

A large, stylized fish logo in shades of green and yellow, positioned on the left side of the page. The fish is facing right and has a circular eye. The background of the entire page is a gradient of light yellow to dark green.

Regular Meeting

January 21, 2021

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

BOARD OF EDUCATION

Regular Meeting

January 21, 2021

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

- | | | |
|---|--|-------------------------------------|
| I. Workshop | 4–4:30 pm | Web Conferencing |
| A. BOLT to Chemeketa Program | | 1 |
| Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley | | |
| II. Administration Updates | 4:30–5:15 pm | Web Conferencing |
| III. Regular Session | 5:30 pm | Web Conferencing/Live Stream |
| A. Call to Order | | |
| B. Roll Call | | |
| C. Comments from the Public | | |
| D. Approval of Minutes —Regular Board Meeting of December 16, 2020
and Board Work Session of January 8, 2021. | | 2–12 |
| E. Reports | | |
| 1. Reports from the Associations | | |
| a. Samantha Brennan | Associated Students of Chemeketa (ASC) | 13–14 |
| b. Steve Wolfe | Chemeketa Faculty Association | 15 |
| c. Terry Rohse | Chemeketa Classified Association | 16 |
| d. Marshall Roache | Chemeketa Exempt Employees Association | 17 |
| 2. Reports from the College Board of Education | | |
| 3. Reports from Administration | | |
| a. Jim Eustrom | | |
| F. Information | | |
| 1. 2021–2022 Proposed Budget Calendar | | 18–19 |
| Miriam Scharer, Vice President/Chief Financial Officer | | |
| 2. Proposed Student Tuition for 2021–2022 | | 20a–20f |
| Miriam Scharer, Vice President/Chief Financial Officer | | |
| 3. College Policy #5120—Residence | | 21–22 |
| Bruce Clemetsen, Vice President—Student Affairs | | |
| 4. Strategic Plan | | 23–50 |
| Jessica Howard, President/Chief Executive Officer | | |

- | | | |
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| 5. | Suspension of Interactive Media Associate of Applied Science Degree Option
Jim Eustrom, Vice President—Academic Affairs/
Campus President, Yamhill Valley | 51 |
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G. Standard Reports

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| 2. | Budget Status Report
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| 3. | Purchasing Report
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| 5. | Institutional Advancement Foundation Quarterly Report
David Hallett, Vice President—Governance and Administration | 60–61 |
| 6. | Grant Activities October 2020–December 2020
David Hallett, Vice President—Governance and Administration | 62–65 |
| 7. | Fall Term Enrollment Report
Jim Eustrom, Vice President—Academic Affairs/
Campus President, Yamhill Valley | 66–68 |
| 8. | Chemeketa Community College COVID-19 Health and Safety Operational Plan
Miriam Scharer, President/Chief Executive Officer | 69 |
| 9. | Recognition Report
Jessica Howard, President/Chief Executive Officer | 70 |

H. Separate Action

- | | | |
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| 1. | Approval of Appointment of Budget Committee Member for Zone 7, Resolution No. 20-21-07, for 2020–2023
David Hallett, Vice President—Governance and Administration | [20-21-119] 71–72 |
| 2. | Approval of Retirement Resolution No. 20-21-08, Linda A. Abundis
David Hallett, Vice President—Governance and Administration | [20-21-120] 73–74 |

I. Action

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

- | | | |
|----|--|--------------------|
| 1. | Approval of Advisory Committees for 2020–2021
Jim Eustrom, Vice President—Academic Affairs/
Campus President, Yamhill Valley | [20-21-121] 75–106 |
|----|--|--------------------|

2. Approval of Academic Calendar for 2021–2022 Jim Eustrom, Vice President—Academic Affairs/ Campus President, Yamhill Valley	[20-21-122]	107–109
3. Approval of 2020–2021 Faculty Sabbatical Leave Recommendation One-Term Spring 2021 Jim Eustrom, Vice President—Academic Affairs/ Campus President, Yamhill Valley	[20-21-123]	110
4. Approval of Elementary Education Major Transfer Map (MTM) Jim Eustrom, Vice President—Academic Affairs/ Campus President, Yamhill Valley	[20-21-124]	111–115
5. Approval of Suspension of Hemodialysis Technician Certificate of Completion Jim Eustrom, Vice President—Academic Affairs/ Campus President, Yamhill Valley	[20-21-125]	116
6. Approval of Grants Awarded for October 2020– December 2020 David Hallett, Vice President—Governance and Administration	[20-21-126]	117–118
7. Acceptance of Program Donations October 1, 2020 through December 31, 2020 David Hallett, Vice President—Governance and Administration	[20-21-127]	119
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2. Campus Map		121–122
3. District Map		123
J. Future Agenda Items		
K. Board Operations		
L. Adjournment		

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

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

Persons having questions or concerns about Title IX, which includes gender based discrimination, sexual harassment, sexual violence, interpersonal violence, and stalking, contact the Title IX coordinator at 503.584.7323, 4000 Lancaster Dr NE, Salem, OR 97305, or <http://go.chemeketa.edu/titleix>. Individuals may also contact the U.S. Department of Education, Office for Civil Rights (OCR), 810 3rd Avenue #750, Seattle, WA 98104, 206.607.1600.

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

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

Workshop-A
January 21, 2021

BOLT TO CHEMEKETA PROGRAM

Prepared by

Sara Hastings, Dean—High School Partnerships
Holly Nelson, Executive Dean—Regional Education and Academic Development
Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley

The workshop will highlight the Begin Online Learning Today (BOLT) program offered within the College Credit Now (CCN)/High School Partnerships department. As a response to better serve the newly graduated high school seniors in the community, Chemeketa launched the BOLT program as an option for students to continue their academic goals and prevent a lapse in education. This unique program supported high school seniors who graduated early due to COVID-19 graduation criteria changes for the class of 2020.

The BOLT program was available to nearly 500 students throughout the Chemeketa service district and allowed students to take advantage of a tuition waiver for one college course with textbook and fees included. This program was incredibly successful for students within the community and allowed students to gain access to quality education and student services while being supported in their transition to college.

Throughout this workshop, CCN staff will feature details about enrollment, course offerings, student success and outcomes from this program; an overview about the outreach efforts with high school partners; and perspectives of the BOLT program from both faculty and students.

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January 21, 2021

APPROVAL OF BOARD MINUTES

Prepared by

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

Minutes of the board meeting of December 16, 2020, and board work session on January 8, 2021, are submitted for review by the board.

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

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January 21, 2021

CHEMEKETA COMMUNITY COLLEGE

**BOARD OF EDUCATION
MEETING MINUTES**

December 16, 2020

EXECUTIVE SESSION

Executive Session was called to order by Ed Dodson, Chair, at 4:32 pm via Zoom. Executive Session was held in accordance with ORS 192.660(2)(h) legal rights.

Members in Attendance: Ed Dodson, Chair; Jackie Franke, Vice Chair (joined at 4:40 pm); Ken Hector; Neva Hutchinson; Ron Pittman and Diane Watson (left at 5:15 pm due to technological issues). Absent: Betsy Earls.

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

Executive Session ended at 4:38 pm.

I. ADMINISTRATION UPDATES

Ed Dodson, Chair, reconvened open session at 4:38 pm via Zoom. Updates were shared or discussed with the board on Board Winter Work Session; Budget Committee Orientation; Association of Community College Trustees (ACCT) National Legislative Summit in February; affirm President's Goals for 2020–2021; state updates; academic calendar, major transfer maps, and hemodialysis suspension updates; Chemeketa Foundation honoring Selma Pierce; Zone 7 budget committee member; and agenda preview.

A recess was taken at 5:25 pm.

II. REGULAR SESSION

A. CALL TO ORDER

Ed Dodson, Chair, mentioned the devastating loss the past week of Selma Pierce, a significant contributor to the community and the college. Ed led a moment of silence to think of Selma's contributions and all that she did for Chemeketa.

Ed reconvened the board meeting via Zoom at 5:33 pm.

B. ROLL CALL

Members in Attendance: Ed Dodson, Chair; Betsy Earls; Jackie Franke, Vice Chair; Ken Hector; Neva Hutchinson; Ron Pittman; and Diane Watson (joined at 5:36 pm, technological issues).

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

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Board Representatives in Attendance: Samantha Brennan, Associated Students of Chemeketa (ASC); Steve Wolfe, Chemeketa Faculty Association (CFA); Terry Rohse, Chemeketa Classified Association (CCA); and Marshall Roache, Chemeketa Exempt Association (CEA).

C. COMMENTS FROM THE AUDIENCE

None

D. APPROVAL OF MINUTES

Ken Hector moved and Jackie Frankie seconded a motion to approve the minutes of November 18, 2020.

The motion CARRIED.

E. REPORTS

Reports from the Associations

Samantha Brennan, ASC coordinator, had several report updates. Samantha mentioned the winter term events will be included in January's report to the board. Also, new events are being added while several events will be repeated. Ed asked if the board members could attend the ASC events and the notification process for these events. Samantha will send the posters with Zoom links and dates to Nette Abderhalden, Administrative Coordinator, and she will send the information to the board members.

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

Terry Rohse, Chemeketa Classified Association, said the classified report stands as written. Terry stated the three associations worked well together, raised a lot of money, and put on a wonderful holiday social.

Marshall Roache, Chemeketa Exempt Association, said the exempt report stands as written. Marshall stated the association was proud to contribute funds to the holiday social, and thanked everyone who supported it.

Reports from the College Board of Education

Ken Hector attended an Ag Complex meeting via Zoom, ACCT webinar on Second Chance Pell grants, legislative meeting via Zoom with Senator Kim Thatcher, attended the virtual memorial for Selma Pierce, and an Oregon Business Plan webinar.

Diane Watson met with Elias Villegas and Woodburn staff for an update and attended the Court Appointed Special Advocates (CASA) Unluncheon, a legislative meeting via Zoom with Senator Kim Thatcher, the Chemeketa Holiday Social, Keizer Greeters with guest speaker Congressman Kurt Schrader, and the Keizer Chamber Governmental Affairs meeting.

Ron Pittman attended the Perrydale District Board meeting with Jessica Howard via Zoom.

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Neva Hutchinson attended an Oregon Business Plan webinar and attended the Northwest Innovations Annual meeting.

Jackie Franke attended the Court Appointed Special Advocates (CASA) Unluncheon, virtual memorial for Selma Pierce, multiple meetings with the Council of Governments (COG), and agenda review.

Ed Dodson attended two Oregon Business Plan meetings, the Court Appointed Special Advocates (CASA) Unluncheon, Oregon Community College Association (OCCA) board forum, OCCA board meeting, OCCA legislative committee meeting, agenda review, Chemeketa Holiday Social, and Student Success Advisory Committee (SSAC)

Reports from Administration

None.

F. INFORMATION

Advisory Committees for 2020–2021

Jim Eustrom introduced Marshall Roache, interim executive dean of Career and Technical Education (CTE) to present the report. Marshall gave a brief synopsis of the advisory committees and mentioned how much the college values these partnerships and really listens to what the committees have to say. Marshall asked Holly Nelson, executive dean of Regional Education and Academic Development, to provide additional input. Holly reiterated what Marshall discussed and stated these advisory committees are crucial to help the college stay current in teaching students and thinking about the future.

Ron Pittman expressed concern that Yamhill County didn't have many representatives in key areas, he would like this to be worked on. Ron feels this would make a difference with increasing enrollment at Yamhill Valley Campus. Holly thanked Ron for the feedback and will share this information with the deans and directors in the CTE areas. Jackie Franke was impressed by the representation from different cities and gave kudos for diversifying the list of cities represented on the advisory boards. Ed Dodson asked how many hours advisory board members participate. Marshall stated each program is different and it depends on what is going on with that program. Ed thanked Holly and Marshall.

Presentation of 2019–2020 Audit Report

Miriam Scharer introduced Katie Bunch, director of Business Services, and Ken Kuhns, auditor, for Kenneth Kuhns & Company and thanked both of them for their diligent work in making this document, the work that went into it, and their flexibility during these remote times. Katie thanked Business Services accounting staff Kela Brackman, Nancy Espinoza, Andrea Schamp, Ann Marie Swearingen, and Brad Tedrow, for the great job they did. Katie said the audit report will be split into two documents this year. The financial statement audit will be discussed tonight, and a short report on the audit of the federal funds will come later since the federal government hasn't come out with the guidance for auditors in reviewing CARES money yet. Katie thanked Ken and his staff for their work.

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Ken Kuhns explained the two reports Katie mentioned. The audit report discussed tonight includes all of the revenues, expenses, and deals with the operations. The other audit report, which isn't complete at this time, is a single audit report and the purpose is basically for the college to apply procedures required by the federal government to determine if monies received were expended in accordance with the terms of the grants and regulations that apply. The federal Office of Management and Budget (OMB) prescribes the required auditing procedures. Due to the COVID money coming in, there's an addendum and it's not out yet. The single audit report will be completed when the addendum is available.

Ken shared a brief overview of the regular audit report, and started by discussing the Statement of Revenues, Expenses, and Changes in Net Position on page 26. This year five quarterly payments were received. Due to the way state budgets operate, next year three payments will be received and it will alternate between five payments and three payments yearly.

Ken discussed the three opinions in the audit. First, Ken referred to pages 11–13 of the audit report, the Independent Auditor's Report and explained the college is responsible for the financial statements. The numbers and amounts in this report and the disclosures in the footnotes are based on the college's records. Chemeketa did a very good job putting the financial statements together. Ken noted the auditors have the responsibility to audit the financial statements, using the generally accepted auditing standards and government auditing standards, to determine whether the information within those statements is accurate and fairly presented. Ken referred to, and read, the opinion statement on page 12. Based on the audit and the report of the foundation auditors, the financial statements were presented fairly and in all material respects. It was an unmodified opinion, a clean opinion, which is the best opinion that an entity can earn, and the opinion that was earned on the financial statements that were presented for the audit.

The second opinion, on page 110, deals with federal government auditing standards and the requirements on what needs to be reported. The internal controls on an entity-wide basis were reviewed to determine if the controls and procedures were sufficient to allow the college to prepare its financial statements accurately and correctly. No weaknesses were found in the controls. The other part of the report dealt with compliance in regards to contractual agreements, laws, and regulations that may affect the amounts in the financial statements. No areas of non-compliance were found.

The third part of the audit, pages 114–115, deals with certain rules and requirements for the state of Oregon (e.g., local budget law, public contracting requirements, exceeding legal debt limits, etc.). The report indicates the college has complied with the various state laws and regulations. In summary, the college received a clean opinion on the financial statements; entity wide controls were sound; and there were no exceptions in terms of following state rules and regulations. There were no questions. Kenn Kuhns was thanked for presenting the audit report for the 2019–2020 academic year, and staff were thanked for their good work throughout the year.

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Academic Calendar for 2021–2022

Jim Eustrom referenced pages 45–47 and stated the academic calendar is brought to the board for review and approval every year. However, this year there is a different look and includes a calendar around the edge and text in the middle that summarizes what is going on each term. Jim thanked Mary Scamahorn, Administrative Coordinator, for her work on this. The academic calendar will be on next month's agenda for board approval.

2019–2020 Financial Aid and Veterans Services Update

Ryan West, director of Financial Aid, said the report stands as written; however, he had several highlights to share. Even though college enrollment is down, the number of financial aid recipients continues to increase; number of students filling out the Oregon Student Aid Application (ORSA), which is for students who are Oregon residents but ineligible for federal financial aid, has increased by three percent; cohort default rate is 16.2 percent which is the fourth lowest among Oregon community colleges; and \$2.7 million in CARES grants were distributed to students. In addition, a second grant was received during the 2020–2021 school year from the Oregon Department of Veterans Affairs for \$63,850 to support student veterans.

2020–2021 Faculty Sabbatical Leave Recommendation One-Term Spring 2021

Peter Hoelter, co-chair of the Sabbatical Review Committee, reported on behalf of the committee that Silvia Herman, Languages, be granted a one-term sabbatical leave during spring term 2021. Board approval will be requested at the January board meeting.

Elementary Education Major Transfer Map (MTM)

Jim Eustrom introduced, Don Brase, executive dean for General Education and Transfer Studies, and Cecelia Monto, dean of Education, Language and Social Sciences, to present the report. Don stated it was exciting to have the first Major Transfer Map (MTM) in Elementary Education added to the college's catalog for next year. The reason this is the first one the college is adopting is due to the hard work Cecelia has done with the Education Department. This was a big effort across the state to make sure students are getting clear pathways, not taking too many excessive credits, and coming in as juniors to each of the public universities.

Cecelia Monto shared several slides in regards to the Elementary Education MTM packages of courses needed at the community college level to transfer, and it consists of three elements: compass core transfer requirements, additional general education courses, and discipline specific courses with five education classes on the list. At this time, universities are only required to take three of the five as replacement credit since universities could not agree on three set courses. However, Cecilia said universities are starting to take note of the MTM and shift. If the board approves at the January meeting, the next step is to go through accreditation. When that is completed, the degree is finalized in the catalog and available for students.

Diane Watson asked if all the schools have signed off on the transfer, and does this need to be updated every one-to-two years if the schools change their curriculum. Cecilia stated this has been signed by every college and university president, so it is approved. Also, she anticipates that there definitely will be changes and maintenance required. Ken noted on page 54, three of the six schools listed required a minimum of C minus for transfer. He wondered why the bar is so low for students becoming teachers. Cecilia replied the college is pushing to require

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teachers to have a higher GPA, she's trying to get her community college colleagues to follow suit, but can't influence what universities require. Ed Dodson asked what happens to the other two credits. Cecilia said the other two credits count as part of their elective load. Ed thanked Jim, Don, and Cecilia for their work, on behalf of the board.

Cultural Competency Update

Vivi Caleffi Prichard, chief diversity officer, gave an update on HB2864, which was passed in 2017 and is also called the cultural competency bill. The bill requires colleges and universities to be intentional in efforts to offer cultural competency-related training to faculty and staff. Also, it requires a report to the board on a bi-annual basis on the progress towards cultural competency institutional wide. The college has been in compliance with many of the requirements for years because of the investment in diversity work. Vivi briefly reviewed each page of the report and discussed the requirements that had been met. Vivi stated this report was an opportunity to reflect on the college's practice, to build the cultural capacity of employees, close equity gaps that are persistent in education, and work together to build competency for all. Ed Dodson thanked Vivi for her thorough and excellent report.

Statement of Budget Principles 2021–2022

Miriam Scharer noted the Statement of Budget Principles for the 2021–2022 Fiscal Year wasn't included in the packet; however, it was emailed to the board and available in the online agenda for review.

Miriam discussed the Budget Principles and mentioned they remain unchanged from the previous years with the exception of a statement recognizing the racial disparities the COVID-19 pandemic has exacerbated for so many Chemeketa students. As decisions are considered through the college's values, racial equity will be prioritized as a core value. Referring to the Resources under Financial Environment, Miriam stated next year will be the first year of the 2021–2023 biennium, and community colleges won't know their funding allocation until late spring. She briefly discussed the governor's recommended budget; economic growth; enrollment; and tuition and fee revenue. Miriam noted a five percent enrollment decline is projected for next year based on the 2019–2020 academic year, and a recommendation for any changes to the tuition and fee rates will be brought forward in January. Expenses continue to be uncertain due to the remote nature of work, and the impacts of the pandemic. Next year's budget is being approached strategically to adapt to the current and shifting circumstances, and evaluate lessons learned from the past few months.

Student-Initiated Fee (SIF) Referendum

Samantha Brennan said her report stands as written and shared a few highlights. A few select members from ASC along with students from other parts of campus worked together to create a \$1.25 proposed student-initiated fee. Samantha referenced pages 62–64 of the report and discussed the data in regards to student email responses to the survey, graphs, demographics of student voters, and the fee would increase student involvement and student engagement. Ken Hector noted there were 301 survey responses, and he wondered how many students that reached, and how many have an email address. Samantha said the email with the survey was sent to every student with a Chemeketa student email on October 14, and it closed on

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November 3; she was unsure of how many students there are. Jackie Franke asked if anyone had an estimate of the number of students and if it went to all students or just full-time students. Samantha said it went to every student enrolled at Chemeketa and to every campus. Jessica Howard said it was about 5,000 students. Jackie stated that was a low number of students that supported the initiative, and she's looking to understand all of the numbers. Diane Watson expressed her concern about the timing and adding this fee due to COVID, homeless students, food insecure students, students off campus right now, and she's unsure as to where she stands at this point. Ed Dodson appreciated the activities describing what the fees would be used for. Neva Hutchinson noted that getting survey responses are very difficult, appreciated the breakdown of race and ethnicity, and said the board would be doing a lot of thinking about the fee. Samantha said this was the second time the survey was sent out, and there were more students that responded this time. The board members thanked Samantha for her good work and that her efforts were appreciated.

Suspension of Hemodialysis Technician Certificate of Completion

Paul Davis, director of Wine Studies and YVC Technical Education, gave an update and referenced page 65 in the board report. This program has been facing many challenges. The lack of available clinical placements, constantly changing leadership in the industry, and decreasing enrollment over the last few years has led to the request to suspend the program. Paul mentioned staff are working with the 12 students left in the program to help them finish, and eight of those students have been hired by clinics. Ken Hector asked if there was a state requirement for certification. Paul said there is a national exam the students take once they are employed. Holly Nelson stated this was not a quick decision, and discussions started about three years ago. At this point, the best-case scenario is to sunset this program and make investments in other programs where employers are more on board. Ed Dodson asked what factors would cause continued suspensions, reinstatement, or dropping it. Paul stated a huge factor would be if an advisory group, or industry partners came to the table and said we really need this. Ed thanked Paul and Holly for their work.

G. STANDARD REPORTS

Personnel Report

David Hallett said the report stands as written.

Budget Status Report

Miriam Scharer referred to the Statement of Resources and Expenditures and said tuition and fee revenues are lower and in alignment with the enrollment decline. Miriam pointed out the Fund Balance of \$11,918,463 was included on the report as a result of the completed audit. Also, Miriam highlighted the ending fund balance for the last fiscal year is almost \$2 million more than budgeted as a result of many cost savings measures implemented as a response to COVID-19, significant enrollment declines, and remote operations. The balance will help offset declines in the college's revenue sources and continue to provide the programs and services students need without the pressure of having to make significant cuts or increases to student costs. Neva Hutchinson asked if it was normal for the property taxes to be this low during this time of the year based on what was budgeted. Miriam noted November is the big month for property taxes to start coming in; however, they trickle in throughout the year, and she will look at prior years to see if the year-to-date percentage is normal.

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Miriam noted on the Budget Status report, the impact of some of the cost savings measures are reflected. On the Status of Investments, the interest rate in the Oregon Short-Term Fund has declined to $\frac{3}{4}$ percent. During the month, four new investments were made. While the rate of return is very low, the college is mandated to maintain only a certain amount in the Oregon Short-Term Fund. When property tax revenues come in during late fall, those funds are moved to alternate investment opportunities so the legal requirements aren't surpassed.

Purchasing Report

Miriam shared that the college is working on a number of options to purchase a greenhouse with the required installation as part of the Ag Complex project. One of the procurement options will be a release of an invitation to bid. If that option is chosen, a recommendation for contract award will be brought to the January or February board meeting. Ken asked if this was a commercial size greenhouse. Miriam deferred to Holly Nelson for specifics. Holly said it will be a commercial greenhouse with four different areas planned to create different environments so students have a better perspective on growing environments. Ken asked if there was discussion with the Ag Advisory Committee to look at used greenhouses that businesses may be selling. Holly stated one of the things looked at was the possibility to move a greenhouse; however, it was going to cost more to move than purchase a new one. Ken thanked Holly for the update.

Capital Projects Report

Rory Alvarez said the report stands as written.

Chemeketa Community College COVID-19 Health and Safety Plan

John McIlvain, emergency and risk manager, gave an update on the Chemeketa Community College COVID-19 Health and Safety Plan. There were four minor changes incorporated into the operational plan. The Higher Education Coordinating Commission (HECC) adopted 24 hours without fever and the isolation standards used the by the Center for Disease Control (CDC) and this was reflected in three areas on page 13 of the plan. In addition, wording was updated to match HECC's quarantine directive. The plan has been updated and posted on the public website.

John briefed the board on an initial assessment at the November meeting regarding the Oregon Occupational Health and Safety Administration (OSHA) Temporary Rule addressing COVID-19. John and Regalada Lombardi, environmental health and safety coordinator, reviewed the rule impact to the college and the COVID-19 Health and Safety Plan. They determined the rule has no substantive impact and requires no updates or changes to the plan.

Recognition Report

Jessica Howard acknowledged all the employees in the written report.

H. ACTION

Ken Hector moved and Jackie Franke seconded a motion to approve consent calendar items No. 1–2.

1. Approval of Suspension of Health Information Management Program [20-21-117]
2. Acceptance of 2019–2020 Audit Report [20-21-118]

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The motion CARRIED.

I. APPENDICES

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

J. FUTURE AGENDA ITEMS

None were heard.

K. BOARD OPERATIONS

Ed Dodson stated the January board meeting will be moved to Thursday, January 21, due to the presidential inauguration on January 20.

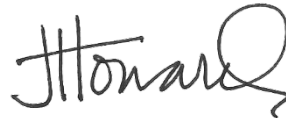
L. ADJOURNMENT

The meeting adjourned at 7:24 pm

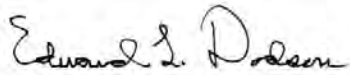
Respectfully submitted,



Board Secretary



President/Chief Executive Officer



Board Chair

January 21, 2021

Date

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CHEMEKETA COMMUNITY COLLEGE

**BOARD WORK SESSION
MEETING MINUTES**

January 8, 2021

The Board Work Session on Diversity, Equity, and Inclusion was held via Zoom on January 8, 2021. The meeting came to order at 8:34 am.

Members in Attendance: Ed Dodson, Chair; Betsy Earls (arrived at 8:53 am and left at 10:48 am); Jackie Franke, Vice Chair (left at 11:50 am); Ken Hector; Neva Hutchinson; Ron Pittman; and Diane Watson.

College Administrators in Attendance: Jessica Howard, President/CEO; David Hallett, Vice President, Governance and Administration; and Julie Deuchars, Board Secretary.

Guests: Vivi Caleffi Prichard, Chief Diversity Officer; and Jon Mathis, Title IX Coordinator/Equity and Inclusion Educator.

Diversity, Equity, and Inclusion Session

Vivi Caleffi Prichard and Jon Mathis started the Diversity, Equity, and Inclusion (DEI) work session with introductions and a diversity activity. Vivi and Jon used a PowerPoint presentation to share information on DEI. They covered a multitude of topics starting with a land acknowledgement video; working agreements; the importance of addressing equity gaps: Oregon's higher education landscape; Association of Community College Trustees (ACCT) recommended practices for community college boards, including overview of the framework; and practicing equity mindedness through ACCT's guide. The board asked clarifying questions during the PowerPoint presentation, engaged on the DEI topic, and had good group discussions.

At the end of the meeting, the board participated in breakout groups to review board specific questions in regards to DEI and then reported out to the entire group. The board reflected and discussed next steps and recommendations for the board and college.

Ed Dodson thanked Vivi and Jon on behalf of the board for the work they've done.

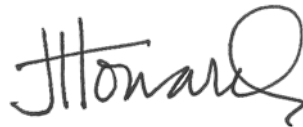
Adjournment

The meeting adjourned at 11:52 am.

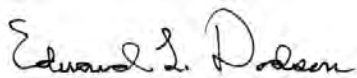
Respectfully submitted,



Board Secretary



President/Chief Executive Officer



Board Chair

January 21, 2021

Date

ASSOCIATED STUDENTS OF CHEMEKETA (ASC)

Prepared by

Samantha Brennan, ASC Executive Coordinator

ASC / MULTICULTURAL STUDENT SERVICES (MSS) PAST EVENTS

LGBTQIA Gender vs. Sex and Pronoun Education

- On January 20 at 1 pm, Professor Peter Davis presented on the differences between sex and gender, and the importance of pronouns. This is the second time this event has taken place.

ASC / MSS FUTURE EVENTS

Kahoot

- The ASC team is putting together three new Kahoot trivia days. Each Kahoot will be 50 questions and last roughly 45 minutes. Each event will be coordinated by a member of the team. Students who finish in 1st, 2nd, and 3rd places will receive an Amazon gift card as a prize. They will take place January 13, February 24, and March 3.

MLK, American Awakened

- History Instructor, Taylor A. Marrow III will be celebrating MLK Day and talking about race relations in the U.S. The event will take place January 27 at 1 pm.

Council of Clubs

- The Council of Clubs is an opportunity for Student Clubs Coordinator Astra Underhill to meet with clubs, and allocate funds to clubs. This event will be held on January 29 via Zoom. Clubs have until Friday, January 22 to submit their applications.

Q&A with President Howard

- This will be the second time this event will take place. Due to the success of this event last term, President Howard agreed to extend this forum to an hour and a half instead of one hour. It will be an opportunity for students to meet Chemeketa's president and ask questions. The Q&A forum will take place February 2 at 1pm.

Healthy Relationships

- This event will focus on how to keep and maintain healthy interpersonal relationships. This event will take place on February 10 at 1pm. It is coordinated by Student Retention and College Life and is being presented by Chemeketa Counseling Services.

Empowered Women Empowering Women

- This event will feature open and honest conversation about what empowers women and the importance of feeling empowered by peers and how to empower others. This will be co-sponsored by MSS, Office of Diversity, Equity, and Inclusion (DEI), and Student Retention and College Life (SRCL).

Report-1a
January 21, 2021

Student Voices Across Countries 2021

- Yoshi Enomoto, International Student representative with ASC has put together an event bringing students from different continents and cultures together in order to talk about their life experiences and cultures. This event will take place Feb 26 at 1pm.

ASC Open Forum

- Executive Coordinator, Samantha Brennan, has planned a monthly ASC meeting that is open to all Chemeketa Staff and Students. The students and staff will be welcomed to speaking at the meeting, and asking questions from their ASC team. The meeting will continue through winter and spring terms. There will be an open forum on January 28 and February 18 at 4pm.

CHEMEKETA COMMUNITY COLLEGE FACULTY ASSOCIATION (CFA)

Prepared by

Steve Wolfe, President—Chemeketa Faculty Association

Fall 2020 was a challenging term, but Chemeketa instructors worked hard to ensure that students continue to receive a quality education. As Chemeketa President Jessica Howard noted in an all-staff email sent January 5, 2021, “a review of our data indicates that students who enrolled in Chemeketa’s courses Fall Term have succeeded at rates comparable to pre-pandemic terms, a great tribute to our faculty, student affairs, support staff, and many others.” Chemeketa faculty look forward to a new year and new term of engaging with students to further foster their success.

MOA ON CONVERSION TO CANVAS LEARNING MANAGEMENT SYSTEM (LMS)

The College and CFA recently signed a Memorandum of Agreement (MOA) for the 2020–2021 academic year that will pay a \$500 stipend to all full and part-time/adjunct faculty who have transitioned one or more courses to Canvas. Though the amount of the stipend does not fully compensate for the large amount of time and effort this transition has required, CFA leadership appreciates the College acknowledging faculty for their efforts on behalf of students.

CHEMEKETA COMMUNITY COLLEGE CLASSIFIED EMPLOYEES ASSOCIATION (CCA)

Prepared by

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

WELCOME NEW CLASSIFIED EMPLOYEES

- On December 14, 2020, Terry Walther began working as a Financial Services Specialist in the Human Resources (HR) Department.
- On January 11, 2021, Vamon Ngwa began working as a Technology Analyst II in the Information Technology Department

PROMOTIONS

- Fantini Hernandez has moved to a Department Technician II for the Diversity and Equity program in the President's Office, effective January 11, 2021.

NEW EMPLOYEE VIRTUAL LUNCH

On January 21, 2021, the CCA Board met the newest employees in a virtual Zoom meeting during their lunch. They were treated to a delivered lunch and had an opportunity to share about themselves and find out more about the association.

HOLIDAY GIFT CARD DONATIONS

The CCA Board wishes to thank everyone who donated money for grocery gift cards which were given to employees in need this holiday season! Special thanks to Alice Sprague and her HR staff who helped with sending out 53 holiday gift cards on the CCA's behalf. Appreciation emails have been received with much thankfulness for this financial help in such a great time of need.

CHEMEKETA COMMUNITY COLLEGE EXEMPT ASSOCIATION

Prepared by

Lynn Irvin, Vice President—Chemeketa Community College Exempt Association
Marshall Roache, President—Chemeketa Community College Exempt Association

2020 HOLIDAY SOCIAL

- The annual Holiday Social was a well-attended virtual zoom celebration held on December 11. The following exempt members were on the planning committee: Adam Mennig, Jamie Wenigmann, Dee Dixon, Alice Sprague, Meredith Schreiber and Lynn Irvin. The association donated \$500 to purchase grocery gift cards for college employees.

EXEMPT ASSOCIATION EXECUTIVE BOARD MEETING

- The next Exempt Association executive board meeting will be held in late January 2021 to plan an upcoming exempt association meeting that will be scheduled in conjunction with a future Administration Team meeting.

WELCOME!

- The exempt association welcomes new exempt employees, Bruce Clemetson, Vice President of Student Affairs and Michael Kinkade, Associate Vice President/CIO, Operations Management in College Support Services.

Information-1
January 21, 2021

2021–2022 PROPOSED BUDGET CALENDAR

Prepared by

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

The tentative schedule for the development and approval of the 2021–2022 budget is attached. Budget committee meetings are scheduled in April.

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

Information-1
January 21, 2021

CHEMEKETA COMMUNITY COLLEGE
2021–2022 BUDGET CALENDAR

January 21, 2021	Board reviews budget calendar
February 17, 2021	Board approves budget calendar Board adopts resolution setting Budget Committee meeting dates
March 8, 2021 - April 2, 2021	Publish legal notices of Budget Committee meetings
April 7, 2021 (6 pm)	Budget Committee meeting: Committee charge Election of Officers President's message Presentation of Budget–General Fund (Location: to be determined)
April 14, 2021 (4:30 pm)	Budget Committee meeting: Presentation of Budget-Other Funds Discussion and approval (Location: to be determined)
April 21, 2021	Optional Budget Committee meeting (Location: to be determined)
April 19, 2021- May 14, 2021	Publish Budget Summary and Notice of Budget Hearing
May 19, 2021 (7 pm)	Public Hearing on the Budget (Location: to be determined)
June 23, 2021	Board adopts the Budget Resolution Board declares Budget Committee vacancies (Location: to be determined)
July 15, 2021	Certify tax levy with county assessor

PROPOSED STUDENT TUITION FOR 2021–2022

Prepared by

Miriam Scharer, Vice President/Chief Financial Officer
Bruce Clemetsen, Vice President—Student Services
Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley
Jessica Howard, President/Chief Executive Officer

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

Revised Tuition-Setting Guidelines

The college is in its third year of implementing the alignment of our rates with our comparator colleges as stated in our Tuition and Fee Setting Guidelines. The comparator institutions have been determined by size and geographic proximity as: Clackamas Community College, Lane Community College, Linn-Benton Community College, Mt. Hood Community College, and Portland Community College.

Proposed Student Tuition and Universal Fee Rates for 2021–2022

The legislative process for 2020–2021 is underway and the funding appropriation for community colleges is far from certain. The Governor's Recommended Budget (GRB) included an appropriation of \$645.8 million for the Community College Support Fund (CCSF); this "base" budget is essentially flat funding community colleges. The Oregon Department of Administrative Services (DAS) and the Legislative Fiscal Office (LFO) calculated the Current Service Level (CSL) for community colleges to be \$673.1 million. This is the starting point the Ways and Means committee will use as they begin to discuss our budget for next biennium. While the Higher Education Coordinating Commission (HECC) and Oregon Community College Association (OCCA) calculate our true CSL to be \$702 million.

As the college administration formulates a tuition recommendation, we must consider our tuition setting guidelines, our financial position and factors such as the state appropriation to community colleges, enrollment declines, college costs, the impact of the COVID-19 pandemic with a particular focus on those most vulnerable, and unfunded mandates.

After a review of the college's projected financial position for this year (2020–2021) and next (2021–2022), the significant enrollment declines as a result of the COVID-19 pandemic, the potential for legislative imposed tuition caps, and the commitment to realigning the tuition and universal fee rates; the administration is asking the Board to consider increases to tuition and universal fees based on funding levels from the State for the 2021–2023 biennium as follows:

- Tuition increase of \$2 per credit if state funding for community colleges is less than \$700 million; or \$1 per credit if state funding for community colleges is \$700 million or above

Information-2
January 21, 2021

- Universal fee (credit courses) increase of \$4 per credit if state funding for community colleges is less than \$700 million; or \$3 per credit if state funding for community colleges is \$700 million or above
- Out-of-state and international tuition increase of \$2 per credit if state funding for community colleges is less than \$700 million; or \$1 per credit if state funding for community colleges is \$700 million or above
- No change is recommended to the non-credit Universal Fee rate of \$0.40 per billing hour
- No change is recommended to the differential fee rate of \$5 per credit for high-cost programs and courses

The following charts help demonstrate the proposed increases:

If State Funding for Community Colleges is less than \$700 million

Rate	Current (2020–2021 per credit)	Increase per credit	Proposed (2021–2022 per credit)
Tuition	\$95	\$2	\$97
Universal Fee (credit courses)	\$31	\$4*	\$35
Total per credit cost/increase	\$126	\$6	\$132
Total Percent Increase			4.76%
Out-of-State & International Tuition	\$259	\$2	\$261
Universal Fee (non-credit courses)	\$0.40 per billing hour	No increase	\$0.40 per billing hour (no change)
Differential Fee	\$5	No increase	\$5 (no change)

If State Funding for Community Colleges is \$700 million or above

Rate	Current (2020–2021 per credit)	Increase per credit	Proposed (2021–2022 per credit)
Tuition	\$95	\$1	\$96
Universal Fee (credit courses)	\$31	\$3*	\$34
Total per credit cost/increase	\$126	\$4	\$130
Total Percent Increase			3.17%
Out-of-State & International Tuition	\$259	\$1	\$260
Universal Fee (non-credit courses)	\$0.40 per billing hour	No increase	\$0.40 per billing hour (no change)
Differential Fee	\$5	No increase	\$5 (no change)

Information-2
January 21, 2021

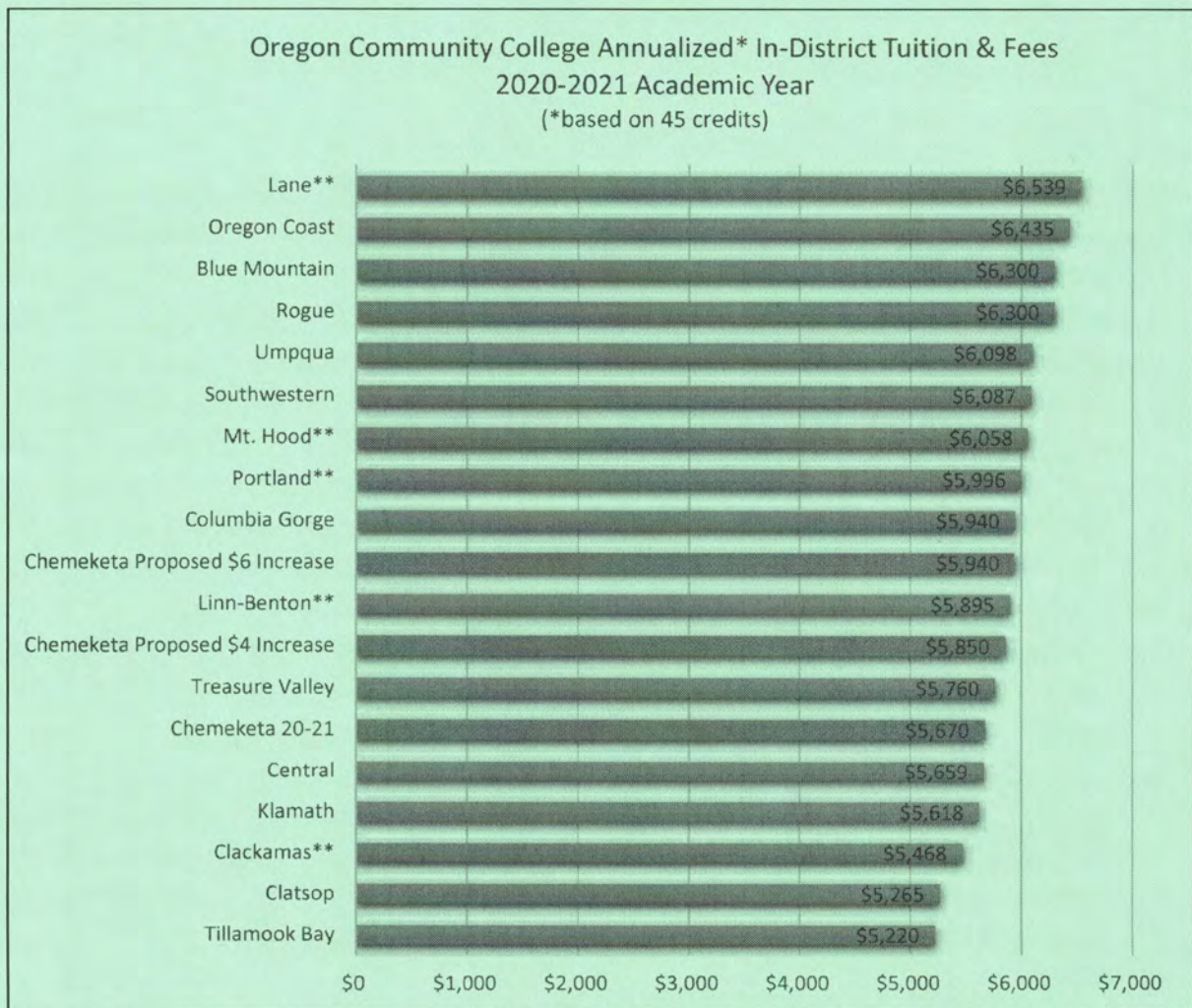
*Student-Initiated Fee Allocation

The proposal for increases to the Universal Fee includes an allocation of \$0.70 per credit to support the Student Initiated Fee (SIF) requested by the Associated Students of Chemeketa (ASC). In accordance with college policy #5135 (Student-Initiated Fee), this fee proposal was presented to the Board in June 2020 and a follow up report of the referendum conducted during fall term 2020 was included in the December 2020 Board of Education meeting agenda.

The administration and the ASC have worked together to identify the appropriate level of allocation per credit that will support the budget requested by ASC. If the Board of Education approves the Tuition and Universal Fee recommendation, inclusive of the allocation to the SIF, the college administration will formalize the Universal Fee allocation to include the approved rate. Any future requests for changes to the \$0.70 per credit will be managed through the student-initiated fee policy and procedure and brought to the Board of Education for approval as necessary.

Comparison Information

The college's current annualized in-district tuition and universal fee rate of \$5,670 is the second lowest of the comparator colleges, based on current year (2020–2021) rates.



**Comparator colleges

Information-2
January 21, 2021

The proposed rate increases impact the annualized in district tuition and universal fee rates as follows:

If State Funding is less than \$700 million; an increase of \$6 per credit = \$5,940

If State Funding is \$700 million or above; an increase of \$4 per credit = \$5,850

Both scenarios would place the college within dollars of the statewide average of \$5,900 and in the middle of the comparator colleges *based on current year (2020–2021) rates*. We will not know what other community colleges adopt as their rates until later in the spring and therefore we use current year rates as comparison data.

The tiered increase approach will help ensure that the college is responsive to our funding allocation from the state and maintains the current service levels, invest in student success initiatives, offset increasing costs and declining enrollment, and provide a more secure long-term fiscal outlook for the college.

The college is monitoring the new allocations of federal funding through the Higher Education Emergency Relief Fund (HEERF) and will determine how these funds might be used to help defray the cost of attendance to students. The college's ability to utilize these funds to offset costs for students will be prescribed by guidance from the US Department of Education as they release these funds.

The college administration plans to hold a virtual student tuition forum to present the proposed increases, share changes in federal and state financial aid allocations, and answer questions about the proposals. The forum date has yet to be determined but will be scheduled prior to the February Board of Education meeting. The ASC representative will present feedback from the forum to the Board of Education at the next meeting.

Next month the administration will make a recommendation based on the board's discussion tonight and feedback from ASC. Official action will be requested at the February board meeting.

**Oregon Community Colleges
2020-2021 Tuition & Fees***

	Community College	Tuition			Fees			In-District Tuition & Fees - Annualized (for 45 credits)
		(Charge Per Credit Hour)			Quarterly Fees & Other Fees (per 15 credits)			
		In-District	Out-of-State	International	Technology	Other	Total	
1	Tillamook Bay	\$102.00	\$122.00	\$122.00	\$0.00	\$210.00	\$210.00	\$5,220
2	Clatsop	\$105.00	\$210.00	\$357.00	\$150.00	\$30.00	\$180.00	\$5,265
3	Clackamas**	\$108.00	\$274.00	\$274.00	\$82.50	\$120.00	\$202.50	\$5,468
4	Klamath	\$105.00	\$178.00	\$211.00	\$120.00	\$177.50	\$297.50	\$5,618
5	Central	\$109.00	\$318.00	\$318.00	\$225.00	\$26.25	\$251.25	\$5,659
6	Chemeketa	\$95.00	\$260.00	\$260.00	\$0.00	\$465.00	\$465.00	\$5,670
7	Treasure Valley	\$105.00	\$112.00	\$217.00	\$0.00	\$345.00	\$345.00	\$5,760
8	Linn-Benton**	\$122.54	\$284.83	\$347.58	\$60.00	\$66.80	\$126.80	\$5,895
9	Columbia Gorge	\$112.00	\$243.00	\$243.00	\$0.00	\$300.00	\$300.00	\$5,940
10	Portland**	\$123.00	\$258.00	\$258.00	\$79.50	\$74.00	\$153.50	\$5,996
11	Mt. Hood**	\$118.00	\$239.00	\$256.50	\$97.50	\$151.75	\$249.25	\$6,058
12	Southwestern	\$99.00	\$99.00	\$299.00	\$0.00	\$612.00	\$612.00	\$6,087
13	Umpqua	\$104.00	\$117.00	\$218.00	\$112.50	\$360.00	\$472.50	\$6,098
14	Rogue	\$116.00	\$143.00	\$387.00	\$105.00	\$255.00	\$360.00	\$6,300
15	Blue Mountain	\$110.00	\$165.00	\$330.00	\$277.50	\$172.50	\$450.00	\$6,300
16	Oregon Coast	\$121.00	\$224.00	\$224.00	\$180.00	\$150.00	\$330.00	\$6,435
17	Lane**	\$121.00	\$281.50	\$302.50	\$165.00	\$199.52	\$364.52	\$6,539
Statewide Average		\$110.33	\$207.55	\$272.03	\$97.32	\$218.55	\$315.87	\$5,900
Comparator Colleges Averages								\$5,991

Chemeketa compared to statewide average (\$230)
 Chemeketa compared to comparator college's average (\$321)
 Difference between Chemeketa and lowest cost college \$450
 Chemeketa compared to most expensive college \$869

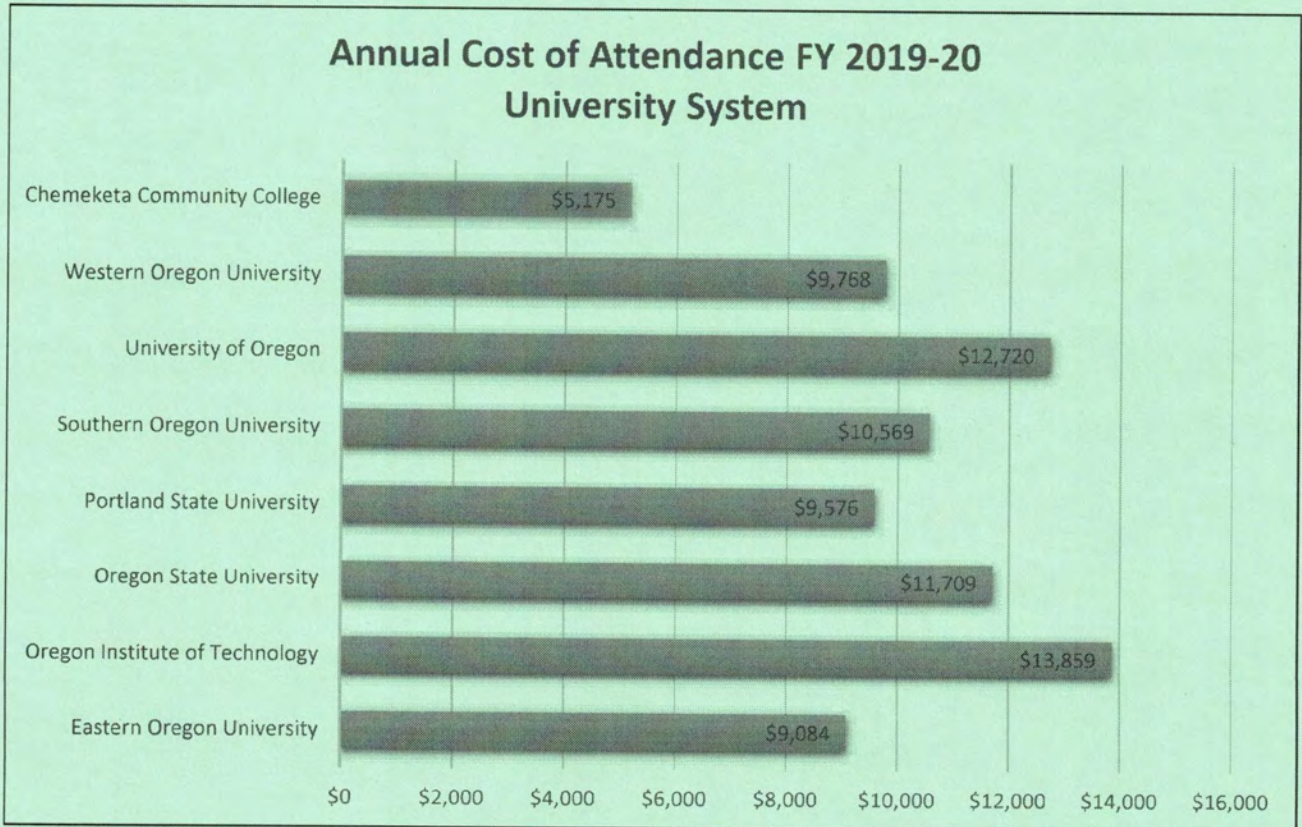
* These do not include other program or course specific differential fees.

** Identified as a comparator colleges for the purposes of tuition setting guidelines and comparisons

**Oregon University System
2020-21 Tuition and Fees***

		<u>Total Annual Tuition and Fees</u>
University System:		
Eastern Oregon University		\$9,084
Oregon Institute of Technology	102	\$13,859
Oregon State University	108	\$11,709
Portland State University	95	\$9,576
Southern Oregon University		\$10,569
University of Oregon	109	\$12,720
Western Oregon University	122.54	\$9,768
	105	
Private Schools:		
George Fox University	123	\$38,370
Linfield College		\$44,062
Lewis & Clark College		\$52,706
Willamette University		\$52,610

* based on institutional websites



COLLEGE POLICY #5120—RESIDENCE

Prepared by

Melissa Frey, Co-Chair—Student Success and Completion Advisory Council
Bruce Clemetsen, Vice President—Student Affairs

RESIDENCE—POLICY #5120

This policy was reviewed and approved by the Student Success and Completion Advisory Council on May 29, 2020.

Recent legislation now requires public universities or community colleges to assess resident tuition for Native American and Alaskan Native Oregon high school graduates. The language in the policy has been changed to be more inclusive of all “designated populations” entitled to in-state residency. Changes to this policy, although minor in wording, align the mission, vision, and values of the college with a special emphasis on diversity, equity, and inclusion moving forward. The new language is underlined.

The College Board of Education will be asked to approve policy 5120 at the February board meeting.

Student Services Series—5000

RESIDENCE

Permanent residence within the state of Oregon for tuition purposes requires students to establish permanent residence for 90 days prior to beginning of term.¹

Distance education students who reside within the United States or U.S. Territories are treated as in-state residents for tuition purposes.

Any student whose permanent address is outside Oregon is classified as an out-of-state student.¹

International students are not considered for permanent residence.

Veterans Designated populations may be considered as a resident for tuition purposes per Procedure 5120.²

July 17, 1985

Adopted College Board of Education

June 28, 2006; March 18, 2015

Revised College Board of Education

¹ OAR 589-002-0200(2)

² ~~Section 702 of the Veterans Access, Choice and Accountability Act~~ ORS 352.002

STRATEGIC PLAN

Prepared by

Julie Peters, Dean—Academic and Organizational Effectiveness
Jessica Howard, President/Chief Executive Officer

The strategic planning process makes connections between the college's core themes, indicators and measures, unit plans, and budgets. It has been designed to align college initiatives toward mission fulfillment, track success, and provides avenues for continuous improvement over a seven-year period. An overview of the 2020–2021 Strategic Plan (covering 2015–2022) will be shared.

Chemeketa Community College 2020-2021 Strategic Plan

Covering 2015-2022



Updated January 7, 2021

Mission

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

College Vision

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

College Values

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

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

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

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

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

Core Themes

Academic Quality

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

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

Access

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

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

Core Themes (continued)

Community Collaborations

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

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

Student Success

Students progress and complete their educational goals.

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

Glossary of Abbreviations

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

Definitions

- College Priority - A high-level, long-term area of focus for the college leading to mission fulfillment
 - Strategic Initiative - Highest priority effort/action that the college will take to make progress toward strategic priorities and ultimately attainment of mission fulfillment
 - Academic Initiative - Effort/action led by the ISS division to make progress toward a strategic initiative, strategic priority, or for other critical continuous improvements
 - Operational Initiative - Effort/action led by the GOV or CSSD divisions to make progress toward a strategic initiative, strategic priority, or for other critical continuous improvements
 - Annual Milestone - Desired status of strategic initiative at the end of the current academic year, intended to signal appropriate progress towards 2022 targets
 - Implementation Timeline - Intended schedule of active work on initiative
-

About the Strategic Plan

College activities are aligned with mission fulfillment through a planning process that tracks success and provides avenues for continuous improvement actions. In prior years, this plan was organized by core theme. Beginning 2020-2021, Chemeketa has transitioned its core themes to strategic priorities. The strategic plan is organized into high-level strategic and operational initiatives grouped by strategic priority. Completed initiatives from prior years of this strategic planning cycle are listed at the end of each section.

Strategic Priorities



The strategic priorities of Student Experience, Access and Equity, and Academic Excellence collectively contribute to the overarching priority of Student Success, and mission fulfillment.

The strategic plan is organized by Strategic Priority. Each priority contains two strategic initiatives, or areas of focus, for this academic year.

An abbreviated version of the Strategic plan is located on the college website at: www.chemeketa.edu/about/student-success

Section 1: Strategic Initiatives

Academic Excellence: Strategic Initiatives

Faculty and staff provide students with high quality and relevant programs, instruction, and support services.

Oversight: Academic Standards Advisory Council

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

All academic programs will develop and implement an assessment plan that follows a regular cycle of student learning outcomes assessment and evaluation for the purpose of continuous improvement and student success.

Executive Sponsor: Vice President Academic Affairs, Executive Dean General Education & Transfer Studies

Identified Stakeholders: President, Executive Dean Regional Education & Academic Development, Executive Dean Career & Technical Education, Dean Academic & Organizational Effectiveness, Academic Standards Advisory Council

2020-21 Planned Activities

- Develop a 3-year assessment plan in all academic areas
 - Program and disciplines meet Fall term to confirm outcomes and methods
 - All academic areas will integrate assessment activities to outcomes in Canvas
 - Program/discipline faculty groups will meet to analyze assessment results for continuous improvement
- Form a faculty-led Student Learning Outcomes Assessment Committee
 - Include Gen Ed, CTE, and Dev Ed faculty
 - Develop a charter defining committee role in assessment work
 - Develop a work plan and initial goals
 - Become a source of information and provide feedback for programs and disciplines
 - Form workgroups identified by the committee
- Develop faculty training and professional development opportunities for best practices in outcomes and assessments
 - Provide training to develop in-house faculty expertise
 - Provide training for assessment data analysis and interpretation
 - Include equitable and inclusive design practices
 - Provide Canvas outcomes assessment training
 - Provide training based on Assessment Committee recommendations
- Identify a data coach to train faculty and staff on data analysis

2020-21 Annual Milestone

- All programs and disciplines have assessment results in one common repository
- All disciplines are regularly and broadly assessing, reporting and analyzing outcomes

Strategic Initiative Measures
Percent of disciplines/programs with published assessment methodology
Percent of disciplines/programs assessing program outcomes and submitting analysis reports

Information-4
January 21, 2021

2020-2021 Chemeketa Community College Strategic Plan

Strategic Initiative: Workforce Relevance						Value: Collaboration	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Collaborate with education partners, businesses, and community groups to inform viable and relevant instruction, workforce development and training.

Executive Sponsor: Vice President Academic Affairs

Identified Stakeholders: Executive Dean Regional Education & Academic Development, Executive Dean Career & Technical Education, Executive Director Foundation, Marketing & Public Relations; Director Community Relations

2020-21 Planned Activities

- Identify community workforce training needs
 - Maintain and strengthen connections with local economic development organizations
 - Analyze local labor market data
- Maintain consistent relationships and feedback with industry advisory committees
 - Survey advisory committees to
 - Identify future trends and technology needs in the industry
 - Identify future facilities needs
 - Utilize feedback to improve classroom skills training
 - Identify methods to track Gen Ed and CTE students after leaving Chemeketa (employment and transfer)
- Integrate current workforce considerations into new Master Academic Plan

2020-21 Annual Milestone

- College-wide advisory committee visioning survey has been completed and analyzed
- Findings from the survey have been used to inform the collegewide Academic Plan and the Long-Range Facilities Plan
- AAS Diesel Mechanic program and facility have been launched
- DHS contracts to provide services for TANFF have been implemented

Strategic Initiative Measures
Percent of Advisory Committees responding to survey

Access & Equity: Strategic Initiatives

Chemeketa prioritizes equal access and success for minoritized and historically marginalized students by institutionalized practices that promote equitable outcomes for all students.

Oversight: Diversity Advisory Council

Strategic Initiative: Equity and Inclusion						Value: Equity	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Through the framework of Guided Pathways, identify and address college processes and practices leading to equity gaps in student access and success. Develop new tools and practices to diversify college workforce. Build capacity through professional development to identify and address equity gaps and enhance cultural competency.

Executive Sponsors: President, Chief Diversity Officer

Identified Stakeholders: Associate Vice President Human Resources, Academic and Student Affairs Executive Deans, Diversity Advisory Council

2020-21 Planned Activities

Campus Climate

- Development of a comprehensive equity plan informed by a campus climate assessment
 - Review campus climate survey data
 - Engage with focus groups
 - Create better understanding of the current college climate
 - Create action plan based on feedback
- Review performance evaluation forms for culturally inclusive and affirming language
 - Engage focus groups

Diversity Hiring

- Develop a transparent diversity hiring plan aimed at building a workforce that reflects our students and the community served by the college
 - Develop a toolkit that will inform hiring managers, search committees, and search advocates in applying an equity lens to the recruitment process
 - Utilize data to inform search committees and the college of student, community, and college demographics
 - Review and revise hiring guidelines
- Update NEOGov to support diversity hiring practices

Cultural Competency

- Incorporate equity-minded, student-centered teaching strategies, and relevant and culturally affirming curriculum
 - Increase collaboration between the Center for Academic Innovation and the Diversity and Equity office
 - Explore content-specific professional development opportunities within different academic areas to incorporate academic subject matter experts
- Build capacity to achieve equity through professional development opportunities and antiracist practices
 - Explore antiracist practices to be implemented college-wide
 - Utilize the climate survey to inform professional development opportunities
- Provide opportunities for employees to expand and diversify their professional network
- Implement a cultural competency assessment for employees

2020-21 Annual Milestones

- Equity Plan has been developed
- Inclusive hiring toolkit has been developed and is in use
- NEOGov has been implemented to support diversity hiring processes
- An educational and cultural capital approach to teaching and supporting students has been developed
- A plan for developing and engaging the college in a college-wide decision-making tool (equity lens) has been developed

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Strategic Initiative Measures
Percent of salaried employees participating in Cultural Competency certificate program
Percent of full-time and numbers of part-time/adjunct faculty participating in college-based equity training related to best practices in teaching and instruction (DPR, Master Teaching, Universal Design, Cultural Competency)

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Strategic Initiative: Community Collaborations						Value: Collaboration	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Develop a plan to connect with local and diverse communities and professional organizations to build and enhance outreach, recruitment, and relationships.

Executive Sponsor: President

Identified Stakeholders: Vice President Governance; Vice President Academic Affairs; Chief Diversity Officer; Executive Dean Regional Education and Academic Development; Executive Director Foundation, Marketing, & Public Relations; Director Community Relations

2020-21 Planned Activities:

- Engage and connect with underserved, under-represented, and historically marginalized communities
 - Build bridges with community leaders, elected officials, organizations, and local industry to establish and strengthen relationships
 - Expand the communication from Chemeketa to the public
 - Elevate the profile of the college within the service district
 - Recruit new members for President’s Community Leaders Committee to better represent our community
 - Identify college employees and the Board of Education members who connect with different community organizations
- Launch a Chemeketa Alumni Association to engage graduates to support the programs from which they graduated, serve as guest speakers and/or mentors to current students
- Survey program advisory committees on industry needs and how Chemeketa can attract more diverse and underrepresented students
- Provide opportunities for faculty and students to work collaboratively with workforce and community organizations and groups to develop projects that address social issues important to our service district
- Improve and enhance academic partnerships (K-12 & University)
- Strengthen relationship with state legislature
- Increase advisory and collaborative role with Willamette Career Academy through representation on associated committees

2020-21 Annual Milestones

- Chemeketa Alumni Association has been established
- Restructured President’s Community Leaders Committee has met quarterly

Strategic Initiative Measures
Number of Statewide Major Transfer Maps that have been adopted by Chemeketa
Number of community organizations represented in the President’s Community Leaders Committee

Student Experience: Strategic Initiatives

The Student Experience work at Chemeketa defines our approach to student success, and provides a framework for these efforts. It encompasses interactions throughout a student's academic career at the college; reaching out to prospective students, supporting and retaining them while they meet their educational and experiential goals, and then connecting these students to their next steps in careers and education. The work is accomplished through initiatives such as Strategic Enrollment Management, which enables the college to identify enrollment goals aligned with our mission and strategic plan; and Guided Pathways, which provides students clear direction and support regarding career and educational goals.

Oversight: Student Success and Completion Advisory Council

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

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

Pillars of Guided Pathways: 1. Clarify the path, 2. Help students choose and enter the path, 3. Help students stay on the path, 4. Ensure that learning is happening

Executive Sponsor: Vice President Academic Affairs, Vice President Student Affairs

Key Stakeholders: Academic and Student Affairs Executive Deans, Guided Pathways Action Team, CAPS Advisory Council

2020-21 Planned Activities

- Pilot Pathways and Tracks with students
 - Launch redesigned admissions application organized by pathways and tracks
 - Update and reorganize the catalog to reflect pathways and tracks
 - Develop maps for part-time students
- Reorganize the public website to reflect Guided Pathways
 - Pathways and tracks are available to students
- Utilize Degree Works Academic Plans
 - Pilot Spring 2021, Implement Fall 2021
 - Identify process to create and manage the templates
- Advising redesign - Phase 1: create a revised district wide advising model, and develop standards for consistency, implement phase 1 for advising Fall 2021 students
 - Assign advisors by Pathway (redesign Advising Interest Survey)
 - Pilot Pathways advising Spring 2021
 - Implement Fall 2021
- Create a central site to share Guided Pathways information
 - Create engagement points for interested staff and faculty
 - Make information available on the public website
 - Early Momentum Metrics table and updates
- Develop an intervention plan for off-track students
 - Determine how to identify when students are off-track
 - Create a process for student support
 - Identify a method to track student enrollment behavior as an indicator of their possible intent to change majors. Develop process to inform students of potential financial and credit implications, and connect them with formal change of major process
- Continue development and expansion of Academic Support Center
 - Transition Virtual Learning Center to a more robust platform
 - Identify a common tracking system integrated with recruitment and retention systems
 - Develop a plan for an integrated system of academic support
 - Integrations with pathways and tracks
 - Create communication plan
- Develop a plan to provide career exploration at scale for all students

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- Determine how to identify students who do not feel confident in their career/occupation goal or choice in major or program of student
- Create a process for students to engage in early career exploration
- Identify a process for tracking students' career exploration progress

2020-21 Annual Milestone

- Phase 1 of the revised academic advising and career development model has been designed and implemented for Fall 2021
- Degree Works implementation is complete
- Admissions application has been updated to align with meta-majors
- Degree Works education plan templates have been developed and are in use by advisors district wide
- College website has been reorganized by Pathways and Tracks

Strategic Initiative Measures
Percent of students* who successfully earned 12+ college credits in 1st term
Percent of students* who successfully completed college-level math within the first year
Percent of students* who successfully completed college-level writing within the first year

* Data based on fall, first-time-ever-in-college, credential-seeking students

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Strategic Initiative: Strategic Enrollment Management						Value: Stewardship	
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022

Evaluate the college’s enrollment management activities, offer recommendations, and develop strategies to increase enrollment and retention. Draft a strategic enrollment management plan

Executive Sponsor: Vice President Student Affairs

Key Stakeholders: President, Vice President/Chief Financial Officer, Executive Dean Student Development & Learning Resources, Executive Dean General Education & Transfer Studies, Executive Dean Regional Education & Academic Development, Executive Dean Career & Technical Education

2020-21 Planned Activities

Recruitment Strategies

- Create a district-wide recruitment plan
- Increase staffing for recruitment activities
- Procure a new Customer Relationship Management system
- Assign prospective students to case-managers for assistance through onboarding process
 - Assign prospective students to navigators to be tracked/assisted through onboarding process

Retention Strategies

- Coordinate district-wide efforts among college departments to address the wide variety of barriers to student success (Intervention Team)
 - Utilize new student inventory data to predict at-risk students
 - Implement targeted interventions and supports
- Implement Academic Standing policy and procedure
 - Assess student academic standing at the end of each term
 - Engage with students prior to suspension
 - [Academic Standing Website](#)
- Procure an integrated district-wide student success and retention management system

2020-21 Annual Milestones:

- Increase student retention by 1% (HSI/CAPS Grant)
- A draft strategic enrollment management plan has been created
 - Targeted areas for growth have been identified
 - Resource allocation/reallocation according to college priorities
- Successful procurement of Customer Relationship Management and Student Success and Retention Management systems

Strategic Initiative Measures
Term-by-term persistence of credential-seeking students
Average number of credits attempted annually by credential-seeking students
Average number of credits earned annually by credential-seeking students
Prospect to enrollment conversion rate

Revised: 01.07.21

Completed Strategic Initiatives

Completed Academic Quality Initiative: Program Review & Planning (GP). (Completed: 2018-19)
Define processes, expectations, and relationship between program review, annual plan, annual report, and resource allocation.

Completed Community Collaborations Initiative: College Readiness through Educational Partnerships (GP).
(Completed: 2018-19)
Develop and enhance K-12 partnerships that will generate discussion and create systems to improve student readiness for college.

Completed Community Collaborations Initiative: University Transfer (GP) (HSI). (Discontinued: 2018-19)
Improve student transfer to universities through partnerships and articulation agreements.

Completed Community Collaborations Initiative: Agricultural Complex Development. (Completed: 2018-19)
Develop a plan for an agricultural complex and programs that represents our district, meets future training needs, and provides a space that will build collaboration with community and partners.

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

Section 2: Master Academic Plan (MAP)

Introduction

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

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

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

Master Academic Plan Guiding Principles

Focus on student success

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

Remain grounded in reality

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

Encourage exploration of new initiatives, and continuous improvement of current practices

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

Provide a clear direction

The MAP establishes a clear "living framework" for decision-making in each academic and student service area to implement the college's mission and core themes.

Recognize complexity

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

Affirm the "one college" concept

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

Master Academic Plan: Academic Quality

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

Academic Initiative [2018-19 Strategic Initiative]: Student Progression and Completion (GP) (CAPS)

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Develop and implement academic support services to increase student progression and completion

- Integrate wrap-around student support services in targeted courses
- Review effectiveness and purpose of the Math Hub
- Research student success and progression factors impacting course success
 - Align Math, Reading and Writing courses and pathways targeted towards specific disciplines, CTE programs, or meta majors
 - Offer program-required courses face-to-face
 - Make recommendations including reducing the number of Dev Math, Reading, and Writing courses required
- Institute targeted effort for low-success courses
- Track integrated services for modification
- Research, promote and offer Integrated Education and Training (IET) programming in the college district that will allow second language learners and academically underprepared students to attain careers and job advancement.
 - Research and determine next programs or courses for IET approach
 - Automotive, Machining, Apparel Manufacturing, Beverage Technician
 - Explore connection to Guided Pathways and Meta Majors
 - Create a process to track IET student retention, completion, and transition disaggregated by race/ethnicity, age, and gender

Academic Initiative [2018-19 Strategic Initiative]: Faculty and Student Support Services Staff Professional Development (CAPS)

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Support, encourage, and provide professional development for all Faculty and Student Support Services Staff to enhance ability to perform job duties, promote career growth, and foster student success.

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

Master Academic Plan: Access

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

Academic Initiative: Strategic Academic Program Offerings Across Modalities and Locations

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Review and update roles of Distance Learning, outreach centers, and Yamhill Valley Campus (YVC) to strengthen relationships with academic content areas. Develop new academic programs, and review the sustainability of programs and course offerings. Utilize new delivery methods and modalities to meet student and workforce needs.

- Define the role of each location and modality in degree completion
 - Maintain a comprehensive and diverse coordinated course schedule to ensure the opportunity to complete an AGS, AAOT, ASOT in two years and an OTM in one year at Salem, YVC and Online
 - Develop process to assure adequacy of online course offerings allowing for the completion of online AAS degrees within two years.
 - Maintain a coordinated course schedule to ensure the opportunity to complete in three years through Evening and Weekend
 - Develop a process for ensuring effective classroom use
 - 25 Live informed by Degree Works
 - Room use day, evenings and weekends
 - Coordinated schedule across locations, modalities and times to best meet student needs and space availability
 - Develop a vision and strategic plan for online department and offerings. Review and update the Institutional strategy for distance learning
 - Review the current relationship between instructional departments and online offerings
 - Explore integration of online course offerings into academic discipline areas
 - Review the efficacy of current developmental education online
 - Develop instructor standards and requirements for teaching online
 - Study options divergent from traditional credit/term-band model
-

Master Academic Plan: Community Collaborations

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

Academic Initiative: College Credit Now and Accelerated Learning

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Redesign College Credit Now (Accelerated Learning) to align with student educational goals.

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

Academic Initiative [2019-20 Strategic Initiative]: Community Workforce Development

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Expand workforce development opportunities to respond to current and future community and industry needs. Develop a plan to increase the diversity and cultural competency of our internal workforce to reflect the student and community population.

Community Workforce Development

- Expand workforce development to meet community needs
 - Planning student internships in Polk and Woodburn - 30 total (Ford Foundation grant)
 - Expand short-term, non-credit workforce training
 - Continuing education
 - Establish a plan for awarding CEUs/providing training
 - CEUs for non-credit offerings are recorded and transcribed on a student's record
 - Determine best fit for training/who is responsible
 - Develop communication plan
 - Explore Credit for prior learning
 - Recognized industry certifications
 - Determine comparable competency
- Add/Expand Programs to meet workforce needs
 - Applied Baccalaureate
 - Truck driving
 - Agricultural hub
 - Diesel Mechanic
 - Event Management

Academic Initiative [2019-20 Strategic Initiative]: Targeted Outreach

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Develop a plan to connect with local and diverse communities and professional organizations to build and enhance outreach, recruitment, and relationships.

Develop a plan to connect with local and diverse communities and professional organizations to build and enhance outreach, recruitment, and relationships

- Inventory current relationships
- Identify area communities, stakeholder groups, meetings, and connection opportunities
- Develop calendar of interaction for this (foundational) year
- Create an integrated communications plan
- Participate in fundraiser/sponsorship events
- Develop strategic messages to share at events
- Explore the expansion of Raiser's Edge outside of Foundation for tracking community connections
- Faculty and staff part of professional organizations related to their industry
- Recruiting new and diverse employees
- Develop Student Recruitment/Outreach efforts
 - Support and build on current recruitment strategy
 - Inventory existing outreach practices (Acad Dev, CTE, etc.)
 - Build relationships and engage with the community this year, work on how to engage in recruitment next year
 - Develop outreach materials in other languages
 - Identify enrollment gaps and create a strategy to fill them
 - Identify the areas/populations where we don't currently connect
 - Develop marketing materials for local school districts
 - Develop a plan to foster an ambassador culture for all employees
 - Targeted effort for underrepresented populations
 - Using CTE advisory committees for outreach
 - HSI - strengthen connections with Hispanic community
 - Develop needs inventory
 - Identify actionable items and partnership opportunities
 - Expand our network
 - Perform gap analysis

Master Academic Plan: Student Success

Students progress and complete their educational goals.

Academic Initiative [2018-19 Strategic Initiative]: DHSI Chemeketa Accelerated Pathways to Success (CAPS)/Student-Ready College (GP) (CAPS)

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Implement DHSI grant. (1) Improve student access, retention, and degree or certificate completion, especially for Hispanic and low-income students. (2) Improve institutional efficiency and effectiveness through a college-wide infrastructure of shared collaboration.

- Redesign student admissions and enrollment process
 - Redesign admissions application
 - Redesign new student orientation
 - Analyze processes, systems and college culture for opportunities to better serve students
 - Develop a communication plan to inform students of available services
 - Expand service hours and locations
 - Explore co-location of student support services
 - Enhance professional development training
 - Focus on better serving students
 - Cross-train student service personnel
 - Focus faculty training on high impact classroom practices and retention strategies
 - Offer AVID training for faculty
 - Utilize HUB
 - Exempt and classified training
 - Utilize Employee Development
 - Guided Pathways institute on advising
 - Plan college-wide expansion of the early alert system
 - Hire employees with student-ready college mindset
 - Develop language to include in job announcements and descriptions
-

Completed Master Academic Plan Initiatives

Completed Academic Quality Initiative: Effective Classroom Use Process. (Completed*: 2019-20)
Develop a process for ensuring effective classroom use day, evenings and weekends.

**Incorporated into Review and Update Roles Between Academic Disciplines and Services initiative*

Completed Academic Quality Initiative: Enrollment Portfolios for Enrollment Management. (Completed*: 2019-20)

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

**Incorporated into Strategic Enrollment Management initiative*

Completed Academic Quality Initiative: Colocation of Faculty, Dean, and Classroom Spaces. (Discontinued: 2018-19)

Develop a plan for colocation of faculty, dean and classroom spaces by academic programs and disciplines at the Salem campus. Conduct an office space/program location audit, determine an implementation plan for department colocation, and plan/budget for facilities/remodel needs.

Completed Academic Quality Initiative: Academic Software. (Completed: 2018-19)

Develop standards to evaluate and adopt academic software. Develop a process for review of academic software in the context of compatibility, cost, interface with existing systems

Completed Academic Quality Initiative: Prioritize Budget & Resource Allocation. (Completed*: 2018-19)

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

**Incorporated into Program Review and Planning initiative*

Completed Academic Quality Initiative: Strengthen Leadership System. (Completed*: 2018-19)

Strengthen Leadership quality and professional development.

**Incorporated into Professional Development initiative*

Completed Academic Quality Initiative: Innovation. (Completed: 2018-19)

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

Completed Academic Quality Initiative: Redefine Administrative and Program Chair Roles. (Discontinued: 2018-19)

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

Completed Academic Quality Initiative: Sustain Priority Program Marketing. (Completed: 2017-18)

Use internet-based ads and custom-made landing pages for Career and Technical Education (CTE) program clusters and transfer studies to increase contacts in recruitment database.

Completed Academic Quality Initiative: Global Curricular Initiative. (Discontinued: 2017-18)

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

Completed Academic Quality Initiative: Implement New Support Services or Course Delivery Methods. (Completed*: 2017-18)

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

**Incorporated into DHSI Chemeketa Accelerated Pathways to Success (CAPS) / Student Ready College initiative*

Completed Academic Quality Initiative: Curriculum Development Process. (Completed: 2017-18)

Revise the curriculum development process to improve ease of use and consistency in quality and relevancy.

Completed Academic Quality Initiative: Policies and Procedures. (Completed: 2017-18)

Maintain policies and procedures of the college. Assigned to advisory councils for review.

Completed Academic Quality Initiative: Monitor and Uphold Compliance Requirements. (Completed: 2017-18)

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Ensure compliance with federal, state laws and requirements; ensure compliance for grant agreements (e.g., Perkins).

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

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

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

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

Completed Academic Quality Initiative: Implement Lean Management System. (Completed: 2015-16)
A management philosophy and mindset designed to allow managers to effectively and efficiently lead a Lean team.

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

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

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

Completed Access Initiative: Affordability. (Completed: 2019-20)
Promote access to a college education by reducing costs and increasing value for students.

Completed Access Initiative: Coordinated Scheduling. (Completed*: 2019-20)
Develop a two-year course schedule, through a cooperative effort across all disciplines, campuses, and delivery methods which is guided by the academic plan and the overall mission, vision and values of the college.
**Incorporated into Review and Update Roles Between Academic Disciplines and Outreach initiative*

Completed Access Initiative: Academic Program Offerings. (Completed*: 2019-20)
Develop new academic programs, review the sustainability of programs and course offerings. Utilize new delivery methods and modalities to meet student and workforce needs.
**Incorporated into Review and Update Roles Between Academic Disciplines and Outreach initiative*

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

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

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

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

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

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

Completed Community Collaborations Initiative: Reauthorization of Carl Perkins 5. (Completed: 2018-19)
Develop and implement new processes to be in compliance with Carl Perkins Standards

Completed Community Collaborations Initiative: Partnership Review. (Completed: 2018-19)
Develop a process to establish and review partnerships. The partnership review process should include the analysis of: Alignment with college mission and goals, Potential cost savings, Cost/benefits of partnerships, Opportunities provided to students, Influential benefits of partnership

Completed Community Collaborations Initiative: Agricultural Complex Development. (Completed: 2018-19)
Develop plan for agricultural complex and programs that represents our district, future training needs, and provides a space that will build collaboration with community and partners.

Completed Community Collaborations Initiative: College Readiness through Educational Partnerships. (Completed: 2018-19)
Develop and enhance K-12 partnerships that will generate discussion and create systems to improve student readiness for college.

Completed Community Collaborations Initiative: University Transfer. (Completed: 2018-19)
Improve student transfer to universities through partnerships and articulation agreements.

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

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

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

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

Completed Student Success Initiative: One College. (Completed: 2019-20)
Develop a One College concept.

Completed Student Success Initiative: Integrated Education and Training (IET). (Completed*: 2019-20)
Research, promote and offer IET programming in the college district that will allow second language learners and academically underprepared students to attain careers and job advancement.
**Integrated into Student Progression and Completion initiative.*

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Completed Student Success Initiative: Developmental Education Redesign (GP). (Completed*: 2018-19)

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

**Integrated into Guided Pathways strategic initiative.*

Completed Student Success Initiative: Implement Activities Identified by Student Success and Completion Advisory Committee (SSCAC) (CAPS). (Completed: 2018-19)

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

Completed Student Success Initiative: Increase Graduation and Completion Rates (CAPS). (Completed*: 2018-19)

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

**Integrated into DHSI Chemeketa Accelerated Pathways to Success and Guided Pathways strategic initiatives.*

Completed Student Success Initiative: Tracking & Transitioning Students Between Programs & Meta-Majors(GP). (Completed*: 2018-19)

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

**Integrated into DHSI Chemeketa Accelerated Pathways to Success strategic initiative.*

Completed Student Success Initiative: Underrepresented Student Retention, Transition Rates(CAPS). (Completed*: 2018-19)

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

**Integrated into DHSI Chemeketa Accelerated Pathways to Success strategic initiative.*

Completed Student Success Initiative: Rates of Transition into College-level(CAPS). (Completed*: 2018-19)

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

**Integrated into DHSI Chemeketa Accelerated Pathways to Success strategic initiative.*

Completed Student Success Initiative: Hispanic Serving Institution (HSI). (Completed*: 2018-19)

Continue necessary grant development efforts.

**Grant development activities successful. Awarded 10.1.18. Focus moved toward implementation of grant activities*

Completed Student Success Initiative: Corequisites for Pre-College Level Students. (Discontinued: 2017-18)

Develop corequisites for students testing into one or more pre-college level in CTE or transfer courses first two terms

Completed Student Success Initiative: Equitable Access to College. (Discontinued*: 2017-18)

Provide access and increase enrollment for targeted student groups entering college within Chemeketa's service district and provide services that support retention, persistence and completion of student identified goals.

**Integrated into DHSI grant.*

Completed Student Success Initiative: DegreeWorks to Audit Student Progression. (Completed: 2016-17)

Implement software product to allow automated transcript analysis to increase ability to auto-award degrees and certificates, provide academic advisors a tool for effective academic planning, and provide students a tool for effective self-advising toward completion of a degree/ certificate.

Completed Student Success Initiative: Service Learning. (Completed: 2016-17)

Increase service learning and civic engagement opportunities.

Completed Student Success Initiative: Review and analyze external certification. (Completed: 2016-17)

Review and analyze external certification and licensing exam outcomes for CTE continuous improvement.

Completed Student Success Initiative: Enrollment Target for HSI Grant. (Completed: 2016-17)

Revised: 01.07.21

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2020-2021 Chemeketa Community College Strategic Plan

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Achieve a 25% enrollment level of Hispanic students (minimum threshold required for HSI designation)

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

Launch The Gathering Place social media application to current students.

Section 3: Institutional Support Initiatives

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

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

Related Plans

Long Range Financial Plan (in development)

- Fiscal Responsibility Plan

Long Range Facilities Plan

- Site planning
- Building and Infrastructure Maintenance planning
- Capital Development
- Leased spaces

Long Range Human Resource Plan (in development)

- Employee Recruitment
- Employee Retention
- Employee Development

Long Range College Advancement Plan (in development)

- Grants
- Foundation
- Marketing
- Institutional Research
- Strategic Planning

Long Range Technology Plan

- Technology Governance
- Data Governance

Long Range Institutional Safety Plan

- Emergency planning and response
- Public Safety
- Risk Assessment

Operational Initiative [2018-19 Strategic Initiative]: Data Informed College (GP) (CAPS)

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Improve the current system and quality of data to inform decisions and measure effectiveness. Create a culture that uses data to analyze and improve the effectiveness and efficiency of departments, programs, courses, services and activities in support of student success

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

Operational Initiative [2019-20 Strategic Initiative]: Employee Workforce Development

Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
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Expand workforce development opportunities to respond to current and future community and industry needs. Develop a plan to increase the diversity and cultural competency of our internal workforce to reflect the student and community population.

Chemeketa Employee Workforce Development

- Develop an Internal Workforce Development and Training Plan
 - Form a committee of Gen Ed, CTE, modalities to create an institutional internship plan
 - Explore a diversity internship plan which would include:
 - Internships to graduate students
 - A sustainable model to fund future internships
 - A plan to use Americorp type internships
 - Explore recruiting CTE faculty from industry with formalized training to help them become effective instructors
 - Partner with community colleges and universities
- Develop a diverse college workforce
 - Promote hiring of racial and ethnic minority populations to more closely represent our student populations
 - Promote hiring of faculty to close the gender gap in CTE programs (Perkins non-traditional designation)
 - Commit to increasing cultural competence in our workforce
 - Create a task force of faculty stakeholders to research and recommend high impact recruiting and hiring practices that address racial/ethnic and gender gaps in Chemeketa's current faculty

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2020-2021 Chemeketa Community College Strategic Plan

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Completed Initiative: Department and Division Planning Process (On Hold: 2019-20)
Work with service and academic areas to design a planning process that better connects the work of individual business units with institutional strategic planning. Develop department and division planning structure.

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

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

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

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

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

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

**SUSPENSION OF INTERACTIVE MEDIA
ASSOCIATE OF APPLIED SCIENCE DEGREE OPTION**

Prepared by

Peter Hoelter, Program Chair—Visual Communications

R. Taylor, Dean—Business and Technology, Early Childhood Education, and
Visual Communications

Marshall Roache, Interim Executive Dean—Career and Technical Education

Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley

The Visual Communications Program currently offers the Interactive Media Associate of Applied Science Degree Option focused on front-end Web design. This certificate has historically shared a common core with the Graphic Design Associate of Applied Science Degree Option for the first two terms of study. At the time of its inception, these two options reflected the needs of industry. However, current industry standards dictate that graduates entering the field possess both graphic design and web design skill sets. This includes front-end web design and software tools, in addition to page layout, typography, digital media, color theory, icon and logo design and illustration, as well as teamwork, creative problem solving, and life-long learning.

In order to continue to align our offerings with student and industry needs, the Visual Communications program is requesting approval to suspend the Interactive Media Associate of Applied Science Degree Option. The Visual Communication Advisory Committee, made up of local industry representatives, has recommended and approved this suspension. The program anticipates that students who would be interested in the Interactive Media option would continue to be served by the Graphic Design option. Focusing on this option will allow faculty and other resources to more fully support the Graphic Design degree. For students interested in digital media development, the program also offers the Multi Media Arts Associate of Applied Science Degree.

The College Board of Education will be asked to approve the suspension of the Interactive Media Associate of Applied Science Degree Option at the February 2021 Board of Education meeting.

PERSONNEL REPORT

Prepared by

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

NEW HIRES AND NEW POSITIONS

Bruce Clemetsen, Vice President of Student Affairs—President's Office Division, new position, 100 percent, 12-month assignment.

Susana Garcia, Student Services Specialist—Academic Development, Regional Education and Academic Development Division, new position, 100 percent, 12-month assignment, Range B-3, Step 5.

Terry S. Walther, Financial Services Specialist—Human Resources, Governance and Administration Division, replacement, 100 percent, 12-month assignment, Range B-3, Step 7.

POSITION CHANGES

Fantini Hernandez, Department Technician II—Diversity, Equity and Inclusion, President's Office Division, new position, 100 percent, Range B-2, Step 4, from Department Technician I—Human Resources, Governance and Administration Division.

RETIREMENTS

Linda A. Abundis, Student Services Coordinator/Analyst II—Student Accessibility Services, Student Development and Learning Resources Division, effective December 31, 2020.

SEPARATIONS

Joseph P. "Joe" Romero, Department Specialist—Education, Languages and Social Sciences, General Education and Transfer Studies Division, effective December 15, 2020.

BUDGET STATUS REPORT

Prepared by

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

The financial reports of the general fund and investments for the period from July 1, 2020, through December 31, 2020, are attached.

The following items are included in the report:

- General Fund Statement of Resources and Expenditures
- General Fund Budget Status Report
- Quarterly Update of Other Funds
- Status of Investments as of December 31, 2020

Chemeketa Community College
Statement of Resources and Expenditures
As of December 31, 2020

	<u>ADJUSTED BUDGET</u>	<u>YEAR-TO-DATE ACTUAL</u>	<u>% OF BUDGET</u>	<u>VARIANCE TO BUDGET</u>
Fund 100000 - General Fund Unrestricted				
Resources:				
Property Taxes	24,050,000	20,925,731	87.01%	(3,124,269)
Tuition and Fees	24,010,000	13,864,354	57.74%	(10,145,646)
State Appropriations - Current	26,033,806	17,442,013	67.00%	(8,591,793)
State Appropriations - Carryover from FY20	8,816,194	8,816,194	100.00%	-
Indirect Recovery	1,890,000	670,752	35.49%	(1,219,248)
Interest	1,200,000	461,400	38.45%	(738,600)
Miscellaneous Revenue	460,000	400,870	87.15%	(59,130)
Transfers In	100,000	-	0.00%	(100,000)
Fund Balance	10,000,000	11,918,463	119.18%	1,918,463
Total Resources	96,560,000	74,499,777	77.15%	(22,060,223)
Expenditures:				
Instruction	36,666,945	14,111,475	38.49%	22,555,470
Instructional Support	13,196,315	4,589,845	34.78%	8,606,470
Student Services	8,547,451	3,757,695	43.96%	4,789,756
College Support Services	18,735,454	7,530,769	40.20%	11,204,685
Plant Operation and Maintenance	7,313,835	2,808,014	38.39%	4,505,821
Transfers and Contingency	10,600,000	1,848,995	17.44%	8,751,005
Total Expenditures	95,060,000	34,646,793	36.45%	60,413,207
Unappropriated Ending Fund Balance	1,500,000			

Chemeketa Community College
Budget Status Report
As of December 31, 2020

Fund 100000 - General Fund Unrestricted

Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance
6110	Exempt Salaries	9,393,434.00	3,987,479.45	4,050,628.98	1,355,325.57
6120	Classified Salaries	13,342,498.00	5,475,246.82	5,673,785.44	2,193,465.74
6124	Part-Time Hourly & Student Wages	1,410,065.00	231,985.34	-	1,178,079.66
6130	Faculty Salaries	17,518,704.00	7,270,747.23	8,606,507.23	1,641,449.54
6132	Part-Time Faculty	6,973,969.00	1,939,147.45	990.48	5,033,831.07
6510	Fixed Fringe Benefits	10,127,376.00	4,393,297.01	-	5,734,078.99
6511	Variable Fringe Benefits	15,657,076.00	5,889,648.63	-	9,767,427.37
6512	Other Fringe Benefits	380,000.00	137,596.00	-	242,404.00
	Subtotal Personnel Services	74,803,122.00	29,325,147.93	18,331,912.13	27,146,061.94
					39.20%
Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance
710	Materials & Services	1,805,688.00	215,512.70	-	1,590,175.30
720	Equipment \$500-\$4,999	284,263.00	33,405.48	5,689.80	245,167.72
7300	Legal Services	106,176.00	30,668.69	15,300.00	60,207.31
7310	Insurance	629,162.00	616,169.50	-	12,992.50
7320	Maintenance	441,134.00	141,827.25	23,150.00	276,156.75
7330	Communications	948,439.00	253,854.42	-	694,584.58
7340	Space Costs	1,887,134.00	548,331.27	16,774.41	1,322,028.32
7350	Staff Development	126,991.00	17,203.68	-	109,787.32
7360	Travel	388,140.00	5,539.30	-	382,600.70
7370	Other Services	2,807,881.00	1,605,660.17	360,127.13	842,093.70
7550	Capital Outlay	231,870.00	4,477.04	14,273.51	213,119.45
8150	Transfers Out	5,600,000.00	1,848,995.37	-	3,751,004.63
8500	Contingency	5,000,000.00	-	-	5,000,000.00
	Subtotal Non-Personnel Services	20,256,878.00	5,321,644.87	435,314.85	14,499,918.28
					26.27%
	Report Totals	95,060,000.00	34,646,792.80	18,767,226.98	41,645,980.22
					36.45%

**Chemeketa Community College
Quarterly Update of Other Funds
July 1, 2020 - December 31, 2020**

	FUND #	RESOURCES	OBLIGATIONS	BALANCE
Auxiliary Services	680	\$ 4,781,053	\$ 1,497,901	\$ 3,283,152
Self-Supporting Services	2000	17,245,714	11,059,983	6,185,731
Intra-College Services	2800	9,435,042	3,579,786	5,855,256
Student Government, Clubs & Newspaper	7200	131,706	1,592	130,114
Athletics	7500	159,247	47,982	111,265
TOTAL		\$ 31,752,762	\$ 16,187,244	\$ 15,565,518

	FUND #	BUDGET	OBLIGATIONS	BALANCE
Reserve Funds	2650 & 670000	\$ 1,200,000	\$ -	\$ 1,200,000
Regional Library	2600	4,300,000	2,830,908	1,469,092
Capital Development	6000-6500	23,600,000	5,283,003	18,316,997
Student Financial Aid	4200	66,567,500	22,574,071	43,993,429
Special Projects	3000	16,325,000	9,081,092	7,243,908
Debt Service	590	36,250,000	1,227,047	35,022,953
TOTAL		\$ 148,242,500	\$ 40,996,121	\$ 107,246,379

STATUS OF INVESTMENTS AS OF DECEMBER 31, 2020

<u>Oregon State Treasurer Investments</u>	<u>Investment Ending Date</u>	<u>Maturity Date</u>	<u>Amount Invested</u>	<u>Rate as of 12-31-2020</u>
Oregon Short-Term Fund - General	12-31-2020	On demand	\$33,463,212.59	0.75%
Oregon Short-Term Fund - Capital	12-31-2020	On demand	\$8,796,081.68	0.75%
 <u>Other Investments</u>				
Corporate Note – Westpac Banking Corp.	12-09-2019	01-25-2021	\$2,037,447.78	1.851%
Corporate Note – US Bank	12-09-2019	02-04-2021	\$2,047,433.33	1.828%
Treasury Note – United States Treasury	12-11-2019	03-31-2021	\$1,995,898.03	1.601%
Treasury Bill – United States Treasury	11-27-2020	04-22-2021	\$1,999,594.44	0.051%
Corporate Note – Royal Bank of Canada	12-09-2019	04-30-2021	\$2,045,933.33	1.774%
Corporate Note – Lloyds Bank	12-09-2019	05-07-2021	\$2,045,486.67	1.870%
Commercial Paper – Exxon Mobile	11-25-2020	05-13-2021	\$3,997,371.11	0.142%
Commercial Paper – Toyota Motor Credit	11-25-2020	05-19-2021	\$1,998,541.67	0.152%
Corporate Note-Toronto Dominion Bank	11-30-2020	06-11-2021	\$2,063,273.89	0.160%
Corporate Note – Walmart Inc.	12-20-2019	06-23-2021	\$2,074,589.17	1.647%
Corporate Note – Toyota Motor Credit Corp.	12-20-2019	07-20-2021	\$2,071,165.00	1.735%
Corporate Note – Microsoft Corp.	01-21-2020	08-08-2021	\$2,015,356.11	1.507%
Corporate Note – Shell International	01-21-2020	09-12-2021	\$2,016,661.67	1.622%
Treasury Note – United States Treasury	01-17-2020	10-31-2021	\$2,007,448.57	1.471%
Treasury Note – United States Treasury	01-17-2020	11-15-2021	\$2,060,271.92	1.473%

13 week Treasuries 0.09% as of 12/31/2020

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

PURCHASING REPORT

Prepared by

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

ADMISSIONS MANAGEMENT SYSTEM

A Request for Proposal (RFP) for an Admission Management System will be advertised in January, 2021 on the college's Procurement Services Website and on the State of Oregon Procurement Information Network (ORPIN). A recommendation for contract award will be made to the College Board of Education at its March meeting.

The intent of this RFP is to purchase an Admissions Management System that will streamline the student admission and onboarding process; include pathways; improve the student experience; and ensure all new and revised state and federal requirements are incorporated. The system will be managed by the Student Recruitment, Enrollment and Graduation Services department.

CAPITAL PROJECTS REPORT

Prepared by

Rory Alvarez, Director—Facilities and Operations
Miriam Scharer, Vice President/Chief Financial Officer

PLANNING AND PRE-PLANNING CAPITAL PROJECTS

- Building 9 Chillers
The college is working with Energy Trust of Oregon and RACI, an engineering consultant, on design documents so new chillers can be installed.

CURRENT AND COMPLETED CAPITAL PROJECTS

- Agricultural Complex
Exterior: Planters dug out, concrete forms in place, most exterior finishes are complete, solar canopy steel being installed, most windows are complete.
Interior: Paint ongoing, taping almost complete, clouds complete, in process mechanical drops, casework almost complete, starting scrub/seal, grind/seal on concrete floors.
- Diesel Program at Brooks Center
This project is substantially complete. Two small additions have been made to the project during a final review. One is a fan silencer to address noise levels in the space while maintaining required airflow. The other is a small section of fencing for added safety as students travel from the parking lot to the new location. These items do not hinder program functionality and will be complete by February.

See Appendix–2; Campus Map pages 121–122.

INSTITUTIONAL ADVANCEMENT FOUNDATION QUARTERLY REPORT

Prepared by

Jamie Wenigmann, Director of Development—Foundation
Marie Hulett, Executive Director—Institutional Advancement
David Hallett, Vice President—Governance and Administration

END OF YEAR SUCCESSES

The Foundation's end of year campaign focused on support for student parents in need. A letter was sent to friends of Chemeketa and included the inspiring story of Child Care Scholarship recipient McKinzie and her two children. It began with the statement, "You can change generations." The Foundation's goal is to raise \$50,000 toward Child Care Scholarships for 2021–2020 awards.

NEW SCHOLARSHIPS ESTABLISHED

Prior to the end of the year, four new scholarships were established and will be awarded during the 2021–2022 academic year. Edward and Mary Jane Phelps established the *Mike and Frances Phelps Memorial Scholarship* with a contribution of \$25,000 in support of nursing students at Chemeketa. Former Chemeketa employee E. Pat Smith has established the *E. Pat Smith CTE Scholarship* with a total pledged contribution of \$25,000 in support of full-time students enrolled in select career and technical education courses at Chemeketa. The *ISM-Willamette Valley Scholarship* was established by a gift of \$10,600 in support of full-time students enrolled in the Procurement and Supply Chain Management Program. Finally, Chemeketa Psychology faculty and staff have committed to creating and sustaining a new *Psychology Student Scholarship* through monthly payroll contributions. This scholarship award will be determined annually and support students enrolled in the Psychology Program. The Foundation is very grateful for each of these donors and their new scholarships that support Chemeketa students.

CLINT FOUNDATION MATCHING DONATION

For the seventh year in a row, John and Nancy McClintock, founders of the Clint Foundation, continued their annual commitment to their scholarship fund. This year, their contribution of \$5,000 was to be matched 2 to 1. Generous donors were able to raise the \$10,000 needed to provide \$15,000 for working students next year. Recipients of the Clint Foundation Scholarship must be employed while attending college, maintain passing grades, and make a moral commitment to give back to others in the future.

EMPLOYEE GIVING CAMPAIGN

The Foundation's fall employee giving drive was a success thanks to the generosity of college employees. A total of 71 employees (6 new, 13 increased, and 52 one-time gifts) participated. These monthly and one-time contributions will lead to an additional \$12,040 toward student scholarships and assistance funds annually. In total with these new pledges and contributions,

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the annual employee giving for 2021 will total just more than \$75,000. The Foundation is grateful to all of the Chemeketa employees who support students in need!

QUARTERLY DONATION REPORT

The total amount of cash contributions for October 1, 2020–December 31, 2020 is \$486,023.66. The total valuation of in-kind contributions during October 1, 2020–December 31, 2020 is \$56,550.88.

**GRANT ACTIVITIES
OCTOBER 2020–DECEMBER 2020**

Prepared by

Gaelen McAllister, Grants Coordinator—Institutional Grants
David Hallett, Vice President—Governance and Administration

GRANTS SUBMITTED—October 2020–December 2020

Grantor	Department	Descriptions	Amount
U.S. Department of Labor Strengthening Community Colleges	Career and Technical Education (CTE)—Computer Information Sciences	Consortium with other Oregon community colleges to improve Cyber Security and Advanced Manufacturing options. Submitted October 8, 2020.	\$320,000
U.S. Department of Education (DOE), Institutional Resilience and Expanded Postsecondary Opportunity (IREPO)	Regional Education and Academic Development (READ)—High School Programs	Expands dual credit opportunities, supports new models for remote instruction, provides free college course for spring high school graduates. Submitted October 20, 2020.	\$1,544,971
Oregon Department of Education (ODE) Grow Your Own	General Education and Transfer Studies (GETS)—Education	Expands student teacher recruitment and support to rural high schools and districts to increase diversity of teachers in Oregon. Provides tuition for education students and an intensive summer program for teaching assistants interested in becoming teachers. Submitted October 26, 2020.	\$ 205,193
ODE—Early Learning Division	CTE-Early Childhood Education (ECE)	Provides funds for emergency childcare.	\$8,515
U.S. DOE Fund for the Improvement of Postsecondary Education (FIPSE)	Governance and Administration (GA)—Chemeketa Press	Collaboration with Open Education Library Services and Oregon Universities and Community Colleges. Chemeketa Press would assist in creating and publishing Open Educational Resources (OERs) for Criminal Justice and Human Development and Family Services	\$531,156

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		courses statewide. Submitted November 16, 2020.	
ODE American Indian (AI)/Alaskan Native (AN) Educator Success	CTE–ECE, GA Chemeketa Press	Funds a cohort of AI/AN students and those who provide childcare to AI/AN children to acquire the preschool certification. Also funds the development, piloting and dissemination of a high-quality ECE instructor’s manual responsive to AI/AN culture and history through the Chemeketa Press. Submitted December 11, 2020.	\$120,660
Oregon Strong Start to Finish	GETS–Math	Funds curriculum development and professional development for corequisite math courses to improve student persistence. Submitted December 14, 2020.	\$9,500
Student Centered Design Benefits for Success CTE Academy	CTE	Faculty stipend and technical assistance to increase student success through better utilization of student financial supports	\$3,500

Total: \$2,758,993

GRANTS PENDING NOTIFICATION—Grants submitted prior to the current quarter

Grantor	Department	Description	Amount
Portland General Electric (PGE) Renewable Development Fund	College Support Services (CSS)–Facilities	Funds photovoltaic panels within the Agricultural Complex, creating Net Zero Energy. Result: significant long-term financial savings to the college and modelling sustainable practices. Submitted July 31, 2020.	\$116,972
PGE Drive Change Fund	CSS–Facilities	Funding for electric van as well as upgrading and adding campus electric vehicle charging stations to increase community experience with and access to innovative electric vehicle infrastructure. Submitted August 30, 2020.	\$212,809
Oregon Department of Agriculture/Oregon Association of Nurseries	READ-Agricultural Sciences–Horticulture	Funds equipment and supplies for Bio Control research project for reducing pesticide use on nursery plants by employing beneficial insects. Includes insect rearing set up, compost tea equipment and student researcher wages. Submitted September 30, 2020.	\$17,341

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GRANTS DECLINED—October 2020—December 2020

Grantor	Department	Description	Amount
Spencer Foundation	GETS— Education	Funds collaborative research between Salem-Keizer Schools, Chemeketa and Portland State University (PSU) on barriers to completion for bilingual/ bicultural students on the teacher certification transfer pathway. Submitted July 1, 2020.	\$40,966
U.S. Department of Agriculture (USDA) Farmers Market Promotion Program	READ— Agricultural Sciences	Provides funds to establish a public Farmers Market in the new agricultural Complex, tuition for beginning farmers in Small Business Development Center (SBDC) and Ag Sciences courses. Submitted May 26, 2020.	\$249,684
USDA—Outreach and Assistance for Socially Disadvantaged Farmers and Ranchers and Veteran Farmers and Ranchers	READ— Agricultural Sciences	Project to help equity population and veterans start farms. Funds would provide tuition for crop health certification and SBDC business startup classes, as well as create a non-credit course to inform farmers about USDA programs to support farming. Three-year project. Submitted August 26, 2020.	\$442,709

GRANTS AWARDED

Grantor	Department	Description	Amount
National Endowment for the Humanities	GETS—Liberal Arts— Communications, Developmental Education	Funds Public Speaking curriculum, faculty development and speaker series to bring local diverse speakers to campus and into classes. Collaboration with Developmental Ed to add sections of Applied English to COMM 111 and pilot a bilingual COMM 111 course. Submitted July 16, 2020.	\$149,573
USDA National Institute of Food and Agriculture (NIFA) Agricultural Workforce Training Grant	REACH Agricultural Sciences	Funds community partnership to bring Native American Traditional Ecological Knowledge course and native plant work-based experiences to engage Native American and Black, Indigenous, and people of color (BIPOC) in agricultural studies. Five years. Submitted September 24, 2020.	\$461,242

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Polk County	CTE–ECE	Funds ECE class and materials to increase skills of Polk County Childcare providers and link them to education pathways. Submitted September 30, 2020.	\$9,487
ODE–Early Learning Division	CTE–ECE	Provides funds for emergency childcare.	\$8,515
ODE–Student Success Grow Your Own	GETS–Education	Expands student teacher recruitment and support to rural high schools and districts to increase diversity of teachers in Oregon. Provides tuition for education students and an intensive summer program for teaching assistants interested in becoming teachers. Submitted October 26, 2020.	\$ 205,193
Oregon Community Foundation	Governance and Administration –Chemeketa Foundation	Emergency relief funds for Native American students	\$15,000
		Total:	\$849,011

FALL TERM 2020 ENROLLMENT REPORT

Prepared by

Beth Perlman, Institutional Research Analyst
Heidi Gilliard, Director—Institutional Research and Reporting
Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley

Items included in this report:

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

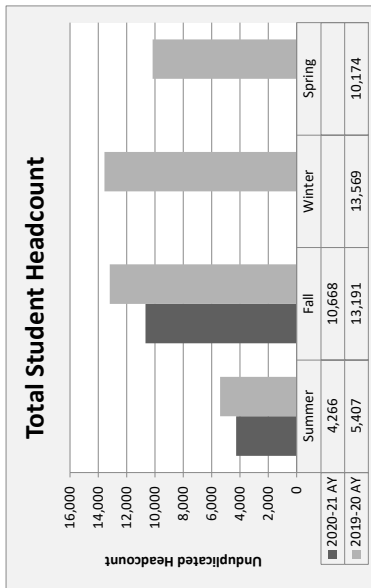
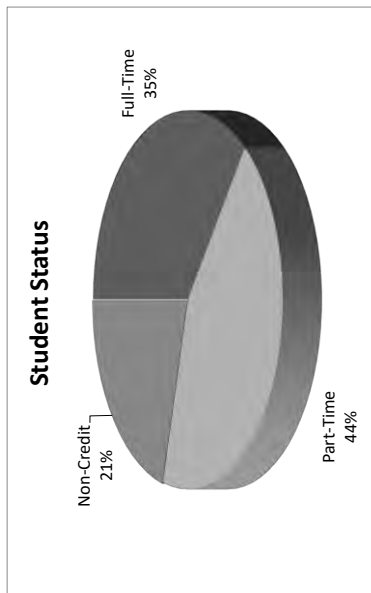
Fall 2020
Student, FTE and Enrollment Profile
All Locations

Fall 2020

STUDENTS (unduplicated headcount)

Total Students	10,668
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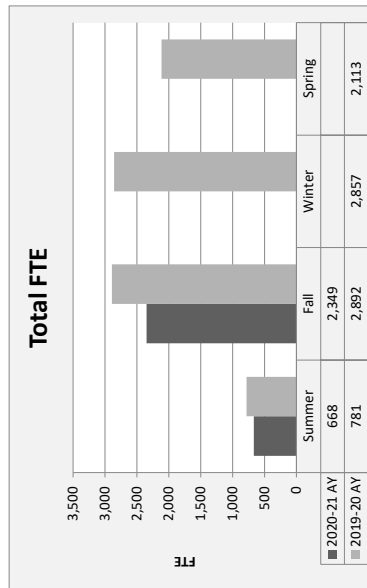
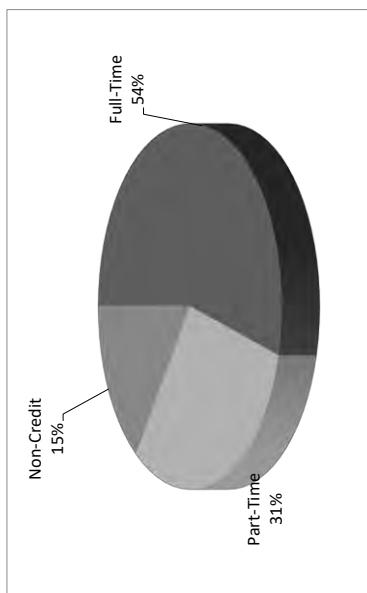
Full-Time	Part-Time	Non-Credit
3,760	4,694	2,214
35.2%	44.0%	20.8%



FTE

Total FTE	2,349
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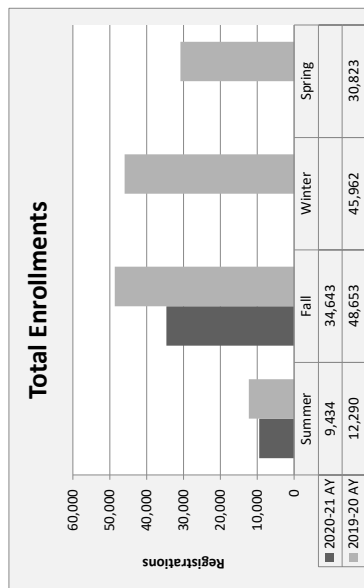
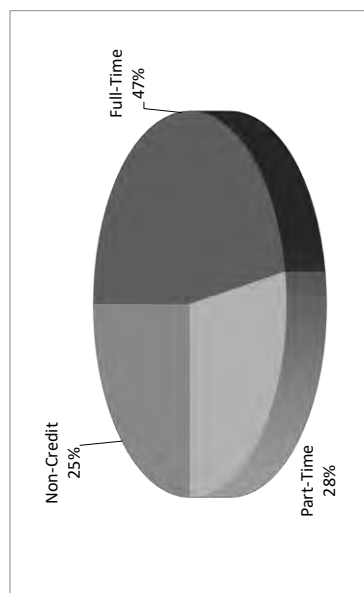
Full-Time	Part-Time	Non-Credit
1,276	722	351
54.3%	30.8%	15.0%



ENROLLMENTS (duplicated headcount)

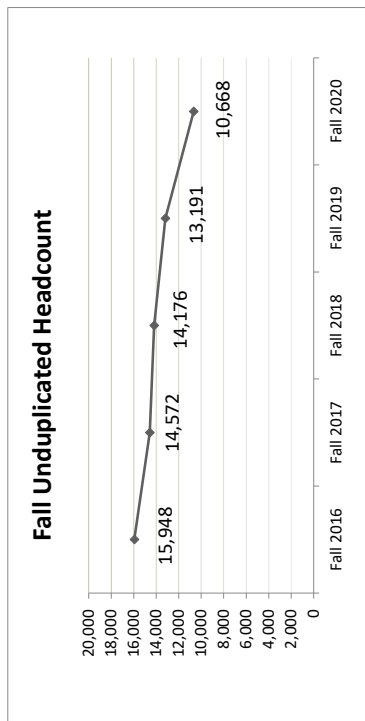
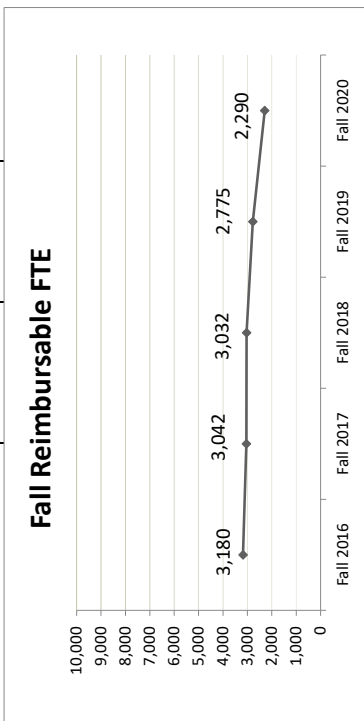
Total Enrollments	34,643
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Full-Time	Part-Time	Non-Credit
16,396	9,565	8,682
47.3%	27.6%	25.1%



Fall 2020
Student, FTE and Enrollment Profile
All Locations

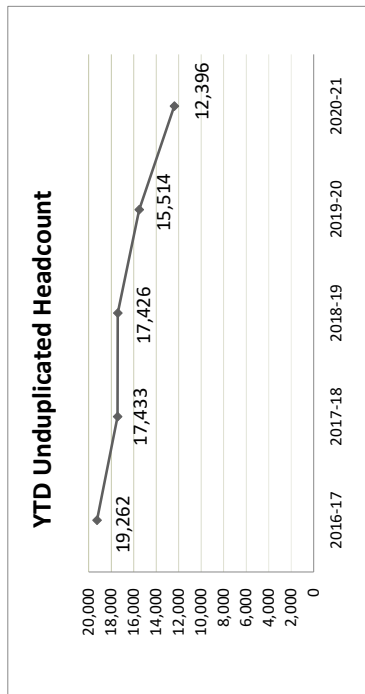
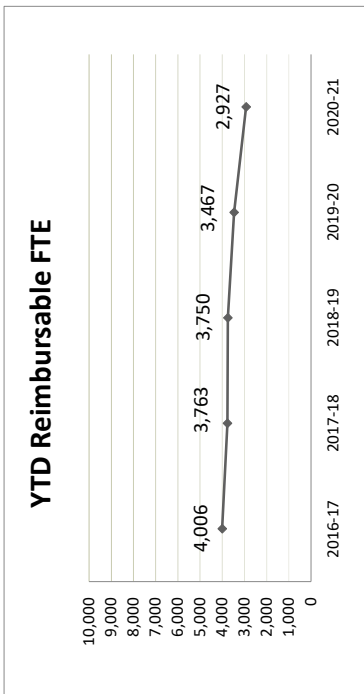
Fall-to-Fall Comparison			
Fall Term FTE and Headcount	Fall 2019	Fall 2020	% Change
Reimbursable FTE	2,775	2,290	-17.5%
Non-Reimbursable FTE	117	59	-49.4%
Total FTE	2,892	2,349	-18.8%
Unduplicated Headcount	13,191	10,668	-19.1%



Rate of Change from Fall to Fall				
	2016 to 2017	2017 to 2018	2018 to 2019	2019 to 2020
Change in Reimbursable FTE	↘ -4.3%	↗ -0.3%	↘ -8.5%	↘ -17.5%
Change in Unduplicated HC	↘ -8.6%	↗ -2.7%	↘ -6.9%	↘ -19.1%

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

Year-to-Date			
Year-to-Date FTE and Headcount	2019-20	2020-21	% Change
YTD Reimbursable FTE	3,467	2,927	-15.6%
YTD Non-Reimbursable FTE	206	91	-56.0%
YTD Total FTE	3,673	3,017	-17.9%
YTD Unduplicated Headcount	15,514	12,396	-20.1%



Rate of Change YTD to YTD				
	2016-17 to 2017-18	2017-18 to 2018-19	2018-19 to 2019-20	2019-20 to 2020-21
Change in YTD Reimbursable FTE	↘ -6.1%	↗ -0.3%	↘ -7.5%	↘ -15.6%
Change in YTD Unduplicated HC	↘ -9.5%	↗ 0.0%	↘ -11.0%	↘ -20.1%

**CHEMEKETA COMMUNITY COLLEGE COVID-19
HEALTH AND SAFETY OPERATIONAL PLAN**

Prepared by

John McIlvain, Manager—Emergency and Risk Management
Michael Kinkade, Associate Vice President/CIO, CSSD—Operations
Miriam Scharer, Vice President/Chief Financial Officer

As required by Governor Kate Brown's Executive Order 20-28, each public university and community college must develop a written campus health and safety plan describing how the institution will comply with the requirements. The College Board of Education must regularly review the plan that was approved at the July 22, 2020 board meeting. It was subsequently submitted to the local health authority and the Higher Education Coordinating Commission. Updates and amendments, if any, will be presented to the board at the January board meeting.

RECOGNITION REPORT

Prepared by

Jessica Howard, President/Chief Executive Officer

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

The CAMP program hosted a night of coming together for its participating students by hosting a virtual Loteria Night event. CAMP advisors ISAMAR CHAVEZ and JUAN SALDANA engaged with CAMP students and student leaders in the effort to stay connected and have fun during remote learning. *(Core Theme: Academic Quality—Quality programs, instruction, and support services are provided to students.)*

MIKE EVANS, Student Retention and College Life, and JON MATHIS, Diversity, Equity and Inclusion, facilitated a workshop entitled “With Malice Toward None,” with the purpose of bringing together people from all political perspectives to model how we can work together for a better future. *(Core Theme: Community Collaborations—Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

GRECIA GARCIA PEREZ, Student Retention and College Life, conducted the Not Registered Calling Campaign. There were 2,335 total students not registered as of November 23, 2020. Emails were sent to 2,335 students and 1,243 were called. As of January 5, 2020, there were 1606 students registered from this group for a total of 17,966 credits. *(Student Success: Students progress and complete their educational goals.)*

AMY EARLY, MARIE HULETT, TERRI JACOBSON, HOLLY NELSON, MARSHALL ROACHE, and KEVIN RUBY created a memorable ribbon-cutting event on January 7, 2021 including Marion County commissioners and personnel, and highlighting the role of community partnership in establishing the Diesel Technology program at Chemeketa. A special appreciation goes to the first-ever Diesel Technology student cohort, which attended the ceremony and shared information about their participation in this new program. We would also like to recognize the work of RORY ALVAREZ and ISAAC TALLEY in their help preparing the space and building changes needed to support the program needs. *(Core Theme: Community Collaborations—Instruction, training, and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

Separate Action-1
January 21, 2021

**APPROVAL OF APPOINTMENT OF BUDGET COMMITTEE MEMBER
FOR ZONE 7, RESOLUTION NO. 20-21-07 FOR 2020–2023
[20-21-119]**

Prepared by

David Hallett, Vice President—Governance and Administration

The budget committee position for Zone 7 expired June 30, 2020. In compliance with board policy number 1170, budget member selection timelines and an appointment process must be followed. In compliance with policy number 1170, a selection process ensued.

Procedure number 1170 states that a position filled by an incumbent who has served more than four years must be advertised; however, an incumbent may reapply if they wish to continue. In compliance with Procedure number 1170, the Zone 7 vacancy was advertised. The Zone 7 incumbent had served for more than four years and chose not to reapply. One application was received from Scott Muller, and it was verified that Mr. Muller resides and is registered to vote in district Zone 7.

It is recommended that the College Board of Education appoint Scott Muller to a three-year term as the representative to the budget committee for Zone 7 for 2020–2023.

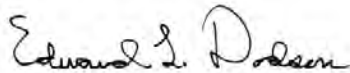
Separate Action-1
January 21, 2021

**RESOLUTION NO. 20-21-07,
APPOINTMENT OF BUDGET COMMITTEE MEMBER FOR ZONE 7**

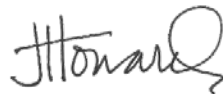
WHEREAS, a budget committee position for Zone 7 expired on June 30, 2020. In compliance with Chemeketa Community College Policy No. 1170, the College Board of Education approves appointments of members to a three-year term.

WHEREAS, citizens of district Zone 7 were informed of the vacancy as advertised by affidavit public notice; one application was received for Zone 7.

BE IT RESOLVED, that the College Board of Education appoints Scott Muller from Zone 7 to the Chemeketa Community College Budget Committee for a three-year term.



Ed Dodson
Chairperson



Jessica Howard
President/Chief Executive Officer

January 21, 2021

Date

Separate Action-2
January 21, 2021

**APPROVAL OF RETIREMENT RESOLUTION
NO. 20-21-08, LINDA A. ABUNDIS
[20-21-120]**

Prepared by

David Hallett, Vice President—Governance and Administration

The College Board of Education honors employees who retire after years of service to the college. Attached is the resolution honoring Linda A. Abundis, who retired effective December 31, 2020.

It is recommended that the College Board of Education adopt Resolution No. 20-21-08, Linda A. Abundis.

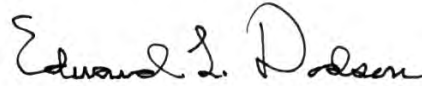
Separate Action-2
January 21, 2021

**RETIREMENT RESOLUTION NO. 20-21-08
LINDA A. ABUNDIS**

WHEREAS, Linda A. Abundis began her 25-year, 6-month association, as a salaried employee, with Chemeketa Community College in July, 1995; and

WHEREAS, Linda A. Abundis gave dedicated service to Chemeketa Community College currently as Student Services Coordinator/Analyst II, Student Accessibility Services Department of Student Development and Learning Resources Division; therefore,

BE IT RESOLVED, that upon her retirement date of December 31, 2020, the College Board of Education hereby honors and commends Linda A. Abundis for her loyalty, dedication and personal commitment to Chemeketa Community College.



Ed Dodson
Board Chairperson



Jessica H. Howard
President/Chief Executive Officer

January 21, 2021

Date

Action-1
January 21, 2021

**APPROVAL OF ADVISORY COMMITTEES FOR 2020–2021
[20-21-121]**

Prepared by

Holly Nelson, Executive Dean—Regional Education and Academic Development
Marshall Roache, Interim Executive Dean—Career and Technical Education
Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley

Advisory committees play a significant role in the development of Chemeketa’s educational programs. Each year, recognized and respected specialists representing a cross-section of their occupational fields, are recruited from throughout the college’s district to serve three-year terms on career and technical advisory committees. The members, with their understanding of the needs of employers and employees in the community, provide assistance in developing and maintaining programs and curricula which reflect the needs of the workplace. There are close to 335 community members serving on college advisory boards.

It is recommended that the College Board of Education approve the Advisory Committee membership lists for 2020–2021.

**Chemeketa Community College
Advisory Committees
2020–2021**

Role

Advisory committees play a vital role in advancing the college's preparation of a quality workforce to meet our district's employment needs. The committees serve as highly effective resources for continuous program improvement and evaluation. The influence of advisory committees in assisting the college to make wise decisions concerning the direction of career and technical education at Chemeketa is significant.

Advisory committees are composed of recognized and respected community members who represent a cross-section of their occupational field. College staff and current students also attend meetings to provide input on educational and workforce issues. Together, advisory committee members develop and implement an annual plan of work to assist programs in meeting the needs of career and technical students and to reflect the requirements of the work world.

Advisory Committees

- Accounting
- AgriBusiness Management
- Anesthesia Technician
- Automotive Technology
- Building Inspection Technology
- Business Management
- Business Technology
- Computer Information Systems
- Criminal Justice
- Dental Assisting
- Drafting Technology
- Early Childhood Education
- Electronic Technologies and Robotics
- Emergency Medical Technology
- Fire Protection
- Health Information Management
- Hemodialysis Technician
- Horticulture
- Hospitality and Tourism Management
- Human Services
- Machining Technology
- Medical Assisting
- Nursing Education
- Occupational Skills Training
- Pharmacy Technology
- Speech Language Pathology Assistant
- Visual Communications
- Welding Technology
- Wine Studies

Action-1
January 21, 2021

**Accounting Advisory Committee
2020–2021**

Degrees and Certificates

Accounting Associate of Applied Science

Accounting Baccalaureate Preparation Certificate of Completion

Accounting Certificate of Completion

Payroll Certificate of Completion

Tax Preparation Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Jackson	Vickie	AccurAccounts, Inc.	Keizer
Member	Hamilton	Robert	State of Oregon	Salem
Member	Miller	Alex	Alex Miller, CPA	Newberg
Member	Minto	Kristi	Hoots, Baker & Wiley PC	Salem
Member	Robinson	Jason	State of Oregon	Salem
Program Dean	Taylor	R.	Chemeketa Community College	Salem

Action-1
January 21, 2021

**AgriBusiness Management Advisory Committee
2020–2021**

Non-credit Workforce Training

Role on Committee	Last Name	First Name	Organization	City
Chair	Kolb	Sean	NWFCS	Salem
Member	Wymore	Nick	Columbia Bank	Salem
Member	Duerst	Douglas	IOKA Farms, Inc.	Silverton
Member	Dusschee	Dan	Freedom Hill Vineyard	Dallas
Member	Goddik	Arne	Arne Goddik Farms	Dayton
Member	Kuenzi	Terry	Kuenzi & Company, LLC	Salem
Member	Gamroth	Dennis	Pacific Risk Management, Inc.	Salem
Member	Beilke	Terry	Beilke Family Farms	Brooks
Member	Fitts	Joseph	Aldrich Advisors	Salem
Member	Stein	Ralph	Yamhill Vineyards	Yamhill
Ex-Officio Faculty	LaVine	Phil	Chemeketa Community College	Salem
Program Director	Cheyne	Larry	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Anesthesia Technician Advisory Committee
2020–2021**

Degrees and Certificates

Anesthesia Technology Associate of Applied Science

Role on Committee	Last Name	First Name	Organization	City
Member	Bay	Nathan	Kaiser Permanente	Salem
Member	Clark	Lisa	Willamette Valley Medical Center	McMinnville
Member	Craft	Gregory	Salem Health	Salem
Member	Douglas	Angela	Salem Health	Salem
Member	Dumanovsky	Alex	OAG PC Groups	Salem
Member	Hoover	Denise	Salem Health	Salem
Member	Johnson	Minda	River Road Surgery Center	Salem
Member	Scott	Jeanine	Salem Health	Salem
Member	Turner	Nancy	NW Permanente Medical Group	Keizer
Program Dean	Kellogg	Sandi	Chemeketa Community College	Salem

**Automotive Technology Advisory Committee
2020–2021**

Degrees and Certificates

Automotive Technology Associate of Applied Science

Automotive Body Repair Certificate of Completion

Automotive Entry Level Technician Certificate of Completion

Automotive Machining Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Pastre	Chris	Capitol Auto Group	Scio
Member	Bowyer-Gottfried	Amy	Oregon State Police	Aumsville
Member	DeLess	Steven	Capitol Toyota	Salem
Member	Gutierrez	Jose	Capital Transmission	Salem
Member	Jensen	Craig	Davison Auto Parts	Silverton
Member	Lucas	Shawn	Capitol Chevrolet Cadillac	Salem
Member	Peterson	Robert	Brooks Automotive	Brooks
Member	Ragan	Margaret	Northwest Automotive Trades Association	Portland
Member	Buchheit	Mathew	Howell Automotive	Silverton
Member	Lehman	Evan	Roberson Motors	Salem
Member	Rife	Robert	AJ's Automotive	Salem
Program Dean	Cobb	Nol	Chemeketa Community College	Salem

**Building Inspection Technology Advisory Committee
2020–2021**

Degrees and Certificates

Building Inspection Technology Associate of Applied Science

Building Inspector Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Member	Carlson	Dan	City of Wilsonville	Wilsonville
Member	Cuno	Ted	City of Woodburn	Woodburn
Member	Jones	Daryl	City of Silverton	Silverton
Member	Kennedy	Jeff	City of Independence	Independence
Member	Phelps	Jason	City of Hillsboro Building Department	Hillsboro
Member	Piercy	Janell	City of Portland, Bureau of Development Services	Portland
Chair	Tamerhoulet	Rebai	City of Salem	Salem
Ex-Officio	Salinas-Oliveros	Rebecca	Chemeketa CWE	Salem
Member	Scheid	Randy	Deschutes County	Redmond
Program Director	Miller	Glen	Chemeketa Community College / Polk Center	Dallas

Action-1
January 21, 2021

**Business Management Advisory Committee
2020–2021**

Degrees and Certificates

Management Associate of Applied Science

Procurement and Supply Chain Management Associate of Applied Science

Procurement Management Certificate of Completion

Retail Management Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Molyneaux	Erin	Phiz Spa	Salem
Member	Cobos	Pam	MaPS Credit Union	Salem
Member	DeSantis	Ken	DeSantis Landscapes	Salem
Member	Jackson	Jay	DAS Policy	Salem
Member	Lamb	Sue	Dallas Retirement Village	Dallas
Member	Morris	John	Oregon State University College of Business	Corvallis
Program Dean	Taylor	R.	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Business Technology Advisory Committee
2020–2021**

Degrees and Certificates

Administrative Office Professional Associate of Applied Science
 Accounting Administrative Assistant Associate of Applied Science Degree Option
 Medical Administrative Assistant Associate of Applied Science
 Virtual Office Assistant Associate of Applied Science Degree Option
 Business Software Certificate of Completion
 Business Technology Certificate of Completion
 Office Fundamentals Certificate of Completion
 Virtual Office Assistant Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Member	Adkins	Michele	Salem Electric	Salem
Member	Alderin	Stefanie	Westech Engineering, INC	Salem
Member	Gregg	Mel	City of Salem - Human Resources	Salem
Member	Kile	Sarah	Oregon Division of Financial Regulation	Salem
Member	Mendez	Susi	Keri Trask Zazarus Law Offices	Salem
Member	Noriega	Yeseria	City of Salem	Salem
Member	O'Mara	Lori	Marion County Sheriff Dept.	Salem
Member	Sime	Kathy	Salem Police Dept	Salem
Program Dean	Taylor	R.	Chemeketa Community College	Salem

**Computer Information Systems Advisory Committee
2020–2021**

Degrees and Certificates

Computer Systems and Information Technology Associate of Applied Science
Computer Programming Certificate of Completion
Systems Administrator and Network Security Certificate of Completion
Web Developer Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Gawne	Andrew	Dept. of Consumer and Business Services	Salem
Vice Chair	Birkel	Judson	South Salem High School	Salem
Member	Bradfield	Eric	Salem Keizer Public Schools	Salem
Member	Conner	Shayna	State of Oregon Higher Education	Salem
Member	Dyke	Paul	State of Oregon	Salem
Member	Farris	Ammon	Helion Software, Inc.	Salem
Member	Hinds	Drew	Silver Falls School Dist.	Silverton
Member	Miller	Jordan	PH TECH	Salem
Member	Palacios	Dan	Dept. of Consumer and Business Services	Salem
Member	Rich	Kevin	Bookbyte	Salem
Member	Smith	Greg	Salem Keizer School Dist.	Salem
Member	Zavala	Francisco	Linn Benton Lincoln ESD	Albany
Program Dean	Taylor	R.	Chemeketa Community College	Salem

**Criminal Justice Advisory Committee
2020–2021**

Degrees and Certificates

Corrections Associate of Applied Science
Criminal Justice Associate of Applied Science
Juvenile Justice Associate of Applied Science
Law Enforcement Associate of Applied Science
Basic Corrections Certificate of Completion
Basic Law Enforcement Certificate of Completion
Juvenile Corrections Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Daniel	Mark	Mt. Angel Police Department	Mt. Angel
Member	Arthur	Dylan	Oregon Board of Parole & Post-Prison Supervision	Salem
Member	Haines	Isaiah	Monmouth Police Department	Monmouth
Member	Hightower	Tracie	Oregon Youth Authority	Salem
Member	Landers	Jeremy	Marion County Sheriff's Office	Salem
Member	Miller	Skip	Salem Police Department	Salem
Member	Plummer	Teresa	Oregon Department of Corrections	Salem
Member	Taylor	Don	Turner Police Department	Turner
Program Dean	Roache	Marshall	Chemeketa Community College	Brooks

Action-1
January 21, 2021

**Dental Assisting Advisory Committee
2020–2021**

Degrees and Certificates

Dental Hygiene Bachelor of Science (Oregon Institute of Technology partnership)

Dental Assisting Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Carriger	Haylee	Kaiser Permanente	Salem
Vice Chair	Estrada	Melissa	NW Dental Arts & Sleep Therapy	Salem
Member	Frankel	Jennifer	NW Dental Arts & Sleep	Salem
Member	Ray	Dr. Tricia	Private Practice	Salem
Member	Woolsey	Dr. Matthew	Private Practice	Dallas
Member	Zimmerman	Rachel	Dr. Eyre-Dental Practice	Salem
Member	Hendrix	Paula	OIT Dental Hygiene Program	Salem
Member	Rollins	Abigail	OIT Dental Hygiene Program	Salem
Program Dean	Kellogg	Sandi	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Drafting Technology Advisory Committee
2020–2021**

Degrees and Certificates

Computer-Assisted Drafting (CAD) Associate of Applied Science

Architectural Drafting Certificate of Completion

Computer-Assisted Drafting (CAD) Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	DeLeon	Eric	Otak	Portland
Member	Benthin	Lyndsay	Jacobs	Corvallis
Member	Crabb	Sean	MSC Engineers, Inc.	Salem
Member	Dibble	Robert	Oregon Department of Transportation	Salem
Member	Galindo	Jahaziel	Galindo Drafting & Design LLC	Salem
Member	Merritt	Josh	Lenity Architecture	Salem
Member	Tallan	Todd	Westech Engineering	Salem
Member	Washburn	Christopher	Valley Fabrication Corp.	Brooks
Program Dean	Cobb	Nol	Chemeketa Community College	Salem

**Early Childhood Education Advisory Committee
2020–2021**

Degrees and Certificates

Early Childhood Education Associate of Applied Science

Early Childhood Education Certificate of Completion

Infant/Toddler Certificate of Completion

Preschool Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Judge	Megan	Parent advisory representative	Salem
Member	Barrows	Wendy	Mid-Willamette Valley Community Action Head Start	Salem
Member	Cagle	Mary Jane	North Salem High School	Salem
Member	Hamilton	Tanya	Family Building Blocks	Salem
Member	Harnisch	Lisa	Early Learning Hub	Salem
Member	Suefert	Julie	Community Action Head Start	Salem
Member	Vandehey	Shannon	Community Action Child Care Resources	Salem
Student	Vargas	Elvia	Chemeketa Student	Salem
Member	Weatherly	Cheryl	Salem-Keizer Head Start	Salem
Program Dean	Taylor	R.	Chemeketa Community College	Salem

**Electronic Technologies and Robotics Advisory Committee
2020–2021**

Degrees and Certificates

Electronic Engineering Technician Associate of Applied Science
Industrial Electronics Associate of Applied Science Option
Renewable Energy Management Associate of Applied Science Option
Electronics Certificate of Completion
Robotics Associate of Applied Science

Role on Committee	Last Name	First Name	Organization	City
Chair	Cunningham	Joseph	Oregon Department of Transportation	Salem
Vice Chair	Grunberg	Keith	Hunter Communications	Keizer
Member	Bailey	Scott	Test Products International	Beaverton
Member	Bennett	Joan	Retired Industry Member	Salem
Member	Blair	Ray	CISCO Systems	Lake Oswego
Member	Haider	Laer	Oregon DHS, OHA	Salem
Member	Halleen	Eric	Fortinet	Salem
Member	Harris	Blain	Dallas Glass	Dallas
Member	Hughes	David	FLIR Systems	Wilsonville
Member	Luebbers	Dominic	Oregon State Police	Salem
Member	Pashley	Brian	Micro Systems Engineering, Inc.	Lake Oswego
Member	Rosanbalm	Michael	unknown	Aumsville
Member	Scott	John	Truitt Bros. Inc.	Salem
Member	Vargas	Eric	Oregon Department of Transportation	Salem
Program Dean	Cheyne	Larry	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Emergency Medical Technology Advisory Committee
2020–2021**

Degrees and Certificates

Paramedicine Associate of Applied Science

Emergency Medical Technician Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Brumfield	Todd	Dallas Fire Department	Dallas
Member	Bauscher	Will	Corvallis Fire Department	Corvallis
Member	Black	Matt	Falck Ambulance	Salem
Member	Bohrer-Clancy	Jesse	Silverton Hospital	Silverton
Member	Fleck	Don	Public Member	Mt. Angel
Member	Grimes	Toni	Woodburn Ambulance	Woodburn
Member	Hanifan	Amy	McMinnville Fire Department	McMinnville
Member	Mauer	Adam	Santiam Hospital	Stayton
Member	Mayfield	Mike	Polk County Fire District #1	Independence
Member	McMann	Kyle	Marion County Fire District #1	Salem
Member	Russell	Ryan	Keizer Fire District	Keizer
Member	Schulze	Damon	Sheridan Fire District	Sheridan
Program Dean	Roache	Marshall	Chemeketa Community College	Brooks

**Fire Protection Technology Advisory Committee
2020–2021**

Degrees and Certificates

Fire Prevention Associate of Applied Science

Fire Suppression Associate of Applied Science

Fire Service Supervision and Management Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Blanco	Hector	Keizer Fire District	Keizer
Member	Cane	Jason	Oregon Office of State Fire Marshal	Salem
Member	Hadley	Greg	Salem Fire Department	Salem
Member	Haven	Alex	Newberg Fire	Newberg
Member	Hoxie	Sean	Dallas Fire Department	Dallas
Member	Hume	Alan	Sublimity Fire District	Sublimity
Member	McMann	Kyle	Marion County Fire District #1	Salem
Member	Olsen-Fink	Julie	DPSST	Salem
Member	Schulze	Damon	Sheridan Fire District	Sheridan
Program Dean	Roache	Marshall	Chemeketa Community College	Brooks

Action-1
January 21, 2021

**Health Information Management Advisory Committee
2020–2021**

Degrees and Certificates

Health Information Management Associate of Applied Science

Role on Committee	Last Name	First Name	Organization	City
Member	Brainard	Susan	Santiam Hospital	Stayton
Chair	Robinson	Alice	Legacy Health	Salem
Member	Burkett	Floyd	Department of Corrections OSCI/SCI/MCCF/OSP-M	Salem
Member	Deaton	Kathy	WVP Medical Group	Dallas
Member	Layton	Michelle	Salem Clinic	Salem
Vice Chair	Spears	Lisa	WVP Boulder Creek Clinic	Salem
Program Dean	Kellogg	Sandi	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Hemodialysis Technician Advisory Committee
2020–2021**

Degrees and Certificates

Hemodialysis Technician Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Member	Beatty	Kendall	Fresenius Medical Care	Beaverton
Member	Kaczor-Roach	Stacy	DaVita	Salem
Member	Rodriguez	Trish	DaVita	Portland
Member	Mayer	Joanne	Fresenius Medical Care	Tualatin
Member	Levesque	Di	Fresenius Medical Care	Albany
Member	Fiegi	Linda	Fresenius Medical Care	West Salem
Member	Brown	Melissa	DaVita	McMinnville
Program Director	Davis	Paul	Chemeketa Community College/ Yamhill Valley Campus	McMinnville

**Horticulture Advisory Committee
2020–2021**

Degrees and Certificates

Horticulture Associate of Applied Science

Horticulture Associate of Science

Crop Health Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Tancredi	Val	Retired Irrigation Consultant	Salem
Chair	Zielinski	Josh	Alpha Nursery	Salem
Member	Bailey	Rod	Alder Springs Enterprises	Salem
Member	Burk	Taylor	Heritage Seedling Service	Salem
Member	Hibbard-Swanson	Jared	Marion-Polk Food Share	Salem
Member	Ray	Tim	Dallas School District	Dallas
Member	Knobloch	Brenda	Salem-Keizer Education Foundation	Salem
Member	Stone	Jeff	Oregon Association of Nurseries	Wilsonville
Member	Smith	Brian	City of Salem Parks	Salem
Ex-Officio Faculty	Schilling	Joleen	Chemeketa Community College	Salem
Ex-Officio Faculty	Hensel	Kaley	Chemeketa Community College	Salem
Program Director	Cheyne	Larry	Chemeketa Community College	Salem

**Hospitality and Tourism Management Advisory Committee
2020–2021**

Degrees and Certificates

Hospitality and Tourism Management Associate of Applied Science

Event Management Certificate of Completion

Food and Beverage Management Certificate of Completion

Lodging Management Certificate of Completion

Tourism and Travel Management Certification of Completion

Hospitality and Tourism Management Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Member	Campuzano	Kara	Salem Conference Center	Salem
Member	Dodge	Ron	Oregon Department of Education	Salem
Member	Erickson	John	MERC	Portland Metro
Member	Fahey	Ryan	Spirit Mountain	Grand Ronde
Member	Fitzgerald	Kristi	Confetti Cupcake	McMinnville
Member	Huey	Sean	Spirit Mountain	Grand Ronde
Member	Jaworski	Chris	COHO Services	Willamette Valley
Member	Knapp	Jeff	Visit McMinnville	McMinnville
Member	McColly	Marla	ORLA	Wilsonville
Member	Neskahi	Kinji	Hilton	Salem
Member	Nieto-Centeno	Courtney	Independence Hotel	Independence
Member	Paraskevas	Alex	Sedcor	Independence
Member	Thompson	Krista	Kiwanda Hospitality Group	Pacific City
Member	Bakun	Irena	ORLA	Wilsonville
Member	Perle	Ben	Atticus Hotel	McMinnville
Member	Popkin	Wendy	ORLA	Wilsonville
Member	Sittisuphachoke	Jeff	Spirit Mountain	Grand Ronde
Member	Tzeo	Meuy	Holiday Inn Express	Keizer
Director	Davis	Paul	Chemeketa Community College / Yamhill Valley Campus	McMinnville

Action-1
January 21, 2021

**Human Services Advisory Committee
2020–2021**

Degrees and Certificates

Addiction Studies Associate of Applied Science
Social Services Associate of Applied Science
Direct Support Specialist of Applied Sciences
Addiction Counselor Certification Preparation Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Member	Blea	Phillip	Marion County Behavioral Health	Salem
Member	Deets	Kyle	Catholic Community Services	Salem
Member	Erb	Ashley	Shangri-La	Salem
Member	Hill	Beth	Shangri-La	Salem
Member	Jenne	Maureen	Emergence Addiction & Behavioral Therapies	Eugene
Member	Lief	Jennifer	Polk County Mental Health & Addiction Services	Dallas
Member	Miller	Kyle	Family Services Specialist MWVCAA Head Start and EHS	Salem
Member	Northcott	Kevin	Bridgeway Recovery Services	Salem
Member	Pritt	Tanya	Milestones Family Recovery	Corvallis
Member	Salazar-Allen	Jackie	Partnerships in Community Living, Inc.	
Member	Winningham	Robert	Western Oregon University	Monmouth
Program Dean	Kellogg	Sandi	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Machining Technology Advisory Committee
2020–2021**

Degrees and Certificates

Computer-Aided Design/Computer-Aided Manufacturing (CAD/CAM) Associate of Applied Science

Basic Manufacturing Technician Certificate of Completion

Computer-Aided Manufacturing (CAM) Fundamentals Certificate of Completion

Computer Numerically Controlled (CNC) Operator Certificate of Completion

Manual Machine Operator Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Benjamin	John	SECO Tools, LLC	Tualatin
Member	Amsden	Chris	Allied Systems	Sherwood
Member	Davis	Jeremiah	A-dec	Newberg
Member	Hickman	Jim	West Salem Machinery	Salem
Member	Jones	Travis	Innovative Manufacturing and Design	Silverton
Member	Keyser	Mike	Hill Brothers Machine	Salem
Member	Mead	Brian	Allied Systems	Sherwood
Member	Witmer	Steve	DMG Mori	Salem
Program Dean	Cobb	Nol	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Medical Assisting Advisory Committee
2020–2021**

Degrees and Certificates

Medical Assisting Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Powers	Nichole	Kaiser Permanente	Salem
Vice Chair	Deaton	Kathy	WVP Medical Group	Dallas
Member	Blair	Tashina	Grand Ronde	Grand Ronde
Member	Easterly	Kenna	Willamette Valley Clinics	McMinnville
Member	Eldridge	Michelle	WVP Medical Group	Salem
Member	Irving	Loretta	OSCI	Salem
Member	Kunis	Debbie	West Hills Healthcare	McMinnville
Member	Opitz	Heather	West Hills Healthcare	McMinnville
Member	Pollard	Kimberly	Salem Clinic	Salem
Member	Turnidge	Pearl	Willamette ENT	Salem
Member	Lares	Judy	Woodburn Pediatric	Woodburn
Member	Martinez	Celina	Woodburn Pediatric	Woodburn
Member	King	Marcie	WVMC	McMinnville
Member	Alinari	Shelli	Santiam Health	Corvallis
Member	Bone	Michael	WVMC	McMinnville
Member	Albers	Melissa	Cascade Foot Center	Salem
Member	McGregor	Wendy	WVP Health	Salem
Member	Behrend	Lisa	PMC	McMinnville
Member	Maxwell	Bailie	PMC	McMinnville
Member	Nichols	Caitlin	Silver Falls Dermatology	Salem
Member	Yang	Linda	Silver Falls Dermatology & Allergy	Salem
Member	Koepplin	Tracie	PMC	McMinnville
Member	Konzelman	Megan	Samaritan Health	Corvallis
Member	Croxford	Cristen	PMC	McMinnville
Member	Rosenwig	Tamantha	PMC	McMinnville

Action-1
January 21, 2021

Member	Nelson	BillieJo	Providence	Newberg
Member	Kenaston	Alicia	Santiam Health	Stayton
Member	Detrick	Harmoney	Santiam Health	Stayton
Member	Fraser	Linda	Santiam Health	Stayton
Program Director	Davis	Paul	Chemeketa Yamhill Valley Campus	McMinnville

Action-1
January 21, 2021

**Nursing Education Advisory Committee
2020–2021**

Degrees and Certificates

Nursing Associate of Applied Science
Practical Nursing Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Member	McCallum	Angi	Dallas Retirement Village	Dallas
Vice Chair	Sheets	Geralyn	Silverton High School	Silverton
Member	Blair	Damion	Oregon State Hospital	Salem
Member	Carver	Sabrina	Providence Benedictine Nursing Center	Mt. Angel
Chair	Irving	Loretta	Oregon Department of Corrections	Salem
Member	Luco	Tess	Samaritan Health Services	Corvallis
Member	Raikes	Christopher	Oregon State Hospital	Salem
Member	Rivera	Amanda	McKay High School Health Occupations	Salem
Member	Rothenberger	Katrina	Marion County Health Department	Salem
Member	Scheel	Julianne	Willamette Valley Medical Center	McMinnville
Member	Schoenthal	Dawne	Samaritan Health Services	Corvallis
Member	Shaw	Roxanne	Samaritan Health Services	Corvallis
Member	Shubin	Desi	Willamette Valley Medical Center	McMinnville
Chair	Wolfe	Sarah	Salem Hospital	Salem
Program Dean	Kellogg	Sandi	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Occupational Skills Training Advisory Committee
2020–2021**

Degrees and Certificates

Occupational Skills Training Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Mallery	Elizabeth	South Salem Vocational Rehabilitation Services	Salem
Member	Canida	Karla	Salem-Keizer School District	Salem
Member	Garren	Steve	Oregon DMV	Salem
Member	Johnson	Neil	WorkSource Oregon	Salem
Member	Machado	Jessica	U.S. Dept. of Veterans Affairs	Eugene
Member	Marinos	Deborah	Adaptability for Life	Silverton
Member	Nichols	Marilyn	Oregon State Hospital	Salem
Member	Straub	Michaela	Youth Transition Program, Silver Falls School District	Silverton
Member	Sisemore	Linda	North Salem Vocational Rehabilitation Services	Salem
Member	Ulrich	Marilyn	Oregon Employment Department Trade Act.	Salem
Member	Young	Cheryl	Marion-Polk Food Share	Salem
Program Dean	Cobb	Nol	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Pharmacy Technology Advisory Committee
2020–2021**

Degrees and Certificates

Pharmacy Management Associate of Applied Science
Pharmacy Technician Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Christopher	Elizabeth	Pharmacy Technician	
Member	McCain	Kristyn	Fred Meyer	Salem
Vice Chair	Aysheh	Nesreen	Pharmacy Technician	Salem
Member	Grant	Amber	Pill Box	Silverton
Member	Wells	Kenneth	Oregon State University	Junction City
Member	Zimmerman	Steven	Salem Hospital	Salem
Program Dean	Kellogg	Sandi	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Speech-Language Pathology Assistant Advisory Committee
2020–2021**

Degrees and Certificates

Speech-Language Pathology Assistant Associate of Applied Science

Speech-Language Pathology Assistant Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	Price	Jennie	Intermountain ESD	Pendleton
Vice Chair	Ginley	Susan	Portland State University	Portland
Member	Eustice	Hailey	Mighty Oaks Speech Therapy Center	Albany
Member	Allman	Shannon	Hermiston School District	Hermiston
Member	Gage	Susan	Salem Keizer School District	Salem
Member	Roberts	Heidi	Shepherd Health Care System	Hermiston
Member	Regan	Valerie	Private Practice, Adjunct	Portland
Program Director	Davis	Paul	Chemeketa Community College/ Yamhill Valley Campus	McMinnville

Action-1
January 21, 2021

**Visual Communications Advisory Committee
2020–2021**

Degrees and Certificates

Graphic Design Associate of Applied Science

Interactive Media Associate of Applied Science Option

Role on Committee	Last Name	First Name	Organization	City
Chair	Lyon	Jessica	Pivot	Turner
Member	Bolesky	Jeremy	Create Good Studio	Portland
Student	Campbell	Delaney	Chemeketa Student	Salem
Member	Cardwell	Duane	Cardwell Creative	Salem
Student	Leshchenko	Anastasiia	Chemeketa Student	Salem
Member	Lloyd	Beth	Oregon Lottery	Salem
Member	Mair Lowery	Matt	Groundwork UX	Milwaukie
Member	Peterson	Mike	5ive Marketing	Salem
Member	Schelar	Brooke	Common Era Collective	Salem
Member	Thomas	Vin	Fixel	Salem
Member	Walker	Griffin	Secretary of State's Office	Salem
Member	Wright	Mike	Willamette University	Salem
Program Dean	Taylor	R.	Chemeketa Community College	Salem

Action-1
January 21, 2021

**Welding Technology Advisory Committee
2020–2021**

Degrees and Certificates

Welding Fabrication Associate of Applied Science

Welding Certificate of Completion

Arc Welding Certificate of Completion

MIG Welding Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Vice Chair	Johnson	Marty	Self-employed	Salem
Member	Bender	Bob	Retired Industry Member	Salem
Member	Fery	Eric	Ag Chains Plus, Inc.	Sublimity
Member	Harris	Sam	GK Machine	Salem
Member	Jones	Douglas	Zephyr Engineering	Salem
Member	Torresdal	Jerald	Salem-Keizer School District-CTEC	Silverton
Member	Valarida	Ron	Valley Fab Corporation	Brooks
Program Dean	Cobb	Nol	Chemeketa Community College	Salem

**Wine Studies Advisory Committee
2020–2021**

Degrees and Certificates

Vineyard Management Associate of Applied Science
Winemaking Associate of Applied Science
Vineyard Operations Certificate of Completion
Wine Hospitality Operations Certificate of Completion

Role on Committee	Last Name	First Name	Organization	City
Chair	O'Brien	Betty	Elton Vineyards	Salem
Member	Beck	Jeanne	Crawford Beck Vineyard	Amity
Member	Boskov	Bree	Oregon Wine Board	Portland
Ex-Officio Faculty	Brose	Johnny	Chemeketa Community College/Eola	Salem
Member	Casteel	Ted	Bethel Heights Vineyards	Salem
Member	Chambers	Marie	Oregon Wine Board	Portland
Member	Crank	Don	Hawks View Vineyards	Sherwood
Member	Spearman-Eskelsen	Nicole	Salem Keizer Public Schools	Salem
Member	Ford	Lowell	Illahé Vineyards	Salem
Recording Secretary	Jensen	Megan	Chemeketa Community College/Eola	Salem
Member	Keegan	Eugenia	Jackson Family Wines	Yamhill
Member	Moore	Shane	Northwest Vineyard Service	Amity
Member	Olson	Mary	Airlie Winery and Dunn Forest Vineyard	Monmouth
Member	Panichkul	Victor	Stoller Family Estate	Dayton
Member	Skinkis	Patricia A.	Oregon State University	Corvallis
Member	Thomson	Steve	Cristom Vineyards	Salem
Member	West	Paden	Isabelle Meunier Consulting	McMinnville
Member	Vidrine	Cheney	Union Wine Company	Tualatin
Member	Weichold	Karl	Stoller Family Estate	Dayton
Ex-Officio Faculty	Berenguer	Bryan	Chemeketa Community College/Eola	Salem
Program Director	Davis	Paul	Chemeketa Community College/Eola	Salem

**APPROVAL OF ACADEMIC CALENDAR FOR 2021–2022
[20-21-122]**

Prepared by

Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley

The proposed 2021–2022 Academic Calendar has a new format, yet continues to follow last year's pattern, with one exception: Typically, the college is closed two additional days in December for the classified contract paid non-duty days. Instead, classified and exempt staff will have one floating paid non-duty day during the month of December. This will provide continuity of services to students without an additional college closure day.

ACADEMIC TERMS

Summer term intensive five-week session is June 21–July 24, the standard eighth-week session is June 21–August 14, and the ten-week session for specific programs is June 21–August 28. Summer term will continue to be a four-day work week for July and August, starting July 2.

Fall term is eleven weeks in length: September 27–December 11.

Winter term is eleven weeks in length: January 3–March 19.

Spring term is eleven weeks in length: March 28–June 11.

BREAKS

A three-week break is planned between fall and winter terms.

A one-week break is planned between winter and spring terms.

INSERVICE

Fall employee in-service is September 13–24. The college is closed on September 14 for the college-wide in-service day.

The college is closed on April 29 for the college-wide spring in-service day.

HOLIDAYS AND OTHER COLLEGE CLOSURE DAYS

The college will be closed a total of 11 days for holidays. Those holidays are:

July 5—Independence Day

September 6—Labor Day

November 11—Veterans' Day

November 25 and 26—Thanksgiving/Day After

December 23 and 24—Christmas Eve/Day

December 30 and 31—New Year's Eve/Day

January 17—Martin Luther King Day

Action-2
January 21, 2021

May 30—Memorial Day

Saturday classes will not be held July 3 and November 27 due to Independence Day and Thanksgiving Day Holidays.

The college will also be closed December 22 to recognize one of the two classified contract paid non-duty days and February 21 to recognize President's Day

It is recommended that the College Board of Education approve the Academic Calendar for 2021–2022.



2021-2022 ACADEMIC CALENDAR

Updated November 3, 2020

June 2021

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

July 2021

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

August 2021

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

September 2021

wk	S	M	T	W	T	F	S
						1	2
	5	H	7	8	9	10	11
	12	13	I	15	16	17	18
	19	20	21	22	23	24	25
1	26	27	28	29	30		

October 2021

S	M	T	W	T	F	S
					1	2
2	3	4	5	6	7	8
3	10	11	12	13	14	15
4	17	18	19	20	21	22
5	24	25	26	27	28	29
6	31					

November 2021

S	M	T	W	T	F	S
					1	2
7	7	8	9	10	H	12
8	14	15	16	17	18	19
9	21	22	23	24	H	H
10	28	29	30			

December 2021*

S	M	T	W	T	F	S
					1	2
11	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	H	H
	26	27	28	29	H	H

SUMMER TERM 2021

	Intensive 5-weeks	Standard 8-weeks	Specific Programs 10-weeks
Beginning of Term	June 21	June 21	June 21
End of Term	July 24	August 14	August 28
Final Exams	During last class	During last class	During last class
Faculty Grade Input Period	July 21 - August 30 (10:00 am)	July 21 - August 30 (10:00 am)	July 21 - August 30 (10:00 am)
Summer Friday Closure	Fridays, July 2 - August 27	Fridays, July 2 - August 27	Fridays, July 2 - August 27
Other College Closures	July 3 (Saturday)	July 3 (Saturday)	July 3 (Saturday)
Holidays	July 5 (Independence Day)	July 5 (Independence Day)	July 5 (Independence Day)

FALL TERM 2021

Beginning of Term	September 27
End of Term	December 11
Final Exams	December 6-11
Faculty Grade Input Period	October 27 - December 13 (10:00 am)
Employee Inservice	September 13-24
College-wide Inservice	September 14 (college closed to the public)
Winter Break	December 13-31
Other College Closures	November 27 (Saturday) December 22
Holidays	September 6 (Labor Day) November 11 (Veterans' Day) November 25 & 26 (Thanksgiving/Day After) December 23 & 24 (Christmas Eve/Day) December 30 & 31 (New Years Eve/Day)

WINTER TERM 2022

Beginning of Term	January 3
End of Term	March 19
Final Exams	March 14-19
Faculty Grade Input Period	February 2 - March 21 (10:00 am)
Spring Break	March 21-25
Other College Closures	February 21 (Presidents Day)
Holidays	January 17 (Martin Luther King Day)

SPRING TERM 2022

Beginning of Term	March 28
End of Term	June 11
Final Exams	June 6-11
Faculty Grade Input Period	April 27 - June 13 (10:00 am)
College-wide Inservice	April 29 (college closed to the public)
Holidays	May 30 (Memorial Day)

January 2022

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

February 2022

S	M	T	W	T	F	S
			1	2	3	4
6	6	7	8	9	10	11
7	13	14	15	16	17	18
8	20	21	22	23	24	25
9	27	28				

March 2022

S	M	T	W	T	F	S
					1	2
					3	4
10	6	7	8	9	10	11
11	13	14	15	16	17	18
	20	21	22	23	24	25
1	27	28	29	30	31	

April 2022

S	M	T	W	T	F	S
						1
					2	
2	3	4	5	6	7	8
3	10	11	12	13	14	15
4	17	18	19	20	21	22
5	24	25	26	27	28	30

May 2022

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

June 2022

S	M	T	W	T	F	S
					1	2
11	5	6	7	8	9	10
	12	13	14	15	16	17
	19	20	21	22	23	24
	26	27	28	29	30	

Registration dates and times available at: [Enrollment Services Key Dates](#)

Calendar Legend

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

*Typically the college is closed for two additional days in December to recognize the classified contract paid non-duty days. For the 2021-22 academic year, classified and exempt staff will have a floating paid non-duty day during the month of December. This will provide continuity of services to students without an additional college closure day.

Action-3
January 21, 2021

**APPROVAL OF 2020–2021 FACULTY SABBATICAL LEAVE RECOMMENDATION
ONE-TERM SPRING 2021
[20-21-123]**

Prepared by

Theresa Yancey, Sabbatical Review Committee Co-Chair
Peter Hoelter, Sabbatical Review Committee Co-Chair
Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley

In spring 2019, the College Board of Education approved eight (8) applications for a total of sixteen (16) terms of sabbatical leave for the 2020–2021 academic year, leaving nine (9) terms of leave for one-term spring 2021 sabbaticals. One (1) application was submitted in fall 2020 for one-term spring 2021 sabbatical leaves. As noted in the collective bargaining agreement, “if all eligible leaves are not awarded by the April board meeting, applications for a spring leave will be accepted until October 1.”

The Sabbatical Review Committee reconvened fall 2020 and used the criteria and guidelines developed jointly by the faculty association and the college to review the applications. The committee, by consensus, recommended the one (1) application be approved. Members of Instruction and Student Services concurred with the committee recommendation.

It is recommended that the College Board of Education approve the following sabbatical leave:

Silvia Herman—Languages, 1 term (spring)
Proposes to create a curriculum for SPN 201, SPN202, and SPN203 that will be cost-effective for community college students. Silvia will use this time to research open educational resources and free material to incorporate in the curriculum. This work will be done to help attract students to take language courses at Chemeketa.

1 applicant
1 term
(9 terms available)

Action-4
January 21, 2021

**APPROVAL OF ELEMENTARY EDUCATION MAJOR TRANSFER MAP (MTM)
[20-21-124]**

Prepared by

Cecelia Monto, Dean—Education, Language & Social Sciences
Don Brase, Executive Dean—General Education and Transfer Studies
Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley

House Bill 2998, passed in 2017, requested general education disciplines create efficient programs of study that transfer directly to public universities in a 2+2 format called a Major Transfer Map (MTM). Education is the first program approved by the Higher Education Coordinating Commission (HECC) and signed off by all colleges and university presidents in Oregon. The initiative supports overall student success by reducing transfer confusion and providing streamlined degree attainment.

This 90-credit program of study is aligned with the Associate of Arts Oregon Transfer (AAOT) and guarantees students' junior status in the discipline at state public universities that offer a Bachelor's degree in Elementary Education. Student transcripts will show a notation for those that successfully completed the Major Transfer Map.

It is recommended that the College Board of Education approve the Elementary Education Major Transfer Map.



Major Transfer Map in Elementary Education

90-100 Credits or Optimal Transfer Point

From: All Oregon Community Colleges

To: All Oregon Public Universities



CORE TRANSFER REQUIREMENTS		
<i>See an advisor for recommended courses and to learn about professional Elementary Education application processes</i>		
Writing		
1 course	WR121* <i>* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i>	3-4
Arts & Letters		
1 st course	ENG 104, 105, or 106	3-4
2 nd course	Intro to Drawing or Intro to Design	3-4
Social Sciences		
1 st course	HST 201, 202, or 203	3-4
2 nd course	World/Cultural Geography or Cultural Anthropology	3-4
Natural Sciences		
1 st course	Biological Science w/lab (ORELA prep course, often Bio 101)	4-5
2 nd course	Earth Sciences w/lab	4-5
Mathematics		
1 course	MTH 211	4-5
***At least 1 Core Transfer Requirement course must also satisfy Cultural Literacy outcomes for AAOT		
**** Courses must total minimum of 30 credits, can be filled by an elective credit if needed		
Core Transfer Requirement Total		30-35
ADDITIONAL GENERAL EDUCATION COURSES		
<i>See an advisor for recommended courses and to learn about professional elementary education programs and application processes</i>		
Writing	WR 122* <i>* A student must have eight credits of Writing to satisfy the AAOT requirements or they will need to take a third writing course</i>	3-4
Communications	COMM 111	3-4
Arts & Letters	Select from AAOT outcomes <ul style="list-style-type: none"> • Students interested in the WOU 4 Yr. licensure program can also take linguistics • 200-level world languages also recommended 	3-4
3 rd Social Science	American Government	3-4
4 th Social Science	Psychology class PSY 201 or 202	3-4
Natural Sciences	3 rd lab Science from AAOT course list w/lab or discussion section	4-5
Math	MTH 212	4-5
Math	MTH 213	4-5
Health	Health and Wellness	2-3
Section Total		29-38

EDUCATION COURSES*	
* Each public university will accept at least 3 out of the 5 courses as meeting major requirements. One of those 3 must be Education Foundations/Introduction to Education See an advisor for recommended courses and to learn more about professional elementary education programs and application processes	
Education Foundations/Introduction to Education	3-4
Child Development/ Learning & Development	3-4
Multicultural Education/Culturally Responsive Pedagogy	3-4
Special Education	3-4
Practicum	3
Section Total	15-19
Grand Total	74-92
ELECTIVES	
Elective courses to reach 90 credits (See recommended electives on page 3)	0-16
MAJOR TRANSFER MAP TOTAL	90-100

4 Yr. Licensure and Non-Licensure Programs					
See an advisor for recommended courses and to learn more about these programs and the application processes					
4 Yr. Licensure Programs					Other Degree Programs
SOU-4 Yr.	WOU-4 Yr.	EOU-4 Yr.	OSU Cascades-	OSU-Teaching	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)
Licensure & Non-licensure	Licensure	Licensure	4 Yr. Licensure	Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021)	
SOU requires a 2.75 GPA for entrance and nothing less than a C- in any required course (education or otherwise). Exceptions made on a case by case basis.	All "ED" prefix courses (or courses that sub in for ED prefix courses) must be a B- or better. Students need to have a 2.75 by the time they apply for the "Ed program" at the end of junior year.	Preference for cumulative GPA of 3.0, exceptions made on a case by case basis. Education courses must have a C- or better to transfer.	Preference for cumulative GPA of 3.0, exceptions made on a case by case basis. Education courses must have a C or better to transfer.	Minimum course grade is a C and GPA requirement is 3.0. Exceptions may be made and students may be conditionally accepted on a case by case basis. OSU will provide conditionally accepted students support to help them reach their goals	Minimum cumulative GPA for admissions consideration is 2.75. Exceptions may be made on a case by case basis. Education courses must have a C- or better to transfer.



Recommended Electives

See an advisor for recommended courses and to learn more about these programs and the application processes

4 Yr. Licensure Programs					Other Degree Programs
SOU-4 Yr. Licensure & Non-licensure	WOU-4 Yr. Licensure	EOU-4 Yr. Licensure	OSU Cascades- 4 Yr. Licensure	OSU-Teaching Undergraduate Major (Clinically Based Elementary) Licensure (program available in 2021)	UO- 4 Yr. Non-licensure (to obtain a teaching license students must apply to a graduate degree and licensure program)
Recommended: <ul style="list-style-type: none"> WR 123 Early Childhood Ed Courses Children's Literature 	Recommend: <ul style="list-style-type: none"> Children's Lit Counts as ED 230 (needs to be a children's literature course/not literacy methods) Creative arts for teachers course LING 210 	Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course Children's Literature 	Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course 	Recommended: <ul style="list-style-type: none"> Early Childhood Ed Course 	Recommended: <ul style="list-style-type: none"> Ethnic Studies Early Childhood Ed Course WR 123

¹ OSU College of Education also has a double-degree licensure program. This program requires students to earn two undergraduate degrees concurrently – one in their chosen field and one in education (36 extra credits). This program may take more than four years to complete and some of the required courses differ from the course path on the MTM. Students interested in the Double Degree should seek advising from the OSU College of Education.

Action-5
January 21, 2021

**APPROVAL OF SUSPENSION OF HEMODIALYSIS TECHNICIAN
CERTIFICATE OF COMPLETION
[20-21-125]**

Prepared by

Paul Davis, Director—Wine Studies and Yamhill Valley Career and Technical Education
Holly Nelson, Executive Dean—Regional Education and Academic Development
Jim Eustrom, Vice President—Academic Affairs/Campus President, Yamhill Valley

The Chemeketa Hemodialysis Technician program currently offers a certificate of completion. This certificate program was initially designed to transition the employer industry on the job training to a more formal education model. This transition has not been fully implemented by employers, making it challenging to have two different training models. Over the past few years this program has experienced a significant decrease in enrollment, despite being the only program in the state of Oregon. A critical element of the certificate is a term-long clinical training placement. The lack of available clinical placements in the college service area continues to be a problem. This was heightened during the pandemic; the college has been unable to place students in a clinical setting.

It is recommended that the College Board of Education approve the suspension of the Hemodialysis Certificate of Completion.

**APPROVAL OF GRANTS AWARDED
OCTOBER 2020–DECEMBER 2020
[20-21-126]**

Prepared by

Gaelen McAllister, Grants Coordinator—Institutional Grants
David Hallett, Vice President—Governance and Administration

These grants have been awarded to the college from April 2020–June 2020. It is recommended that the board accept these grants.

Grantor	Department	Description	Amount
National Endowment for the Humanities	General Education and Transfer Studies (GETS)– Liberal Arts– Communications, Developmental Education	Funds Public Speaking curriculum, faculty development and speaker series to bring local diverse speakers to campus and into classes. Collaboration with Developmental Ed to add sections of Applied English to COMM 111 and pilot a bilingual COMM 111 course. Submitted July 16, 2020.	\$149,573
USDA National Institute of Food and Agriculture (NIFA) Agricultural Workforce Training Grant	Regional Education and Academic Development (READ)– Agricultural Sciences	Funds community partnership to bring Native American Traditional Ecological Knowledge course and native plant work-based experiences to engage Native American and BIPOC in agricultural studies. Five years. Submitted September 24, 2020.	\$461,242
Polk County	Career Technical Education (CTE)– Early Childhood Education (ECE)	Funds ECE class and materials to increase skills of Polk County Childcare providers and link them to education pathways. Submitted September 30, 2020.	\$9,487
Oregon Department of Education (ODE)– Early Learning Division	CTE–ECE	Provides funds for emergency childcare.	\$8,515

Action-6
January 21, 2021

ODE–Student Success Grow Your Own	GETS–Education	Expands student teacher recruitment and support to rural high schools and districts to increase diversity of teachers in Oregon. Provides tuition for education students and an intensive summer program for teaching assistants interested in becoming teachers. Submitted October 26, 2020.	\$205,193
Oregon Community Foundation	Governance and Administration– Chemeketa Foundation	Emergency relief funds for Native American students	\$15,000
		Total:	\$849,011

**ACCEPTANCE OF PROGRAM DONATIONS
OCTOBER 1, 2020 THROUGH DECEMBER 31, 2020
[20-21-127]**

Prepared by

Shawn Keebler, Administrative Assistant—Foundation
Jamie Wenigmann, Director of Development—Foundation
Marie Hulett, Executive Director—Institutional Advancement
David Hallett, Vice President—Governance and Administration

Item: Three Winemaking Textbooks
Donor: Crush2Cellar Winery Supplies
Declared Value: \$486.00
Program: Viticulture Program

Item: 2014 Volkswagen Beetle
Donor: Fitzpatrick Painting Inc
Declared Value: \$4,000.00
Program: Automotive Program

Item: Complete LERE Program
Donor: Linda Wheeler
Declared Value: \$1,000.00
Program: Criminal Justice Program

Item: Various SMT Components
Donor: Garmin AT
Declared Value: \$51,064.88
Program: Electronics Program

MISSION • VISION • CORE THEMES • VALUES

MISSION *(Our purpose)*

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

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

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

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

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

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

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

Student Success – Students progress and complete their educational goals.

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

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

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

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

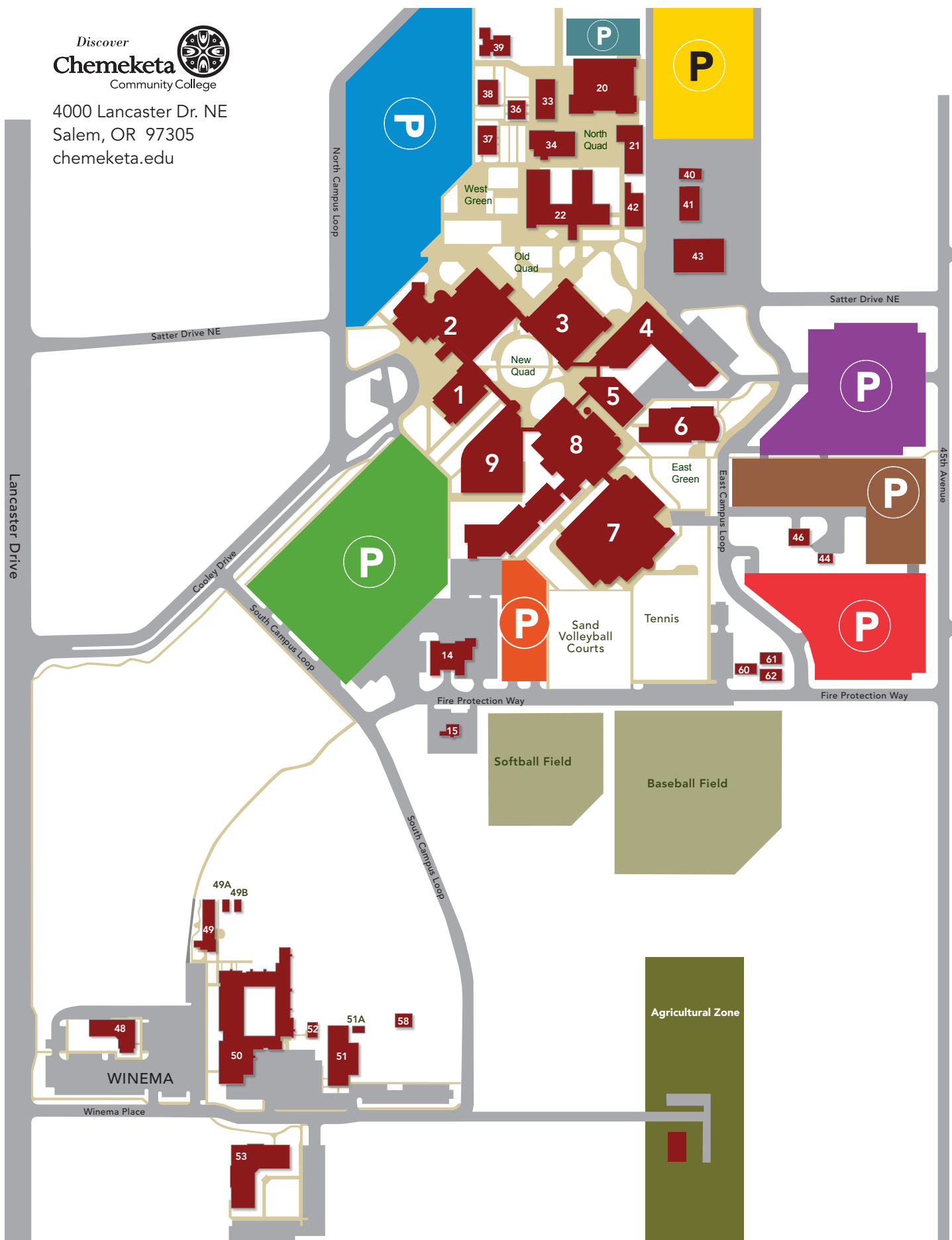
Innovation – We innovate through reflection, analysis, and creativity. We design quality instruction, programs, and services to prepare students to meet the changing needs of our communities in a global society.

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

Appendix-2
January 21, 2021



4000 Lancaster Dr. NE
Salem, OR 97305
chemeketa.edu



Appendix-2
January 21, 2021

Salem Campus

Building and Primary Function(s)

- 001 1st Floor: Bookstore,
- 001 2nd Floor: Faculty Offices
- 002 1st Floor: Advising & Counseling;
Career Center; Convenience
Store; **Student Accessibility
Services**; Food Court; Information
Center; Multicultural Center;
Planetarium; Public Safety;
Student Retention & College Life;
Student Support Services; Testing
Services
- 002 2nd Floor: Business Services; CAMP;
Chemeketa Completion Program;
Enrollment Center; Graduation
Services; Financial Aid; TRiO; Talent
Search; Upward Bound; Tutoring
Services; Veteran's Services; College
Support Service's; Human Resources;
Presidents Office; Public Information,
Marketing and Student Recruitment.
- 003 1st Floor: Gretchen Schuette Art
Gallery; Classrooms;
- 003 2nd Floor: Classrooms; Math Learning
Center; Instruction and Student
Services, Placement Testing
- 004 1st Floor: Automotive Program;
Electronics Program
- 004 2nd Floor: Visual Communications;
Robotics; Eletronics & Networking
Programs
- 005 1st Floor: Art Classrooms;
- 005 2nd Floor: Classrooms
- 006 1st Floor: Auditorium; Classrooms
- 006 2nd Floor: Classrooms; Employee
Development
- 007 Gymnasium; Physical Education
Classrooms
- 008 1st Floor: Dental Clinic; Health &
Science Classrooms;
- 008 2nd Floor: Health & Science
Classrooms
- 009 1st Floor: Classrooms; **The Center
for Academic Innovation; Academic
Effectiveness**; Scheduling; Television
Studio
- 009 2nd Floor: Library; Writing Center;
Computer Lab; Study Rooms
- 014 Public Safety
- 015 Burn Tower
- 020 Drafting; Engineering; Machining
Program
- 021 Welding Program
- 022 Academic Development; HEP;
Information Technology
- 033 Apprenticeship Program
- 034 Conference Rooms; SOAR
- 037 Faculty Offices
- 038 Faculty Offices; Occupational Skills
Training; Cooperative Work Experience
- 039 Child Development
- 040 Facilities & Operations
- 041 Facilities & Operations

- 042 Catering Kitchen; Northwest
Innovations
- 043 Copy Center; Mail Room; Recycling
- 044 Horticulture Potting Shed
- 045 Activity Field
- 046 Greenhouse
- 048 Conference Rooms; MaPS Credit
Union; Winema Market & Deli
- 049 Mid-Willamette Education Consortium,
Youth GED Options
- 050 High School Partnerships
- 051 Winema High School; Robotics; Lab
- 052 Classrooms
- 053 Department of Human Services
- 058 Facilities & Operations Annex
- 060 Agriculture Sciences
- 061 Classrooms
- 062 Classrooms

Area or Service—Building/Room

- General Information
(Welcome Center)—2/110
- Public Safety—2/173—503.399.5023
- Academic Development—22/100
- Instructional & Student Services—3/272
- Admissions—2/200
- Advising—2/110
- Art Gallery—3/122
- Auditorium—6/115
- Boardroom—2/170
- Bookstore—1/First Floor
- Business Services—2/202
- Chemeketa Cooperative Regional Library
Service—9/136
- Computer Labs, Library—9/Second Floor
- Convenience Store—2/180
- Cooperative Work Experience—38
- Dental Clinic—8/101
- Executive Dean of Students—3/272
- Disability Services—2/174
- Employee Development Center—6/218b
- English for Speakers of Other
Languages—22/100
- Enrollment Center—2/200
- Extended Learning—3/252
- Financial Aid—2/200
- First Aid—2/173
- Food Service—2/First Floor, 8, & 48
- GED—22/100
- Gymnasium—7
- Human Resources—2/214
- International Programs and Study
Abroad—2/174
- IT Help Desk—9/128
- Career Center—2/115
- Library—9/Second Floor
- Lost & Found—2/173

- Mail Room—43
- Multicultural Center—2/177A
- Northwest Innovations—42
- Online Courses—9/106
- Parking Permits—2/173
- Planetarium—2/171
- Posting Notices on Campus—2/176
- President's Office—2/216
- Public Information—2/208
- Registration—2/200
- Student Center—2/179
- Student Clubs—2/176
- Student Identification Cards—1/First Floor
- Student Accessibility Services—2/174**
- Study Skills—2/210
- Testing Center—2/101 (Testing
Annex—3/267)
- Transcripts—2/200
- Transfer Information—2/110
- Tutoring Center—2/210
- Vending Machine Refunds—Bookstore
- Veterans' Services—2/200
- Writing Center—9/210

Instructional Department Offices

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

Restrooms

SINGLE OCCUPANCY

- Building 2—First floor
- Building 4—Second floor
- Building 5—Second floor
- Building 6—First floor
- Building 8—First floor
- Building 20—First floor

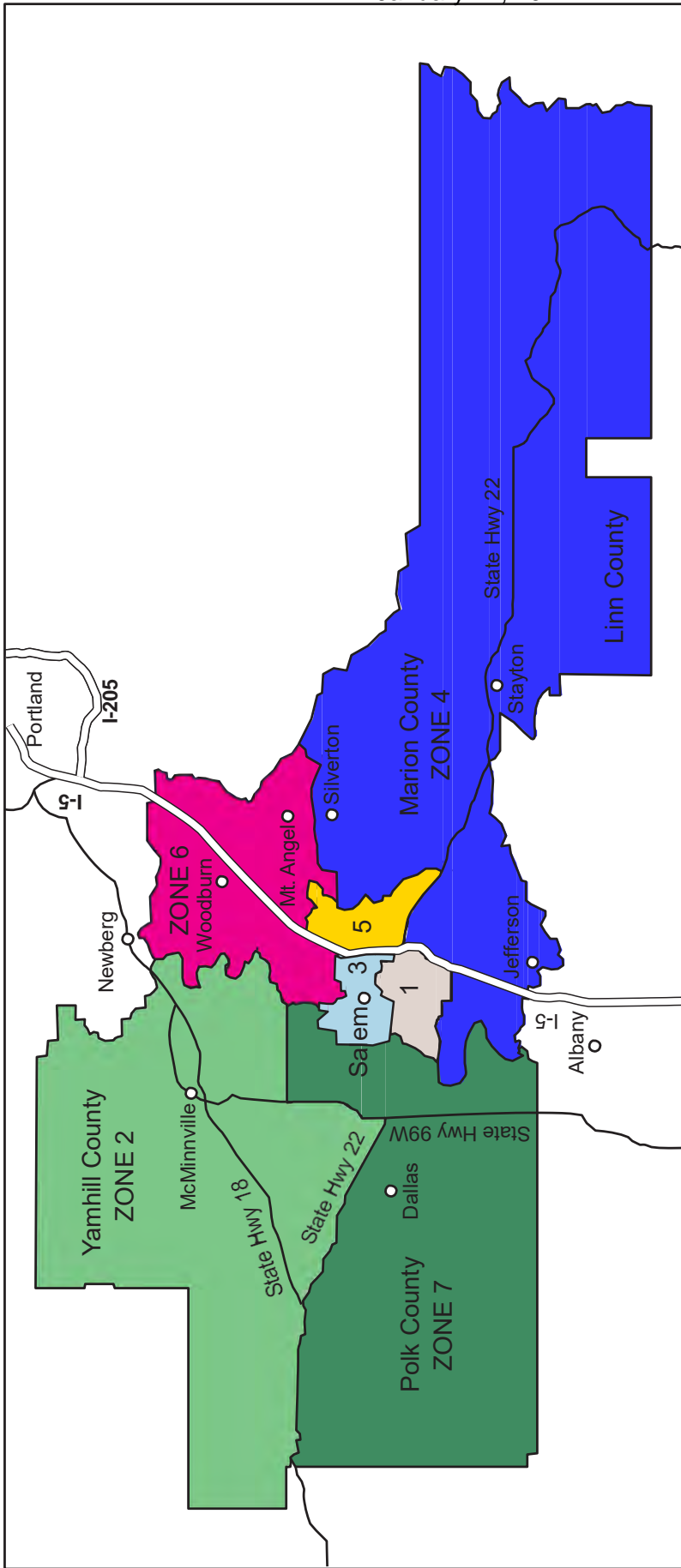
- Building 36—First floor
- Building 37—First floor
- Building 38—First floor
- Building 40—Second floor
- Building 50—First floor
- Building 51—First floor

MOTHER'S ROOM

- Building 2—First floor
- Building 8—First floor
- Building 20—Second floor
- Building 40—Second floor



Chemeketa Community College
District Boundary and Board Zones



Board Members

ZONE 1	Ed Dodson, Chair 2020–2021
ZONE 2	Ron Pittman
ZONE 3	Neva Hutchinson
ZONE 4	Ken Hector
ZONE 5	Jackie Franke, Vice Chair 2020-2021
ZONE 6	Diane Watson
ZONE 7	Betsy Earls