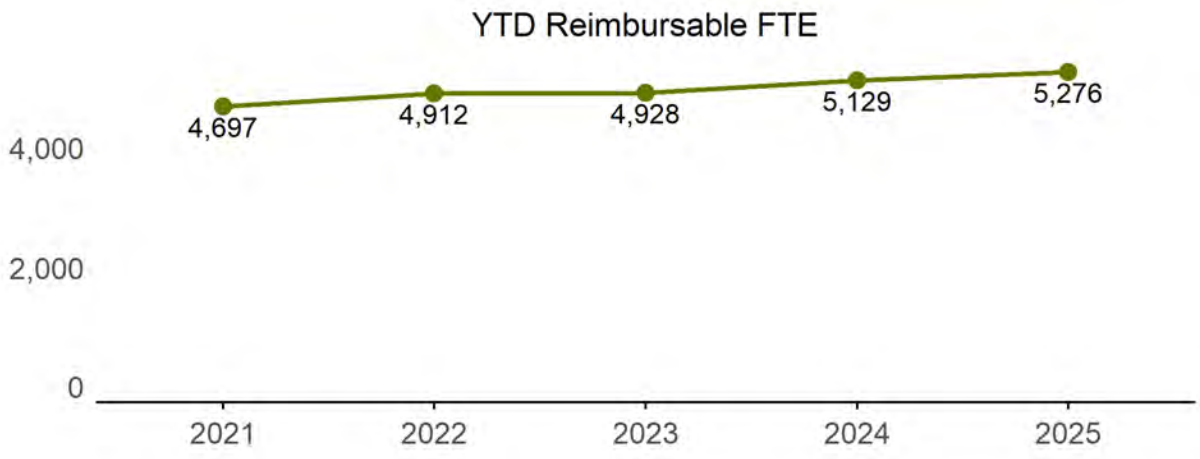
Term FTE and Headcount	Winter 2025	Winter 2026	% Change
Total FTE	2,388	2,352	-1.5%
Reimbursable FTE	2,294	2,258	-1.6%
Non-Reimbursable FTE	94	95	1.1%
Unduplicated Headcount	11,180	10,688	-4.4%

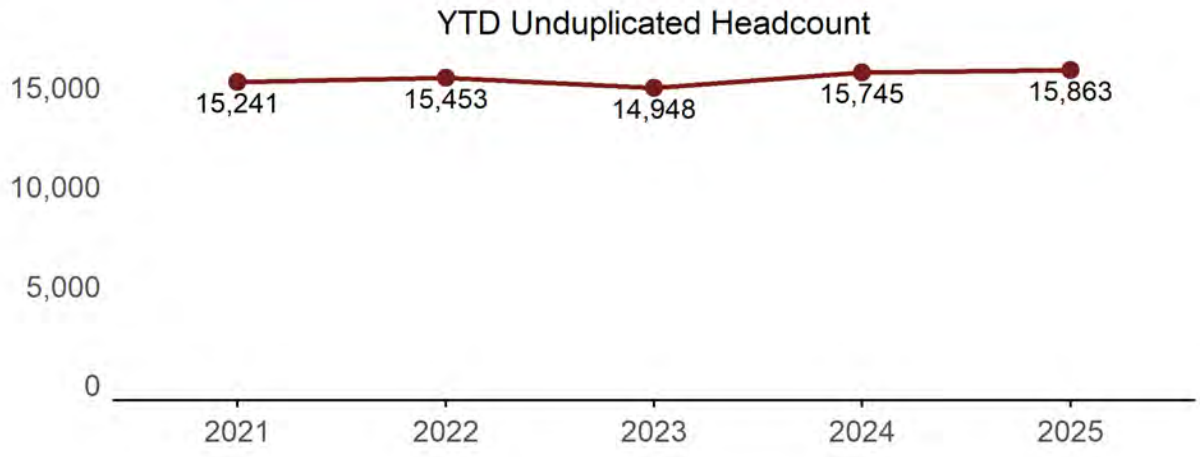




Year-to-Date Comparison

YTD FTE and Headcount	2024	2025	% Change
Total FTE	5,373	5,515	2.6%
Reimbursable FTE	5,129	5,276	2.9%
Non-Reimbursable FTE	244	238	-2.5%
Unduplicated Headcount	15,745	15,863	0.7%





This page provides a breakdown of enrollment by activity, race/ethnicity, and gender. The percentage of the population in our district from each demographic group (race/ethnicity and gender) is provided alongside the student percentages. This allows the reader to compare the percentage of students to the percentage of people in the population from each demographic group to determine whether these percentages align. If the percentages align, this indicates that people in the district are accessing Chemeketa Community College at a rate that's proportionate to their representation in the district. If the percentages don't align, this indicates that people in the district are accessing Chemeketa Community College at a rate that's disproportionate to their representation in the district.

FTE by Activity

Activity	FTE	%
100 Lower Division Collegiate	1,336	57%
200 CTE	651	28%
300 ESL/ABE/GED/HS	208	9%
350 Postsecondary Remedial	89	4%
360 Adult Continuing Education	12	1%
510 Non-Reimbursable	33	1%
600 Upper Division Collegiate	22	1%
Total	2,351	100%

Activity Codes

All courses at Community Colleges are assigned ACTI (activity) Codes to categorize sections into specific educational activities.

Code	Definition
100	Lower Division Collegiate (WR121 Intro to Composition, MTH112 Precalculus 2: Trigonometry)
200	Career Technical Education (NUR106 Fundamentals of Nursing, WLD159 Ornamental Iron Work)
300	ESL/ABE/GED/AHS {This consists of several groups, which include English as a Second Language (XCEE0517B English Now!), Adult Basic Education (XABE0793J ABE Skills Lab) Lab), General Education Development (XGED0793J GED Skills Lab), and Adult High School (XHSC0911G Grammar & Punctuation)}

Code	Definition
350	Post Secondary Remedial (MTH070 Elementary Algebra, WR090 Fundamentals of Writing)
360	Adult Continuing Education (XDRV0001H Motorcycle Rider Basic, XEMT0571A EMT/Paramedic Skills Lab)
510	Non-Reimbursable (XMUP0001F Chamber Chorus, XSSP0001X Use Memory Strategies Workshop)
600	Bachelor of Science (BAS) (ABF402 Public and Private Sector Business Finance, MLD481 Applied Leadership 1)

Race/Ethnicity

Race/Ethnicity	Chemeketa #	Chemeketa %	District %
American Indian/Alaskan Native	186	2%	3%
Asian	262	2%	3%
Black/African American	197	2%	2%
Hawaiian/Pacific Islander	89	1%	1%
Hispanic/Latinx	4,006	37%	25%
White	4,769	45%	63%
Two or More Races	441	4%	4%
Not Provided	738	7%	0%
Total	10,688	100%	100%

Gender

Gender	Chemeketa #	Chemeketa %	District %
Female	5,620	53%	50%
Male	4,585	43%	50%
Not Provided	483	5%	0%
Total	10,688	100%	100%

Standard Report-8
April 15, 2026

RECOGNITION REPORT

Prepared by

Jessica Howard, President/Chief Executive Officer

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

On March 19, 2026, Chemeketa hosted its inaugural Advisory Committee Member Reception at Chemeketa Eola Wine Studies Center. The dinner event brought together industry partners, community leaders, and college representatives to celebrate the critical role advisory committees play in supporting Career and Technical Education. A highlight of the evening was the presentation of the Chemeketa CTE Advisory Leadership Award to CRAIG JENSEN, recognizing more than 30 years of dedicated service to the Automotive Machining program. Special thanks to PAULA LISOFF, MEGAN JENSEN, and FRANCISCO SALDIVAR for their efforts in organizing a successful and meaningful event.

SavorNW Wine Awards, one of the largest wine competitions open to all wineries in the Pacific Northwest, recently held its annual 2026 competition. Results for Chemeketa Cellars:

- Gold: Rose of Zweigelt 2024
- Silver: Riesling 2024, Pinot Noir 2024, Brut Sparkling 2019
- Bronze: Sauvignon Blanc 2024

On March 13th, the Higher Education Coordinating Commission (HECC) awarded an additional **$184,868.50** in supplemental funding to support the college's second round of Future Ready Oregon initiatives. This vital investment brings the total project funding to an impressive **$2,975,446.50**, further strengthening Chemeketa's commitment to advancing equitable workforce education, training, and talent development across our state. This achievement would not have been possible without the tireless dedication of our project team: SUSANA GARCIA, SARA HASTINGS, GAELEN MCCALLISTER, HOLLY NELSON and NICHOLAS RECKTENWALD.

Congratulations to ROBERT HOFFMAN, Director of Financial Aid and Veterans' Services, for completing the year-long Leadership Institute from the Oregon Council of Student Services Administrators.

Separate Action-1
April 15, 2026

EXEMPTION FROM DESIGN-BID-BUILD, AUTHORIZE USE OF CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC) ALTERNATIVE CONTRACTING METHOD FOR THE CHEMEKETA COMMUNITY COLLEGE TRADE CENTER
[25-26-146]

Prepared by

Mariah Dooley, Procurement and Contracts Analyst
Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

---

The College identified a need for the Trade Center to expand its ability to deliver hands-on workforce training programs that align with the needs of regional employers and industry partners, as well as to potentially modernize existing facilities to support those needs. The project budget is $8 million. The project is scheduled for completion by early 2028 or sooner. As the college nears the construction phase of the project, we are finding a highly competitive construction market and compressed timelines that may pose challenges in the selection of a construction firm.

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

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

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

The college has identified the CM/GC alternative contracting method as a viable solicitation option that will allow the college to competitively seek proposals from qualified, responsive, and responsible contractors for the construction of the Trade Center.

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

Contractors can be evaluated based on criteria developed by the college, which may include, but not be limited to: the pricing proposal, cost data and labor and equipment rates; overhead, profit, fee and mark-ups; experience in managing multiple-phased, multi-bid package projects; similar facility construction and sustainable construction experience; experience of the firm and key personnel on projects of similar complexity; references; success with value engineering; proven ability to deliver projects on time and within budget; and the ability to work in a harmonious and non-adversarial manner with multiple stakeholders.

Separate Actiom-1
April 15, 2026

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

March 23, 2026, the college provided public notice of its intent to use the CM/GC method along with the draft findings that support it. On the April 15, 2026, Board meeting public comment may be taken on the use of the CM/GC method and draft findings.

At the April 15, 2026, meeting, the Local Contract Review Board will be convened and asked to approve the exemption for the alternative contracting method. The Board of Education will be asked to approve a resolution to exempt from competitive bidding a public improvement contract for the construction of the Trade Center, based upon findings and resolution that demonstrates that the use of the CM/GC method would be unlikely to encourage favoritism in the awarding of the public contract or substantially diminish competition, and that it would likely result in substantial cost savings or substantially promote the public interest.

Separate Action-1
April 15, 2026

APPROVAL OF RESOLUTION NO. 25-26-24
FOR AN EXEMPTION FROM COMPETITIVE BIDDING FOR THE
CHEMEKETA COMMUNITY COLLEGE TRADE CENTER
LOCAL CONTRACT REVIEW BOARD ADOPTION
[25-26-146]

Prepared by

Mariah Dooley, Procurement and Contracts Analyst
Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

---

ALTERNATIVE CONTRACTING METHOD—REQUEST FOR PROPOSAL FOR CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC), FOR THE CHEMEKETA COMMUNITY COLLEGE TRADE CENTER

On April 15, 2026, general information regarding the college's potential future use of an alternative contracting method for the construction of the Trade Center is being presented to the college's Board of Education. Chemeketa Community College Rules of Procurement, Rule #CCR.280, allows the college to use alternative contracting methods when approved by the college's Board of Education acting as the local contract review board. Pursuant to ORS 279C.335(2), a local contract review board may exempt a public improvement contract or a class of public improvement contracts from the competitive bidding requirements subject to approval of findings supporting the exemption.

The CM/GC project delivery method has been utilized to successfully deliver construction projects in Oregon since the early 1980s. The college successfully utilized this alternative contracting method for the Health Science Center, Yamhill Valley Campus, and Agriculture Complex projects. Currently CM/GC is being utilized for Building 7 Renovation Project.

The CM/GC augments the traditional scope of work of the general contractor with that of a construction manager under a single contract with the owner and enables the CM/GC to become involved early with the design team. The benefits of a CM/GC can be greatest for projects that are high risk, possess a high level of technical complexity, governed by significant schedule constraints, require complex phasing, contain budget limitations requiring a construction cost guarantee during design, or will realize substantial cost savings from value engineering analyses. The construction of the Trade Center is the type of project that can benefit from the CM/GC process, because of its technical complexity, aggressive project schedule, and budget constraints.

By utilizing the Request for Proposal solicitation method for the selection of a CM/GC, the competitive nature of the traditional design/bid/build (i.e., "hard bid" or "low bid"), is retained, but the contract will be awarded to the most qualified contractor through an evaluative process. Contractors will be evaluated based on criteria developed by the college that may include: experience with the construction of academic buildings; experience in sustainable construction; previous experience of the firm and its key personnel (e.g., superintendent and project engineer); references; success with value engineering; performance history demonstrating the ability to deliver projects on time and within budget; demonstrated ability to work in a harmonious and non-adversarial manner; litigation or claims; surety involvement; ability to

maintain a safe, healthful, and accident-free workplace; ability to maintain a drug-free workplace; and compliance with environmental regulations.

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

On March 23, 2026, the college provided public notice of its intent to use an alternative contracting method for the Trade Center, inviting public comments at the April 15, 2026, board meeting. The college also made available a draft document of the findings in support of the exemption. These findings are attached to Resolution 25-26-24.

It is recommended that the Board of Education approve Resolution No. 25-26-24 to exempt from competitive bidding, a public improvement contract for the Trade Center, based upon the attached findings and resolution that demonstrate that utilizing a Request for Proposal, for the selection of a CM/GC (i.e., alternative contracting method), is unlikely to encourage favoritism in the awarding of the public contract or substantially diminish competition, and that it will likely result in substantial cost savings.

Separate Action-1
April 15, 2026

CHEMEKETA COMMUNITY COLLEGE

RESOLUTION NO. 25-26-24 FOR APPROVAL OF AN EXEMPTION FROM COMPETITIVE BIDDING FOR A PUBLIC IMPROVEMENT (ALTERNATIVE CONTRACTING METHOD – REQUEST FOR PROPOSALS) FOR CONSTRUCTION MANAGER/GENERAL CONTRACTOR FOR THE TRADE CENTER BY LOCAL CONTRACT REVIEW BOARD

WHEREAS, Resolution No. 83-84-6 designates Chemeketa Community College's Board of Education as the College's Local Contract Review Board pursuant to ORS 279A.060;

WHEREAS, the Local Contract Review Board may exercise its statutory powers only after it has adopted rules in accordance with ORS 279A.065, in a manner prescribed in the resolution creating the Local Contract Review Board;

WHEREAS, Resolution 97-98-35 adopts the Chemeketa Community College Model Contracting and Purchasing Rules (CCCMCPR), that were in effect on July 22, 1998, and were amended by the Board of Education of Chemeketa Community College on July 25, 2001;

WHEREAS, the Board of Education of Chemeketa Community College has directed the Local Contract Review Board to rescind the adoption of the Chemeketa Community College Model Contracting and Purchasing Rules that were in effect on July 22, 1998, and were amended by the Board of Education of Chemeketa Community College on July 25, 2001;

WHEREAS, the Board of Education of Chemeketa Community College has directed the Local Contract Review Board to adopt the "Community College Rules of Procurement," (CCRP), dated January 19, 2005, and effective March 1, 2005, except as modified by the Board of Education acting as the College's Local Contract Review Board;

WHEREAS, the Board of Education of Chemeketa Community College, acting as the College's Local Contract Review Board, adopted modifications to the CCRP at its October 17, 2007; October 15, 2008; October 21, 2009; October 13, 2010; July 20, 2011; September 19, 2012; December 18, 2013; March 18, 2015; and April 17, 2024 board meetings;

WHEREAS, Community College Rule, CCR.280, Alternative Contracting Methods of the CCRP, permits the use of alternative contracting methods, where written findings support the use of this exemption from competitive bidding;

WHEREAS, draft findings ("Findings") set forth in Exhibit A to this Resolution addressing competition, operational, budget and financial data, public benefits, value engineering, specialized expertise required, complex construction phasing needs during existing college operations, market conditions, technical complexity, public safety and funding sources recommended by the College were available 14 days in advance of the public hearing board review and adoption on of this Resolution;

Separate Action-1
April 15, 2026

WHEREAS, in accordance with ORS 279C.335(2), the Board of Education of Chemeketa Community College finds as follows concerning the adoption of an exemption from competitive bidding for a public improvement for the Construction Manager/General Contractor for the Trade Center:

1. Adopted Findings: The college adopts the Findings set forth in Exhibit A to this Resolution;

2. Promoting Fair Competition: The exemption of the CM/GC contract from competitive bidding will promote competition and will not encourage favoritism. The CM/GC will be chosen through the request for proposals process, with subcontractors selected via competitive bidding;

3. Substantial Cost Savings: The exemption of the CM/GC contract from competitive bidding is likely to result in substantial cost and time savings for the college. These savings are outlined in the adopted Findings; and

4. Public Review: The Findings have been available for public review for 14 days prior to the adoption of this resolution. Public hearings, if requested, were held and addressed during this period.

NOW THEREFORE, BE IT RESOLVED, that the Board of Education of Chemeketa Community College acting as the College's Local Contract Review Board approves the Findings set forth in Exhibit A to this Resolution as required by ORS 279C.330 and hereby adopts an exemption from competitive bidding for a public improvement for the Construction Manager/General Contractor for the Trade Center as allowed by the Community College Rules of Procurement approved by the College's Local Contract Review Board.

Dated this 15th day of April, 2026.

Diane Watson
Board Chair

Jessica Howard
President/Chief Executive Officer

FINDINGS OF FACT
March 23, 2026

RECOMMENDATION FOR EXEMPTION FROM DESIGN-BID-BUILD, AUTHORIZE USE OF CONSTRUCTION MANAGER/GENERAL CONTRACTOR (CM/GC) ALTERNATIVE CONTRACTING METHOD FOR THE CHEMEKETA COMMUNITY COLLEGE TRADE CENTER PROJECT

Background

The Chemeketa Community College (CCC) Trades Center (the "Project") addresses a portion of the 2025 Bond project goals of upgrading and enhancements to the campus CTE, Technologies, Facilities and Safety Improvements. Trades Center Project will include new construction and potentially some modernization of existing facilities to reflect the Trade Center needs.

On May 20, 2025, the voters of Marion, Linn, and Polk counties voted to pass bond measure 24-25-21 authorizing the sale of general obligation bonds in the amount of $140,000,000 with a state matching grant of $8 million to fund campus upgrades and enhancements such as:

Project Scope

Out of the bond language shown above a portion of the work consists of Trade Center work and is currently identified by Chemeketa Community College as the Trade Center Project will specifically include the following:

1. Project budget of $8 million. The overall project budget is approximately $8 million, including design, construction, contingencies, and soft costs, with an anticipated construction budget of approximately $6 million.

2. Project Overview – Trades Center / Career Technical Education Facility Chemeketa Community College voters approved a $140 million capital bond in May 2025 to address critical capital improvements across the College including modernization of existing facilities, deferred maintenance, and development of new instructional space to support workforce education.

   The proposed Trades Center project is anticipated to be approximately **12,000 square feet** and will be located within the middle of multiple existing campus buildings that will remain fully operational throughout both the pre-construction and construction phases. Due to the location of the project within an active campus environment, careful coordination will be required to minimize disruption to ongoing instructional activities, student access, and daily campus operations.

This new Trades Center space will provide modern instructional environments designed to support workforce training programs aligned with regional labor market demand**.** The facility will serve multiple technical education programs and will be designed to accommodate specialized equipment, flexible learning environments, and industry-standard training spaces that support both academic instruction and hands-on applied learning.

The project is anticipated to include specialized shop and laboratory spaces, instructional classrooms, equipment areas, and supporting building infrastructure necessary to support modern career technical education programming. The facility will be designed to support evolving instructional needs while providing a flexible learning environment capable of adapting to future program growth and changes in workforce training requirements.

Educational and Workforce Training Need
Chemeketa Community College plays a key role in supporting regional workforce development by providing training programs that prepare students for careers in skilled trades and technical fields. The proposed Trades Center will expand the College's ability to deliver hands-on workforce training programs that align with the needs of regional employers and industry partners.

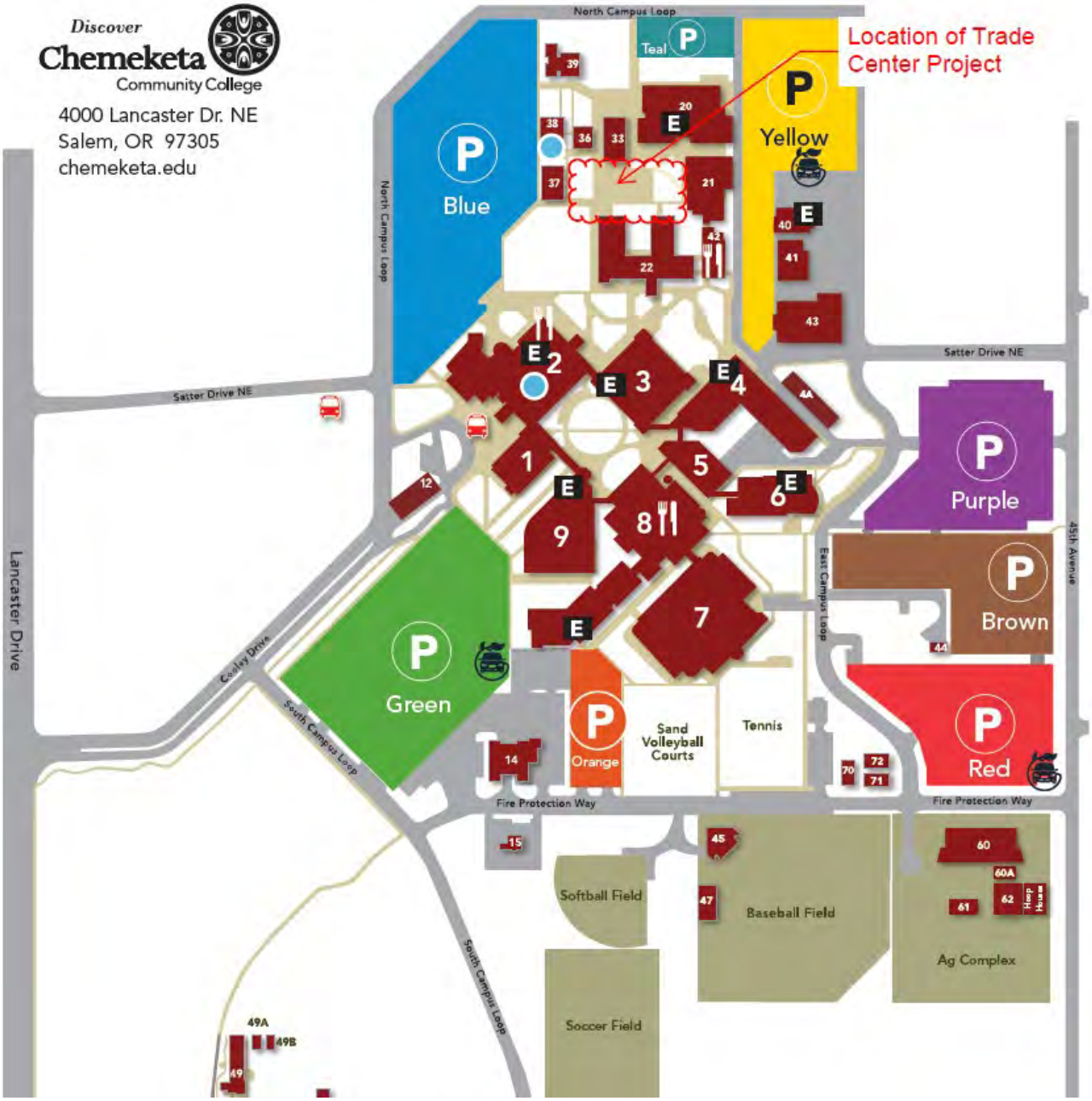
Construction Delivery Method Recommendation/Risks and Challenges Discussion

After an analysis of the various options of contract delivery such as the traditional Design-Bid-Build (Hard Bid) and alternative methods such as Design/Build (DB), CM/GC, Qual+Bid, Prequalification of a selected group of bidders, Integrated Project Delivery (IPD), etc. it was determined that CM/GC is the best approach to the Trade Center Project.

Therefore, it is the recommendation of the project team to proceed with a CM/GC delivery method for construction of this project. While other methods were considered, there are several factors that add complexity to this project and therefore require a deeper level of commitment and understanding from the contractor and the Owner-Design-Construction Team as a whole.

In the project scope above, there are scopes identified. From the onset of the project, the Owner has been very clear about the schedule constraints for the Trades Center project. To mitigate this, extremely tight coordination between owner activities and construction must take place. This coordination must begin during the design phase so that a contractor has ample time to prepare an appropriate approach, as well as give the owner and design team feedback on potential impacts. Phasing of construction may also be needed to accommodate these program needs, or to avoid inclement weather where construction may be less feasible. A CM/GC contractor can plan those phases during the design period, which allows them to also schedule their staff who are best suited for each project type.

Example concepts on next page.



The Project will entail many challenges and require careful planning and coordination during the design and construction phases for effective and efficient completion. Robust budget and schedule controls are essential to the Project's success. It will be important to utilize a construction firm with the following specific capabilities:

- Ability to provide a complete project within CCC's budget.
- Requisite expertise in renovating existing structures
- Seismic forensic expertise
- Exemplary reputation for on-time delivery with an aggressive timeline
- Supervisory staff experienced with working in and around occupied facilities and tight schedules
- Phasing logistical experience with various college programs utilizing space needs
- Innovative approaches to unique opportunities and unforeseen conditions
- Understanding of the importance of an integrated project team to the Project's success
- Experience working closely with architects and engineers
- Ability and commitment to advise CCC on the state of the current market and engage the local subcontracting community

CM/GC ALTERNATIVE CONTRACTING METHOD

The default method of procurement under the Oregon Public Contracting Code is competitive bidding, where a project is bid after completion of design and the contract is awarded to the lowest bidder. ORS 279C.337, however, authorizes the use of the Construction Manager/General Contractor (CM/GC) alternative contracting process provided that the Board of Directors, acting as the Local Contract Review Board, approves an exemption from competitive bidding. Under the CM/GC contracting method:

- The contractor is solicited prior to completion of the design phase pursuant to a competitive request for proposals process where selection is based upon evaluation of factors relating to the experience and expertise of the contractor rather than low bid.
- The contractor works with the owner and architect to develop the final design with the goals of improved constructability and value engineering, which results in fewer change orders and the ability to expedite the construction schedule. Under the standard design/bid/build method, the design is completed before the project is bid and the contractor brought on board.
- At the end of the design phase, the owner and contractor negotiate and agree on a guaranteed maximum price ("GMP") and the construction schedule for the construction phase of the project.

- Generally, execution of the GMP Amendment starts the construction phase of the project. Early work, such as site demolition and preparation and early procurement of long lead items can occur prior to completion of the design phase under an Early Work Amendment, which also helps to expedite the construction schedule as compared to the standard design/bid/build method.

- Selection of subcontractors by the CM/GC must be competitive and involve the college in final decision making

CM/GC is the commonly used alternative contracting method by local governments for complex projects such as major expansions, renovations, and remodels of existing facilities such as the Project.

Requested Action

Grant a specific exemption from the competitive bid process for a general contractor to allow the use of the Construction Manager/General Contractor method for the Trade Center Project. The request is based upon the draft findings in Exhibit A, which addresses the statutory requirements for an exemption from competitive bidding.

Exhibit A

ORS 279C.335 Competitive bidding requirement:
(2) Subject to subsection (4)(b) and (c) of this section, the Director of the Oregon Department of Administrative Services, a local contract review board or, for contracts described in ORS 279A.050 (Procurement authority) (3)(b), the Director of Transportation may exempt a public improvement contract or a class of public improvement contracts from the competitive bidding requirement of subsection (1) of this section after the Director of the Oregon Department of Administrative Services, the Director of Transportation or the local contract review board approves the following findings that the contracting agency submits or, if a state agency is not the contracting agency, that the state agency that is seeking the exemption submits:

(a) The exemption is unlikely to encourage favoritism in awarding public improvement contracts or substantially diminish competition for public improvement contracts.

The requested exemption will not encourage favoritism or substantially diminish competition. The College will utilize a competitive RFP process to select the CM/GC firm. That procurement is formally advertised with public notice and disclosure of the planned Alternative Contracting Method. Full competition will be encouraged, and all qualified contractors will be invited to submit a proposal. The award will be based upon an objective review and scoring of proposals by a qualified College review committee based identified selection criteria set forth in the RFP. Once selected, the CM/GC will select subcontractors via competitive bid process in accordance with ORS 279C.337. The process will therefore provide for vigorous competition and provide the opportunity for all interested large and small contractors to participate in the project.

(b) Awarding a public improvement contract under the exemption will likely result in substantial cost savings and other substantial benefits to the contracting agency or the state agency that seeks the exemption or, if the contract is for a public improvement described in ORS 279A.050 (Procurement authority) (3)(b), to the contracting agency or the public. In approving a finding under this paragraph, the Director of the Oregon Department of Administrative Services, the Director of Transportation or the local contract review board shall consider the type, cost and amount of the contract and, to the extent applicable to the particular public improvement contract or class of public improvement contracts, the following:

(A) How many persons are available to bid;

Facilities staff regularly receive inquiries into working at CCC from qualified construction manager/general contractor firms of varied sizes. There have been close to a dozen interested CM/GC firms on this project who have spoken to project team members over this last year and many of those are anticipated to respond to the RFP solicitation.

(B) The construction budget and the projected operating costs for the completed public improvement;

a) Target value GMP budget of $6M for construction and $8M overall project budget have been established and have been provided to the design team. The College carefully established the budget for the project to be funded within the general fund and discussed that funds must be utilized in the most efficient manner. Utilizing the CM/GC will allow the College to use CM/GC pre-construction services during the design phase. Tasks to be performed by the CM/GC during this period include scheduling, logistics planning, constructability review, cost estimating and value engineering. These services will allow for the project team to develop a design, project schedule and budget that make the best use of available funds.

(C) Public benefits that may result from granting the exemption;

Key benefits of using the CM/GC method is the coordination between the varied Project elements, including *coordination* of interruptions to campus activities, including pathway and utility shutdowns. During a CM/GC preconstruction phase the contractor will be performing exploratory destructive surveying of existing building conditions to help verify design and limit unknown conditions. This early investigative work helps identify potential unknown conditions and reduce the likelihood of costly change orders during construction. This service is non-existent in a hard-bid traditional method of contracting and would result in immediate change orders. Coordinated efforts between the elements will reduce burden on campus staff and minimize impacts to classroom activities, recreation spaces, and other student programs and will reduce change orders and limit delays during the construction phase. This benefits the public through cost savings, provides “guaranteed” costs, and therefore allowing the public tax dollars to be spent more efficiently. This is also more likely to result in timely delivery of the Project and can reduce the closure timeframe of public facilities.

Unlike traditional design/bid/build procurement, an RFP allows CCC to be able to review the resumes of the Project Manager, Superintendent, and Subcontractors who will make up the proposed general contractor’s project team, ensuring the selected firm(s) has experience and expertise in this type of complicated, interrelated project on an operating campus site.

(D) Whether value engineering techniques may decrease the cost of the public improvement;

Value engineering provided by a single Construction Manager should optimize trade production while on site and tighten the overall time frame of construction duration. Due to the proximity of construction zones of the varied elements, a Construction Manager looking at the time of implementation may suggest adjustment of scope between elements to better align with phasing of adjacent work. The resequencing of work to align Project scope and optimize utilization of trade labor is a significant advantage of the CM/GC contract approach for this project group. The CM/GC delivery method also allows for the general contractor and subcontractors with specialized expertise and common project goals to participate in the value engineering process during the design phase, to work with the Owner and Design Team to evaluate and select true alternatives of comparable quality not simply reduce cost with value diminishment. This will also result in a more effective and efficient process as compared to value engineering by change order to a completed design.

(E) The cost and availability of specialized expertise that is necessary for the public improvement;

Completing a complex school project on time, within budget, and in full compliance with construction documents and specifications requires the CM/GC firm to dedicate a qualified team with the experience and expertise to work collaboratively with the college, architects, engineers, and the project management team. The collaborative process is expected to reduce or eliminate rework and minimize disruptions to ongoing school activities and surrounding communities. The Request for Proposals (RFP) process used to select the CM/GC firms will enable the College to select the best contractor for the project.

The RFP process allows for review of contractor expertise not afforded in traditional procurement. The Project is complex and requires a general contractor with specialized expertise due to the complexities of the campus, including:

- Executing the Project with the least disruption to critical campus safety operation.
- Cooperation and coordination with multiple consultants and contractors on this and other projects.
- Complex Phase logistics between college programs and needed spaces during construction

(F) Any likely increases in public safety;

The CM/GC firm will be required to prepare a comprehensive project safety plan to ensure construction activities are performed safely while minimizing impacts to the campus and surrounding neighborhood. Because the project is located within an active campus environment, selecting a contractor with experience working on occupied educational facilities will be critical to maintaining public safety and coordinating construction activities with ongoing operations. Early involvement of the CM/GC during the design phase will allow the contractor to fully understand the project's complexities, schedule constraints, and operational impacts so the safety plan can address these factors effectively. Construction will also require ongoing coordination of safety barricades, work zones, and egress paths as work progresses to maintain safe access and minimize disruption to campus activities.

(G) Whether granting the exemption may reduce risks to the contracting agency, the state agency or the public that are related to the public improvement;

The CM/GC process will mitigate risks as described above and listed below:

- Site coordination.
- Site staging and laydown coordination.
- Site safety and work hours.
- Use of a highly qualified renovation team.
- The establishment of the GMP will provide a complete project within CCC's budget.
- CM/GC contracting allows for CCC to engage in early work agreements that give more insight and site verification of unforeseen conditions to the architects,

contractors, and CCC, as well as expedite the construction schedule by starting early work during the design phase.

- Prior to the establishment of the GMP, the CM/GC will provide collaborative cost alignment during the reconciliation process with real-time cost information in conjunction with Design Team and a third-party Cost Estimation Team.

(H) Whether granting the exemption will affect the sources of funding for the public improvement;

This project is to be funded with proceeds from the 2025 general obligation bond proceeds. The contracting method has no impact on the funding source.

(I) Whether granting the exemption will better enable the contracting agency to control the impact that market conditions may have on the cost of and time necessary to complete the public improvement;

Because the CM/GC process appoints the general contractor early into the design, CCC takes advantage of market prices by facilitating early purchase of certain project elements, if needed. The construction manager can also seek the help of specialized subcontractors regarding information about specific equipment needs and gain advanced notice of when price increases are expected. This allows CCC to make better informed decisions and reduce the risk of acting prematurely or reacting too late. The preconstruction efforts of a construction manager should also help to explore alternative suppliers of equipment and materials along with alternative construction methods to react to changing market conditions and control project costs.

(J) Whether granting the exemption will better enable the contracting agency to address the size and technical complexity of the public improvement;

The Project is very complex, and the work will be spread out in various areas, rather than focusing work on a single, isolated area. A construction manager can forecast the shifting needs of construction and better predict the schedule, allowing CCC to communicate more effectively with campus programs. Having a single construction manager for this group of project elements will minimize the need for CCC staff to coordinate various trade activities between scopes and instead focus on coordination of projects with campus entities.

(K) Whether the public improvement involves new construction or renovates or remodels an existing structure;

The project scope is both new and potentially renovation of existing structures within and around the Trade Center campus area, reference campus map in Project Scope section above. Procuring a contractor with experience in new and renovation on a live learning campus setting is critical.

(L) Whether the public improvement will be occupied or unoccupied during construction;

The construction will occur on existing campuses and in close proximity to existing facilities. An intense and well thought out safety and coordination plan must be implemented to

ensure members of the public, staff members, and students are kept safe and instructional activities are not disrupted. Utilizing the CM/GC process will allow the College to select a contractor who has the sensitivity and experience to safely and successfully work in close proximity and in direct coordination with ongoing activities.

(M) Whether the public improvement will require a single phase of construction work or multiple phases of construction work to address specific project conditions; and

The project phasing and logistics will most likely require multiple complex and specialized construction phasing. The preconstruction period required by the CM/GC method of contracting allows careful study, analysis and planning to ensure minimal disruption in construction to occupancy overlapping to minimize disruptions. Other project elements may combine phases or be best executed in conjunction with standalone phasing scopes.

(N) Whether the contracting agency or state agency has, or has retained under contract, and will use contracting agency or state agency personnel, consultants and legal counsel that have necessary expertise and substantial experience in alternative contracting methods to assist in developing the alternative contracting method that the contracting agency or state agency will use to award the public improvement contract and to help negotiate, administer and enforce the terms of the public improvement contract.

Current facilities management, retained consultants, and bond staff have successfully developed project management tools and executed many CM/GC projects to substantial completion on past bond measures on campus for CCC and other community colleges in Oregon. This same staff and tool set will be used for this Trade Center Project.

CCC has used this alternative contracting method on the following projects: The Agricultural Science Building Project in 2020 utilized CM/GC, Health Science Complex in 2008 and Yamhill Valley Campus in 2010 both utilized CM/GC successfully. Currently CM/GC is being utilized for the Building 7 renovation project.

CCC's project management consultant, R&C Management Group, has extensive experience with the CM/GC alternative contracting method and with utilization of the CM/GC contracting on community colleges and other public-body construction projects throughout Oregon.

The above findings addressing ORS 279C.335(2)(b)(A)-(N) fully consider the information as required under "Findings" defined, 279C.330(1)(a)-(h).

Based upon the analysis above, granting the exemption will likely result in substantial cost savings and other substantial benefits to CCC.

CONCLUSION

For the reasons stated above, the draft findings support an exemption from competitive bidding under ORS 279C.335 to utilize the CM/GC alternative contracting process for the Trade Center Project.

APPROVAL OF 2026–2027 FACULTY SABBATICAL LEAVE REQUESTS [25-26-147]

Prepared by

Mandy Reininger, Sabbatical Review Committee Co-Chair
Tim Ray, Sabbatical Review Committee Co-Chair
David Hallett, Vice President—Academic and Student Affairs

In accordance with the collective bargaining agreement between the college and the faculty association, sabbatical leaves are granted to employees for the purpose of professional development. The proposed activities must have value to the applicant, the department, and the college. The bargaining agreement limits sabbatical leaves to three percent of full-time probationary and regular status (but not grant status) members of the bargaining unit. A total of 15 terms of faculty sabbatical leave are available for the 2026–2027 academic year.

The Sabbatical Review Committee reviews submitted application requests. The committee is composed of six members, three faculty members appointed by the faculty association and three staff members selected by the college administration. The committee reviews requests for leave following criteria and guidelines developed jointly by the faculty association and the college as a part of its selection and recommendation process.

In the application and request cycle for 2026–2027 sabbatical leaves, 10 faculty members, requesting 26 terms of leave, submitted proposals to the Sabbatical Review Committee. The Sabbatical Review Committee recommends six applications for a total of 15 terms of leave. No terms remain available for faculty application for one-term spring 2027 sabbatical leaves.

The recommended applications are outlined below. It is recommended that the College Board of Education approve the recommended faculty sabbatical leave requests for the 2026–2027 academic year.

2026–2027 Faculty Sabbatical Application Summaries:

Kim Colantino—English, 1 term (Fall term)
In this sabbatical Kim plans to research the emerging trends in artificial intelligent (AI) use within the technical writing courses and learn what employers expect from students as they use AI in the workplace, specifically in research and writing. Using this research, she plans on redesigning WR 227 to integrate AI explicitly and thoughtfully, revising or replacing assignments to promote critical thinking, creativity, and technical competence in an environment where AI tools seem to be used everywhere. She is considering transforming the capstone into a self-study project to encourage original student work and will reshoot a significant portion of the course's 53 lecture videos to align with the redesign. As the senior WR 227 instructor and long-time program lead, she will share the revised, AI-ready Canvas course with all current and future instructors, continuing her established mentorship role. The sabbatical will benefit her by moving her from reluctant acceptance of AI to purposeful integration, benefit the department through a collaboratively improved and future-oriented course, and benefit the college, particularly transfer students by strengthening a key writing course in response to rapid technological change.

Kerry Cotter—Physical Science, 2 terms
In this sabbatical Kerry plans to comprehensively revise CH 114, Chemistry in Art, by rewriting and reorganizing its 15-year-old open textbook and lab manual to better align with course content, update outdated science, incorporate more practice opportunities, and add new material on cultural and historical applications of dyes, inks, and pigments used by Pacific Northwest Tribal Nations. She will systematically rewrite foundational and specialized chapters, create new labs, including a new chapter on art conservation and enrich content through collaboration with Tribal Nations, museums, and local artists. To support this work, she will complete continuing education in physical and inorganic chemistry through MIT OpenCourseWare and Portland State University, as well as specialized coursework and workshops in glaze chemistry, pigment analysis, color theory, and glass chemistry, while strengthening her art practice through regional artist trainings. In addition, she will study scientific glassblowing at Portland State University to develop the capacity to repair and modify laboratory glassware, addressing a departmental need and reducing equipment costs. The proposal will benefit students by modernizing and expanding a high-demand, STEM-accessible course, support colleagues by sharing updated curriculum and lab innovations across chemistry offerings, strengthen community partnerships, and provide the college with in-house glassware repair expertise that can serve the science department.

Daniel Couch— English, 3 terms
In this sabbatical Daniel will focus on revising and expanding The Humble Essay: A readable Introduction to College Writing. There is an urgent need as there is anticipated policy change from the Higher Education Coordinating Commission that may eliminate funding for stand-alone developmental writing courses. As more underprepared students are placed directly into WR 115 co-requisite courses, the English program requires a single, updated textbook that supports both traditional WR 115 students and those who would previously have enrolled in WR 90. Over the academic year, he will conduct research on co-requisite pedagogy, consult with English and ESL faculty, revise and expand the manuscript to reflect inclusive and AI-aware teaching practices, and collaborate with Chemeketa Press staff and an external reviewer to prepare a new edition for adoption by Fall term 2027. Building on his prior textbook revisions and writing center leadership, the project will strengthen student support, advance departmental goals, and impact hundreds of students annually.

Genevieve Halkett—ESOL, 3 terms
In this sabbatical Genevieve plans to increase refugee access, inclusion, and retention in English for Speakers of Other Languages (ESOL), General Education Development (GED), and career pathway programs at Chemeketa by developing sustainable outreach materials, institutional best practices, and instructional resources. In partnership with community organizations such as Salem for Refugees, Immigrant and Refugee Community Organization, Afghan Support Network, and Baraka at Salem Alliance Church, the project will produce multilingual infographics and a video explaining how to access ESOL, GED, Integrated Education and Training (IET), and degree programs, along with a best practice's guide for supporting refugee students. Additional goals include creating a GED support course template for multilingual learners and developing an open educational resource on Trauma Informed Teaching for community college instructors, accompanied by a faculty inservice and scholarly article submission. Building on extensive experience in refugee education, curriculum design, and community collaboration, the proposal aims to strengthen structured outreach, improve institutional responsiveness to trauma-affected learners, increase enrollment and retention, and advance the college's commitment to equity, belonging, and inclusive educational opportunity.

Jessica Schrunk—Life Science, 3 terms
In this sabbatical Jessica will focus on strengthening vertical alignment across the pathway from BI 112 through BI 231Z–233Z and into Allied Health/Nursing programs, while simultaneously enhancing student success in anatomy and physiology. With the upcoming transition to Common Course Numbering providing a timely opportunity for curricular revision, the sabbatical will center on improving communication among BI 112, anatomy and physiology (AP), and program faculty; refining and partially flipping AP instruction to promote deeper learning and retention, integrating lecture and lab more intentionally, and expanding an Academic Learning curriculum that explicitly teaches students how to learn complex scientific material. The proposal also includes innovative instructional initiatives such as structured reference portfolios, active learning strategies, use of an Anatomage table, and applied stress-reduction and movement-based learning to better connect foundational science content to students' future clinical practice. Collectively, these efforts aim to streamline students' progression into Allied Health/Nursing programs, strengthen preparation for workforce entry, and support institutional collaboration and instructional excellence during the 2026–2027 academic year.

Debra VanHouten—Life Science, 3 terms
In this sabbatical Debra will focus on four goals that are interconnected and grounded in the core values of Chemeketa Community College: adaptability, belonging, community, opportunity, and quality. These goals focus on faculty workflow sustainability, neurodiversity-informed design, communication and shared governance, and institutional memory and knowledge continuity. Across three academic terms, the sabbatical integrates research synthesis, faculty listening, comparative review of peer institutions, professional learning, and pilot-scale resource development. Deliverables include adaptable toolkits, communication frameworks, decision-documentation templates, institutional memory guides, and a centralized Google Site to support long-term access. Emphasizing optional, evidence-informed tools rather than mandated change, the proposal seeks to reduce cognitive load, strengthen collaboration and transparency, preserve institutional knowledge across transitions, and enhance instructional clarity and ultimately benefiting faculty effectiveness, departmental continuity, and student learning conditions.

10 applications submitted
26 terms requested
15 terms available
6 recommended

Action-2
April 15, 2026

APPROVAL OF COLLEGE POLICIES: BOARD OF EDUCATION SERIES—#1750, PROHIBITION OF HARASSMENT ~~AND NONDISCRIMINATION~~, AND #1751~~—SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT~~ PROHIBITION OF SEXUAL HARASSMENT UNDER TITLE IX [25-26-148]

Prepared by

Jon Mathis, Executive Director—Title IX/Culture and Community Engagement
Kara Parker, General Counsel
Courtney Saldivar, Associate Vice President—Human Resources
Alice Sprague, Vice President—Governance and Administration

PROHIBITION OF HARASSMENT ~~AND NONDISCRIMINATION~~—POLICY #1750

This policy was last reviewed by the board in October 2024. All current text, as well as the policy title, have been stricken with lines, and all new text is underlined. This is to wholesale adopt the language BP 3430 from Oregon Community College Association's (OCCA) Board Policy and Procedure Program which adheres to both federal and state laws. The current language that we propose striking entirely is not out of compliance with law, but we propose wholesale adoption of OCCA's language now because the College will, over time, comprehensively adopt OCCA's policy language. Adopting OCCA policy language in its entirety will make it easier for the Board to update its policies in the future when new laws require policy change.

~~SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT~~ PROHIBITION OF SEXUAL HARASSMENT UNDER TITLE IX—POLICY #1751

This policy was last reviewed by the board in July 2020. All existing text, as well as the policy title, have been stricken with lines, and all new text is underlined. This is to adopt BP 3433 from the OCCA's Board Policy and Procedure Program which adheres to both federal and state laws. The current language that we propose striking entirely is not out of compliance with law, but we propose wholesale adoption of OCCA's language now because the College will, over time, comprehensively adopt OCCA's policy language. Adopting OCCA policy language in its entirety will make it easier for the Board to update its policies in the future when new laws require policy change.

These policies were reviewed and approved by the Title IX committee. It is recommended that the College Board of Education approve policy #1750, Prohibition of Harassment ~~and Nondiscrimination~~, and #1751, ~~Sexual Harassment, Discrimination, and Misconduct~~ Prohibition of Sexual Harassment under Title IX.

College Board of Education Series (1000)

POL #1750

PROHIBITION OF HARASSMENT ~~& NONDISCRIMINATION~~

~~Chemeketa Community College is dedicated to maintaining a workplace where everyone can reach their full potential free from unlawful discrimination or harassment. The college is committed to providing an academic and work environment that respects the dignity of individuals and groups, ensuring it is free of all forms of unlawful harassment. State and federal law, along with this policy, underscore the seriousness of this commitment.~~

~~All forms of harassment are contrary to basic standards of conduct between individuals. State and federal law, and this College policy prohibits harassment and discrimination. This policy applies to all members of the Chemeketa Community College community including Board of Education members, employees, students, volunteers and interns.[1]~~

~~We strongly encourage everyone to report any conduct they perceive as discriminatory or harassing, whether experiencing the behavior firsthand or witnessed.~~

~~[1] Also see Policies 1751, 1752, and 1753~~

Policy #1750 POL
(Continued-2)

College Board of Education Series – 1000

PROHIBITION OF HARASSMENT & NONDISCRIMINATION (continued)

Legally Protected Classes

Although all reports of harassment or discrimination will be followed up on by appropriate personnel, harassment or discrimination is prohibited under federal and/or Oregon state law when it is based on any of the following protected classes:

- Race (including physical characteristics historically associated with race, e.g., natural hair, hair texture, hair type, and protective hairstyles)[2]
- Color[2]
- Ethnic origin[12]
- Religion[2]
- Sex (see Sexual Harassment, Discrimination and Misconduct Policy #1751)[2, 6, and 13]
- Sexual orientation (see Sexual Harassment, Discrimination and Misconduct Policy)[11 and 13]
- Gender identity/expression (see Sexual Harassment, Discrimination, and Misconduct Policy)[11 and 13]
- National origin[12]
- Disability[3]
- Genetic information[14]
- Marital status[11]
- Age (18 years of age and older)[4]
- Expunged juvenile record[15]
- Familial status/relationships[11]
- Pregnancy and related conditions[7]
- Citizenship status[5]
- Protected Veterans' status[8]
- Tobacco usage (non-working hours)[10]
- Victims of domestic violence (e.g., sexual assault, stalking, harassment, etc.)[15]
- Whistleblower[1]

---

2 The Civil Rights Act of 1964—Title VII and ORS 659A.006
3 The Rehabilitation Act of 1973, Americans with Disabilities Act of 1990, Americans with Disabilities Act Amendment of 2008 and ORS 659A.112
4 Age Discrimination in Employment Act of 1967, Older Workers Benefit Act of 1990 and ORS 659A.030
5 Immigration Reform and Control Act of 1986
6 Equal Pay Act of 1963 and ORS 659A.029
7 Pregnancy Discrimination Act of 1978 and ORS 659A.029
8 The Veterans Reemployment Act of 1974, the Uniform Service Employment and Reemployment Rights Act of 1994
9 The Civil Rights Act of 1964 §1981, 1983 and ORS 659A.309
10 ORS 659A.315
11 ORS 659A.006
12 The Civil Rights Act of 1964 §1981, 1983
13 Title IX of the Education amendment of 1972
14 ORS 659A/Genetic Information Non-Discrimination Act 2008 (GINA) § 202.
15 ORS 659A.270
16 ORS 659A.199

~~College Board of Education Series – 1000~~

~~PROHIBITION OF HARASSMENT & NONDISCRIMINATION (continued)~~

~~This prohibition of harassment and discrimination also includes 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 designed for that purpose.~~

~~College Funding~~

~~No Chemeketa Community College funds shall ever knowingly be used for membership, or for any participation involving financial payment or contribution on behalf of the College or any individual employed by or associated with it, to any private organization whose membership practices are discriminatory on the basis of the protected classes noted above.~~

~~Accessibility~~

~~Chemeketa Community College is committed to equal opportunity in educational programs, employment, and all institutional programs and activities. The College and its representatives shall provide access to services, classes, and programs without regard to an individual's legally protected status.~~

~~Prohibition of Retaliation~~

~~Chemeketa Community College seeks to foster an environment in which employees, students, and other members of our College community feel free to report incidents of harassment without fear of retaliation or reprisal. Chemeketa Community College strictly prohibits retaliation against anyone for filing a harassment complaint or participating in an investigation. No one at the College may reprimand, discriminate, or retaliate against an individual who initiates a good faith inquiry or complaint, or against those who provide related information.~~

~~Such conduct is illegal and constitutes a violation of this policy. Chemeketa Community College will investigate all allegations of retaliation swiftly and thoroughly. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.~~

~~Reporting~~

~~Any student, employee, or other member of the campus community who believes that he/she/they have been harassed or retaliated against in violation of this policy should immediately report such incidents by following the processes described in #1750 Harassment/ Discrimination Complaint Procedure, #1751 Sexual Harassment, Discrimination and Misconduct Procedure, and/or #1752 Respectful College Community~~

Policy #1750 POL
(Continued-4)

College Board of Education Series – 1000

PROHIBITION OF HARASSMENT & NONDISCRIMINATION (continued)

Complaint Procedure. Chemeketa Community College requires supervisors to report all incidents of harassment and retaliation that come to their attention.

Applicability & Training

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, evaluation, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities, and compensation.

To this end, the President shall ensure the College conducts education and training activities to counter harassment and prevent, minimize, or eliminate any hostile environment that affects equal education opportunities or employment conditions. The President shall establish procedures to define harassment on campus and provide for the investigation and resolution of harassment and discrimination complaints for employees, students, and other community members. State and federal law, along with this policy, prohibit retaliatory acts by the College, its employees, students, and agents.

Basis for Determination

Chemeketa Community College will make the determination of harassment or discrimination based on the preponderance of the evidence standard, the totality of the situation, and from the reasonableness of the complainant's (or the person making the complaint) perspective.

Conduct that could be a violation of this policy includes, but is not limited to:

Verbal Actions

- Jokes that stereotype a protected class
- Teasing that stereotypes a protected class
- Comments that stereotype a protected class
- Hostile comments about a protected class
- Name-calling or nicknames

Physical Actions

- Displaying or distributing offensive pictures
- Physical violence or hostility based on a protected class
- Gesturing based on a protected class
- Encroaching on a person's physical space
- Repeated unwelcome social invitations, phone calls, texting, social media contact, email, or notes

~~Policy #1750 POL~~
~~(Continued-5)~~

~~College Board of Education Series – 1000~~

~~PROHIBITION OF HARASSMENT & NONDISCRIMINATION (continued)~~

~~Published Procedures~~

~~Chemeketa Community College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to students and employees. The College will make this policy and related written procedures (including the procedure for making complaints) available in all administrative offices and will post them on the College's website.~~

~~Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.~~

All forms of harassment are contrary to basic standards of conduct between individuals. State and federal law, and this policy prohibits harassment and the College will not tolerate harassment.

The College is committed to providing an academic and work environment that respects the dignity of individuals and groups. The College shall be free of all forms of unlawful harassment. Harassment is unlawful if it is based on any of the following statuses: race, color, religion, sex (including pregnancy), sexual orientation, gender identity, national origin, marital status, age, disability, expunged juvenile record, familial status, or genetic information.

The College seeks to foster an environment in which employees, students, and other members of the campus community feel free to report incidents of harassment without fear of retaliation or reprisal. Therefore, the College also strictly prohibits retaliation against any individual for filing a complaint of harassment or for participating in a harassment investigation. Such conduct is illegal and constitutes a violation of this policy. The College will investigate all allegations of retaliation swiftly and thoroughly. If the College determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any student, employee, or other member of the campus community who believes that he/she/they has been harassed or retaliated against in violation of this policy should immediately report such incidents by following the procedures described in procedures #1750, Harassment/Discrimination Complaint/Grievance and #1751, Sexual Harassment, Discrimination and Misconduct (AP 3435 Discrimination and Harassment Complaints and Investigations and AP 3432 Workplace Harassment). The College requires supervisors to report all incidents of harassment and retaliation that come to their attention.

This policy applies to all aspects of the academic environment, including but not limited to classroom conditions, grades, academic standing, employment opportunities, scholarships, recommendations, disciplinary actions, and participation in any community college activity. In addition, this policy applies to all terms and conditions of employment, including but not limited to hiring, placement, promotion, evaluation, disciplinary action, layoff, recall, transfer, leave of absence, training opportunities and compensation.

To this end, the President shall ensure that the institution undertakes education and training activities to counter harassment and to prevent, minimize, or eliminate any hostile environment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The President shall establish procedures that define harassment on campus. The President shall further establish procedures for employees and students, and other members of the campus community that provide for the investigation and resolution of complaints regarding harassment and discrimination, and procedures for students to resolve complaints of harassment and discrimination. State and federal law and this policy prohibit retaliatory acts by the College, its employees, students, and agents.

The College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to students and employees, particularly when they are new to the institution. The College will make this policy and related written procedures (including the procedure for making complaints) available in all administrative offices and will post them on the College's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion.

June 26, 1991
Adopted College Board of Education

November 15, 2000; July 26, 2006; October 17, 2007; October 21, 2009; April 17, 2013; December 20, 2016; December 18, 2019; October 16, 2024
Revised College Board of Education

References:

BP 3430–OCCA Board Policy and Procedure Program
Title VII of the Civil Rights Act of 1964, 42 U.S. Code Section 2000e-2
Title IX of the Education Amendments Act of 1972; 20 U.S. Code Sections 1681 et seq.;
Age Discrimination in Employment Act of 1967 (ADEA);
Americans with Disabilities Act of 1990 (ADA);
34 Code of Federal Regulations Part 106;
ORS 659A
ORS 350.330
ORS 243.319

College Board of Education Series (1000)

POL #1751

~~SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT~~ PROHIBITION OF SEXUAL HARASSMENT UNDER TITLE IX

~~Introduction~~

~~Chemeketa Community College is committed to maintaining a safe and healthy educational and work environment in which no member of the community is, on the basis of sex, sexual orientation, or gender identity expression, excluded from participation in, denied the benefits of, or subjected to discrimination in any college program or activity. Gender-based harassment and sexual harassment, including sexual violence, are forms of sex discrimination in that they deny or limit an individual's ability to participate in or benefit from college programs or activities.~~

~~This policy is designed to ensure a safe and non-discriminatory educational and work environment and to meet legal requirements, including:~~

- ~~Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of sex in the college's programs or activities;~~
- ~~Oregon HB 3415;~~
- ~~Violence Against Women Reauthorization Act;~~
- ~~Title VII of the Civil Rights Act of 1964, which prohibits discrimination on the basis of sex in employment.~~

~~It does not preclude application or enforcement of other college policies.~~

~~1. Prohibited Conduct~~

~~The conduct listed below is strictly prohibited when the conduct denies or limits an individual's ability to participate in or benefit from college programs, activities, or employment.~~

~~A. Sexual Assault~~

~~Sexual assault is actual or attempted sexual contact with another person without that person's consent. Sexual assault includes, but is not limited to:~~

- ~~intentional touching of another person's intimate parts without that person's consent;~~
- ~~other intentional sexual contact with another person without that person's consent;~~
- ~~coercing, forcing, or attempting to coerce or force a person to touch another person's intimate parts without that person's consent;~~
- ~~rape, which is penetration, no matter how slight, of 1) the vagina or anus of a person by any body part of another person or by an object, or 2) the mouth of a person by a sex organ of another person, without that person's consent.~~

~~Policy #1751 POL~~
~~(Continued-2)~~

College Board of Education Series (1000)

~~SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT (continued)~~

~~B. Sex/Gender-Based Discrimination~~

~~Sex discrimination is adverse treatment of an individual based on sex or gender, rather than individual merit. Sex discrimination encompasses sexual misconduct but also includes other discriminatory behavior that does not constitute sexual misconduct. Sex discrimination also may include abusive or harassing behavior, whether verbal or physical, that demeans or intimidates another individual because of sex, gender identity, or gender expression. Examples of conduct that can constitute sex discrimination because of sex, gender identity, or gender expression include, but are not limited to, the following:~~

- ~~singling out or targeting an individual for different or adverse treatment (e.g., more severe discipline, lower salary increase);~~
- ~~failing or refusing to hire or allow participation by an individual in a college activity;~~
- ~~terminating or removing an individual from employment or an educational program;~~
- ~~verbally harassing, abusing, or demeaning a targeted individual with conduct that adversely impacts that individual.~~

~~C. Sexual Exploitation~~

~~Sexual exploitation occurs when person A takes sexual advantage of person B for the benefit of anyone other than person B without person B's consent. Examples of behavior that could rise to the level of sexual exploitation include:~~

- ~~prostituting another person;~~
- ~~recording images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness without that person's consent;~~
- ~~distributing images (e.g., video, photograph) or audio of another person's sexual activity, intimate body parts, or nakedness, if the individual distributing the images or audio knows or should have known that the person depicted in the images or audio did not consent to such disclosure and objects to such disclosure;~~
- ~~viewing another person's sexual activity, intimate body parts, or nakedness in a place where that person would have a reasonable expectation of privacy, without that person's consent, and for the purpose of arousing or gratifying sexual desire.~~

~~D. Sexual Harassment~~

~~Sexual harassment is defined as unwelcome conduct of a sexual nature. Sexual harassment can include:~~

- ~~unwelcome sexual advances;~~
- ~~requests for sexual favors;~~

~~other verbal, nonverbal, or physical conduct of a sexual nature where such conduct is sufficiently severe or pervasive that it has the effect, intended or unintended, of unreasonably interfering with an individual's work or academic performance or it has created an intimidating, hostile or offensive environment and would have such an effect on a reasonable person.~~

~~College Board of Education Series (1000)~~

~~SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT (continued)~~

~~E. Sexual Misconduct~~

~~Sexual misconduct occurs when participants in sexual activity have not given consent. Sexual misconduct involving force, duress, or inducement of incapacitation, or where the perpetrator has deliberately taken advantage of another person's state of incapacitation, will be deemed especially egregious. The consumption of alcohol or the use of illegal substances does not constitute a mitigating circumstance when it contributes to a violation regarding sexual misconduct.~~

~~F. Dating Violence~~ ~~(also known as intimate partner/spouse violence)~~

~~Dating violence is any act of violence, threat, or intimidation that harms or injures a partner/spouse in a current or former intimate relationship (defined below). These acts may be physical, emotional/psychological, sexual, or economic in nature. Dating violence can be a single act or pattern of behavior. These acts are prohibited under this policy.~~

~~G. Domestic Violence~~

~~Violence that occurs when partners/spouses in a current or former intimate relationship are or have been cohabiting in the same space is also prohibited. Students are deemed to be cohabiting when they share access to the same private living space or bathroom.~~

~~H. Stalking~~

~~Stalking is a course of conduct or series of acts directed at a partner in a current or former intimate relationship that would cause a reasonable person to feel fear, to experience emotional distress, or to fear for the safety of a third person. Acts that together constitute stalking may be direct actions or may be communicated by a third party and can include, but are not limited to, threats of harm to self or others, pursuing or following, non-consensual (unwanted) communication by any means, unwanted gifts, trespassing, and surveillance or other types of observation.~~

~~2. Initial Inquiry~~

~~Chemeketa is required to conduct an initial inquiry, or to make contact with the named parties, whenever a designated responsible employee, as defined below, has actual knowledge, or in the exercise of reasonable care should know, that possible sexual harassment, sexual assault, domestic violence, dating violence, or stalking has occurred. An employee or student may choose not to make a complaint or report in their own case.~~

~~3. Retaliation~~

~~Chemeketa prohibits retaliation against an individual or group of individuals involved in any of the following~~

- ~~filing a complaint or report under this policy;~~
- ~~filing an external complaint;~~

~~College Board of Education Series (1000)~~

~~SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT (continued)~~

- ~~participating in a disciplinary process;~~
- ~~opposing in a reasonable manner an action believed to constitute a violation of this policy~~

~~Retaliation can take many forms, including, but not limited to, verbal or physical abuse, threats of violence, and/or intimidation. Actions are considered retaliatory when they have a materially adverse effect on the working, academic, or college-controlled living environment of an individual, or that hinder the individual from effectively carrying out their college responsibilities. Individuals engaging in retaliatory acts are subject to discipline as described in this policy.~~

~~4. Determination of Violations~~

~~In determining whether alleged conduct violates this policy, the college will consider the totality of the facts and circumstances involved in the incident, including the nature of the alleged conduct and the context in which it occurred. Any of the prohibited conduct can be committed by individuals of any gender, and it can occur between individuals of the same gender or different genders. It can occur between strangers or acquaintances, as well as people involved in intimate or sexual relationships.~~

~~5. Jurisdiction~~

~~This policy governs college students, regardless of enrollment status, all employees, and third parties (e.g., non-members of the college community, such as vendors and visitors).~~

~~Third parties are both protected by and subject to this policy. A third party may make a complaint or report of a violation of this policy. A third party also may be permanently barred from the college or subject to other restrictions for failing to comply with this policy.~~

~~Chemeketa will analyze and may have an obligation to respond to any complaint regardless of whether the incident occurred on the campus of the institution or~~

~~elsewhere that relates to sexual harassment, sexual assault, domestic violence, dating violence, or stalking. All actions by a member of the college community that involve the use of the college's computing and network resources from a remote location, including but not limited to accessing email accounts, will be deemed to have occurred on campus.~~

~~6. Relationships with Individuals in Authority/Consensual Relationships~~

~~A sexual or romantic relationship involving individuals in a teacher-student relationship or in the context of employment supervision or evaluation is not, in and of itself, sexual misconduct as defined by this policy and will not be investigated or adjudicated under this policy. However, an interaction may be a violation of College Policy 1753, Consensual Relationships and subject to separate disciplinary procedures.~~

~~A sexual or romantic relationship involving individuals in a teacher-student relationship (e.g., being directly or indirectly taught, supervised or evaluated) violates the college's policy~~

~~College Board of Education Series – 1000~~

~~SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT (continued)~~

~~(Policy 1753, Consensual Relationships), and potentially violates state and federal anti-discrimination laws. A consensual relationship with a student can also create immediate problems of conflict of interest and raise perceptions of favoritism or unequal treatment.~~

~~A conflict of interest also exists if there is a consensual romantic or sexual relationship in the context of employment supervision or evaluation. Therefore, a supervisor may not influence, directly or indirectly, salary, promotion, performance appraisals, work assignments, or other working conditions for an employee with whom such a relationship exists. (See Policy 1753 for more information.)~~

~~7. Disclosure of Information~~

~~The college may share non-identifying information, including data about outcomes and penalties, in aggregate form. At no time will the college release the name or other personally identifiable information of the complainant to the general public without the express consent of the complainant or as otherwise permitted or required by law.~~

~~8. Sanctions~~

~~The college will remedy all forms of harassment when reported, whether or not the harassment rises to the level of creating a hostile environment. When harassment rises to the level of creating hostile environment, the college may impose sanctions as defined below.~~

~~Any employee engaging in behavior prohibited by this policy is subject to discipline that may include termination, subject to any association contract or state or federal law.~~

~~Any student engaging in behavior prohibited by this policy is subject to the disciplinary processes as set forth in Chemeketa's Students' Rights and Responsibilities handbook.~~

~~People who are both students and employees are subject to discipline as both a student and an employee.~~

~~Any vendor engaging in behavior prohibited by this policy may have their contract cancelled, within the terms and conditions of their contract.~~

~~Any member of the general public engaging in behavior prohibited by this policy may be trespassed from property owned or controlled by the college.~~

~~9. Definitions~~

~~For the purposes of this policy, the definitions below will be used.~~

~~**Consent**. In reviewing possible violations of this policy, the college considers consent as the voluntary, informed, un-coerced agreement through words and actions freely given, which a reasonable person would interpret as a willingness to participate in mutually agreed-upon sexual acts. Consensual sexual activity happens when each partner willingly and affirmatively chooses to participate.~~

College Board of Education Series – 1000

SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT (continued)

Indications that consent is not present include, but are not limited to, the following:

- when physical force is used or there is a reasonable belief of the threat of physical force;
- when duress is present;
- when one person overcomes the physical limitations of another person;
- when a person is incapable of making an intentional decision to participate in a sexual act, which could include instances in which the person is in a state of incapacitation.

Incapacitation. Incapacitation is the state in which a person's perception or judgment is so impaired that he or she lacks the cognitive capacity to make or act on conscious decisions. The use of drugs or alcohol can cause incapacitation. An individual who is incapacitated is unable to consent to a sexual activity. Engaging in sexual activity with an individual who is incapacitated (and therefore unable to consent), where a person knows or ought reasonably to have understood that the individual is incapacitated, constitutes sexual misconduct.

Dating (Intimate) Relationship. A dating relationship is a short- or long-term relationship between persons of any gender that provides romantic and/or physical intimacy or emotional dependence. Dating relationships may include, but are not limited to, marriages, civil unions, dating relationships, "hook-up" relationships, relationships in which partners are characterized as "girlfriends" or "boyfriends," and relationships between persons with a child in common.

Responsible Employees

All Chemeketa employees are considered responsible employees and are required to report incidents of conduct prohibited by this policy to the Title IX coordinator or their designee. All employees are also required to fully cooperate with investigations related to these issues. Exceptions to being considered a responsible employee include individuals designated as campus or community professionals who are bound by state and federal laws to not reveal information without written permission of the individual are not required to report confidential information, or employees designated by the college as confidential advocates. These individuals are prohibited from breaking confidentiality unless there is an imminent threat of harm to the individual or others.

In emergency situations, if there is a suspected crime in progress, or imminent or serious threats to the safety of anyone, employees must immediately dial 911 or contact the Department of Public Safety.

Student. A student is anyone who has enrolled in any Chemeketa course, regardless of the number of credits, within the twelve months preceding the alleged violation. An individual's status will be determined based on the context associated with the complaint.

~~Policy #1751 POL~~
~~(Continued-7)~~

~~College Board of Education Series – 1000~~

~~SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT (continued)~~

~~The following terms have been defined in consultation with Chemeketa's Associated Student Council.~~

~~Anti-oppression:~~

- ~~A commitment by the institution to take each report seriously without trying to minimize or hide it and without blaming the victim;~~
- ~~students are free to openly discuss a concern and their concern will be met with sensitivity and compassion;~~
- ~~response to a report will be met with sensitivity and care for all members of protected classes as defined Chemeketa's Affirmative Action statement.~~

~~Culturally-responsive.~~ ~~Chemeketa will take into account individual's cultural values and identity, being sensitive to how people view sexuality within their culture and will take personal culture into account when considering resolution processes.~~

~~Gender-responsive:~~

~~The Title IX Coordinator or their designee, will not:~~

- ~~assume to know preferred pronouns of parties involved in a case;~~
- ~~assume to know a student's gender identity;~~
- ~~stereotype women and men's traditional roles or behaviors;~~
- ~~attribute blame to a particular gender based on an immediate response to an incident, but will instead make sure both parties are heard and reported accurately.~~

~~Trauma informed:~~

~~The institution's approach to the reported incident should be conducted in a sensitive matter and should:~~

- ~~Understand that the sexual misconduct reported and the aftermath of that event could have traumatized parties mentally and physically;~~
- ~~understand medical and mental health protocols and explain these processes to students so they will understand possible next steps;~~
- ~~explain the emotional and physical aspects of addressing sexual misconduct;~~
- ~~understand how trauma affects the brain;~~
- ~~explain students' rights in the reporting and response process and the limits on confidentiality.~~

All forms of sexual harassment are contrary to basic standards of conduct between individuals. State and federal law and this policy prohibit sexual harassment, and the College will not tolerate sexual harassment. The College is committed to providing an academic and work environment that respects the dignity of individuals and groups. The College shall be free of sexual harassment.

The College seeks to foster an environment in which all employees, students, applicants for employment, and applicants for admission, and other individuals participating or attempting to participate in the College's education program or activity feel free to report incidents of sexual

~~Policy #1751 POL~~
~~(Continued-8)~~

~~College Board of Education Series – 1000~~

~~SEXUAL HARASSMENT, DISCRIMINATION, AND MISCONDUCT (continued)~~

harassment in violation of this policy, without fear of retaliation or reprisal. Therefore, the College also strictly prohibits retaliation for filing a complaint of sexual harassment in violation of this policy or for participating, or refusing to participate, in a sexual harassment investigation. The College will investigate all allegations of retaliation pursuant to its Title IX procedures. If the College determines that someone has retaliated, it will take all reasonable steps within its power to stop such conduct. Individuals who engage in retaliatory conduct are subject to disciplinary action, up to and including termination or expulsion.

Any employee, student, applicant for employment, or applicant for admission who believes that he/she/they has been harassed or retaliated against in violation of this policy should report such incidents immediately by following the procedures described in procedure #1751, Sexual Harassment, Discrimination and Misconduct (AP 3434 Responding to Sexual Harassment under Title IX).

To this end the President shall ensure that the institution undertakes education and training activities to counter sexual harassment and to prevent, minimize, or eliminate any sexual harassment that impairs access to equal education opportunity or impacts the terms and conditions of employment.

The President shall establish procedures that define sexual harassment. The President shall further establish procedures that provide for the investigation and resolution of complaints regarding sexual harassment in violation of this policy, and procedures to resolve complaints of sexual harassment in violation of this policy.

The College will publish and publicize this policy and related written procedures (including the procedure for making complaints) to administrators, faculty, staff, students, applicants for employment, and applicants for admission, particularly when they are new to the institution. The College will make this policy and related written procedures (including the procedures for making complaints) available in all administrative offices and will post them on the College's website.

Employees who violate the policy and procedures may be subject to disciplinary action up to and including termination. Students who violate this policy and related procedures may be subject to disciplinary measures up to and including expulsion. Volunteers or unpaid interns who violate this policy and related procedures may be subject to disciplinary measure up to and including termination from the volunteer assignment, internship, or other unpaid work experience program.

July 26, 2006
Adopted College Board of Education
September 23, 2009; April 17, 2013; June 17, 2015; March 20, 2019; July 22, 2020
Revised College Board of Education

References:
BP 3433–OCCA Board Policy and Procedure Program
Title IX of the Education Amendments Act of 1972
34 Code of Federal Regulations Part 106

APPROVAL OF ACADEMIC CALENDAR 2028–2029
[25-26-149]

Prepared by

David Hallett, Vice President—Academic and Student Affairs

The College utilizes a three-year perpetual Academic Calendar. Annually the Board of Education reviews and approves the third year of the Academic Calendar. 2028–2029 is being presented for review this year.

ACADEMIC TERMS
The college has four academic terms: summer, fall, winter and spring terms.
- Summer term has three sessions: first intensive five-week session is June 26–July 29, 2028, standard eight-week session is June 26–August 19, 2028, and ten-week session for specific programs is June 26–September 2, 2028
- Fall term is eleven weeks in length: September 25–December 9, 2028
- Winter term is eleven weeks in length: January 8–March 24, 2029
- Spring term is eleven weeks in length: April 2–June 16, 2029

SUMMER FRIDAY CLOSURES
The college will be closed Fridays during summer term: June 30–September 1, 2028.

BREAKS
- A four-week break between fall and winter terms.
- A one-week break between winter and spring terms and between spring and summer terms.

INSERVICE
- Fall employee in-service is two weeks prior to fall term: September 12–22, 2028.
- The college is closed to the public for the college-wide in-service day: September 12, 2028.

HOLIDAYS AND OTHER COLLEGE CLOSURES
The college will be closed a total of 12 days to recognize the following holidays:
- Juneteenth: June 19, 2028
- Independence Day: July 4, 2028
- Labor Day: September 4, 2028
- Veterans' Day: November 10, 2028
- Thanksgiving Day, Day After: November 23 and 24, 2028
- Winter Holidays: December 25 and 26, 2028
- New Year’s Eve and New Year’s Day: January 1 and 2, 2029
- Martin Luther King Jr Day: January 15, 2029
- President’s Day: February 19, 2029
- Memorial Day: May 28, 2029

The college will also be closed on the following days:
- Due to Thanksgiving holidays: Saturday, November 25, 2028

It is recommended that the College Board of Education approve the 2028–2029 Academic Calendar.

ACADEMIC CALENDAR

2025-2026 through 2027-2028

Updated Feb 2026 [4]

	2026-2027 [1]	2027-2028 [2]	2028-2029 [3]
SUMMER			
Beginning of Term	Jun 22, 2026	Jun 21, 2027	Jun 26, 2028
End of Term (Intensive 5-weeks)	Jul 25, 2026	Jul 24, 2027	Jul 29, 2028
End of Term (Standard 8-weeks)	Aug 15, 2026	Aug 14, 2027	Aug 19, 2028
End of Term (Specific Programs 10-weeks)	Aug 29, 2026	Aug 28, 2027	Sep 2, 2028
Final Exams	During last class	During last class	During last class
Faculty Grade Input Period	Jul 22–Aug 31, 2026 (10 am)	Jul 21–Aug 30, 2027 (10 am)	Jul 26–Sep 5, 2028 (10 am)
Summer Friday Closures	Fridays, Jun 26–Aug 28, 2026	Fridays, Jun 25–Aug 27, 2027	Fridays, Jun 30–Sep 1, 2028
College Closure & Holidays (Juneteenth, Independence Day)	Jun 19, 2026 Jul 2, 2026 [4] Jul 3, 2026 Jul 4, 2026 (Sat)*	Jun 18, 2027 Jul 3, 2027 (Sat)* Jul 5, 2027	Jun 19, 2028 Jul 4, 2028
FALL			
Beginning of Term	Sep 28, 2026	Sep 27, 2027	Sep 25, 2028
End of Term	Dec 12, 2026	Dec 11, 2027	Dec 9, 2028
Final Exams	Dec 7–12, 2026	Dec 6–11, 2027	Dec 4–9, 2028
Faculty Grade Input Period	Oct 28–Dec 14, 2026 (10 am)	Oct 27–Dec 13, 2027 (10 am)	Oct 25–Dec 11, 2028 (10 am)
Employee Inservice	Sep 14–25, 2026	Sep 13–24, 2027	Sep 12–22, 2028
College-wide Inservice **(closed to the public)**	Sep 15, 2026	Sep 14, 2027	Sep 12, 2028
Winter Break	Dec 14–30, 2026	Dec 13–31, 2027	Dec 11, 2028–Jan 5, 2029
College Closures & Holidays (Labor Day, Veterans' Day, Thanksgiving Day and Day After, Saturday after Thanksgiving, Winter Holidays, New Years Eve/Day or Day After)	Sep 7, 2026 Nov 11, 2026 Nov 26 & 27, 2026 Nov 28, 2026 (Sat)* Dec 24 & 25, 2026 Dec 31, 2026 & Jan 1, 2027	Sep 6, 2027 Nov 11, 2027 Nov 25 & 26, 2027 Nov 27, 2027 (Sat)* Dec 23 & 24, 2027 Dec 30 & 31, 2027	Sep 4, 2028 Nov 10, 2028 Nov 23 & 24, 2028 Nov 25, 2028 (Sat)* Dec 25 & 26, 2028 Jan 1 & 2, 2029
WINTER			
Beginning of Term	Jan 4, 2027	Jan 3, 2028	Jan 8, 2029
End of Term	Mar 20, 2027	Mar 18, 2028	Mar 24, 2029
Final Exams	Mar 15–20, 2027	Mar 13–18, 2028	Mar 19–24, 2029
Faculty Grade Input Period	Feb 3-Mar 22, 2027 (10 am)	Feb 2-Mar 20, 2028 (10 am)	Feb 7-Mar 26, 2029 (10 am)
Spring Break	Mar 22–26, 2027	Mar 20–24, 2028	Mar 26–30, 2029
College Closures & Holidays (Martin Luther King Jr Day, President's Day)	Jan 18, 2027 Feb 15, 2027	Jan 17, 2028 Feb 21, 2028	Jan 15, 2029 Feb 19, 2029
SPRING			
Beginning of Term	Mar 29, 2027	Mar 27, 2028	Apr 2, 2029
End of Term	Jun 12, 2027	Jun 10, 2028	Jun 16, 2029
Final Exams	Jun 7-12, 2027	Jun 5-10, 2028	Jun 11-16, 2029
Faculty Grade Input Period	Apr 28–Jun 14, 2027 (10 am)	Apr 26–Jun 12, 2028 (10 am)	May 2–Jun 18, 2029 (10 am)
College Closures & Holidays (Memorial Day)	May 31, 2027	May 29, 2028	May 28, 2029
Graduation	TBD	TBD	TBD

*Due to Independence Day and Thanksgiving Day Holidays, Saturday classes will not be held.

**CCA 32.4.C: Christmas Day & New Year's Day holidays fall on Thursday; day after will be recognized instead of the eve.

Note: All dates are subject to change based on Board Approval. All holidays are subject to bargaining agreements.

[1] Approved by Board of Education: February 21, 2024. Fall in-service revision approved by the Board of Education March 19, 2025.

[2] Approved by the Board of Education March 19, 2025

[3] PENDING Board Approval - Info Item March 2026, Approval April 2026

[4] Admin Update Feb 2026: College Closures & Holidays for Summer 2026 updated to include closure on Jul 2, 2026.

Registration and other key dates available on the public website: www.chemeketa.edu/admission/enroll/dates-deadlines/

ACADEMIC CALENDAR 2028-2029

PENDING BOARD APPROVAL [1]

June 2028

wk	Su	M	T	W	R	F	Sa
					1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	H	20	21	22	23	24
1	25	26	27	28	29	~~30~~	

July 2028

	Su	M	T	W	R	F	Sa
1							1
2	2	3	H	5	6	~~7~~	8
3	9	10	11	12	13	~~14~~	15
4	16	17	18	19	20	~~21~~	22
5	23	24	25	26	27	~~28~~	29
6	30	31					

August 2028

	Su	M	T	W	R	F	Sa
6			1	2	3	~~4~~	5
7	6	7	8	9	10	~~11~~	12
8	13	14	15	16	17	~~18~~	19
9	20	21	22	23	24	~~25~~	26
10	27	28	29	30	31		

September 2028

wk	Su	M	T	W	R	F	Sa
10						~~1~~	2
	3	H	5	6	7	8	9
	10	11	I	13	14	15	16
	17	18	19	20	21	22	23
1	24	25	26	27	28	29	30

October 2028

	Su	M	T	W	R	F	Sa
2	1	2	3	4	5	6	7
3	8	9	10	11	12	13	14
4	15	16	17	18	19	20	21
5	22	23	24	25	26	27	28
6	29	30	31				

November 2028

	Su	M	T	W	R	F	Sa
6				1	2	3	4
7	5	6	7	8	9	H	11
8	12	13	14	15	16	17	18
9	19	20	21	22	H	H	~~25~~
10	26	27	28	29	30		

December 2028

	Su	M	T	W	R	F	Sa
10						1	2
11	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	H	H	27	28	29	30
	31						

SUMMER TERM 2028

	Intensive 5-weeks	Standard 8-weeks	Specific Programs 10-weeks
Beginning of Term	June 26	June 26	June 26
End of Term	July 29	August 19	September 2
Final Exams	During last class	During last class	During last class
Faculty Grade Input Period	July 26–September 5 (10 am)	July 26–September 5 (10 am)	July 26–September 5 (10 am)
Summer Friday Closure	Fridays, June 30–September 1	Fridays, June 30–September 1	Fridays, June 30–September 1
College Closures & Holidays	June 19 (Juneteenth) July 4 (Independence Day)	June 19 (Juneteenth) July 4 (Independence Day)	June 19 (Juneteenth) July 4 (Independence Day)

FALL TERM 2028

Beginning of Term	September 25
End of Term	December 9
Final Exams	December 4–9
Faculty Grade Input Period	October 25–December 11 (10 am)
Employee Inservice	September 12–22
College-wide Inservice	September 12 (college closed to the public)
Winter Break	December 11–Jan 5
College Closures & Holidays	September 4 (Labor Day) November 10 (Veterans' Day) November 23 & 24 (Thanksgiving/Day After) November 25 (Saturday)* December 25 & 26 (Winter Holidays) January 1 & 2 (New Years Day/Day After)

WINTER TERM 2029

Beginning of Term	January 8
End of Term	March 24
Final Exams	March 19–24
Faculty Grade Input Period	February 7–March 26 (10 am)
Spring Break	March 26–30
College Closures & Holidays	January 15 (Martin Luther King Jr Day) February 19 (President's Day)

SPRING TERM 2029

Beginning of Term	April 2
End of Term	June 16
Final Exams	June 11–16
Faculty Grade Input Period	May 2–June 18 (10 am)
College Closures & Holidays	May 28 (Memorial Day)
Graduation	TBD

Registration and other key dates available on the public website:
www.chemeketa.edu/admission/enroll/dates-deadlines/

Calendar Legend

- Start of Term
- End of Term
- Spring Break
- Summer Friday college closure
- Other college closure day
- H — College closed for observed holiday
- I — Inservice days
- Term days

*Due to Thanksgiving Day Holidays, Saturday classes will not be held.

Note: All dates are subject to change based on Board Approval. All holidays are subject to bargaining agreements.

[1] PENDING Board Approval - Info Item March 2026, Approval April 2026

January 2029

wk	Su	M	T	W	R	F	Sa
		H	H	3	4	5	6
1	7	8	9	10	11	12	13
2	14	H	16	17	18	19	20
3	21	22	23	24	25	26	27
4	28	29	30	31			

February 2029

	Su	M	T	W	R	F	Sa
4					1	2	3
5	4	5	6	7	8	9	10
6	11	12	13	14	15	16	17
7	18	H	20	21	22	23	24
8	25	26	27	28			

March 2029

	Su	M	T	W	R	F	Sa
8					1	2	3
9	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17
11	18	19	20	21	22	23	24
	25	26	27	28	29	30	31

April 2029

	Su	M	T	W	R	F	Sa
1	1	2	3	4	5	6	7
2	8	9	10	11	12	13	14
3	15	16	17	18	19	20	21
4	22	23	24	25	26	27	28
5	29	30					

May 2029

	Su	M	T	W	R	F	Sa
5			1	2	3	4	5
6	6	7	8	9	10	11	12
7	13	14	15	16	17	18	19
8	20	21	22	23	24	25	26
9	27	H	29	30	31		

June 2029

	Su	M	T	W	R	F	Sa
9						1	2
10	3	4	5	6	7	8	9
11	10	11	12	13	14	15	16
	17	18	H	20	21	22	23
	24	25	26	27	28	29	30

ACCEPTANCE OF PROGRAM DONATIONS
JANUARY 1, 2026 THROUGH MARCH 31, 2026
[25-26-150]

Prepared by

Shawn Keebler, Development Associate—Chemeketa Foundation
Jamie Wenigmann, Director of Development—Chemeketa Foundation
Marie Hulett, Associate Vice President—Institutional Advancement
Aaron Hunter, Vice President—College Support Services/Chief Financial Officer

---

These items were donated to Chemeketa Community College from January 1, 2026 through March 31, 2026. It is recommended that the College Board of Education accept these donations.

Item:	2009 Chevy Express Van
Donor:	Oregon Pump & Equipment Co. LLC
Declared Value:	$4,500
Program:	Automotive Program

Item:	In-kind discount on art purchase
Donor:	Warren and Kashnita Mayenga Artists
Declared Value:	$4,000
Program:	Multicultural Center

Item:	2008 Toyota Sienna
Donor:	Aaron and Elisa Hunter
Declared Value:	$1,425.00
Program:	College Inside Automotive Program

Item:	328.21 lbs. of food for pantry
Donor:	Marion Polk Food Share Inc.
Declared Value:	$719.10
Program:	Food Pantry

Item:	240.6 lbs. of food for pantry
Donor:	Marion Polk Food Share Inc.
Declared Value:	$554.00
Program:	Food Pantry

Item:	192.86 lbs. of food for pantry
Donor:	Marion Polk Food Share Inc.
Declared Value:	$390.08
Program:	Food Pantry

Item:	3 clothing items
Donor:	Helen Johnson
Declared Value:	$605.00
Program:	Chemeketa Closet

Item:	Gift cards for Mental Health Month
Donor:	Simply Blissed
Declared Value:	$158.25
Program:	Counseling Services

Item:	1 book
Donor:	Jennifer Cox
Declared Value:	$42.95
Program:	Library Collection

APPROVAL OF GRANTS AWARDED
JANUARY–MARCH 2026
[25-26-151]

Prepared by

Gaelen McAllister, Director—Institutional Grant Development
Alice Sprague, Vice President—Governance and Administration

These grants have been awarded to the college from January–March 2026. It is recommended that the board accepts these grant awards.

GRANTS AWARDED			
Grantor	**Department**	**Description**	**Amount**
Marion County–Community Development Block Grant	Student Affairs–Student Support Services	Provides emergency housing support for students in Marion County. BLANCA AGUIRRE, MARI MONRROY CONCHAS. Submitted 12/19/2025.	$50,000
National Science Foundation S–STEM	GETS–STEM	Provides scholarships and supportive services to low-income students pursuing STEM transfer degrees. KEITH SCHLOEMAN, SHANNON OTHUS-GAULT Submitted 3/4/2026.	$1,999,946
Institute of International Education–Odyssey Scholarship	Academic Development–ESOL	Provides tuition support for students who are refugees so they can get the training and certification needed to return to the careers they left behind in their home countries. GENEVIEVE HALKETT. Renewed based on success!	$64,000
MAPS Credit Union	Woodburn Center	Event support for Woodburn Cinco de Mayo Festival. ELIAS VILLEJAS. Submitted 3/18/2026.	$1,000
Roundhouse Foundation	Yamhill Food Pantry	Funds to support the food pantry on the Yamhill Valley campus. RUSSELL JONES. Submitted 1/262026.	$6,000
Oregon Department of Education	MWEC–Perkins	Secondary Career Pathways funds for Career and Technical Education (CTE) Regional Coordinator to improve Programs of Study in consortium schools. ED WOODS, DEBBIE JOHNSON.	$29,100

Oregon Department of Education	MWEC–Perkins	Federal pass-through federal funds received from the Strengthening Career and Technical Education for the 21st Century Act, also known as "Perkins V" to create multiple on-ramps and off-ramps to CTE Programs in Perkins Reserve Fund Grants provided to regional high schools. ED WOODS, DEBBIE JOHNSON.	$267,121
Oregon Higher Education Coordinating Commission (HECC)–Future Ready	WISE–Workforce Partnerships	Additional Future Ready funds for GED classes, partner outreach and student tuition and supports. SUSANA GARCIA. Submitted 3/13/2026.	$184,868
HECC Future Ready Manufacturing	MWEC	Funds manufacturing pathway career exploration with new equipment, materials and supplies as well as additional program participant support costs. ED WOODS, DEBBIE JOHNSON. Submitted 3/18/2026.	$74,280
		TOTAL AWARDS	**$2,676,315**

VISION • MISSION • VALUES

VISION *(Our shared future)*

Chemeketa will be a gathering place for lifelong learning.

MISSION *(Why we exist)*

Chemeketa transforms lives and strengthens communities through quality education, services, and workforce training.

VALUES *(How we work together)*

ADAPTABILITY
We embrace change, thoughtfully improve, and respond to students and our rapidly shifting world.

BELONGING
We create a welcoming culture and environment that honors the ways people are diverse so that each individual feels valued, supported, and safe in their work and learning journeys.

COMMUNITY
We forge meaningful connections and partnerships within Chemeketa and with the communities we serve.

OPPORTUNITY
We affirm the potential of each person to grow and learn, and are committed to providing equitable access to education and opportunity.

QUALITY
We strive for excellence through relevant, inclusive, and future-focused curriculum, services, and experiences.

Discover Chemeketa Community College

EO/AA/ADA/Title IX institution

Approved by College Board of Education 10.19.2022

Building directory on reverse side

Building and Primary Function(s)

001 1st Floor: Bookstore
001 2nd Floor: Faculty Offices; Cooperative Work Experience
002 1st Floor: Advising & College Access Programs (CAMP, TRIO, Upward Bound); Chemeketa Completion Program; College Access; Information Center; Multicultural Center; Planetarium; Public Safety; Student Accessibility Services; Student Life; Veterans Resource Center
002 2nd Floor: Basic Navigator Needs; Business Services; Career Center; Counseling & Student Support Services; Enrollment Center; Financial Aid; Graduation Services; Human Resources; Intercultural Resource Center; President's Office; Procurement; Safe Haven; Student Affairs; Student Recruitment; Student Success Center; Title IX Office; Veterans Services
003 1st Floor: Gretchen Schuette Art Gallery; Classrooms
003 2nd Floor: Academic Affairs; Classrooms; Computer Science Faculty; Math Hub; Math Faculty; Placement Assessment; Testing Center
004 1st Floor: Automotive Program; Electronics Program; Faculty Offices
004 2nd Floor: Visual Communications; Robotics; Electronics & Networking Programs; Faculty Offices
005 1st Floor: Art Classrooms
005 2nd Floor: Classrooms; Foundation, Marketing & Public Relations; Grants; Public Information
006 1st Floor: Auditorium; Classrooms
006 2nd Floor: Classrooms; Employee Development
007 Gymnasium; Physical Education Classrooms
008 1st Floor: Dental Clinic; Health & Science Classrooms; Café 8
008 2nd Floor: Health & Science Classrooms
009 1st Floor: Classrooms; The Center for Academic Innovation; Academic Effectiveness; Chemeketa Press; Institutional Research & Reporting; Media Studio
009 2nd Floor: Library, Academic Support Center (Tutoring & Writing Centers); Student Computer Center; Study Rooms
012 Information Booth
014 Fire Programs
015 Burn Tower
020 Drafting; Engineering; Machining Program; Faculty Offices
021 Welding Program
022 Academic Development (ESOL, GED/ABE, HEP, STEP Program); Information Technology; ICAP Program; STEP Program; TANF Jobs Program
033 Apprenticeship Programs
036 SOAR Program
037 Faculty Offices
038 Public Safety
039 Child Development Center
040 Facilities & Operations
041 Facilities & Operations; Shipping & Receiving
042 Genuine Foods Catering Kitchen; Taco Stand
043 Copy Center; Mail Room; Recycling
044 Facilities
045 Activity Field
046 Greenhouse
048 Conference Rooms; MaPS Credit Union
049 High School Partnerships; Mid-Willamette Education Consortium, Youth GED Options
050 Roberts at Chemeketa
051 Roberts at Chemeketa
052 Classrooms
053 Department of Human Services
058 Facilities & Operations Annex
060 Agricultural Sciences
061 Pavillion; Chemeketa Market
062 Greenhouse

Area or Service—Building/Room

Academic Affairs—3/272
Academic Development (ESOL, GED/ABE, HEP, STEP Program; ICAP Program, TANF Jobs Program)—22/100
Academic Support Center (Tutoring & Writing Centers)—9/Second Floor
Admissions—2/200
Advising—2/110
Art Gallery—3/122
Athletics—7/103
Auditorium—6/115
Boardroom—2/170
Bookstore—1/First Floor
Business Services—2/202
Career Center—2/230
CCBI, Business Programming & ECE—1/204
Chemeketa Cooperative Regional Library Service—9/136,130
Chemeketa Online—9/106
Chemeketa Press—9/105
Cooperative Work Experience—1
Copy Center—43
Counseling Services—2/230
Dental Clinic—8/101
Employee Development Center—6/218b
English for Speakers of Other Languages—22/100
Enrollment Center—2/200
Executive Dean of Students—2/208
Extended Learning—3/252
Financial Aid—2/200
First Aid—2/173
Food Service—2/First Floor, 8, & 42
Foundation—5/264
Genuine Foods—42
General Information (Welcome Center)—2/110
Gymnasium—7
Human Resources—2/214
Information Technology—22/138
Library—9/Second Floor
Lost & Found—2/173
Mail Room—43
Multicultural Center—2/177A
Parking Permits—2/173 Public Safety
Planetarium—2/171
Posting Notices on Campus—2/176
President's Office—2/216
Public Information—5/266
Public Safety—2/173—503.399.5023
Registration—2/200
Scholarships—5/266
Student Accessibility Services—2/174
Student Affairs—2/208
Student Center—2/179
Student Clubs—2/176
Student Computer Center—9/Second Floor
Student Resources—2/230
Student Success Center—2/210
Television Studio—9/162
Testing Center—3/267
Transcripts—2/200
Transfer Information—2/110
Tutoring Center—9/Second Floor
Vending Machine Refunds—1/First Floor Bookstore
Veterans Services—2/201
Veterans Resource Center—2/116
Writing Center—9/Second Floor

Instructional Department Offices

Agricultural Sciences—60
Applied Technologies—20/203
Business & Technology, Early Childhood Education & Visual Communications—1/204
Chemeketa Online/Tech Hub—9/106
Dental Programs—8/109
Education—3/252
Emergency Services—Brooks Regional Training Center
Health, & Human Performance—7/103
Psychology, Life and Physical Science—8/221
Liberal Arts & Social Sciences—1/204
Math, Engineering & Computer Science—3/252
Nursing—8/104
Pharmacy Technology—8/113

Restrooms

Single Occupancy

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

Lactation/Wellness Room

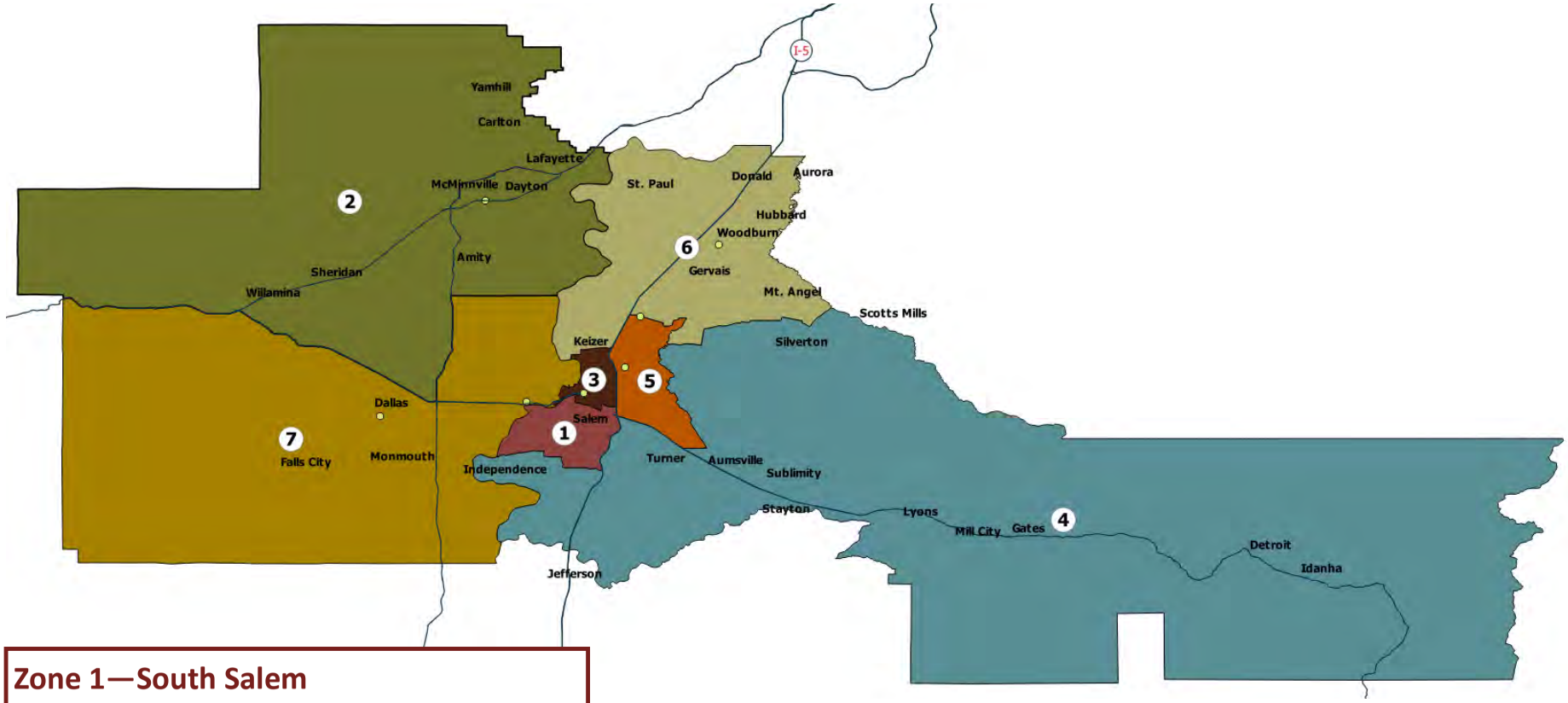
Building 2—Room 181
Building 5—Room 262
Building 8—Room 1064
Building 20—Room 815
Building 22—106A
Building 60—Room 815

Elevators

Building 2
Building 3
Building 4
Building 6
Building 8
Building 9

Revised September 2023

Chemeketa Community College
Board Zone Boundary Maps and Descriptions



Zone 1—South Salem

Zone 2—Yamhill County

Zone 3—North Salem

Zone 4—South Marion County

Zone 5—East Salem

Zone 6—North Marion County

Zone 7—Polk County

Board Members

ZONE 1 Iton Udosenata

ZONE 2 Birgitte Ryslinge

ZONE 3 Neva Hutchinson

ZONE 4 Ken Hector

ZONE 5 Jackie Franke

ZONE 6 Diane Watson, Chair 2025-2026

ZONE 7 Betsy Earls, Vice Chair 2025-2026

Produced by the Institutional Research Office at Chemeketa Community College

Handouts
April 15, 2026

Board of Education

FTE Report: Winter 2026

Highlights

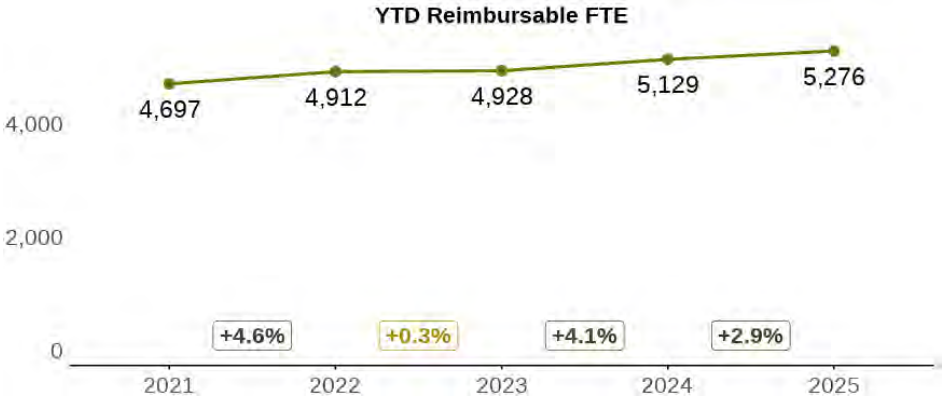
April 15, 2026

Discover Chemeketa Community College

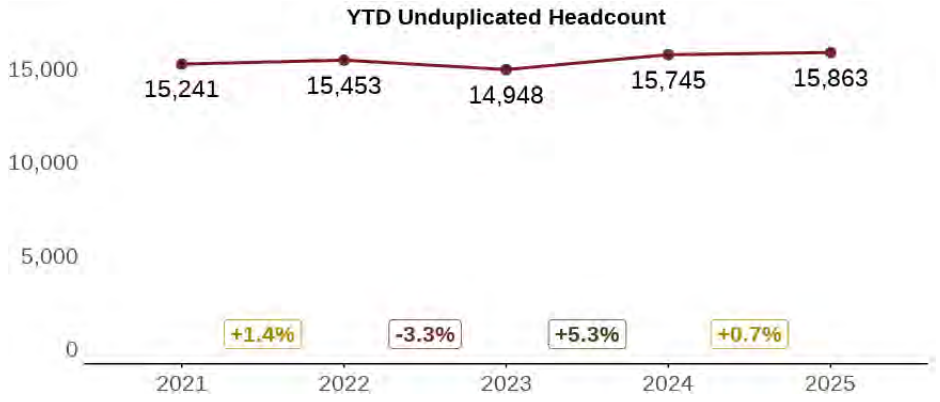
Term Total FTE

Year-to-Date Total FTE

Year-to-Date Reimbursable FTE



Year-to-Date Unduplicated Headcount



Key Takeaways

Compared to this time last year, m**ore** students have chosen to come to Chemeketa, and together those students have enrolled in **more** total courses and **more** FTE-reimbursable courses