Policies, Regulations & Financial Review

Prepared for the Northwest Commission on Colleges and Universities by Chemeketa Community College

Submitted March 1, 2021

Discover
Chemeketa
Community College

POLICIES, REGULATIONS & FINANCIAL REVIEW

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Mission Fulfillment

Chemeketa Community College has developed a set of flexible and meaningful guiding statements to chart our direction: our mission, vision, values and core themes. Developed in a collegewide process and adopted in 2015, these statements have proven to be durable, even carrying the College through unprecedented challenges in 2020. They form the backbone of Chemeketa's strategic planning, institutional indicators, and budget decisions and will remain intact through the end of this accreditation cycle.

The College **mission** leads our way: *Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.*

Carrying out our mission accomplishes our **vision**: *Chemeketa will be a catalyst for individuals, businesses, and communities to excel in diverse and changing environments.*

The College **values** articulate how we work together with our students and community to achieve our mission: *Collaboration, Diversity, Equity, Innovation, Stewardship.*

The **core themes** articulate the four critical components of our 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.*

The College's understanding of the core themes has evolved since their inception. Access is intrinsically tied to equity; Academic Quality is dependent on quality throughout the institution. The first three core themes are interdependent components that shape the journey towards the fourth, Student Success, and this leads to mission fulfillment.

2020 vision of Core Themes

Mission Fulfillment Framework

The mission and core themes underlie the College's mission fulfillment framework. To monitor core theme performance and adjust course as needed, the College has developed a set of 14 key institutional indicators and associated measures. These collectively monitor the effectiveness of the College's work to support student success. **In the College definition of Mission Fulfillment, at least 11 of the 14 institutional indicators (70%) will reach acceptable thresholds by the end of the accreditation cycle.**

Strategic Plan and Mission Fulfillment

Infused through the priority work of the College, the core themes serve as the foundation for the College's Strategic Plan. Chemeketa's 2020–21 Strategic Plan outlines three core theme-driven strategic priorities: Access and Equity, Student Experience, and Academic Excellence. Each is linked to two significant initiatives. The strategic priorities are designed to advance the core themes, impact institutional indicators, and guide the College to mission fulfillment.
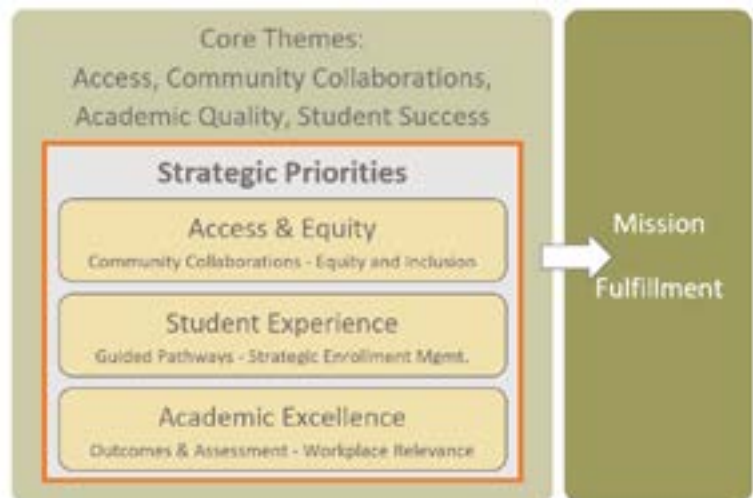
2020-21 Strategic Plan Organization

Using Councils to Advance Strategic Priorities

To broaden engagement with intentionally advancing the Strategic Plan, the College is expanding the roles and membership of four collegewide councils. The councils will monitor Strategic Plan priority progress and related institutional indicators and measures, and recommend continuous improvements as needed. The College Council will act as an overarching review group, monitoring the Strategic Plan, institutional indicators, and overall College progress on the core themes, which culminate in student success.

Collegewide Councils' Designated Priorities

	Academic Standards Advisory Council	**Diversity Advisory Council**	**Student Success and Completion Advisory Council**	**College Council**
Strategic Priorities	Academic Excellence	Access and Equity	Student Experience	Student Success

With the Strategic Plan priorities and institutional indicators as their map, the College councils will play a critical role in improving institutional effectiveness, helping the College navigate toward student success and mission fulfillment.

EXHIBITS

[Chemeketa Core Theme Indicators and Measures](#)

[Chemeketa 2016 Year 1 Report](#)

[Chemeketa 2016 Year 1 Commission Response](#)

[Chemeketa 2018 Year 3 Mid-Cycle Report](#)

[Mid-cycle Peer Evaluation](#)

Eligibility Requirements

Chemeketa Community College attests that it remains in compliance with NWCCU Eligibility Requirements 1-23 as certified in the [Institutional Report Certification Form](#).

1. OPERATIONAL STATUS: The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.

2. OPERATIONAL FOCUS AND INDEPENDENCE: The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.

3. AUTHORITY: The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.

4. INSTITUTIONAL EFFECTIVENESS: The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

5. STUDENT LEARNING: The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

6. STUDENT ACHIEVEMENT: The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to, graduation, retention, completion, licensure, and measures of postgraduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

7. NON-DISCRIMINATION: The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its mission.

8. INSTITUTIONAL INTEGRITY: The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.

9. GOVERNING BOARD: The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

10. CHIEF EXECUTIVE OFFICER: The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.

11. ADMINISTRATION: In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.

12. FACULTY: Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

13. EDUCATIONAL PROGRAMS: Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s) culminate in the achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

14. LIBRARY AND INFORMATION RESOURCES: Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE: The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

16. ACADEMIC FREEDOM: Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

17. ADMISSIONS: The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.

18. PUBLIC INFORMATION: The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles, and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

19. FINANCIAL RESOURCES AND PLANNING: The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and appropriate risk management to ensure short-term financial health and long-term financial sustainability.

20. FINANCIAL ACCOUNTABILITY: For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

21. DISCLOSURE: The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.

22. RELATIONSHIP WITH NWCCU: The institution understands and accepts the Standards and policies of NWCCU and agrees to comply with these Standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

23. INSTITUTIONAL CAPACITY: The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

Standard 2—Governance, Resources and Capacity

2.A Governance

Standard 2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

Board of Education

Chemeketa Community College is governed by an elected seven-member Board of Education, one from each of the College's seven districts. Members have no contractual, employment relationship, or personal financial interest with the College. The Board has clearly defined authority, roles, and responsibilities that are outlined in the College's policies. They are well informed of College operations and status; an annual calendar of Board reports ensures they are updated on the latest high-level data and considerations for the institution. The Board is responsible for approving the College's operating budget and policies and for evaluating the College president/chief executive officer annually.

Oregon Community College Governance

Chemeketa is one of Oregon's 17 decentralized community college districts accredited by the Northwest Commission of Colleges and Universities. The Oregon legislature grants authority to Chemeketa and its governing Board to operate and award degrees with two Oregon Revised Statutes: ORS 341.290 and ORS 341.465.

Oregon community colleges are overseen by the Higher Education Coordinating Commission (HECC) and guided by the Oregon Department of Community Colleges and Workforce Development, which is headed by a commissioner for community colleges. The commissioner reports directly to HECC.

Policies that govern the Board are available on the College public website along with all the College's policies and procedures. Detailed information about the Board and its members also appear on the website.

EXHIBITS

Board of Education

Chemeketa Community College Board of Education (College Website)

*Policies & Procedures Board of Education Series (College Website)

*Board of Education Reports Schedule 2020–21

*Board Policy/Procedure Review Table

Policies Governing Board of Education

*Board Policy 1130 Authority of the Chemeketa Board Members

*Board Policy 1150 Duties and Responsibilities of the Chemeketa Board

*Board Policy 1710 Conflict of Interest and Ethics

Additional Exhibits: Governance

*Charter of Incorporation—Chemeketa Community College

*Articles of Incorporation—Chemeketa Community College

2.A.1 Required Evidence

> **Standard 2.A.2**
>
> The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

System of Leadership

Chemeketa's system of leadership is intentionally designed to ensure appropriate levels of authority, responsibility, and accountability in the College's administrative structure. Chemeketa operates according to a tiered system of leadership. The top tier, Executive Team

(described below), is supported by second and often third tiers of department deans, directors and managers who oversee their respective areas. They serve as conduits between ET, faculty, front-line staff, and students.

In accordance with Board Policy 2010, leadership responsibility and authority are outlined in the College organization chart, which is updated annually and as needed if significant changes occur during the year. Administrators are hired in alignment with position descriptions that outline minimum and preferred qualifications to ensure College administrators will be well qualified to perform their roles within the College leadership structure. The College's robust recruitment and advertising practices generate diverse pools of well-qualified candidates for vacant positions. Board Policy 3020 ensures that supervisors evaluate employees on a regular basis and as outlined in contractual agreements; evaluations are included in personnel files.

Executive Team

Chemeketa's Executive Team (ET) consists of senior administrators who oversee and guide each of the College's four divisions: Governance and Administration (GA), College Support Services (CSS), Student Affairs (SA), and Academic Affairs (AA), in addition to the president and chief diversity officer in the President's Office. ET annually reviews its structure to ensure it encompasses the administrative leaders necessary to direct the College effectively.

ET's role is to make comprehensive, collegewide planning, budgeting and managing decisions and to assess achievements and effectiveness. The team meets weekly and reviews institutional data quarterly to inform their decisions. Each summer, ET reviews these results as part of an evaluation of College effectiveness, and identifies areas for continuous improvement that are then translated into next steps in the College Strategic Plan.

Each member is responsible for planning, organization, and management within their respective areas, and the team is collectively accountable and responsible for viewing the College as a whole. They make and recommend decisions that align the best interests of their units and the College, and with these perspectives, develop the College's seven-year Strategic Plan, which is produced and updated annually.

The ET charter describes how this leadership group operates and arrives at decisions. Both the charter and the College organization chart are available for viewing by all College employees on the institution's internal dashboard so that the system of leadership is clear to everyone.

EXHIBITS

Executive Team

Name & CV link	Title	Division
*Jessica Howard	District President/CEO	President's Office
*Jim Eustrom	Vice President- Academic Affairs (Chief Academic Officer), Yamhill Valley Campus President	Academic Affairs
*Miriam Scherer	Vice President- College Support Services/Chief Financial Officer	College Support Services
*David Hallett	Vice President- Governance & Administration	Governance and Administration

*Bruce Clemetsen	Vice President- Student Affairs	Student Affairs
*Michael Kinkade	Associate Vice President- Operations Management/Chief Information Officer	College Support Services
*Alice Sprague	Associate Vice President- Human Resources	Governance and Administration
*Marie Hulett	Executive Director- Institutional Advancement	Governance and Administration
*Don Brase	Executive Dean- General Education and Transfer Studies	Academic Affairs
*Holly Nelson	Executive Dean- Regional Education and Academic Development	Academic Affairs
*Marshall Roache	Interim Executive Dean- Career and Technical Education	Academic Affairs
*Manuel Guerra	Executive Dean- Student Development and Learning Resources	Student Affairs
*Vivi Caleffi-Prichard	Chief Diversity Officer	President's Office
*Julie Deuchars	Executive Coordinator	President's Office

Leadership Position Description Examples

Position Description: Dean

Position Description: VP-CFO

Additional Exhibits: Leadership

Board Policy 2010 Concept of Administrative Organization

Board Policy 3020 Employee Evaluation

*Chemeketa Organization Chart

Board Policy Review Table

Executive Team Charter

2.A.2 Required Evidence

Standard 2.A.3
The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Chemeketa has employed Dr. Jessica Howard as its district President/CEO since July 2019. President Howard previously served as Portland Community College's Southeast Campus President and Vice President of Academic Affairs at San Antonio College in San Antonio, TX. She holds a Doctor of Philosophy in Performance Studies from New York University in New

York, NY, a Master and Bachelor of Music in Music Theory and a Bachelor of Arts in English from Rice University in Houston, TX, and an Associate of Arts from San Antonio College.

As defined in the College president job description and outlined in Board policies, President Howard has full-time responsibility to the College and serves as the sole employee of the Board. She serves as an ex-officio member of the Board but does not serve as chair. The Board delegates to the College president/chief executive officer the authority to administer the laws and Board policies and the responsibility to develop and administer procedures necessary to the operation of the College.

EXHIBITS

President/CEO

   *[Jessica Howard CV](#)

Policies Governing College Presidency

   [Board Policy 1160 Chemeketa Board Delegation of Administrative Authority](#)

   [Board Policy 1410 Duties of the Chemeketa President/CEO](#)

   [Board Policy 1420 Chemeketa Board and President/CEO Relationship](#)

   [Board Policy 2010 Concept of Administrative Organization](#)

   [Board Policy 2110 President of the College/CEO](#)

* 2.A.3 Required Evidence

> **Standard 2.A.4**
> The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

College Decision-Making

Chemeketa's decision-making structures are outlined in publicly available organization charts referred to in 2.A.2. Related processes are detailed in documents maintained by those departments which oversee them, many of which are posted on the College's internal dashboard.

The decision-making system includes provisions for the consideration of the views of faculty, staff, administrators, and students through an extensive network of councils, committees and workgroups that advise administrators in carrying out the work of the College. The majority of decisions at the College are made in consultation with one or more of these groups. They provide feedback, make recommendations, and contribute to processes, initiatives, and policy and procedure oversight and development. At the highest institutional level, faculty, classified, exempt staff and students serve as advisory representatives at monthly Board of Education meetings.

Membership for each group is thoughtfully composed to represent multiple perspectives from faculty, classified, and exempt employees, as well as students where applicable. Interested parties are able to participate in decisions in which each has a direct and reasonable interest through their involvement and representation in these groups. Charters spell out purpose, representation, and terms of service for standing groups; similar temporary groups are convened as needed to support specific projects. A listing of groups and their charters is also available internally on the College's dashboard.

Institution-level planning and decision-making is informed by four collegewide advisory councils. These groups monitor the work of the College as laid out in the Strategic Plan, regularly review relevant institutional indicators, track progress toward mission fulfillment and recommend areas for continuous improvement. These councils solicit membership on a rotating basis to include representative faculty, staff, administrators, and student voting members as documented in their charters.

College Council (formerly President's Advisory Council)—Monitors Student Success initiatives and indicators. The purpose of the College Council (CC) is to connect the work of chartered College councils, committees, and other groups that focus on institution-wide efforts and issues, and relate that work to the institution's strategic plan and direction. CC members include representatives from each of the other councils, the faculty senate, the faculty and classified employee associations, and student government. This council reviews governance policies and recommends to move them forward to the College Board for approval.

Diversity Advisory Council—Monitors Access and Equity initiatives and indicators. It gives advice on programs and activities to further employee and student understanding of cultural competency, reviewing diversity-related gap analysis findings, recommending actions or policy changes and consulting with the College community as requested.

Academic Standards Advisory Council—Monitors Academic Quality initiatives and indicators. The council's role is to review, assess, analyze and make recommendations pertaining to: academic policies and standards; data relevant to core theme Academic Quality; the structure and integrity of the College's degrees and certificates.

Student Success and Completion Advisory Council—Monitors college priority Student Experience initiatives and indicators. This committee oversees and aligns student recruitment, retention, and completion work collegewide. Its role is to make recommendations to the President regarding strategies to inform the Master Academic Plan and collegewide Strategic Plan.

Additional advisory groups are embedded in processes throughout the institution, including but not limited to the Curriculum Review Committee, the Instructional Technology Advisory Council, the Learning Outcomes Assessment Committee, and the Program Review Steering Committee. Temporary workgroups also are formed to address focused, time-limited projects such as the logistics involved in integrating Guided Pathways into the College website or developing a process for documenting Academic Honesty violations.

Department and Academic Area Decision-Making

Individual departments and academic areas also have provisions for inclusive decision-making processes that are well documented and shared on the College's dashboard. Each department and academic area conducts an annual cycle of planning and budgeting within a six-year program review cycle. Employees in each unit actively participate in their program review, culminating in a set of continuous improvement projects they deem important for their work. They report and track progress on these projects in annual plans. These activities provide important frontline perspectives on trends and resource needs, and are factored into department-level budgeting and planning. Faculty play a key role in academic areas by determining their approaches to curriculum, teaching and assessment. Career and technical education programs work closely with their industry advisory committees to shape these decisions.

Budgeting Decisions

Annual budget planning begins at the department level and moves upward through the supervisory hierarchy outlined on the College organizational chart before final budget proposal decisions are made by the Executive Team. The proposed budget is then presented for review and approval by the College Budget Committee in public meetings. Finally, the College Board votes to approve the budget, ending the annual budget cycle. Administrators seek input from stakeholders to inform these decisions.

Budget managers within individual departments have jurisdiction over their own adopted budgets, and are empowered to make spending decisions throughout the year to advance the work of their areas as they see fit.

EXHIBITS

Policies Governing Decision-Making

*Board Policies & Procedures (College Website)

Board Policy 1120 Advisory Representatives to the Chemeketa Board of Education

Council Charters

Diversity Advisory Council Charter

Student Success and Completion Advisory Council Charter

Academic Standards Advisory Council Charter

College Council Charter (In development)

Additional Exhibits: Decision-Making

College Councils and Selected Committees and Workgroups

Program Review Guidelines

Budget and Finance (College Website)

*2.A.4 Required Evidence

2.B Academic Freedom

Standard 2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The College promotes public understanding and support of academic freedom in the broadest sense in order to encompass the interests and common good of students, faculty, the College and the community. The College publishes and adheres to policies, approved by its Board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment. Board Policy 4310 protects academic freedom, Policy 2220 protects College employee political activity, and Policy 2270 protects equal access to the use of College facilities for groups representing diverse perspectives.

In addition, the Faculty Collective Bargaining Agreement between the College and the Chemeketa Faculty Association (CFA) details the specific tenets of academic freedom and the inherent responsibility to protect faculty members and the general College community in areas of teaching and student learning. The Board recognizes the CFA, affiliated with the Oregon Education Association and the National Education Association, as the exclusive representative bargaining unit consisting of all full- and part-time faculty.

EXHIBITS

Policies/Agreement Protecting Academic Freedom

Board Policy 2220 Political Activity of Employees

Board Policy 2270 Presentations at College Facilities

*Board Policy 4310 Academic Freedom

*Article 27 Academic Freedom (CFA Collective Bargaining Agreement, p. 74)

*2.B.1 and 2.B.2 Required Evidence

> **Standard 2.B.2**
>
> Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The College promotes and protects an environment that supports independent thought in the pursuit and dissemination of knowledge. The College's mission, vision, values, and policies support the principles of intellectual freedom as established by the College Board and affirmed by the College community. The College's values detail Chemeketa's commitment to fostering an open environment. Chemeketa's collaboration value seeks to "welcome diverse perspectives and encourage the free exchange of ideas." Chemeketa's diversity value acts as a cornerstone to Chemeketa's beliefs and practices regarding independent thought: "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."

The College's free speech guidelines and student rights and responsibilities additionally outline and protect a climate for open exchange of ideas, and Board policies protect civic discourse and academic integrity. The College's Teaching and Learning Values further affirm Chemeketa's dedication to affording students and faculty the freedom to test and examine all knowledge and theories, thought, reason, and perspectives of truth.

The College Diversity, Equity and Inclusion office bolsters the College climate for independent thought, working to celebrate the contributions of the College's diverse community and foster an environment of tolerance, acceptance and belonging. As part of protecting independent thought, Chemeketa also maintains policies that guarantee the rights of employees and students to work and study in an environment free from harassment.

EXHIBITS

Resources Promoting Intellectual Freedom

Free Speech Guidelines (College Website)

Student Rights and Responsibilities (College Website, p. 1)

Diversity Equity, and Inclusion Office (College Website)

Teaching and Learning Values (College Catalog, p. 4)

Teaching and Learning Values (Faculty Handbook, p. 6)

Additional Exhibits: Intellectual Freedom

Board Policy 0010 College Vision, Mission, and Values

Board Policy 1720 Affirmative Action and Disability Programs

Board Policy 1725 Students with Disabilities

Board Policy 1750 Harassment/Discrimination

Board Policy 1751 Sexual Harassment

Board Policy 1752 Respectful College Community

Board Policy 5010 Student Rights and Responsibilities

Board Policy 5020 Academic Honesty

2.C Policies and Procedures

Standard 2.C.1

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

As one of Oregon's 17 community colleges, Chemeketa follows the guidelines for transfer degrees outlined in the Oregon Community Colleges Handbook and Guidelines to facilitate efficient mobility of students between institutions. Chemeketa accepts credits from other colleges or universities that are regionally accredited, and transfers in courses that are required for the student's declared major. Board Policy and Procedure 4080 Transfer of Previous Credit and Alternative Approaches to College Credit detail standards and processes that ensure consistency and program integrity.

Information about transfer of credit from other colleges or universities is published in the College catalog and is posted on the College website. Additional detail is spelled out in procedures maintained in the Registrar's office. Academic programs annually review credential requirements before they are published in the College catalog, and these requirements guide transcription. In general, courses must have been completed with passing grades to be transferred to Chemeketa; "D" grades are only accepted for those programs that will allow them to fulfill degree requirements. There are no time limits on when the course was taken, with the exception of sciences required for the Nursing program.

For transfer of military credit, Chemeketa follows the American Council on Education guidelines. Credit for Prior Learning (CPL) follows the Oregon CPL Standards set by the state Higher Education Coordinating Commission. In specific career and technical education programs, Chemeketa may award credit for certified professional career training.

To further facilitate successful transfer of credit between institutions, the College has many degree partnership programs and articulation agreements with Oregon public universities. Degree partnership programs provide benefits for students transferring to four-year partner institutions including facilitated financial aid, shared student records, and college resources available for students on both campuses.

EXHIBITS

Policies Governing Alternative/Transfer Credit

Policies & Procedures Educational Series (College Website)

*Board Policy and Procedure 4080 Alternate Approaches to College Credit

Additional Exhibits: Transfer/Alternative Credit

Articulations and Dual-Credit Agreements

College Credit Transfer (College Website)

Transfer Center (College Website)

Transcript Evaluation (College Website)

College catalog
    Credits from Other Colleges or Universities (p. 23)
    Alternative Approaches to Credit (pp. 23–24)
    College Transfer (p. 47)
    Certificates, Two-year Degrees, and Transfer Guide (pp. 48–51)

*2.C.1 Required Evidence

Standard 2.C.2

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Chemeketa has a number of policies, procedures, and related documents that detail students' rights and responsibilities. These address provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

Board Policy 5010 Student Rights and Responsibilities specifies that the College will maintain a Student Rights and Responsibilities statement that is readily accessible to students. Available on the public website, in the College catalog, and in the Student Handbook, this statement details student rights, student code of conduct, discipline, conflict resolution process, and appeals. Records of student complaints are kept in the office of the Vice President of Student

Affairs, per [Oregon State Archive Division record keeping rules](#) for community colleges and [NWCCU Record of Student Complaints](#) policy.

Additional policies and procedures provide further detail regarding specific aspects of students' rights and responsibilities. Board Policy and Procedure 5020 Academic Honesty speak to academic integrity, define academic honesty, and clarify actions or steps in the academic honesty inquiry process. Board Policy and Procedure 1725 Students with Disabilities speak to the College's commitment to providing qualified students with disabilities programs and activities in the most integrated setting appropriate to their needs to ensure access to education and services. Board Policy and Procedure 1752 Respectful College Community set the expectation that the College is committed to maintaining an environment in which its members can work and interact without "being impeded by disrespectful behavior of others." This policy and procedure seek to balance the expectation of respectful behavior with the right to individual expression. The 1700 series of the College Board policies establish that students, together with all College community members, have the right to freedom from harassment and discrimination, and detail what constitutes misconduct related to sexual harassment or discrimination.

EXHIBITS

*Student Rights and Responsibilities
(*especially Articles G, I, J, K, and L detailing grievance and appeals processes)

> [College Website](#)
>
> [Student Handbook and Planner](#), pp. 35–43
>
> [2020–2021 College Catalog](#), pp. 262–269

Policies Governing Student Rights/Responsibilities

> *[Policies & Procedures: Student Rights and Responsibilities 5000](#) (College Website)
>
> *[Board Policy 5010 Student Rights and Responsibilities](#)
>
> *[Board Policy](#) and [Procedure](#) 5020 Academic Honesty

Additional Exhibits: Student Rights/Responsibilities

> [Policies & Procedures 1700 series: General Policies](#) (College Website)
>
> *[Board Policy 1725 Students with Disabilities](#)
>
> [Board Policy 1747 Chemeketa Gender Equity in Athletics](#)
>
> [Board Policy 1750 Harassment/Discrimination](#)
>
> [Board Policy 1751 Sexual Harassment, Discrimination, and Misconduct](#)
>
> [Board Policy 1752 Respectful College Community](#)
>
> [Board Policy 1753 Consensual Relationships](#)

*2.C.2 Required Evidence

Standard 2.C.3

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admissions

Chemeketa has an "open-door" admissions policy that reflects its mission as a community college committed to access. Additional policies and procedures support a detailed admission and readmission process designed for student success. Board Policy 5110 Admissions and Procedures 5110–5115 outline the processes for a student to be admitted to the College, and admissions information is published on the College website, in the schedule of classes, and in the College catalog.

Placement and Writing Prerequisite

Chemeketa strives to be a student-ready college, with multiple measure placement assessments and placement options for students coming in at any level of academic preparedness. Board Policy and Procedure 5110 Admissions explain that credential-seeking students are required to complete placement assessment, orientation, and advising prior to registration. Placement assessments identify a student's math, reading, and writing levels, and with this information, advisors, navigators, and faculty help guide students to appropriate courses. Additionally, in 2019 the College instituted a WR115 placement/WR090 prerequisite for most college-level general education credit courses. The Academic Standards Council recommended this prerequisite after reviewing data that showed Chemeketa students were statistically much more likely to succeed in college-level courses with this writing placement.

Academic Standing and Progress

Board Policy and Procedure 5030 Academic Standing require students to maintain satisfactory academic progress as a condition of continued enrollment. The procedure outlines stages of academic warning, probation, and suspension, as well as steps for student appeal and reinstatement. Policies relating to a student's termination from educational programs and the College appeals process are detailed in the Student Rights and Responsibilities document described in 2.C.1. Academic Standing standards are detailed in the College catalog and on the College website.

Limited Enrollment Programs

With the help of their advisory committees, limited enrollment programs determine their individual admissions and placement requirements to ensure a reasonable probability of student success not only in the program but in the job market upon completion of credentials. These requirements, as well as requirements for continuation in the program, are detailed in applications, student handbooks, and other materials developed by programs and posted on the College website.

EXHIBITS

Policies Governing Admission, Placement, and Academic Standing

*[Board Policy 4010 Open-Door Policy](#)

*[Board Policy 5110 Admissions](#)

[Procedure 5110 Admissions Procedures](#)

[Procedure 5111 Special Admission: Applicants Under Age 18](#)

[Procedure 5112 Special Admission: Placement](#)

[Procedure 5113 Special Admission: Limited Enrollment or Special Entry Requirements](#)

[Procedure 5114 Special Admission: International Student Admissions](#)

[Procedure 5115 Special Admission: Readmission](#)

*[Board Policy](#) and [Procedure](#) 5030 Academic Standing

Additional Exhibits: Admissions, Placement, and Academic Standing

[How to Apply for Admission to Chemeketa](#) (College Website)

[Placement Assessment](#) (College Website)

[Academic Standing](#) (College Website)

*[Student Rights and Responsibilities](#) Articles G, I, J, K, and L detailing termination and appeals processes (College Website)

[College Catalog](#)

    Admission and Registration (p. 6)
    Placement Assessment (p. 6)
    Enrollment Limitations (p. 7)
    *Academic Standing (pp. 24–25)
    *Student Rights and Responsibilities (pp. 263–69)

[Sample limited enrollment program with admissions/placement details:](#) Medical Assisting

2.C.3 Required Evidence

Standard 2.C.4

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Policies and procedures regarding the secure retention of student records, including electronic records, comply and refer to standards from Oregon Secretary of State Archives Division record retention administrative rules ([OAR 166-450-0000](#)). Board Policy and Procedure 5140 Student Records address compliance with the requirements of applicable state and federal laws and guidelines. The College website details student records information for students and the greater public.

Retention, Reliable Backup and Retrievability of Student Records

Student records are maintained, archived and destroyed using procedures consistent with the requirements of applicable state and federal laws and guidelines. Depending on the type of record, the College adheres to state record retention and administrative rules to ensure minimum length of time to retain records. For example, academic transcripts are kept permanently. Employee access to electronic student records is granted by the Registrar, the College's student system data custodian.

The entire database of student records is securely stored in in data centers on the west and east coasts of the United States. All database instances are encrypted.

Confidentiality

All employees, including College-employed students, are required to complete the Family Educational Rights and Privacy Act (FERPA) training on an annual basis. Supervisors ensure that privacy laws are observed. Appropriate employee access to student records is managed systematically through a formal process involving Information Technology, Human Resources and relevant department managers and College officers (data custodians). College employees have access to information and training relating to Student Record Confidentiality. FERPA student records policy information is published in the Faculty Handbook, the quarterly Schedule of Classes and on the College website. FERPA guidelines are also published in the College catalog.

EXHIBITS

Student Records

   *Board Policy and Procedure 5140 Student Records

   Student Records (College Website)

FERPA Resources

   FERPA (College Website)

   FERPA/Confidentiality (Faculty Handbook, pp. 28–29)

   Family Educational Rights and Privacy Act (College Catalog, pp. 19–20)

   Family Educational Rights and Privacy Act (Winter Schedule of Classes, p. 17)

2.C.4 Required Evidence

2.D Institutional Integrity

> **Standard 2.D.1**
>
> The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Accurate Documents

Chemeketa represents itself through clear, accurate, and consistent announcements, statements, and publications. The office of Institutional Advancement (IA), which encompasses Marketing, Public Relations and the Foundation, is responsible for Chemeketa's representation and major publications. The office also prepares and distributes news releases to media reporters. The Executive Director of IA regularly reviews College publications to ensure integrity in all representations.

Major Publications

IA produces the College catalog, quarterly class schedule and public website, the primary sources of information to Chemeketa's various constituencies about academic intentions, programs, and services. Departments developing these publications follow detailed

procedures to ensure accuracy, and the content is additionally reviewed for accuracy by the most knowledgeable department or academic area prior to publication.

The College catalog is published annually, and is primarily available on the College website. A limited number of printed copies are produced. The catalog contains instructional program descriptions, learning outcomes, and guides that outline requirements for completing certificates and degrees in a timely fashion. in a timely fashion. Quarterly class schedules list all courses available in a term as well as information to help a student apply or register for courses. Printed copies of the schedule are available at Chemeketa locations and 16 regional libraries. These publications are reviewed by deans and program chairs prior to publication and are available online on the public website. The public website is reviewed each quarter to assure its information is current and accurate.

The catalog and the College website detail requirements for completing each credential and a description of every program including career or transfer information. Descriptions of all courses offered by the College are also listed in these resources. These are all reviewed for accuracy by the Curriculum Development staff and academic areas prior to publication. Most Career and Technical Education programs include a recommended term-by-term course sequence in the catalog to assist students in academic planning for timely completion.

EXHIBITS

Procedures Ensuring Publication Accuracy

   *Catalog Submissions/Review Deadlines

   *Catalog Section Responsibilities List

   *Schedule Proofing, Schedule Input Resource Site

   *Course Schedule Input Calendar 2021–22

Major Publications

   2020–2021 Chemeketa Community College Catalog

   2021 Winter Class Schedule

   Chemeketa Community College Website

2.D.1 Required Evidence

> **Standard 2.D.2**
>
> The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The College employs a number of policies and procedures to set expectations. These work to ensure high ethical standards for managing and operating the institution and to ensure all individuals will be treated fairly and with respect. Job descriptions detail expectations for high ethical standards in work and in dealings with the public and external partners.

Ethical Conduct

Specific policies, procedures and practices govern ethical conduct in many areas of the College. Practices detailed in 2.E ensure high ethical standards for managing College finances, including annual audits and transparent budgeting and purchasing processes. The procurement and contracting department has defined policies/procedures for awarding contracts competitively while ensuring good value and quality for the institution. Board Policy 6210 prohibits private benefit from College procurement of goods and services and requires compliance with Oregon Statutes, laws and regulations. Policies, procedures and practices detailed in 2.C regarding consistent credit transfer practices and legal and ethical treatment of student records align with Oregon statute and are carefully followed by these respective departments.

The Board policies and procedures' General Policies 1700 series pays particular attention to fair and equitable treatment at the College. In addition to the policies and procedures cited in 2.C.2 regarding protection of student rights and responsibilities and respectful institutional climate, the Board has established Policy 1710 Conflict of Interests and Ethics, Policy 1765 Securing Personal Information, and Policy and Procedure 1752 Respectful Workplace. Board Policy 1720 stipulates that the College will also maintain an Affirmative Action Plan. Those with concerns about ethics at the College may voice their concerns under the protection of Board Policy 1721 Whistleblowers.

To promote fair and consistent hiring practices, Human Resources hiring procedures and protocols are used by all hiring committees; practices include search committee composition, mandatory Equal Employment Opportunity and bias awareness training, and interview and selection protocols.

Complaints and Grievances

Established practices and written guidelines have been developed to address student and employee complaints and grievances in an equitable and consistent manner.

The Complaints and Concerns page on the College website provides information about who students and employees can contact when they feel their rights are not being honored in a variety of areas. For students, Student Rights and Responsibilities additionally outline expectations and processes for complaints and grievances when they believe their expectations are not being met. Faculty, classified staff, and administrators all have grievance and complaints procedures well documented and available in bargaining agreements and handbooks.

The Diversity, Equity and Inclusion/Title IX office in the President's office provides additional resources for concerns regarding discrimination, sexual harassment, or abuse. All employees are required to complete annual mandatory Title IX for Higher Education training.

EXHIBITS

Policies Governing Ethical Standards

Policies & Procedures 6200 series: Supplies Equipment and Property (College Website)

Policies & Procedures 1700 series: General Policies (College Website)

Board Policy 1720 Equal Opportunity/Affirmative Action

*Board Policy 1721 Whistleblowing

*Board Policy and Procedure 1750 Unlawful Harassment/Discrimination

*Board Policy and Procedure 1751 Sexual Harassment, Discrimination, and Misconduct

*Board Policy and Procedure 1752 Respectful College Community

*Board Policy and Procedure 1753 Consensual Relationships

*Board Policy 5010 Student Rights and Responsibilities

Ethical Hiring Practices

Exempt and Classified Hiring Guidelines

Faculty Hiring Guidelines

Internal Hiring Guidelines

Complaint and Grievance Procedures

*Classified Bargaining Agreement, Article 15, Complaints (p. 6) and Article 40, Grievance and Arbitration Procedure (pp. 39–42)

*Faculty Bargaining Agreement, Article 29 Faculty Rights (pp. 79-83) and Article 32 Grievance Procedure (pp. 85–90)

*Administrative Handbook for Exempt Employees, Section 33 Complaint Procedure (pp. 11–12)

Complaints & Concerns (College Website)

*2.D.2 Required Evidence

Standard 2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

All employees are subject to the Oregon code of conduct outlined in ORS 244 Government Ethics and to Board Policy 1710 Conflicts of Interests and Ethics. These clearly describe conduct and conflict of interest responsibilities as a public employee. Board Policy 1710 prohibits conflicts of interest, regulates gifts from third-parties, and prohibits financial and/or personal gains from their relationship with the College on the part of members of the College Board, administration, faculty, and staff.

The College Board adheres to Board Policy 1130 Authority of College Board of Education Members that sets forth their statutory authority and binds them to the Oregon code of

conduct. Under this policy, Board members are required to declare any actual or potential conflicts of interest and prohibited from accepting honoraria. College Board members actively participate in annual training at the state level regarding their Board duties.

New employees are trained by College legal counsel during New Employee Orientation to recognize conflicts and apply the Oregon code of conduct. At that time, each new employee is given an abbreviated code of conduct and advised to contact College counsel with any issues or questions in the future.

EXHIBITS

Policies Governing Conflicts of Interest

  *Board Policy 1130 Authority of the Chemeketa Board Members

  *Board Policy 1710 Conflict of Interest and Ethics

2.D.3 Required Evidence

2.E Financial Resources

Standard 2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Chemeketa's audit and reporting processes are designed to ensure financial stability to allow the College to achieve and fulfill its mission. They comply with state laws (Municipal Audit Law ORS 297.405 - 297.555; Annual Audit Required ORS 341) and Board policies governing the oversight and management of financial resources.

Audit

The College undergoes an annual external audit by an independent auditing firm which tests the work done in each individual unit, from Financial Aid to Accounts Payable to Budget and Finance. The current auditing firm, Kenneth Kuhns & Company, was selected by the College Board through a competitive procurement process (request for proposal), and the firm reports directly to the Board. The audit includes an opinion on the overall College financial reporting, with a separate opinion of the College's compliance with its major federal award programs.

Chemeketa's focus, culminating in the audit process, is in maintaining strong internal controls, complying with all state and federal regulations, producing accurate financial statements, and following college-based and governmental best practices. The College produces the Comprehensive Annual Financial Report (CAFR), and the auditors review this work and then provide a detailed presentation of the audited financial statements and any audit findings.

Chemeketa has consistently received an unmodified opinion, the highest opinion possible, on its financial statements, the result of its high-quality practices.

The Government Finance Officers Association of the United States and Canada (GFOA) has awarded the Certificate of Achievement for Excellence in Financial Reporting to Chemeketa for its CAFR for the past 28 consecutive years. In order to be awarded this certificate, the College must publish an easily readable and efficiently organized comprehensive annual financial report that satisfies both Generally Accepted Accounting Principles (GAAP) and applicable legal requirements.

Reporting

Reporting, review, and analysis of current financial information throughout and at the end of the year are the key to ensuring that Chemeketa is fiscally stable and able to meet its current and future financial needs. The College utilizes Ellucian's Banner Finance system which provides a comprehensive, integrated financial management approach that enables the College to record, process, and report financial data in real time. Both unrestricted and restricted resources and expenses are managed within 14 different fund types according to the nature of the activity. Spending and monitoring of these funds (i.e. General Fund, Financial Aid, Grant, Capital Projects, Auxiliary) occur at the program level, with further monthly reporting and analysis from financial analysts within the Business Services or Budget and Finance Departments. College funds that support profit-based or self-supporting activities are further reviewed quarterly by the Vice Presidents and Executive Deans to ensure long-term sustainability. Effective budgetary and cash flow management is confirmed by reporting the College's budget status of funds and its investments to the Board on a monthly basis. College budget documents and audit reports are posted on the College website.

EXHIBITS

Policies Governing Audit and Reporting

   *Board Policy 1510 Auditor for Chemeketa Board of Education

   *Board Policy 1540 Custodian of Funds

Financial Audit and Management Letter

   *General Fund Balance Sheet

   *Comprehensive Annual Financial Report 2020/Audit
      *Audited Financial Statement (pp. 25–52)
      *Tuition, Fees, Educational, Auxiliary Revenue (pp. 26, 63–67, 71, 73–75)
      *Investment Revenue (p. 26)

   *Schedule of Federal Financial Assistance

   Financial Documents (College Website)

   *Foundation Annual Report 2019

*2.E.1 Required Evidence

Standard 2.E.2

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The central tenants of financial planning at Chemeketa are maintaining short-term and long-term financial health, stability, and sustainability in support of the College mission. The office of Budget and Finance coordinates the annual planning process. The office provides administrators and stakeholders with meaningful opportunities for participation and resources that detail financial priorities, current status, and prospects to ensure prudent and mission-driven decision making. The office maintains a Budget and Finances page on the public website that details this process. Annual Budget Committee meetings inviting public comment on the budget are announced on the College website.

Stakeholder Participation

Chemeketa's annual budget cycle can be divided into two separate phases for stakeholder participation.

The first phase is the internal development of the proposed budget leading up to the presentation to the Budget Committee. This is the opportunity for stakeholders within the College to participate in the development of budget and evolving priorities. This phase begins with department-level budget proposals, informed by academic and service area annual plans and program reviews. Division leaders review and adjust these proposals for further consideration. The Executive Team reviews and prioritizes the division-level budget proposals and synthesizes them into a final proposed budget in support of the Strategic Plan and the College mission.

The second phase is the budget process as defined in the Oregon Revised Statutes (ORS 294 County and Municipal Financial Administration). The proposed budget is presented to the Budget Committee for recommendations during Budget Committee meetings. These meetings and the public hearing are opportunities for external stakeholders to provide input into the budget development process. As described in Board Policy 1170, the Budget Committee is composed of Chemeketa's seven College Board members and seven additional members appointed by the Board, each representing one of seven zones within the College district.

Financial planning for stability and sustainability

The College strives to operate from a position of financial strength and makes proactive decisions to maintain that position. There are two key documents that guide this approach to financial planning. One is the statement of Budget Principles and Financial Environment which is updated each year. It lays out the current financial environment (challenges and opportunities) and serves as a reminder to focus on the College's mission, vision, values, core themes and strategies while making budget decisions. The second document is the Financial Guidelines, a set of goals aimed at managing financial pressures, maintaining long-term fiscal stability, and enabling the College to implement strategic priorities. It provides specific direction on the management of resources, expenses and levels of reserves across all funds.

Financial planning for the College is accomplished during the annual budget development process and within the context of the long-term revenue and expenditure forecast, regularly reviewed by the Budget and Finance director and Chief Financial Officer and shared with the college's Executive Team on a regular basis. The unique aspects of each revenue source are considered, and expenses are reviewed under alternative scenarios. This informs decisions regarding reserve funds and strategic actions to increase or utilize those funds. Revenue volatility is a significant risk that is considered within the context of comprehensive, ongoing risk assessment. Fluctuations in enrollment or state support are frequent sources of revenue volatility in the General Fund. Retaining adequate reserves is a critical part of preserving long-term fiscal stability.

Maintaining operating equilibrium and adequate reserves are only part of what the College considers when balancing the budget. Additional consideration is given to meeting our debt service requirements, fulfilling the terms and conditions of our employment contracts, maintaining and replacing our capital assets, and preserving resources to allow for contingencies or to take advantage of opportunities.

EXHIBITS

College Budget and Resources Informing Financial Planning

    College Adopted Budget—Fiscal Year 2020–21

    Budget Principles and Financial Environment 2020–21

    Financial Guidelines 2020

Policies Governing Financial Planning and Monitoring

    Policies & Procedures: Funds 6000 (College Website)

    *Board Policy 1170 College Budget Committee

    *Board Policy 6040 College Investment

    *Board Policy 6050 College Debt

Additional Financial Planning Exhibits

    Chemeketa Budget and Finances page (College Website)

    Sample Budget Committee Meeting Notice (College Website)

    Budget Calendar 2021

2.E.2 Required Evidence

Standard 2.E.3

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The College's financial resources are managed transparently and in accordance with approved policies and applicable laws. Documented and regularly updated policies, procedures, and guidelines govern financial planning, revenues, expenditures, and internal controls. Many are based on best practices recommended by the GFOA and the National Association of College and University Business Officers (NACUBO) and are written to comply with Oregon Revised Statutes (ORS 294 County and Municipal Financial Administration). The College Financial Guidelines document directs the development of the annual budget and describes the general financial planning and practices, and Investment Guidelines govern the investment of all of the College's financial assets.

The College's internal control structure follows the Committee of Sponsoring Organizations Treadway Commission (CSOC) framework. College leaders are responsible for establishing and maintaining internal controls designed to ensure the resources of the College are protected from loss, theft, or misuse and to ensure that adequate accounting information is available for the preparation of the financial statements in conformity with GAAP.

The College is committed to managing its resources transparently. Financial status updates are conducted at each monthly Board meeting, and the administration conducts regular budget updates at both Administrative Team meetings and All Staff meetings. Important financial documents such as the annual proposed and adopted budgets and the comprehensive annual financial reports are posted on both the College's public website and internal Dashboard site. Contact information is included to allow readers to ask questions on any of this material.

EXHIBITS

Policies Governing Financial Resources Management

*Policies & Procedures Business Operations (College Website)

*Board Policy 6040 College Investment

Additional Financial Management Exhibits

Budget and Financial Documents (College Website)

Proposed College Budget 2020–21

Approved College Budget 2020–21

Comprehensive Annual Financial Report 2019–20

*Financial Guidelines 2020

*College Investment Guidelines

Sample Monthly Financial Status Report to Board

*2.E.3 Required Evidence

2.F Human Resources

Standard 2.F.1

Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Chemeketa's Human Resources department has highly-structured and well-documented processes for all phases of the employment lifecycle. Timely and accurate information is provided and available regarding conditions of employment, work assignments, rights and responsibilities, as well as criteria and procedures for evaluation, retention, promotion, and termination. Extensive Human Resources information is available to employees on the College's public website and on its internal dashboard, and is periodically delivered via email, mail, and training events.

Conditions of Employment and Work Assignments

Delivery of accurate information begins well before an individual is formally employed by the College. Prospective employees receive accurate information in the job announcement, which describes the duties, work location, schedule, employee group, classification, salary, FTE, terms of employment, physical requirements, and minimum and preferred qualifications for the position. Faculty and Classified Collective Bargaining Agreements and the Administrative Handbook are also posted on the public website to further inform candidates.

Each new hire receives templated offer letters electronically that outline conditions of employment, title, salary terms, funding source (if necessary) and any other negotiated

provision discussed during the scripted verbal offer. New full-time faculty and exempt employees receive probationary contracts after they have been approved for hire through the College Board. The contract outlines the employee's assignment position number, title, FTE percent, classification grade, step, length of contract, salary, probationary period, and whether the position is funded by general or non-general funds.

The Human Resources department maintains position descriptions for each position at the College, available to all employees via the College's dashboard. Position descriptions include information regarding Federal Labor Standards Act (FLSA) designation, essential and other functions of the job, qualifications, physical requirements, work schedule, conditions of employment, expected length of time to achieve proficiency, and signatures of the employee and supervisor. These are reviewed and updated annually by the employee and supervisor as part of the evaluation process to reflect current responsibilities and expectations.

Evaluation processes are also highly structured. Classified and exempt employees are evaluated annually using templated criteria. Faculty evaluation follows a four-year cycle using flexible criteria agreed upon between the faculty member and their supervisor.

Employee Rights and Responsibilities

The classified and faculty employee groups are governed by bargaining agreements that are renegotiated every three years. Exempt employees are provided with the Administrative Handbook for Exempt Employees. Expectations for faculty are further documented in a Faculty Handbook, which is updated annually. Each document details the rights and responsibilities of employees and criteria and procedures for evaluation, retention, promotion, and termination. Contract management teams meet as needed to address concerns and provide clarification of bargaining agreements. Every March, salaried employees whose status is not continuous are informed of intent to employ and conditions of employment for the coming fiscal year.

Training New Employees

New employees are informed of their rights and responsibilities during New Employee Orientation (NEO), mandatory for all new salaried staff, regardless of classification or position. NEO includes an orientation to the College's culture, vision, mission, values, core themes, and goals, and an overview of College systems, policies and procedures. The agenda includes time to complete mandatory online training for Family Educational Rights and Privacy Act (FERPA), Preventing Sexual Harassment, and Mandatory Reporting. New full-time faculty participate in an additional orientation process that includes intensive initial training and follow-up sessions throughout the first year.

Benefits orientation is provided for all eligible new hires. This orientation details the comprehensive benefits package that the College offers to salaried employees.

EXHIBITS

Policies Governing Human Resources

    *Policies & Procedures Personnel Series (College Website)

    *Policies & Procedures Educational Series (College Website)

Employee Information

[Employee HR Resources](#) (College Website)

[Faculty Evaluation Process Instructions](#)

[Faculty Collective Bargaining Agreement](#)

[Classified Collective Bargaining Agreement](#)

[Administrative Handbook for Exempt Employees](#)

[Faculty Handbook](#)

Sample Communications (Announcement, Offer, Welcome, Continuance)

[Sample Classified Job Announcement](#)

[Sample Faculty Job Announcement](#)

[Sample Exempt Job Announcement](#)

[Offer Narrative and Checklist](#)

[Sample Offer Letter](#)

[Sample Part-Time Faculty College Welcome Letter](#)

[Sample Exempt Returning Email](#)

*2.F.1 Required Evidence

Standard 2.F.2

The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

Chemeketa offers a wide spectrum of training and professional development opportunities to its employees.

In-house Professional Development

Employee Development offers Outward Mindset training, an Employee Development Certificate for new supervisors and other employees accepted into the program, and technology and skills training as determined by need. The Center for Academic Innovation (CAI) organizes extensive faculty training offerings, including pedagogical best practices, cultural literacy curriculum development, a Universal Design for Learning certificate program, and a Tech Hub for support and training with instructional technology.

The Diversity, Equity & Inclusion (DEI) Office engages staff, faculty, and the community in cultural awareness professional development. Its Cultural Competence Certificate program encourages self-discovery and awareness of others, cultural humility, and best practices in integrating equity and educational excellence into institutional practices. In Fall 2020, the program increased emphasis on building capacity for anti-racist practices. Certificates expire after three years to promote ongoing learning. DEI also partners with other departments and outside organizations to offer workshops and other training.

Virtual On-demand Training

Chemeketa has contracted with Skillsoft to support employee development through unlimited access to online on-demand e-learning. Skillsoft books, presentations and courses meet a wide variety of training needs, from highly technical topics to software application instruction to business skills development. The materials can be used as reference tools to help answer day-to-day on-the-job questions or as part of a personal development plan.

Independent External Professional Development

The College offers a collection of opportunities for all employee groups to pursue professional development that aligns with interests and individual roles at the College. These include tuition waivers, tuition support for degree programs, and sabbatical and other professional leave programs. All employees also have access to annually allotted professional development funds. These offerings are described in detail in bargaining agreements and handbooks referenced in 2.F.1.

EXHIBITS

Professional Development Policy and Practices

*Board Policy 3080 Employee Professional Development

*Independent Professional Development Opportunities

Internal Training and Workshop Opportunities

Chemeketa Center for Academic Innovation Faculty Hub (College Website)

Employee Development Workshops

Diversity, Equity, and Inclusion Cultural Competency Certificate and Trainings

Center for Academic Innovation Faculty Training

2.F.2 Required Evidence

> **Standard 2.F.3**
>
> Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

Chemeketa employs a sufficient number of well-qualified and dedicated faculty, staff, and administrators to support students, employees, and customers and conduct the work of the College to advance the core themes and mission. ET regularly reviews faculty, staff, and administrative workload and identified needs to adjust responsibilities as needed. This is done to rebalance organizational infrastructure in order to ensure the College has sufficient employees to achieve its objectives and ensure integrity and continuity of academic programs. Employees are distributed appropriately among the divisions to support academic and operational functions.

Employee Group	Current Number of Employees
Exempt	101
Classified—salaried	335
Faculty—salaried	221
TOTAL SALARIED	**657**
Faculty—part-time	315 per term (5-year average)
Hourly and Student workers	315 (5-year average)

Recruitment

The Executive Team considers comprehensive College needs, priorities, and mission prior to granting approval for hire for all new and vacant general-funded positions. Each recruitment is based on an approved position description. Position descriptions clearly define duties and qualifications based on a classification system and the relevant decision-making authority. They outline essential and other functions of the job, qualifications, physical requirements, knowledge skills and abilities, work schedule, and other conditions of employment, and list minimum and preferred experience and skills. Human Resources carefully reviews position descriptions for parity with other similar College positions.

Human Resources, working with department administrators, is responsible for recruitment of all new employees. Open positions are advertised on the College website and through online publications and specialty publications. Depending upon the type of position, recruitment may be local, regional, or national to yield a healthy pool of well-qualified, demographically diverse candidates.

In an effort to further diversify our employee groups, hiring committees receive EEO and Lawful Hiring online training and must attend an Inclusive Hiring Best Practices Training/ Workshop that is co-led by Human Resources and the Chief Diversity & Equity Officer. All search committees also include a Search Advocate, a specially trained College employee who has received additional cultural competency and unconscious bias awareness training. The College currently has 51 Search Advocates.

Faculty Qualifications

Faculty who teach general education or transfer courses must have at least a Master's degree in their subject area. Many have Doctoral degrees. This requirement is well-aligned with university hiring practices, and is beneficial to our transfer agreements.

Career and Technical Education (CTE) faculty are required to demonstrate technical expertise, generally in the form of professional experience in their subject area. Some CTE programs require specific licensure, training, or education for program faculty. All CTE faculty fully comply with minimum qualifications for their subject area. Most have at least a Bachelor's degree, and many hold advanced degrees.

EXHIBITS

Policies and Guidelines Governing Hiring Practices

    *Board Policies Personnel Series (College Website)

    *Board Policy 4320 Instructional Qualifications

    *Exempt and Classified Hiring Guidelines

    *Faculty Hiring Guidelines

    *Internal Hiring Guidelines

Employee Responsibilities

    *Faculty Collective Bargaining Agreement

    *Classified Collective Bargaining Agreement

    *Administrative Handbook for Exempt Employees

    *Faculty Handbook

    *College Organization Chart

2.F.3 Required Evidence

> **Standard 2.F.4**
>
> Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

All employee groups are evaluated on a regular and systematic basis to assess effectiveness and support professional development, in alignment with the College's mission, educational objectives, and policies and procedures. Chemeketa's Policy and Procedure 3020 Employee Evaluation states that performance evaluations will be conducted on a regular basis or as specified in the current bargaining agreements.

Standardized evaluation forms have been created for each employee group to ensure an equitable, consistent, and predictable process is followed. Evaluation form templates are available to all employees on the College's dashboard. Evaluations incorporate the employee's professional development goals and progress as well as the supervisor's assessment of effectiveness and areas for improvement across a number of performance categories. Completed evaluations are signed by the employee and supervisor, reviewed by the HR Director, and placed in the employee's file for permanent storage. Employees have the right to view the contents of their file.

Evaluation Processes

Evaluation processes for each employee group follow agreed-upon procedures outlined in the bargaining agreements and handbooks referenced in 2.F.1. Both classified and exempt

employees are evaluated annually. As outlined in the Classified Association Collective Bargaining Agreement (Article 17), supervisors evaluate classified employees prior to the completion of the six-month probationary period, then annually after that. Supervisors evaluate exempt employees prior to the completion of the one-year probationary period, then annually after that, as described in the Exempt Handbook (Article 10).

Full and part-time faculty are evaluated over a four-year cycle in accordance with the Chemeketa Faculty Association Bargaining Agreement (Article 10) and as described further in the Faculty Handbook. The primary purpose of faculty evaluation is to improve instruction and support ongoing professional development. In addition to performance, the evaluation process provides a means of identifying and acknowledging professional growth and service. In the first year, the supervisor and faculty member meet to outline the process and establish the plan for evaluation. Supervisors work collaboratively with the faculty member to determine assessment methods, timing of touchpoints for the evaluation and each person's responsibility, and the evidence used to evaluate performance. They follow this plan for the remainder of the cycle, culminating in a final evaluation report that is signed by both parties and submitted to HR. The process begins again the following year and repeats throughout the employee's time at the College.

EXHIBITS

Policies and Procedures Governing Evaluation

*Board Policy and Procedure 3020 Employee Evaluation

*Article 17 Evaluations (Classified Collective Bargaining Agreement, pp. 7–8)

*Faculty Member Evaluation Article 10 (Faculty Collective Bargaining Agreement, pp. 18–24)

*Section 10 Evaluation (Administrative Handbook for Exempt Employees, p. 5)

Evaluation Resources

Exempt Evaluation Form

Classified Evaluation Form

Faculty Evaluation Process Instructions

Employee HR Resources (College Website)

2.F.4 Required Evidence

2.G Student Support Resources

Standard 2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Chemeketa fosters an effective learning environment through a meaningful, caring, and coordinated system of interwoven programs and services grounded in local context and successes, with a particular focus on equity and closure of equity gaps. The system supports student learning and success throughout a student's academic career, including transition into and out of Chemeketa—a true student life cycle approach.

The comprehensive design grew out of a variety of recent initiatives and assessments. These have been used to create programs and services that not only appropriately support Chemeketa's programs and modes of delivery but also specifically support the district's increasingly diverse student body and communities.

Guided Pathways Framework

Guided Pathways serves as the base for the College's system of support for student learning. In 2018 Chemeketa joined the Oregon Higher Education Coordinating Commission (HECC)'s community college Guided Pathways initiative. A noted best practice to address equity, Guided Pathways calls for simplified structures that help students navigate college

requirements efficiently, supported by student-focused services and high-engagement instruction. Its "Four Pillars" approach advances student success and employs an equity lens as part of the design and evaluation process. The College uses the four pillars framework to coordinate its student support resources across student and academic departments. Recent transformative student success projects have focused on identifying and reducing barriers, creating clear pathways for access and completion, and adopting a proactive approach for reducing student attrition and increasing student success.

Advising will begin using the College's newly configured Guided Pathways leading into the 2021-2022 academic year. The design includes tailored support for students needing academic skill development to succeed in college-level courses, employing practices developed through the College's involvement in Oregon's developmental education redesign project. This design includes accelerated, engaging curriculum, wrap-around student services, a focus on education and career goals, and integrated academic support. These elements work together to shorten distance between developmental coursework and progress on chosen pathways.

Scaled-Up Support Strategies

A complementary set of strategies, developed through a history of successfully supporting underrepresented students, supports students as they enter college and pursue a path. For more than 20 years, Chemeketa has administered TRIO and other college access programs designed to support low-income, first-generation, Hispanic, and migrant-background students. Building on successes with these student groups, the College has scaled up the high-touch, timely, targeted supports and interventions characteristic of these programs to impact more students.

Those efforts accelerated in 2017 when the College was designated Oregon's first Hispanic Serving Institution (HSI) and was awarded a 5-year Title V HSI grant to support its burgeoning Hispanic student population. Designed to lift all students, Chemeketa Accelerated Pathways to Success (CAPS) builds capacity for clearer, supported pathways for students from college entrance to graduation, especially for Hispanic and low-income students. Elements include proactive coaching, placement, advising, and academic support systems designed to work in tandem with Guided Pathways. An Intervention Team is helping to coordinate targeted supports based on student risk factors, to evaluate their effectiveness, and to revise approaches as needed.

Equitable, Comprehensive Suite of Resources

A rich array of services for academic and personal needs is integral to the College's comprehensive student support system. Advisors, faculty, and others in support services roles steer students to the resources that will best help them succeed in Chemeketa's programs. As detailed in Standard 2.I.1, the College also provides effective technology resources for learning. The College this year (2020-21) transitioned to the user-friendly learning management system Canvas, and an active Tech Hub helps users put these tools to work to best support learning.

An organizing principle underlying this system of support is Chemeketa's "one college" vision to provide equitable support across the district. Recent innovations resulting from COVID-19 responses have expanded the College's capacity to meet student needs in a virtual

environment. Academic and service offerings previously considered viable only in-person, during limited hours and in limited places, have proven to be effective, delivered remotely 24/7. These services have been streamlined for easy single-point access on the College's Remote Learning Hub.

Using Results to Improve Services

The College is keeping a keen eye on results and equity gaps to identify opportunities for improving its student support resources. A range of recent assessments of the institutional learning environment and student outcomes helped to shape services, and data from institutional indicators continue to impact them. Disaggregating data to identify equity gaps has become a College norm, integrated into such activities as College advisory council work, the program review process, and College Board updates. The recently redesigned Student Affairs division is working to lift the effectiveness and efficiency of student services for all students by continuously tracking and responding to related data. The Student Success and Completion Advisory Council (SSCAC) oversees the work of student recruitment, retention and completion, using data to monitor and evaluate student services. The council is further charged with advising College leadership on how to prioritize the use of resources to support student success, and identify and solve project implementation issues.

EXHIBITS

Programs, Services, and Initiatives

   *Listing of Programs and Services Supporting Student Needs

   Transformative Student Success Initiatives

   Chemeketa Guided Pathways Framework Initiatives Matrix

   Chemeketa Accelerated Pathways to Success (CAPS)

Additional Student Resources

   *Remote Student Services and Resources (College Website)

   Student Services (College Website)

   Remote Learning Hub (College Website)

   Tech Hub (College Website)

   Basic Needs Resources for Students (College Website)

Assessments Impacting Services

   Hispanic Serving Institution Community Needs Assessment

   EAB Enrollment Pain Points Audit (Secret Shopper Report)

   Achieving the Dream Inventory (Compiled for Oregon Guided Pathways Institute III)

   CampusWorks Student-facing Systems Assessment

   SEM Evaluation Survey Results

2.G.1 Required Evidence

Chemeketa provides clear and accurate information to students and the public on its website and in the College catalog. This includes its mission, personnel, and details necessary for successful planning, enrollment, and completion of educational goals.

EXHIBITS

Grading Policy

   *Board Policy and Procedure 4070 Grading

Published Information for Students and Other Stakeholders

   *Institutional Mission on College Website (Catalog, p. 2)

   *Admission Requirements and Procedures on College Website (Catalog, p. 6)

   *Student Rights and Responsibilities on College Website (Catalog, p. 262)

   *Tuition and Fees on College Website (Catalog, pp. 9–10, Program-Specific Costs pp. 69–147)

   *Refund Policies and Procedures on College Website (Catalog, p. 10)

   *Financial Aid on College Website (Catalog, pp. 11 & 16–18)

   *Academic Calendar on College Website (Catalog, p. 3)

   *Academic Programs/Courses on College Website

   (Catalog, Programs pp. 56–147; Courses pp. 149–250)

   *Grading (Catalog, pp. 22–23)

   *Academic Qualifications of Administrators/Full-Time Faculty (Catalog, pp. 251–261)

2.G.2 Required Evidence

Standard 2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Chemeketa's website and catalog include accurate information about eligibility requirements for licensure or entry into occupations or professions for which the education/training is offered. Programs leading to professions which require a clean criminal history require background checks prior to admitting students, and are clearly labeled in the website and catalog, as well as in program application materials for limited-enrollment CTE programs. Programs leading to professions that require drug screening are similarly labeled as such. Many programs detail additional information regarding occupation requirements in program-specific student handbooks.

EXHIBITS

Sample Publications Detailing Professional Requirements

   *Criminal Justice: Criminal Background Test and Drug Testing (College website)

   *Nursing Program: Nursing Associate of Applied Science Degree (College website)

   *Nursing Program Application

   *Dental Assisting Student Handbook

Additional Exhibits: Licensure/Employment Requirements

   Additional Examples from Chemeketa College Catalog

   Academic Programs on College Website (Catalog p. 65-148)

2.G.3 Required Evidence

Standard 2.G.4

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Chemeketa provides a comprehensive financial aid program for students needing assistance paying for educational expenses. The College is approved for participation in the Title IV programs under the Higher Education Act as well as with State of Oregon financial aid funding administered through the Higher Education Coordinating Commission (HECC).

Additional scholarships and other funding support are available to Chemeketa students through the College. The Chemeketa Scholars program offers full tuition for newly-graduated district resident high school students who have earned a cumulative 3.5 GPA. The Chemeketa Foundation awards more than $500,000 annually in scholarships to students whether or not

they qualify for federal financial aid. The College and Foundation broadly publicize these opportunities each winter when applications are being accepted.

Information about financial aid programs is published on the College website and in the College catalog. In addition to published material, information about financial aid is shared with students through presentations that financial aid staff offer at the College and at area high schools, as well as during advising appointments and throughout the enrollment process.

EXHIBITS

> *[Board Policy 5310 Financial Aid](#)

Financial Aid Resources

> *[Help Paying for College](#) (College Website)

> *[Financial Aid](#) on College Website ([Catalog](#) p. 11–18)

> *[Consumer Information: Student Financial Aid Information](#) (College Website)

> *[Financial Aid Exit Final Email](#)

Scholarship Information

> [Chemeketa Scholars](#)

> [Chemeketa Foundation Scholarships](#)

> [Foundation Annual Report 2019](#)

2.G.4 Required Evidence

Standard 2.G.5

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The Chemeketa financial aid website describes loan obligations to prospective and current students. Specific materials are delivered electronically with the financial aid offer, paying special attention to loan requirements and the need that they be repaid. Chemeketa requires active loan acceptance from students in their financial aid offers.

Prior to the first disbursement of an accepted student loan at Chemeketa, student loan borrowers must complete online loan entrance counseling, utilizing the tool provided by the US Department of Education. When a student ceases to be enrolled at least half-time, loan exit counseling materials are sent electronically to the student's personal email address. If the student does not complete the loan exit counseling electronically within 30 days, a follow-up letter is mailed to the student using US mail.

Chemeketa has a contractual agreement with Loan Science Student Connections to provide outreach to former students who are more than 60 days delinquent on a student loan payment. The intent is to educate the delinquent borrowers about repayment options, and encourage them to contact their loan servicer to return the loan to good standing.

EXHIBITS

Repayment and Default Rate Information

[Financial Aid](#) (College Website)

[Consumer Information](#) (College Website)

[Federal Direct Student Loan Instructions](#)

[Financial Aid Exit Final Email](#)

[Cohort Default Rates](#) (College Website)

Standard 2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Shared Model of Academic Advising

Chemeketa offers robust, systematic and effective academic advising for its students on all campuses and outreach centers and online, delivered by well-prepared staff who are knowledgeable of College curriculum, program requirements, transfer information, and graduation requirements. As spelled out in the [Mandatory Advising flowchart](#), Chemeketa uses a shared model of academic advising, and the recruitment, intake, and advising processes help connect students to the people who can best help them realize their educational goals. **Advisors** comprise the central team that guides advising at the College. Advisors help incoming students interpret placement results, develop academic plans, create a plan for transferring, and recommend access or transition to other support resources as needed. Additional advisors serve specific populations (TRiO, Athletes, CAMP, College Completion Program, Student Accessibility Services, and Academic Transitions). **Navigators** in the Recruitment department connect with prospective students in the community and support them through a case management model until they are ready for the next step in the Mandatory Advising pipeline. **Counselors** help undecided students determine academic paths and explore career options, and **faculty advisors** support CTE students after their first term.

Research-Based System and Mandatory Advising

Based on developmental advising theory, advising at Chemeketa takes a proactive "intrusive" approach with students, anticipating student needs as they arise, reaching out to students rather than waiting for students to come for help.

Chemeketa has implemented a carefully structured Mandatory Advising system in response to current research and best practices for supporting community college students. This comprehensive effort provides wrap-around services and early, required interactions between students and advisors to ensure students start out on the right path and have a clear plan for their future. All degree-seeking students work with trained advisors, meeting quarterly until

they successfully complete 30 college-level Chemeketa credits (excluding prior earned college credit). Students work with their advisors to custom design academic plans to efficiently reach their educational goals.

Following completion of mandatory advising requirements, students are encouraged, but not required, to schedule advising check-ins as needed. Many students schedule meetings with advisors to check in for degree audits as they get closer to graduation.

Advisor Knowledge and Training

The Advising and First Year Programs department coordinates advising expectations and advisor training district wide, keeping all advisors well-informed through regular communication.

New staff members who will have caseloads of mandatory advising students participate in an intense training program. Training curriculum is grounded in the Global Community for Academic Advising (NACADA) professional competencies. All advising staff attend monthly training regarding current college and transfer requirements. They also work closely with the Career and Technical Education (CTE) programs and attend CTE advisory committee meetings. This partnership ensures that advisors have up-to-date CTE program information.

Advisor Responsibilities

Advisors support students with academic planning, information about financial aid and career planning resources, and general problem-solving to plan for academic success. After their first term, advising responsibility for CTE students transitions to faculty teaching within their program. Students who indicate they are undecided about their academic focus are assigned to a counselor for a more in-depth exploration to determine the direction they would like to take with their education.

All advising notes are stored in Banner Self-Service and are available to any College employee assigned to provide advising support to an individual student.

Advisors use Degree Works, an automated system that allows students and their advisors to view all necessary information for developing effective educational plans, including grade point averages, placement assessment, completed courses, prerequisites, degree audits showing remaining courses required for any range of certificate or degrees, and certificate and degree requirements.

Student planners/handbooks are available to all students and include information on key student support services including roles and relationships with academic advising.

Evaluation

Continuous improvement is part of the College's advising culture. In addition to reviewing results from formal student satisfaction surveys conducted by the College, advising staff regularly collect feedback from students as they work with them. In weekly staff meetings and monthly district-wide team meetings, advisors consider adjustments based on what students tell them does and does not work well. The team is also committed to professional improvement, keeping up to date with best practices in the field and implementing research-based improvements.

Each fall, Advising and First Year Programs conducts an internal review of the year's progress and develops a plan for the coming year as part of the College's annual planning process. The department is additionally slated to begin the College's program review process this winter and will present their findings in 2021–22. Staff anticipates reviewing results from the advising process and considering adjustments in response to that information.

EXHIBITS

Student Information

    *Academic Advising (College Website)

    *Academic Advising Video (College Website)

    *Academic Advising at Chemeketa (Student Planner and Handbook, p.1)

    *Academic Advising (College Catalog, p. 6 and 39)

    *Academic Advising (Schedule of Classes, p. 13)

Shared Model of Advising

    *Mandatory Advising Process Flow Chart

Advisor Training

    *Academic Advisor Training Manual

    *NACADA online training—Theory and Practice of Advising (Website)

Evaluation of Advising

    *SENSE Student Survey 2015

    *Continuing Student Survey 2018

    *Advising/FYP Annual Plan

*2.G.6 Required Evidence

Standard 2.G.7

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Chemeketa maintains an effective verification process for all students, including distance education students, which both ensures the identity of the student and protects student privacy. There are no current or projected charges associated with the verification process about which the College would need to inform students.

At the time any potential student applies for admission, they provide their identifying information and then are assigned a unique student ID number, an email address, and a username, and they are prompted to create a secure password. They are advised not to share

this information with anyone. All college communication and interaction between the student and the College - including accessing distance education learning portals - is protected, accessible only by secure username and password. This authentication process protects the privacy and security of student information.

Many instructors require distance education students to take proctored midterm and final exams in College testing centers as a means of verifying that the student enrolled in the course is, indeed, the person whose work is being evaluated. Testing centers require current, government-issued photo ID for authentication, and employ proctors in the testing rooms to safeguard against cheating. Distance education students in special circumstances may request a virtual or remote proctored exam through the Chemeketa Testing Center. They must show a photo ID on camera during this remote process, and must provide their student ID number. There is no cost to the student for this service.

EXHIBIT

   *Remote Testing ID Verification

2.G.7 Required Evidence

2.H Library and Information Resources

Standard 2.H.1

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

Chemeketa's library and information resources play a central role supporting student success and ultimately the College mission through close partnerships with academic departments, service areas, and the community. Board Policy 4110 explains that "Chemeketa library services exist as a major resource for the college and community." To achieve this vision, Chemeketa invests in 1) library and information resources that support its college preparation, transition and transfer studies, and workforce education programs, 2) tools that further support student success such as study rooms, student use technology, technology tutoring, information literacy instruction, and other library support services and 3) community partnerships with area libraries.

Chemeketa has two libraries serving the district and a robust suite of online services available 24/7 through the library's website, including chat reference, discovery systems, and access to the digital collection. Partnerships with other libraries supplement the local collection and provide access to extensive resources in support of lifelong learning and academic inquiry. Chemeketa is a member of the Chemeketa Cooperative Regional Library Service (CCRLS) and the Orbis Cascade Alliance. Through resource sharing agreements, Chemeketa patrons have access to the 17 community libraries in the College district and 37 academic libraries across

Idaho, Oregon, and Washington. Chemeketa serves as the fiscal agent for CCRLS and has been a member for almost 50 years. This relationship allows a deep collaboration in support of literacy and access between the College and the libraries in our district.

The library offers a variety of services for faculty. Librarians provide individualized, point-of-need, and group instruction in research and information literacy skills, and work in partnership with faculty to integrate library and information resources into the learning process. Library instruction is informed by the Association of College and Research Libraries framework and statewide information literacy student learning outcomes embedded in the College writing course series. Librarians work closely with the Writing Program on assignment design and assessment. Customized library instruction is available for any subject or class, across all modes of instruction, and at all College locations. The library uses LibGuides to organize course and subject-specific information.

Library instruction is provided by three full-time librarians, with additional support from approximately 1.0 FTE adjunct librarians. A digital curator position, supporting copyright and faculty use of rich media and digital resources, is currently vacant. Librarians are members of the faculty bargaining unit and work 10-month contracts. Librarians are required to have an MLS/MLIS degree. There are three exempt managers in the library (Dean, Technology Services Coordinator, Circulation Coordinator). The Dean has 30 years of professional experience in academic libraries. The Dean and Technology Services Coordinator positions require an MLS/MLIS degree. Nine classified staff provide additional support for library operations at both locations. Computer tutors are certified by the College Reading and Learning Association (CRLA).

The library ensures the quality and adequacy of library resources and services through regular assessment and monitoring. Collection development guidelines specify means for evaluating the quality of resources for selection and deselection, and procedures are in place to ensure a balanced, curriculum-focused process for evaluating challenged materials. Statistics are collected throughout the year to track usage of key services. Satisfaction with library services is measured through the College's periodic student satisfaction surveys, a biennial survey of students about the library, and through regular consultations with faculty. The following tables show key statistics reported for the 2019 ACRL Library Survey for Chemeketa.

Library Collection, 2019 ACRL Library Survey

Material Type	Physical	Electronic
Books (title count)	57,745	179,413
Databases	--	82
Media	2,487	99,412
Serials	785	41,947

Library Use Statistics, 2019 ACRL Library Survey

Library Use Type	Use Reported
Initial Circulation (physical collection)	12,178
eBook Use (COUNTER BR1+BR2)	61,831
eSerial Use	143,093
Information Services: Transactions	4,947
Virtual Reference: Transactions	863
Library Instruction Sessions (physical)	196
Library Instruction Attendance (physical)	3,622
Library Instruction Sessions (online)	17
Library Instruction Attendance (online)	100
Gate Count (annual)	198,212
Gate Count (typical week)	6,776

EXHIBITS

Library Policies/Planning/Assessment

*Library Policies & Guidelines (College Website)

*Procedures for Assessing Adequacy of Library Collections

*Library Collection Development Guidelines (College Website)

*Library Staffing Information

*Procedure 4110 Selection and Acquisition of Library/Materials

Library Services Program Review

Library Services Annual Plan

Digital Assets Annual Plan

Library Instruction

*Procedures Covering Faculty/Library Partnership

Library Faculty Resources (College Website)

Information Literacy Outcomes (College Catalog, p. 53)

*2.H.1 Required Evidence

2.I Physical and Technology Infrastructure

Standard 2.I.1

Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Chemeketa strives to create both physical and virtual environments that are accessible, safe, secure and adequate to sustain the College's mission, academic programs, and services. These characteristics are critical components of the Access, Community Collaboration, Academic Quality, and Student Success core themes.

Physical Facilities

Sufficient in Quantity and Quality

Chemeketa comprises approximately 1.38 million square feet of building area on 298 acres of property, with 30,000 additional square feet added in 2020. Based on current projected enrollment, its facilities are expected to be of sufficient quantity for the near future. Therefore, current emphasis at the College is modernization and improved space utilization of the existing facilities.

Accessibility

Accessibility to physical facilities housing student instruction and services is demonstrated in two contexts: geographical proximity and barrier-free access.
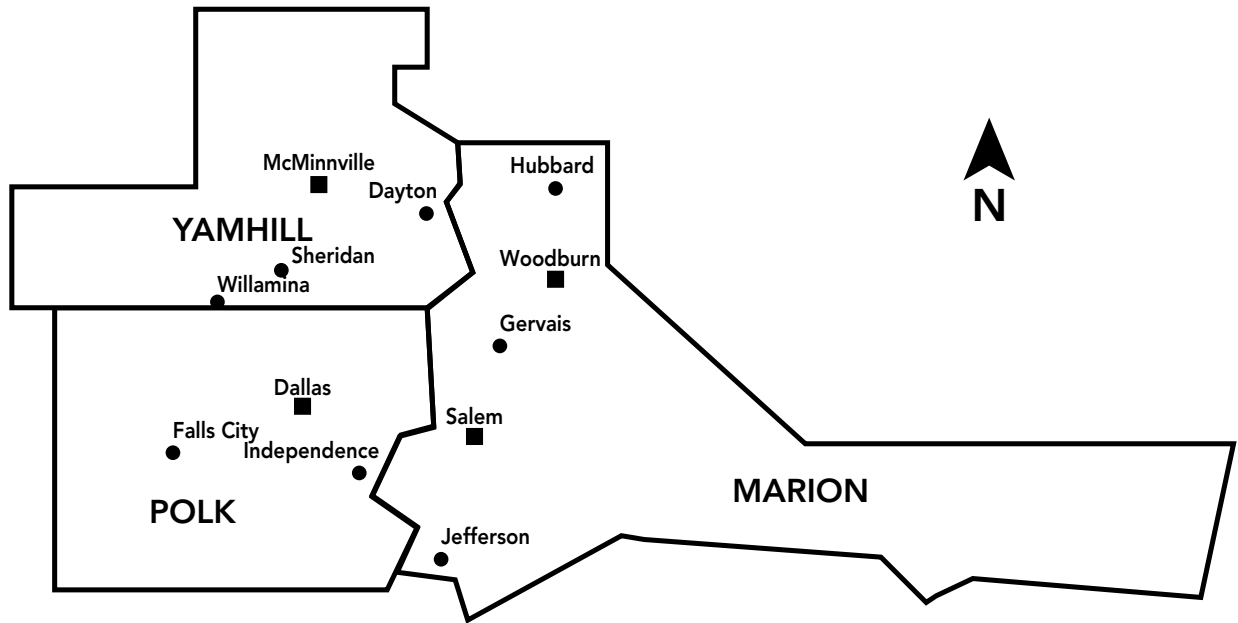
LEGEND
■ Communities with Chemeketa locations
● Communities within the Chemeketa service district

The College is committed to providing access across its service area that spans four counties - Marion, Polk, Yamhill, and a portion of Linn. Its locations are distributed in its highest populated areas: campuses in Salem and McMinnville (Yamhill Valley campus); regional centers in Woodburn and Dallas (Polk Center); and specialized centers in Eola (Northwest Wine Studies Center), Brooks (Regional Training Center for Emergency Services) and downtown Salem (Center for Business and Industry). Specialized centers offer education and training for specific programs or populations.

In addition to student access to facilities, we provide opportunities for community members to access and utilize college facilities in a number of ways including public events, facilities rentals, a comprehensive property leasing portfolio, and other opportunities as identified through Board policies.

The College prioritizes providing barrier-free access. College facilities are accessible to the entire community and are compliant with the Americans with Disabilities Act (ADA) accessibility requirements. In addition to designing and constructing all facilities in compliance with governing code, the College employs a Student Accessibility Coordinator who acts as a point of contact and advocates for persons with special needs concerning ADA accessibility. The Facilities and Operations department has developed an evaluation system to help the College prioritize needs, identify needed resources and funding, and more efficiently interweave accessibility-related improvements into facility remodels and reconstruction work.

Safety and Security

All Chemeketa facilities are constructed and maintained in compliance with governing codes and regulations related to occupant safety. A standing Safety Committee monitors safety issues related to facilities as they arise and college staff coordinate our environmental health & safety program to ensure compliance with governing regulations.

Personal safety is a top priority for the College. Chemeketa's Public Safety office is dedicated to keeping the College community safe and enforcing College policy in all its facilities. Staff are carefully vetted before becoming part of the Public Safety team, and officers patrol all College property and facilities, with a regular on-site presence at the Salem and Yamhill Valley campuses and at the Chemeketa Center for Business and Industry. Facilities are secured outside of regular business hours and accessible only with identification cards and personal access codes. Students and staff may also request safety escorts.

The College maintains records of any crimes or public safety concerns on College grounds and issues a Clery Report each fall that is posted on the Public Safety page of the College website. Several committees monitor and address institutional safety, crisis management, and emergency preparedness including the College's Threat Assessment Team, the Behavioral Intervention Team, and the Emergency & Risk Management team. The committees are charged with ensuring that College practices align with Board policies and procedures, and that these are regularly updated to meet the safety and security needs of the College community. Emergency Preparedness is a standard element in new employee training and is addressed on the Public Safety website.

A Title IX officer in the Diversity, Equity, and Inclusion office manages the College response to sexual harassment concerns, and the College complaint process includes extensive support for incidents that align with Title IX legislation.

Continuous improvement is central to ensuring safety and security at Chemeketa. Several recent upgrades have helped the College to maintain a safe and secure learning and work environments:
- The College's proximity card system, which offers reliable entry to secure areas, was expanded to include classroom doors in recently constructed buildings.
- All classrooms are equipped with emergency telephones, public address speakers, and lock mechanisms that can be operated from inside the room, and security cameras have been installed at most facilities.
- The College entered a partnership agreement with the Marion County Sheriff in 2019 for building space on the Salem Campus. This location now serves as a substation for the Sheriff.
- In 2015, new technologies and protocols were adopted to allow for local emergency push-button lockdown systems that can be activated by employees within sensitive areas (office suites, child care, High School Programs) without requiring the intervention of Public Safety.

Planning For The Future

A Capital Projects Steering Committee guides College decisions related to property and infrastructure development, and ensures that investments in these areas are aligned with

Chemeketa's mission. The College maintains a Long Range Facilities Plan as a blueprint for future development to ensure that adequate infrastructure is in place to meet future needs. Regularly reviewed and most recently updated in 2018, the plan intersects with strategic and academic planning to align with Chemeketa's academic needs and direction. The next major Long Range Plan update will begin this academic year (2020–21) in conjunction with work on the Academic Plan. The update will be developed in collaboration with key College personnel and members of the community to ensure a comprehensive and far-reaching perspective. Minor updates are slated to occur annually thereafter.

Covid-19 Response

The College has carefully followed the Center for Disease Control and Prevention and State of Oregon health information and directives in response to COVID-19. With a team of diverse and experienced faculty and staff representatives, the Manager of Emergency and Risk Management developed and has frequently updated an operational plan to protect students and staff in College facilities during the pandemic. The plan specifies College requirements for masking, safe distancing, disinfecting, and congregating students and staff. Planning is now underway for the phased reopening of College facilities over the coming year.

Technology

Technological Infrastructure

Chemeketa has appropriate and adequate technology systems and infrastructure to carry out its mission, core themes, and strategic goals. The College provides a complete range of technology solutions designed to support the academic needs of students and faculty, the business needs of college employees, and the specialized needs of community and partner organizations.

As technology options and needs evolve at an ever-increasing pace, the College continues to improve utilization and access to technology. A Technology Governance Committee was established in 2019 to oversee and recommend technology plans and investments to ensure that these align with the College's strategic direction. This year (2020–21) Chemeketa is beginning work on the development of a new Long Range Technology Plan for the College that will intersect with the Academic, Strategic, and Long Range Facilities plans and guide decisions and investments now and in the future. The goal is to ensure a comprehensive approach to strategic system utilization, purchasing and implementation.

Technology Support

Technology support for students, employees, and partner organizations is provided through several different support services. Chemeketa's Information Technology (IT) Department operates the College Help Desk for drop-in assistance with passwords, Wi-Fi access and other easily-addressed assistance. The Technology Hub provides further support to students and faculty utilizing the newly implemented Canvas Learning Management System. Additional resources for infrastructure needs are available through the Facilities Help Desk. 24/7/365 software support is available for employees and students through a service contract with Vitalyst.

Classroom Technology

All classrooms are fitted with presentation technology, including a computerized instructor station and projectors or large-format displays with multimedia capability. General purpose student computer labs staffed by support staff are available in every Chemeketa location. Additional dedicated special-use computer labs are established for technology-based training needs (e.g. Computer Science, Visual Communications, and Drafting Technology). Classroom and service area equipment is regularly updated to ensure that students and staff have access to current technology. As we move forward with more face-to-face instruction and services, a key focus will be on updates to classroom and conference room technology to enable hybrid formats for instruction and meetings.

Access to Technology Platforms and Products

High-speed Wi-Fi access is now available at all Chemeketa locations. In some cases, this access has been extended into parking lots during remote operations to provide access to students who may not have reliable internet service at home.

A single sign-on solution has been developed to provide easier access to more than 20 systems and services for employees and students. This has significantly reduced the need for repeated log-in and authentication throughout the day as the user moves from one tool to another. Users see available products based on their role.

Robust and Secure Technology

The IT work has focused heavily on transitioning on-premise servers to cloud-based solutions to improve accessibility and uptime, and reduce maintenance and hardware replacement costs. A second focus has been on upgrading network infrastructure choke points to improve connectivity speed and reliability.

The College has made a significant commitment to digital security and risk management. IT staff have instituted information security practices that help the College mitigate risk, remain compliant, and react quickly to potential threats. Requests for access to data are granted only after appropriate need is determined and training has been completed. Tools and practices have been implemented to identify and neutralize external hacking attempts.

Of equal importance, College data is protected from loss due to equipment failure or disaster. The entire database of student records is securely stored in data centers on the west and east coasts of the United States. All database instances are encrypted.

EXHIBITS

Facilities and Technology Management

*Facilities 2018 Long Range Plan

*Capital Projects Steering Committee Charter

*Tech Governance Committee Charter

*Hazardous Waste Management Program

Policies Governing Safety and Security

*Board Policy/Procedures: Emergencies 2300 and Safety and Security 2400 (College Website)

Board Policy 1740 Annual Campus Security Report—Clery Act

*Board Policy 1745 Campus Sexual Violence Elimination Act (SaVE)

*Board Policy and Procedure 1750 Harassment/Discrimination

*Board Policy and Procedure 1751 Sexual Harassment, Discrimination, and Misconduct

*Board Policy and Procedure 1752 Respectful College Community

*Board Policy and Procedure 2280 Access to College Property

*Board Policy and Procedure 2290 Serious Communicable Diseases Control

Additional Exhibits: Safety and Security

*Covid-19 Health and Safety Operational Plan 2020

Safety Committee Charter

Clery Act Report 2019

Public Safety (College Website)

Threat Assessment (College Website)

Emergency Preparedness (College Website)

Title IX (College Website)

Title IX Complaint Process

*2.I.1 Required Evidence

Moving Forward

The College is working on the following high-level improvements as it prepares for the Year Seven Evaluation of Institutional Effectiveness.

Re-Envisioning Leadership

Chemeketa is re-envisioning leadership in several key areas to expand awareness, engagement, and ownership with moving the College toward mission fulfillment.

First, the College is reshaping the President's Advisory Council into a larger College Council to expand stakeholder engagement with advancing the Strategic Plan. The council will monitor progress on strategic initiatives and institutional indicators, and will help to coordinate the College's network of councils, committees, and workgroups to focus on mission fulfillment.

Second, following the retirements of several longtime senior administrators and the hiring of a new president in July 2019, the College is revising its top leadership structure to balance workload and oversight responsibilities. The Vice President of Instruction and Student Services position is dividing into two: Vice President of Student Affairs and Vice President of Academic Affairs, and an executive dean will oversee the services supporting student development and learning resources. This change will redistribute supervision and leadership for stronger working relationships as the College implements Guided Pathways and focuses on improving student learning and outcomes.

Finally, advancing diversity, equity, and inclusion underlies Chemeketa's efforts to grow and broaden leadership responsibility. In the wake of the stark inequities highlighted by COVID-19

and as an Hispanic Serving Institution, the College is redoubling its commitment to equity work. The College recently conducted a climate survey, the College Board and Executive Team members are undergoing professional development to build equity competencies, and data collection and analysis is honing in on identifying equity gaps. Equity is at the heart of additional high-level efforts described below.

Optimizing Data

Recognizing the powerful improvements possible when data is used strategically, Chemeketa is re-envisioning how it works with its data. The College has redesigned its Institutional Research office, now renamed Institutional Research and Reporting (IRR), to focus on data research and analysis. A data expertise position has also been added to the Academic Effectiveness team to support annual planning, program review, assessment, and accreditation. The new IRR director is refining the College's data collection and disaggregating practices and revising the College's institutional indicators and measures to focus on meaningful and useful information to inform college practices. Moving forward, IRR is charged with both democratizing data to enable more employees to access and interact with it and with helping managers better understand how they can use data to inform their work.

Renewing the Academic Plan

The College is working with a consultant this winter (2021) to renew its Academic Plan. The plan will lay out a vision for the College in the coming decade and steps for fully implementing Guided Pathways. Key to this renewal will be integration with the Strategic Plan as well as student services, technology and facilities planning. In particular, the College seeks to have its Academic Plan drive its facilities planning, anticipating a bond proposal it will take to district voters to support its future development.

Advancing Learning Outcomes Assessment

The Vice President of Instruction and Student Services assembled an Assessment Steering Committee in Winter 2020 as part of ongoing College efforts to improve student learning assessment. The committee was charged with identifying ways to improve assessment processes using faculty feedback documented in program reviews, curriculum maps developed in a 2019–20 learning outcomes mapping initiative, and guidance from NWCCU-sponsored assessment workshops. The improvements seek to integrate faculty-led inquiry, the need for empirical data documenting student learning, and assessment best practices. Changes implemented thus far include:

- A faculty-led assessment committee developing support and accountability processes.
- Expanded collegewide assessment guidelines requiring each academic program to develop and begin a three-year assessment plan
- Improved assessment reporting systems and data review capabilities

The next step will be to develop institutional learning outcomes and a plan for assessing them.

Additional Effectiveness Improvements

1. The College is working to advance a "one college" vision to ensure all constituents have equitable access to college services across the district. Innovations born out of COVID-19 transitions are proving a boon to student success and institutional effectiveness. Virtual teaching, student services, professional development, and meetings can be done effectively. These changes have led to re-imagining how the same level of service might be offered both in person and remotely in a student-friendly way.

2. The annual unit-level planning process, which has traditionally begun each September, will transition to beginning in April - prior to the July 1 start of the fiscal year. The College is adding a second all-staff inservice day to occur each spring, when faculty and staff may work in program and department units to draft their annual plans in response to disaggregated student success and other relevant data. Adjusting the planning cycle will enable these plans to better inform annual updates to the Strategic Plan.

Each of these changes is improving the College's effectiveness and responsiveness to its constituents, and will be further described in the Year 7 accreditation report.

Addendums

Institutions which have been asked to address prior recommendations or which have been asked to address any transitional efforts to the 2020 Standards may be included in an Addendums section.

Chemeketa has not been asked to address any efforts. It does not currently have any outstanding recommendations.

EXHIBITS

2015 Year-7 Report Recommendations

2016 Year 1 Self-Evaluation Report: Commission Response