

Minutes
September 18, 2019

MINUTES OF BOARD WORK SESSION

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

September 5, 2019

The summer Board Work Session was held at Chemeketa Eola/NW Wine Studies Center, in the Chardonnay/Riesling Rooms, 215 Doaks Ferry Road, NW, Salem. Diane Watson, Chair, called the meeting to order at 9 am.

Members in Attendance: Ed Dodson, Vice Chair; Betsy Earls (left at 12:30 pm); Jackie Franke (left at 1:37 pm); Ken Hector; Neva Hutchinson; Ron Pittman; and Diane Watson, Chair.

College Administrators in Attendance: Jessica Howard, President/CEO; Jim Eustrom, Vice President, Instruction and Student Services/Campus President, Yamhill Valley Campus; David Hallett, Vice President, Governance and Administration; Miriam Scharer, Vice President, College Support Services; and Jeannie Odle, Board Secretary.

Guests: Fauzi Naas, Julie Peters, Gary West, and Patrick O'Connor, Oregon Department of Employment.

Review Agenda and Board Notebook

The agenda was reviewed and three updates were shared.

- Ag Complex – The college is waiting for final approval of the building site from the U.S. Army Corp of Engineers for the Ag Complex and then it goes to Marion County. There is a wetland issue. Site work won't begin until February or March 2020.
- Diesel Program – Several visits have been made with Red Steer Glove Company in Brooks, and a meeting was held with Marion County to determine zoning, permit requirements, as well as tenant improvements they would have to make. The property adjoins the Brooks Center, and Red Steer has space that could be leased. Red Steer is meeting with their legal counsel on lease rates.
- Building 5 HVAC – One of the three HVAC units is dead and the other two are operating at 60 percent. It currently impacts the Community Education staff office and four classrooms and they will have to be relocated fall term. The classrooms for the music program on the second floor and rooms on the first floor may be able to be utilized. The estimated cost to replace the units is \$1.5–\$2 million. Facilities is working with engineers, architects and HVAC experts to assess the needs and develop a plan.

Jeannie Odle briefly reviewed the contents of the Board resource notebook for Tabs 1–12. The following highlights were noted:

- Tab 4 – There are five board policies, # 1610, 1620, 1630, 2010 and 2110, will need to be reviewed and revised. David will follow-up with the Board Policies Committee (Diane, Jackie, Betsy). It was noted that five procedures, 1170, 1310, 1610, 1620, and 2010 need to be updated by administrative staff.
- Tab 7 – On Kickoff day, September 10, 8:45 am, seven chairs up front will be reserved for board members in the Building 7 gym. Each board member received a "50 year" t-shirt and was asked to wear it along with their nametag. Board members were invited to all the

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inservice events but were highly encouraged to attend Family Night on Thursday, September 12, and participate in the team trivia or Cornhole contests.

- Tab 9 – The org charts for 2019–2020 were reviewed; David, Miriam and Jim briefly reviewed the changes in their areas which were highlighted in yellow.
- Tab 10 – The date of the 2020 graduation will be on WEDNESDAY, June 10, 2020.

Board Committee Assignments

The 2019–2020 Board Committee Assignments were reviewed and affirmed as noted on the proposed list.

2018–2019 Board Self-Assessment

The board reviewed the compiled ratings and comments and discussed a few areas on the self-assessment form. Overall, most ratings on Part 1, Characteristics of an Effective Board, and Part 2, Board Performance, were rated 2-Meets Expectations or 3-Consistently Exceeds Expectations. Areas that were discussed were Questions 10, 13, 14, and 16.

After lengthy discussion, the following was suggested:

- Question 10 – While there were no negative comments, the desire to do more was noted. Gap analysis may help identify connections to explore; share newsworthy items with community (e.g., Chamber websites) to help build connections. Many people still don't know about the college.
- Question 13 – Broaden the scope to not just board and budget committee; diverse members on advisory committees; board values and supports diversity and equity opportunities.
- Question 14 – Improvements have been made in sharing reports and getting information ahead of time and the board hopes this will continue. With Jessica being new, it was suggested keeping this goal, or something similar, for another year as she builds her understanding of these areas and the role and expectations of board members.
- Question 16 – Reword to work with and support the new president as she completes her first year.

Board Goals for 2019–2020

Based on the board assessment discussion, David Hallett will develop a draft of board goals for next year and will share them with the Board Goals Committee (Ed, Neva, and Diane), and then bring to the board as an administrative update. If board members have other board goals as well as their individual goals for the year, please send David or Jeannie by Sept 16. A draft of the board goals will be shared at the September or October board dinner.

Board Guiding Principles and Monitoring System Review

The board re-affirmed that the current guiding principles were still relevant and made no changes.

2019–2020 Strategic Plan

Julie Peters and Gary West from the Organizational Effectiveness office and Fauzi Naas from Institutional Research joined the work session to share updates on the strategic plan and measures. Julie Peters referred to the Wrap-up of the 2018–2019 Placemat that was in the

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board notebook. Julie noted most of the activities are ongoing and will move to the main Strategic Plan, but may not show up on the new Placemat. Julie reviewed the format of the report-out on each of the 16 strategic initiatives which included the description, objective(s) and tasks completed, and the Initiative Status, which clearly indicates if it will continue on in the Placemat, be moved into the Strategic Plan, or if it has been completed.

Julie Peters referred to the 11x17 handout in the board notebook, the 2019–2020 Placemat, which was also projected on the big screen. The most noticeable changes are the number of initiatives has been reduced from 16 to 6; and visually, it is presented in a circular view rather than linear with the main focus on the college's mission. It was noted that accreditation is moving away from core themes. Julie reviewed and explained the six initiatives:

1. Learning Outcomes and Assessment
2. Access and Equity
3. Strategic Enrollment Management
4. Guided Pathways
5. Workforce Development
6. Targeted Outreach

On the reverse side were the activities, executive sponsors, and annual milestones which Julie briefly reviewed.

Fauzi Naas reviewed and explained the six Key Institutional Measures on the right-hand side of the front page of the Placemat, which the college will be monitoring this year. The Leading Measures are Course Completion, High Enrollment Courses, Persistence (1st to 2nd term), and Retention (fall to fall); the Lagging Measures are Graduation and Transfer. Each measure will be based on the 2018–2019 data and the 3-Year Average. A Tableau report has been developed for each measure and staff will be able to drill-down and apply various filters. Fauzi pulled up Distribution of Pass Rates and Graduation Rates and applied filters to each.

Local Industry Profile

Patrick O'Connor, regional economist with the Oregon Employment Department, used a PowerPoint presentation to share information on "A Look at the Mid-Valley and Future Workforce Needs." Copies of the slides were in the board notebook. Patrick shared a multitude of interesting graphs, pie and bar charts showing comparisons, historical trends, etc., covering local unemployment statistics for the college's tri-county district (Marion, Polk, Yamhill) and statewide; labor force participation; job growth by industry; workforce needs; and demographics in the college's district. There was lively conversation and discussion around the information presented.

Transfer of Previous Credit/Alternate Approaches to College Credit

Jim distributed a copy of Procedure #4080, Transfer of Previous Credit and Alternate Approaches to College Credit; the board approved the revised policy in July. The procedure describes how the college accepts the different types of previous or alternate credit. HECC developed some new legislation, and the policy was revised based on those changes. Jim noted the college was already doing most of the requirements. The college was commended for the work it has done with veterans' military service credit. Jim briefly reviewed the different types of credit, and noted military service credit is most requested, followed by Credit for Prior

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Learning (CPL) in the areas of Emergency Services, Early Childhood Education, and Apprenticeship. Diane asked what is charged for taking challenge exams. Jim said the cost is based on the number of credits. Diane asked if a reduced rate could be considered since other colleges charge 50 percent and high school students are only charged \$25 per course. Jim will verify and report back on what is financial aid eligible, costs, and how many pay the full price.

There was some discussion on the Proficiency/Assessment Based Learning Transfer Credit which is the Willamette Promise. The college automatically transcripts these credits from WOU and OIT with a notation that it is proficiency-based credits. However, the four-year universities do not count these credits towards a degree.

Accelerated Learning

A one-page Accelerated Learning Options handout was distributed. These are the five official accelerated learning options high school students have to get college credit. However, not all high schools have to offer all five options, nor do colleges have to offer all five options. Jim briefly reviewed each option. Jim shared an example of Sponsored Dual Credit. He explained a Chemeketa math faculty member, Lisa Healy, worked with a teacher at Central High School who was not qualified to teach college level courses but was interested in pursuing a masters. Lisa worked and mentored the high school teacher by reviewing the classes, assignments and tests and the teacher did earn her masters' degree. This year the Sponsored Dual Credit model will be done in machining and math with Salem-Keizer School District. This option is helpful for the smaller high schools who don't have teachers with masters or high numbers of students.

Jim, again, shared the issue of high school students taking too many college credits in high school which do not count towards a college degree or certificate but counts against the 90 credit limit which impacts the Oregon Promise awards, as well as financial aid and Pell. As a result, Chemeketa has looked at the most valuable/usable courses and will limit what courses are offered through College Credit Now. Diane asked if this issue is communicated with high school counselors, teachers, principals and superintendents. Jim said meetings have occurred yearly and this information is shared, but they are just starting to understand the impact. Continued communication will be made with them, as well as with students in their junior year and their parents.

Ken asked if the college can send out an information packet to the student and parents that includes information explaining potential pitfalls including loss of credits, credits not accepted at universities, and the 90 credit limitation for financial aid, Pell, and the Oregon Promise. Jim will check on what is sent out and if it goes to the student or parents.

A spiral-bound booklet entitled "2018–2019 College Credit Now Annual Report" was distributed. The booklet lists all the high schools who offer CCN courses with a summary of courses offered, number of students, credits earned and how much money was saved by taking CCN courses.

Applied Baccalaureate

HECC is charged with developing guidelines and a process for the Applied Baccalaureate with a deadline of February 2020. There is strong push-back from four-year universities on what community colleges can or cannot offer. Community colleges presidents have asked that

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research be done to look at Washington and California who have successfully implemented applied baccalaureate programs. Two trains of thought around applied baccalaureate are being discussed: 1) Every community college is on their own and can propose applied baccalaureate programs based on the needs of their community; or 2) take a regional or statewide approach where community colleges agree to offer different programs (no duplication) and the program be open and offered as hybrid or online so students from other community colleges can go through the program. In this way, the market will not be flooded with the same programs.

Based on local data and needs of the Chemeketa community, four programs were identified to be offered as applied baccalaureate: Business Management, BS/Nursing, Early Childhood Education, and Cybersecurity. Western Oregon currently does not offer programs in these areas. Executive deans, deans, and faculty will be looking at what needs to be done, including implication on facilities, teaching, and financial aid (must be approved and accredited through the federal government). It will be two years before an applied baccalaureate program can be started at community colleges.

Adjournment

Meeting adjourned at 3 pm.

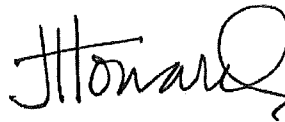
Respectfully submitted,



Board Secretary



Board Chair



President/Chief Executive Officer

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Date