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

Regular Meeting

May 16, 2018

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

BOARD OF EDUCATION

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

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

Persons having questions or concerns about Title IX, which includes gender-based discrimination, sexual harassment, sexual violence, interpersonal violence, and stalking, contact the Title IX coordinator at 503.365.4723, 4000 Lancaster Dr. NE, Salem, OR 97305, or <http://go.chemeketa.edu/titleix>. Individuals may also contact the U.S. Department of Education, Office for Civil Rights (OCR), 810 3rd Avenue #750, Seattle, WA 98104, 206.607.1600.

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

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

Chemeketa Brooks Center



**START Chemeketa Community College
4000 Lancaster Dr NE, Salem, OR**

**FINISH Chemeketa Brooks Center
Building 2
4910 Brooklake Rd NE, Brooks, OR**

Total Distance: 6.9 miles, Total Time: 12 mins (approx.)

Directions

1. Start at **4000 LANCASTER DR NE, SALEM**, going **West** on **COOLEY DR NE**.
2. Turn **R** **RIGHT** onto **LANCASTER DR NE**. Proceed **North** for 1 mile.
3. Turn **R** **RIGHT** onto **OR-99E North/PORTLAND RD NE**.
4. Continue **North** for 4 miles.
5. Turn **L** **LEFT** onto **BROOKLAKE RD NE**—Brooks Center will be on the left.
6. Arrive at **Chemeketa Brooks Center**—Proceed to Building 2.

Workshop-B
May 16, 2018

DEVELOPMENTAL EDUCATION UPDATE

Prepared by

Abby Hoffer, Dean—High School Partnerships
Michael Milhausen, Dean—Math, Sciences and Engineering
Holly Nelson, Executive Dean—Academic Progress and Regional Education Services
Don Brase, Executive Dean—General Education and Transfer Studies
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

DEVELOPMENTAL READING, STUDY SKILLS, WRITING

Academic Development will be presenting on their Developmental Reading, Study Skills and Writing programs. The Developmental Education re-design work recognizes the unique challenges of the population in regards to retention and persistence. The presentation will demonstrate the continuous improvement and self-reflective model of the Developmental Education department. It will include an overview of the innovative use of workshops, consultancy based strategies, contextualized learning, and student support systems. The outcomes are geared towards a “student-ready college mindset” and align with the college core themes.

DEVELOPMENTAL MATH

Over 60 percent of all incoming students test into one of the three major developmental math courses and 18 percent of students test into developmental writing. The reasons for these are varied, and the math program addresses this challenge using a wide array of approaches. Examples of long-standing and recently introduced program practices and events engaging the developmental area will be presented with an emphasis on altered pathways, pedagogical delivery and the math learning center. New initiatives and pilots will be described.

Minutes
May 16, 2018

APPROVAL OF BOARD MINUTES

Prepared by

Jeannie Odle, Executive Coordinator/Board Secretary
Julie Huckestein, President/Chief Executive Officer

Minutes of the Budget Committee meeting and board meeting of April 18, 2018, are submitted for review by the board.

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

Minutes
May 16, 2018

MINUTES OF BUDGET COMMITTEE

CHEMEKETA COMMUNITY COLLEGE
4000 Lancaster Drive NE
Salem, Oregon

April 18, 2018

A. PLEDGE OF ALLEGIANCE

Ray Beaty, Budget Committee Chair, led the group in the Pledge of Allegiance.

B. CALL TO ORDER AND ROLL CALL

Ray Beaty, Chair, called the meeting to order at 4:32 pm. The meeting was held at the Salem Campus in the Board Room, Building 2, Room 170. Roll call was taken.

Members in Attendance: Ray Beaty, Chair; Ed Dodson; Betsy Earls (by phone at 4:35 pm); Jackie Franke; Gustavo Gutierrez-Gomez (arrived at 4:40 pm); Ken Hector; Ruth Hewett; Neva Hutchinson, Vice Chair; Barbara Nelson; Don Patten; Ron Pittman; Mike Stewart; Joe Van Meter; and Diane Watson.

College Administrators in Attendance: Julie Huckestein, President/Chief Executive Officer; Jim Eustrom, Vice President/Campus President, Yamhill Valley Campus; Miriam Scharer, Associate Vice President, College Support Services/Financial Management; Rich McDonald, Director, Budget and Finance.

C. APPROVAL OF MINUTES OF APRIL 11, 2018

Jackie Franke moved and Neva Hutchinson seconded a motion to approve the minutes of April 11, 2018.

The motion CARRIED.

D. QUESTIONS FROM PRIOR MEETINGS

There was a question about Chemeketa Scholars and the trend line, which Ryan West will address in his presentation. Also, it was suggested that the Chemeketa Forecasted General Fund Revenues and Expenses slide include a note that it is just a projection with the assumption that current factors stay the same. The revised slide was shared.

E. COLLEGE PROGRAM UPDATE

Jim Eustrom noted one of the college's core themes is Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals. Ryan West, financial aid director, and Meredith Schreiber, bookstore director, shared information on affordability for students which has a direct impact on access.

Ryan shared updates on the Oregon Promise, Oregon Opportunity Grant, Pell Grant, and Chemeketa Scholars. Referring to Slide 6, there were 1,076 students who were in the first year of the Oregon Promise in 2017 and many continued into the second year. A slightly smaller number of first-year Oregon Promise students, 976, enrolled in 2018; however, combined with the continuing second-year students, there was a total of 1,560. The drop may have been attributed to some graduated after one year due to the number of credits they had earned through College Credit Now, some may have moved on to a university, and some did not meet the requirements to continue into the second year. Also, there was misunderstanding that

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students could apply for both Oregon Promise and Chemeketa Scholars. The state and HECC were unsure if there would be sufficient funding so they changed the requirements to students who had financial needs based on expected family contribution. It was set at below \$18,000 initially, then it was raised retroactive to \$20,000. However, next year it will go back to a non-need based program. Diane Watson asked if the grade point requirement is still 2.5 or was it changed to 2.0. Ryan said there was talk to reduce it to 2.0, but it remains at 2.5. Don Patten asked what the requirements are for GED students. Ryan said students must complete and pass the GED certification to qualify for the Oregon Promise.

Ryan shared good news about the Oregon Opportunity Grant and Pell Grant. There will be a 15.5 percent increase next year in the Opportunity Grant. Full-time students received \$2,250 this year and the amount will increase to \$2,600 next year. The maximum Pell Grant will increase by \$175 next year. With both the Pell Grant and the Oregon Opportunity Grant increases, the students with the greatest financial need will have the tuition increase fully covered by the additional financial aid.

Referring to Slide 7, Ryan reviewed the Chemeketa Scholars trend line for the last five years. There was a steady increase the first three years and it dipped in 2016–2017, most likely due to the Oregon Promise. There was a slight increase in applications in 2017 and a slight decrease in 2018. The budget has been right-sized to reflect the trend in enrollment.

Meredith Schreiber, bookstore director shared an update on three systems that support the textbook affordability initiative including the lending library, Chemeketa Press, and digital course materials/day one access. The lending library moved from Student Life to the library where the library's check out and return online system has made it more efficient and easier for students to use this service. 2,463 books have been checked out to students this past summer, fall, and winter terms. Over the past two years the lending library has saved students more than \$400,000. This spring term Salem and YVC piloted a program to allow YVC students to request books from Salem, and the plan is to expand to the Polk and Woodburn Centers soon.

The Chemeketa Press has reached a milestone since it started publishing affordable books in fall 2015. The Press has saved students over \$1 million over the traditional materials used prior to the Press book. There are now over 20 books and many of these are for high enrollment courses. Six of the bookstore's top 15 selling titles are Chemeketa Press books. Prices range from \$10–\$34 which helps reduce the financial barrier and the stress to students.

In fall 2016, Chemeketa was the first college in Oregon to pilot a direct digital access program. The Business/Management faculty wanted to use the adaptive learning components and have all students start with the material on the first day as well as lower the prices for students. The college negotiated a below market price with publishers for materials, and students are charged on their student account for the digital content. This year the college delivered day one digital content for 35 courses, served 13,000 students, and saved students approximately \$750,000. Meredith shared other examples of affordable course material for math, EMT, astronomy, and nursing. House Bill 2871 required all public colleges to indicate at the time of registration if the required textbooks are low cost (\$40 or less) or no cost. This information is flagged in Banner and in the schedule and students are provided a complete list by CRN on the bookstore website.

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To recognize and acknowledge the many faculty and staff who have contributed to the affordable learning initiative, the first annual Affordable Learning awards ceremony will be held on Wednesday, May 2, from 2–4 pm in the Building 2 Student Center.

F. PRESENTATION OF 2018–2019 OTHER FUNDS

Rich McDonald and Miriam Scharer reviewed the Other Funds. Copies of the slides are in the budget committee folder and the corresponding page(s) in the sage-colored, spiral-bound proposed budget book are also listed on each slide, in addition to the budgeted amount, purpose, highlights, and current number of FTE positions by employee group in each fund. Miriam referred to Slide 10, a pie chart of the Summary of All Funds. She noted last week the General Fund was covered, which totaled \$86,340,000. Today Other Funds will be covered which amounts to \$211,557,000 for a total of All Funds of \$297,897,000. The chart shows a percentage breakdown of the Other Funds, as well as the General Fund.

The Other Funds covered were: Capital Development, Plant Emergency, Special Projects, Self-Supporting Services, Debt Service, Chemeketa Cooperative Regional Library, Auxiliary Enterprise, Intra-College Services, Student Government, Student Clubs and Student Newspaper, Athletics, External Organization Billing, and Financial Aid. The following highlights or questions were noted:

Capital Development Fund

- Main funding sources include general obligation bonds, certificates of participation (COPs), long-term tenant leases, and rental income, which was moved from the Intra-College Services fund.
- Two projects include the completion of the athletics complex for a softball and soccer field; and the planning and design phase for the agricultural complex.

Special Projects Funds

- The FTE numbers at the bottom of this slide and other slides are based on current filled positions.
- This fund ensures budget authority for grants such as Carl Perkins, TRiO, College Assistance Migrant Program (CAMP), and High School Equivalency (HEP). The full list of grants is on page 160 in the proposed budget book.
- Also includes \$6 million for the Ag Complex received as a grant from the state.

Self-Supporting Funds

- This fund accounts for activities that supplement the general fund programming and is self-supporting or self-sustaining. Some of the bigger programs include eLearning and Academic Technology, Center for Business & Industry, Corrections Education, High School Programs, and International Programs.
- Miriam reviewed the CSSD position and fund changes within the self-support funds, and Jim Eustrom reviewed the trial status positions and other ISS position and fund changes.
- The Threat Management exempt position was reduced to half-time.

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Debt Service Fund

- There are four years left to pay off the one COP; there are four General Obligation bonds, one that will be paid off this year, with eight years remaining on the others; and the PERS bonds will be paid off in ten years.

Chemeketa Cooperative Regional Library Service (CCRLS)

- CCRLS levies their own tax to fund their operations.
- A separate CCRLS Reserve Fund is funded by a \$50,000 transfer each year from the CCRLS budget. The major work next year is to complete the overhaul of the CCRLS network and add additional equipment to the Radio Frequency ID (RFID), which is an enhanced bar code system for check-out and returns.

Auxiliary Enterprise Fund (Bookstore)

- Meredith Schreiber shared an overview on the Affordable Learning initiative earlier; however, there will be a continued focus on sales revenue.
- One vacant classified position has been eliminated.

Intra-College Services Fund

- This is an internal service fund for copying, printing and telephone.
- It also includes three reserve funds for long-range maintenance; insurance reserve; and building support.
- As Rich indicated earlier, the dedicated maintenance money for lease revenue was moved from Intra-College Services Fund to the Capital Development Fund.

Student Government, Student Clubs and Student Newspaper Fund

- Includes a transfer of \$50,000 to the Capital Development Fund to partially fund the athletics complex.

Athletics Fund

- There are seven athletic teams, three men and four women sports teams—men's and women's basketball, women's volleyball, women's softball, men's baseball, and men's and women's soccer.
- Includes a \$150,000 transfer to the Capital Development Fund to help fund the athletic complex; athletes continue to fund raise \$35,000; and a portion of the universal fee is designated for athletic revenue.

External Organization Billing Fund

- A pass-through account for billing external organizations that lease space and for professional organizations to receive or disburse financial transactions.

Financial Aid Fund

- This is the second largest of all the Other Funds, representing 22.3 percent of the total budget. This is primarily a pass-through for federal, state, private, and college paid tuition scholarships, including Chemeketa Scholars and the Oregon Promise.
- There is a reduction of about \$5 million from last year, mostly in federal funds, in order to right size the budget and be in line with enrollment trends.

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Slide 24 showed a Summary of Other Funds FTE broken down by employee category: 25.75 faculty; 116.46 classified; and 24.83 exempt, for a total of 167.04 FTE salaried positions funded under Other Funds. Slide 25 is a Summary of All Funds FTE broken down by employee category: 239.30 faculty; 366.27 classified; and 110.80 exempt, for a total of 716.37 salaried employees funded by Other Funds and the General Fund for the next budget year.

G. PRESENTATION OF BUDGET RECOMMENDATION—ACTION REQUIRED

Rich McDonald referred to the Motion for Approval in the budget folder that lists the figures for the resolution and noted the total of all funds is \$297,897,000. This is the budget that the college recommends to the budget committee for approval, which will go to the board for adoption. It also lists the property tax rates and amount to be imposed. The following budget recommendation for the 2018–2019 proposed budget was submitted for approval, including the following totals by fund:

General Fund	84,340,000
Capital Development Fund	21,000,000
Plant Emergency Fund	750,000
Special Projects Fund	17,700,000
Self-Supporting Services Fund	30,835,500
Debt Service Fund	41,600,000
Chemeketa Cooperative Regional Library Service Fund	4,062,000
Reserve Funds	330,000
Auxiliary Enterprise Fund	10,600,000
Intra-College Services Fund	16,827,000
Student Government, Clubs, and Newspaper Funds	300,000
Athletics Fund	540,000
External Organization Billing Fund	525,000
Financial Aid Fund	<u>66,487,500</u>
Total All Funds	<u>\$297,897,000</u>

And that the Budget Committee establish and approve the following property tax rates and amount to be imposed:

Chemeketa Community College	\$0.6259/\$1,000
CCRLS	\$0.0818/\$1,000
General Obligation Bonds	\$10,130,000

H. PUBLIC TESTIMONY REGARDING PROPOSED BUDGET

None was heard.

I. DISCUSSION OF RECOMMENDED BUDGET

Budget Committee members acknowledged staff for their work in putting together a clear and well-organized presentation of the budget and answering questions throughout the process.

J. ACTION ON RECOMMENDED BUDGET

Joe Van Meter moved and Jackie Franke seconded a motion that the 2018–2019 proposed budget of \$297,897,000 be approved and the property tax rates for Chemeketa Community

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College at \$0.6259/\$1,000; CCRLS at \$0.0818/\$1,000; and General Obligation Bonds of \$10,130,000 be imposed.

The motion CARRIED unanimously.

Ray Beaty thanked all the college staff for their work and dedication to the students and the community. On behalf of the Board of Education, Ken Hector thanked the budget committee members for their time to assist the college in this important process.

K. ADJOURNMENT

The meeting adjourned at 5:23 pm.

Respectfully submitted,



Board Secretary



Budget Committee Chair



President/Chief Executive Officer

5-16-2018

Date

Minutes
May 16, 2018

CHEMEKETA COMMUNITY COLLEGE

**BOARD OF EDUCATION
MEETING MINUTES**

April 18, 2018

II. A. EXECUTIVE SESSION

The College Board of Education met at 5:38 pm for Executive Session. The meeting was held at the Salem Campus in the board dining room, Building 2, Room 172.

Members in Attendance: Ed Dodson; Betsy Earls (by phone, arrived at 6:25 pm); Jackie Franke; Ken Hector, Chair; Neva Hutchinson, Vice Chair; Ron Pittman; and Diane Watson.

College Administrators in Attendance: Julie Huckestein, President/Chief Executive Officer; David Hallett, Vice President, Governance and Administration; and Jim Eustrom, Vice President, Instruction and Student Services/Campus President, Yamhill Valley. Guests: Holly Nelson, Executive Dean, Academic Progress and Regional Education Services and Mark Shipman, college attorney.

Executive Session was held in accordance with ORS 192.660(2)(e) real property.

Executive Session ended at 6:39 pm; and open session reconvened at 6:40 pm.

II. B. ADMINISTRATION UPDATES

Updates were shared or discussed with the board on the visits to district board meetings, board calendar preview, May 16 board meeting location change to Brooks, board policies, accreditation debrief, Steve Brown debrief, Marion County community forum on April 23, and board agenda preview.

A recess was taken at 6:50 pm

III. REGULAR SESSION

A. CALL TO ORDER

Ken Hector, Vice Chair, reconvened the meeting at 7:02 pm. The meeting was held at the Salem Campus in the Board Room, Building 2, Room 170.

B. PLEDGE OF ALLEGIANCE

Ken Hector led the group in the Pledge of Allegiance.

C. ROLL CALL

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

College Administrators in Attendance: Julie Huckestein, President/Chief Executive Officer; David Hallett, Vice President, Governance and Administration; and Jim Eustrom, Vice President, Instruction and Student Services/Campus President, Yamhill Valley.

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Board Representatives in Attendance: Isaac Acosta, Associated Students of Chemeketa (ASC); Terry Rohse, Chemeketa Classified Association; Justus Ballard, Chemeketa Faculty Association; and Rory Alvarez (for Allison Stewart Hull), Chemeketa Exempt Association.

D. COMMENTS FROM THE AUDIENCE

None were heard.

E. APPROVAL OF MINUTES

Betsy Earls moved and Diane Watson seconded the approval of minutes from the March 21, 2018.

The motion CARRIED.

F. REPORTS

Reports from Associations

Isaac Acosta said the ASC report stands as written. He added the Chemeketa's Got Talent event will be held this Friday, April 20, at 6 pm in the auditorium and encouraged everyone to attend.

Justus Ballard, faculty association president expanded on his written report. He noted that Chemeketa Online is part of the eLearning and Academic Technology department and has absorbed the Opportunity Center, Tech Hub, and other faculty support systems where faculty and staff can get instructional design, quality online instruction, and universal accessibility and design. The Center for Academic Innovation has been suggested as a new name, and it may incorporate the Chemeketa Press.

Terry Rohse, classified association president, and Rory Alvarez, who reported in place of Allison Stewart Hull, reported their reports stand as written.

Reports from the College Board of Education

Ed Dodson attended the ribbon-cutting ceremony of the Veterans' Resource Center, Identity Series Art Show, Laura Mack's presentation on her sabbatical, the WineDirect Roadshow at Eola, high school math competition and relay, the Steve Brown presentation, and a few Storm women's softball games.

Ron Pittman met with Paul Davis and Danielle Hoffman to hear updates on YVC activities including internship programs.

Jackie Franke attended the Veterans' Resource Center luncheon and the Safe Families Conference. Jackie met with Dick Withnell regarding foster children and foster parents, and she met with Christy Perry about volunteerism.

Diane Watson visited the Woodburn Center and attended the Veterans Resource Center grand opening. Diane just returned from a ten-day trip to England.

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Neva Hutchinson attended the regional high school math relay and the Steve Brown futurist presentation.

Betsy Earls also attended the Steve Brown presentation and two West Salem Rotary meetings.

Ken Hector accompanied Julie for a campus tour with Representatives Rick Lewis and Sherrie Sprenger and Senator Kim Thatcher. Ken attended two meetings of the Silverton Chamber Business Group, a Chemeketa Foundation board meeting, a presentation to the Jefferson school board with Julie, a meeting regarding the diesel technology program, the Steve Brown presentation, and the ribbon cutting of the Veterans' Resource Center. Ken also participated in the Association of Community College Trustees (ACCT) Public Policy and Advocacy conference call.

Reports from the Administration

Jim Eustrom focused on the college value of collaboration and shared two examples. He acknowledged the Curriculum, Instruction and Accreditation team along with the 50+ staff and faculty who were involved with the Year 3 mid-cycle accreditation visit. Jim also thanked Holly Nelson and Jessie Sandrock for organizing a community forum of partners, farmers, and other community members on the Ag Complex.

G. INFORMATION

College Policies #2510, Sustainability; #7030, Providing Services Across the District; and #7110, Communications

Rebecca Hillyer reviewed the minor changes in the three policies, which were reviewed by the President's Advisory Council. There were no questions on the policies. Board action will be requested at the May meeting.

College Policy #5310, Student Financial Aid

Ryan West reviewed the changes and noted the major change was updating the language to be more concise and to reflect current federal financial aid regulations. Board action will be requested at the May meeting.

Budget Committee Member Selection Process for Vacancies in Zones 1 and 5 for 2018–2021

Jim Eustrom reported in place of David Hallett. There will be two vacancies on the Budget Committee for next year in Zone 1, Virginia "Ruth" Hewett; and Zone 5, Ray E. Beaty. If necessary, the vacancies will be advertised by or before June 11, 2018. Applications will be screened by a board subcommittee, and appointments will be made when appropriate. This process will be brought back to the board in May for approval.

Proposed Schedule of College Board of Education for 2018–2019

Dates for next year's board meetings and the summer and winter board work sessions were shared. The schedule for next year will be brought back in May for approval.

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Presidential Evaluation Process

Ken Hector briefly reviewed the timeline for the presidential evaluation process and the worksheet. The process and timeline will be brought back next month for board approval.

Wine Hospitality Operations Certificate

Jessie Sandrock, director of Agricultural Sciences and Wine Studies, used a PowerPoint presentation to present the new Wine Hospitality Operations certificate program. She covered the purpose of the certificate, employment opportunities compared to other winery jobs, and college capacity impact. Both the Wine Studies and the Hospitality, Tourism Management Advisory Committees provided advice and guidance on the certificate program and both supported the new program. Board action on the Wine Hospitality Operations Certificate program will be taken in May.

Diane Watson asked about entry-level salaries. Jessie replied for a hospitality-related position, the entry salary would be around \$52,000. However, for a tasting room for wine sales, it would be less, but if it was for a place doing food pairings or creating an experience, it would be slightly higher. Diane asked if there was information for the Willamette Valley. A survey of the West Coast (Washington, California, and Oregon) is being done; however, results are not yet available. There is a survey being done for just the Willamette Valley, plus Linfield is also conducting a survey, but results are not available.

Lastly, Jessie shared the annual Barrel Tasting event will be held on Thursday, May 17, from 5–7:30 pm, at Eola. Tasting from current wine in progress as well as wine from alumni working at local wineries will be available.

Visual Communications Multimedia Arts Associate of Applied Science Degree

Jim introduced R. Taylor, dean of Business and Technology, Early Childhood Education, and Visual Communications, and Peter Hoelter, program chair of Visual Communications. R. Taylor also recognized Bret Malley, another faculty member in the Visual Communications program who was instrumental in developing the new proposed program. R. Taylor reported the age of multimedia arts is here and, as mentioned by Steve Brown, the Bald Futurist, who spoke yesterday, all of the virtual and enhanced reality requires multimedia artists. The proposed program brings together the disciplines of photography, motion graphics, animation, and film making. When doing research, the field was so new it was not listed as a job category for the state of Oregon. It is now growing so rapidly that Oregon has the second highest occupational concentration for the field in the country with expected growth of 14 percent over the next six years. The average starting salary is \$39,000, and the average wage is \$76,000. The Visual Communications Advisory Committee highly endorses this degree.

Two student-created multimedia clips were shown to best describe what students in the multimedia arts program will learn. Every component including pictures, music, animation, and a variety of visual effects was created by the students.

Ed Dodson asked if there will be impact on the current program such as a decline in enrollment in the other Visual Communication programs. R. Taylor said that this expansion will cause a shift of some full-time faculty to teach courses in this degree, but it will be back-filled with

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adjunct faculty. She does not anticipate a decline in enrollment but hopes this new program will attract more new students since the skill set in multimedia arts is different than graphic arts or web design. Neva Hutchinson asked if any new technology or equipment will be needed. R. Taylor said the college has been fortunate to receive Perkins funds to keep up with new technology. They will also be partnering with the college's TV studio to utilize that space and their equipment. Betsy Earls asked about recruitment efforts. R. Taylor said additional recruitment and marketing is essential for new programs. There is also a multimedia program at CTEC which will hopefully be a feeder to this new program. Board action will be requested next month.

H. STANDARD REPORTS

Personnel Report

Jim Eustrom said the report stands as written.

Budget Status Report

Referring to the Statement of Resources and Expenditures report, Miriam Scharer noted Tuition and Fees includes some of spring term, but adjustments will be made after the add/drop deadline. Diane Watson inquired about the Miscellaneous Revenue line item increase. Miriam noted as mentioned last month, the revenue is from timber tax that was unanticipated, but it comes from the state and based on logging activity.

The Budget Status report includes retroactive adjustments for full-time faculty as a result of the ratification of the faculty contract; however, it does not include encumbrances or retroactive adjustments for part-time faculty, but it should appear next month.

In the Status of Investments report, the Oregon Short-term Fund has increased from 1.85 to 1.92 percent. The Quarterly Update of Other Funds was included in this month's report. This report itemizes other resources and obligations in both revenue-based and budget-based accounts. Miriam provided some connections to the Other Funds budget presentation earlier in Auxiliary Services, Athletics, Chemeketa Cooperative Regional Library (CCRLS), and Student Financial Aid funds.

Purchasing Report

Miriam Scharer pointed out that the purpose and rationale will be provided on items in the purchasing report. One purchasing item—an Invitation to Bid for Public Safety Patrol Services (Unarmed)—will be advertised in April and a recommendation for a contract award will be made in to the board in May.

Miriam drew attention to page 74, Approval of Contract Award for Financial Audit Services, to Kenneth Kuhns & Company, for a five-year contract not to exceed \$211,775. There were two that were non-responsive.

Capital Projects Report

Rory Alvarez noted the report stands as written.

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College Advancement Report January 2018–March 2018

Referring to page 43, the National Science Foundation Advanced Technological Education grant listed under pending has been awarded. Jim also pointed out that the college received the HECC grant for College Access Programs. On the Chemeketa Foundation Quarterly Report, the upcoming STARS receptions will be held on April 27 at the Broadway Commons at 3:30 pm and on May 11 at YVC at 3:30 pm. These two events recognize both the students who receive scholarships as well as the donors who contribute to scholarships.

Recognition Report

Julie Huckestein acknowledged all the employees in the written report. A plaque was presented to Isaac Acosta for the portfolio that was submitted last year for the certification program through the Council of Student Services Administrators (CSSA) and Oregon Student Leadership Advisors Professionals (OSLAP). Adam Holden, Civics Engagement coordinator, was in the audience, and he was also acknowledged for his work with student government.

I. SEPARATE ACTION

Approval of Resolution No. 17-18-20, Cynthia L. Olsen

Ed Dodson read the retirement resolution for Cynthia L. Olsen for 25 years, 3 months of service. Betsy Earls moved, and Ron Pittman seconded the motion.

The motion CARRIED.

Approval of Request for Leave Without Pay

Ken Hector referred to the green sheet in the board folder. Ken read the report recommending leave without pay for Rebecca Bolante, director of Threat Management Resources effective May 1, 2018–April 30, 2019. Ed Dodson moved, and Ron Pittman seconded the motion.

The motion CARRIED.

J. ACTION

Ron Pittman moved and Diane Watson seconded a motion to approve consent calendar items No. 1–7:

1. Approval of College Policies #4030, Graduation Requirements; #4070, Grading; and #5020, Academic Honesty [17-18-138]
2. Approval of College Policies #2255, Smoke-free College; #5140, Student Records/Use of Social Security Numbers; #6310, Travel, Transportation, and Related Expenses; and #7020, Chemeketa Cooperative Regional Library Service [17-18-139]
3. Approval of Amended Adult High School Diploma Plan for Year 2018–2019 [17-18-140]
4. Approval of 2018–2019 Faculty Sabbatical Leave Requests [17-18-141]
5. Approval of Contract Award for Financial Audit Services [17-18-142]
6. Acceptance of Program Donations January, 2018 through March 31, 2018 [17-18-143]
7. Approval of Grants Awarded January, 2018–March 2018 [17-18-144]

The motion CARRIED.

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K. APPENDICES

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

L. FUTURE AGENDA ITEMS

None were heard.

M. BOARD OPERATIONS

The May 16 board meeting has moved to the Brooks Regional Training Center instead of the board room.

N. ADJOURNMENT

The meeting adjourned at 7:54 pm.

Respectfully submitted,



Board Secretary



Board Chair



President/Chief Executive Officer

Date 5/16/18

Separate Action-1
May 16, 2018

**APPROVAL OF RETIREMENT RESOLUTIONS
NO. 17-18-21, MICHELE E. PAULSON; NO. 17-18-22, ROBIN GILLEY;
NO. 17-18-23, SALLY C. JASPER; NO. 17-18-24, CHRISTINE A. LINDER;
NO. 17-18-25, JOYCE A. PARK; AND NO. 17-18-26, GUINNE L. MUIR
[17-18-146]**

Prepared by

David Hallett, Vice President—Governance and Administration

The College Board of Education honors employees who retire after years of service to the college. Attached are resolutions honoring Michele E. Paulson who retires effective May 31, 2018; Robin Gilley, Sally C. Jasper, Christine A. Linder and Joyce A. Park who retire effective June 18, 2018; and Guinne L. Muir who retires effective June 30, 2018.

It is recommended that the College Board of Education adopt Resolutions No. 17-18-21, Michele E. Paulson; No. 17-18-22, Robin Gilley; No. 17-18-23, Sally C. Jasper; No. 17-18-24, Christine A. Linder; No. 17-18-25, Joyce A. Park; and No. 17-18-26, Guinne L. Muir.

Separate Action-1
May 16, 2018

**RETIREMENT RESOLUTION NO. 17-18-21,
MICHELE E. PAULSON**

WHEREAS, Michele E. Paulson began her 14-year association as a salaried employee, with Chemeketa Community College in June, 2004; and

WHEREAS, Michele E. Paulson gave dedicated service to Chemeketa Community College currently as Department Assistant, Business Services Department of College Support Services Division; therefore,

BE IT RESOLVED, that upon her retirement date of May 31, 2018, the College Board of Education hereby honors and commends Michele E. Paulson for her loyalty, dedication and personal commitment to Chemeketa Community College.



Ken Hector
Board Chairperson



Julie Hudkestein
President/Chief Executive Officer

Separate Action-1
May 16, 2018

**RETIREMENT RESOLUTION NO. 17-18-22,
ROBIN GILLEY**

WHEREAS, Robin Gilley began her 18-year association, as a salaried employee, with Chemeketa Community College in September, 2000; and

WHEREAS, Robin Gilley gave dedicated service to Chemeketa Community College currently as Instructor-Reading/Study Skills, High School Partnerships Department of Academic Progress and Regional Education Division; therefore,

BE IT RESOLVED, that upon her retirement date of June 18, 2018, the College Board of Education hereby honors and commends Robin Gilley for her loyalty, dedication and personal commitment to Chemeketa Community College.



Ken Hector
Board Chairperson



Julie Huckestein
President/Chief Executive Officer

Separate Action-1
May 16, 2018

**RETIREMENT RESOLUTION NO. 17-18-23,
SALLY C. JASPER**

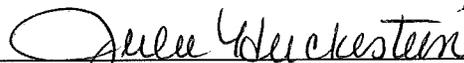
WHEREAS, Sally C. Jasper began her 20-year association as a salaried employee, with Chemeketa Community College in September, 1998; and

WHEREAS, Sally C. Jasper gave dedicated service to Chemeketa Community College currently as Instructor-Nursing, Health Sciences Department of Career and Technical Education Division; therefore,

BE IT RESOLVED, that upon her retirement date of June 18, 2018, the College Board of Education hereby honors and commends Sally C. Jasper for her loyalty, dedication and personal commitment to Chemeketa Community College.



Ken Hector
Board Chairperson



Julie Huckestein
President/Chief Executive Officer

Separate Action-1
May 16, 2018

**RETIREMENT RESOLUTION NO. 17-18-24,
CHRISTINE A. LINDER**

WHEREAS, Christine A. Linder began her 25-year association, as a salaried employee, with Chemeketa Community College in September, 1993; and

WHEREAS, Christine A. Linder gave dedicated service to Chemeketa Community College currently as Instructor-Visual Communications, Business & Technology, Early Childhood Education, and Visual Communications Department of Career and Technical Education Division; therefore,

BE IT RESOLVED, that upon her retirement date of June 18, 2018, the College Board of Education hereby honors and commends Christine A. Linder for her loyalty, dedication and personal commitment to Chemeketa Community College.



Ken Hector
Board Chairperson



Julie Huckestein
President/Chief Executive Officer

Separate Action-1
May 16, 2018

**RETIREMENT RESOLUTION NO. 17-18-25,
JOYCE A. PARK**

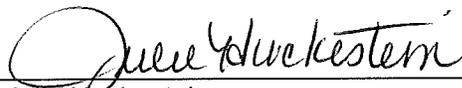
WHEREAS, Joyce A. Park began her 16-year association, as a salaried employee, with Chemeketa Community College in September, 2002; and

WHEREAS, Joyce A. Park gave dedicated service to Chemeketa Community College currently as Instructor-Nursing-Clinical, Health Sciences Department of Career and Technical Division; therefore,

BE IT RESOLVED, that upon her retirement date of June 18, 2018, the College Board of Education hereby honors and commends Joyce A. Park for her loyalty, dedication and personal commitment to Chemeketa Community College.



Ken Hector
Board Chairperson



Julie Huckestein
President/Chief Executive Officer

Separate Action-1
May 16, 2018

**RETIREMENT RESOLUTION NO. 17-18-26,
GUINNE L. MUIR**

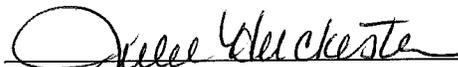
WHEREAS, Guinne L. Muir began 35-year, 8-month association, as a salaried employee, with Chemeketa Community College in October, 1982; and

WHEREAS, Guinne L. Muir gave dedicated service to Chemeketa Community College currently as Department Technician I, Library and Learning Resources Department of Student Development and Learning Resources Division; therefore,

BE IT RESOLVED, that upon her retirement date of June 30, 2018, the College Board of Education hereby honors and commends Guinne L. Muir for her loyalty, dedication and personal commitment to Chemeketa Community College.



Ken Hector
Board Chairperson



Julie Huckestein
President/Chief Executive Officer

ASSOCIATED STUDENTS OF CHEMEKETA (ASC)

Prepared by

Isaac Acosta, ASC Executive Coordinator

ASC PAST EVENTS

Chemeketa's Got Talent

- The 2018 Chemeketa's Got Talent event occurred on April 20, in the Building 6 Auditorium at 6 pm. Chemeketa students performed a variety of individual talents to an audience filled with friends, family, and faculty judges Jay Gibson-King, Donna Hurless, and Kerry Burris.

Earth Day Club Fair

- From April 18–24, Sustainability Coordinator Christina Flinn put together an Earth Day Spirit Week featuring days to spread environmental awareness leading up to an Earth Day Celebration from 11 am–2 pm in the new quad. Clubs and vendors attended the Earth Day Club Fair on April 24 to table for their clubs and recruit new members. The event was an overall success with over 300 students in attendance.

Night Strike

- Night Strike is coordinated by Riley Dunagan (Community Engagement Coordinator) and Jerry Clark. Volunteers met on May 10 in Building 2, Room 178 at 5 pm and ate dinner before leaving for the Portland area to provide different needs for the homeless.

Into the Quad Community Service

- The Into the Quad Community Service event, organized by Community Engagement Coordinator Riley Dunagan, occurred on May 11. The event allowed students to earn volunteer hours pulling weeds and enjoy being outside. Food was provided for those who volunteered.

Food For Thought: Healthy Relationships

- On May 16, Marisia Hall, ASC Political Engagement Coordinator, organized a conversation about healthy relationships. This conversation was set up with the connection to the #metoo or #timesup movement. Food was served and information shared on how students can take action toward healthier relationships. The event took place in the Multicultural Center in Building 2.

ASC CURRENT EVENTS

Phi Theta Kappa (PTK) Induction Ceremony

- Phi Theta Kappa is inducting new members into the PTK club on May 17, at 6 pm in the Building 6 Auditorium.

Sand Volleyball Tournament

- Athletic Coordinator Andrew Vitt is working on the Sand Volleyball Tournament occurring May 18, in the sand volleyball courts near Building 7 from 4:30–7:30 pm in conjunction with the International Program's end of the year barbeque.

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CRU Whitewater Rafting

- The CRU Club is having its Whitewater Rafting on May 19. Students will gather at Chemeketa and then travel by van to the rafting location. Wetsuits and other equipment will be provided and students will only need to bring lunch and a towels.

Spring Carnival

- The Spring Carnival is occurring May 23, from 1–4 pm. The event is planned to be outside dependent on the weather. The end of the year club awards are also going to occur during the event to recognize the clubs' hard work over this past academic year, along with the Student Leadership recognition ceremony.

ASC FUTURE EVENTS

Night Strike

- Night Strike is coordinated by Riley Dunagan (Community Engagement Coordinator) and Jerry Clark. Volunteers will meet on June 14, in Building 2, Room 178 at 5 pm and eat dinner before leaving for the Portland area to provide different needs for the homeless.

MULTICULTURAL STUDENT SERVICES (MSS)

Movie Nights

- This month Multicultural Student Services will be showing the movie "Moonlight" at 6 pm, on Thursday, May 3. "Moonlight" is a film about Chiron, a young African American man, and his coming of age story through the love and support of his community.

Study Nights

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

Stop Violence Against Women

- On April 19, the 4th Annual Stop Violence Against Women Awareness event was hosted in the Multicultural Center and organized by the Title IX Office (Vivi Caleffi Prichard) and Multicultural Student Services (Linda Ringo-Reyna). The Center for Hope and Safety's Dana Lundy was the guest speaker. Guest poet and Chemeketa employee, Caleb Stratemeyer performed one of his original poems honoring women and families, which he wrote especially for the event. The Counseling Center (Kim Martin and Blanca Aguirre) engaged the audience in a Healthy Relationships workshop. Dean of Life Safety, Marshall Roache, and Criminal Justice Instructor, Meghan Gonzales provided information and answered questions about victim-centered law enforcement response to sexual violence.

CHEMEKETA COMMUNITY COLLEGE FACULTY ASSOCIATION (CFA)

Prepared by

Justus Ballard, President—Chemeketa Faculty Association

**UPDATE ON THE OREGON HIGHER EDUCATION COORDINATING COMMISSION (HECC)
TRANSFER COMMITTEE**

The Oregon Education Association's Community College Council met on May 4 and 5 to hear reports and discuss a variety of issues related to community college faculty. One report of particular interest was provided by two individuals (one from Lane Community College and one from Western Oregon University) who are participating in the work being done on transfer agreements.

The HECC Transfer Committee was tasked with two objectives, and various groups have convened to do the work necessary to meet those objectives.

One objective is to establish a "foundational curriculum" comprised of 30 credits and, according to reports, work seems to be moving swiftly towards reaching that goal.

The other objective is to create a "unified state transfer agreement" (USTA), and that work is proceeding, but a bit more slowly. The working relationship between faculty from community colleges and the regional universities has been mostly positive, which is good, but one reason for the slower pace is that certain programs are more diverse in terms of their offerings from school to school than other programs. Another reason is that the various subcommittees working on the USTA have discovered that they also need to build a system and processes to provide maintenance and oversight for any transfer agreements that are created.

In other words, this does not appear to be a short-term project.

Participants on the committees are discussing various ways of organizing faculty, advisors, and registrars to facilitate these agreements on an on-going basis. They are also aware of the need to generate buy-in from programs and faculty at individual schools, which means that faculty representatives on the committees will need to bring back the committees' recommendations to the various stakeholders at their schools for input and approval.

Whenever the words "buy-in" and "stakeholders" make an appearance in any discussion of process, said process immediately becomes at least 50% more time- and labor-intensive. But this work is valuable enough for future Oregon students to make that extra time and effort worthwhile. It will be nice to one day wake up in a state where public institutions of higher education are actually compatible with one another.

CHEMEKETA COMMUNITY COLLEGE CLASSIFIED EMPLOYEES ASSOCIATION (CCA)

Prepared by

Terry Rohse, President—Chemeketa Community College Classified Employees Association
Mary Schroeder, External Vice-President—Chemeketa Community College Classified
Employees Association

Gail Williams Pickett, Director of Public Relations—Chemeketa Community College Classified
Employees Association

NEW TO THE COLLEGE

CCA is pleased to welcome:

Amelia Yzaguirre who joined Chemeketa on May 7, as the department technician II for Advising and First Year Programs.

DID YOU KNOW?

Suzanne Monson, who started as a department technician II in Applied Technologies in April, worked as a pharmacy technician for almost 20 years before coming to work at Chemeketa. Suzanne has a one-eyed cat and likes to read, beach-comb and cross-stitch.

RETIREMENTS

- Michele Paulson, Business Services department assistant since June 4, 2004, is retiring on May 30, 2018. Michele's Chemeketa career started as a student working in Financial Aid as a work study and "... was told about this position, so I applied and the rest is history." Michele will really miss "the people I work with" but won't miss "driving here every day." Michele is looking forward to "redoing my kitchen and gardening." Michele shared that many people don't know that "I used to work for the Department of Defense (commercially), building training simulators for the Army." Michele's advice to classified staff considering retirement is to "Enjoy life and do it, life is too short. Also, start your paperwork early."
- Guinnevere "Guinne" Muir, department technician I in the Tutoring Center of Library and Learning Resources, started work at Chemeketa on October 19, 1982, and will retire on June 30, 2018. Guinne's start at Chemeketa was somewhat confusing. Guinne shared that "When I saw the ad in the newspaper for Lab Assistant, I thought I was applying for a position in a science lab at Chemeketa. I was called in for an interview. Jane Estrada and Anthony greeted me in the building where the interview took place. Alene Showers and Linda Nugent were the interviewers. I got the job and was totally confused when I ended up in the tutoring center. I obviously missed something. Now I know that labs can be more than just for science. There was no one to train me for the position I had just accepted. I asked LOTS of questions. I had never been dropped into a position without a trainer. Interesting concept—hmmmm. The position morphed into much more than when I first began working and I love it. I loved the opportunities to network and get to know other staff members. NEO did not exist then." Guinne will miss "working with my team at the Tutoring Center and starting the new year every Fall term" with the "eager and often lost new students each year." Guinne will not miss staff meetings and ten hour work days in the summer. Guinne looks forward to "my time being all mine so I can work on the projects I have going and

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every day feeling like a Saturday.” Guinne shared that a surprising thing most people don’t know is that “I am Costa Rican.” Guinne advises would-be retirees to start retirement preparation early and go to the workshops more than once “because there is too much information to remember and digest in one shot!”

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May 16, 2018

CHEMEKETA COMMUNITY COLLEGE EXEMPT ASSOCIATION

Prepared by

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

The eleven-member exempt association board reviewed 220 scholarship applications and narrowed it down to seven to receive \$1,000 scholarships. It was a difficult task! There were so many great candidates! The board is planning a lunch to honor these students following Admin Team on June 7.

The Employee Retirement Celebration was held on Monday, May 7. Three exempt employees were thanked for their contributions and given accolades by their colleagues. They are Andrew Bone, Linda Herrera, and Deborah Sipe.

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May 16, 2018

ANNUAL GRADUATION EXERCISES

Prepared by

Heather Misener, Graduation Specialist—Enrollment Services
Manuel Guerra, Executive Dean—Student Development and Learning Resources
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

Chemeketa is again celebrating the achievements of candidates from all college and pre-college programs in one graduation ceremony.

The 62nd Annual Commencement Ceremony will take place at 6 pm on Friday, June 15, 2018, at the Pavilion at the Oregon State Fairgrounds. Board and staff members are asked to arrive at 5:30 pm, and a designated staff member/greeter will direct them to the gowning room.

A reception will be held immediately following the ceremony in the Floral Building.

REGIONAL HIGH SCHOOL MATH CONTEST

Prepared by

Wayne Barber, Instructor—Mathematics
Michael Milhausen, Dean—Science, Math, Engineering and Computer Science
Don Brase, Executive Dean—General Education and Transfer Studies
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

On April 12, 2018, 14 high schools participated in Chemeketa's Annual Regional High School Math Contest. Students from Blanchet, Chemawa, Dallas, Home School, Early College, McKay, McNary, North Salem, Perrydale, Salem Academy, Silverton, South Salem, Sprague, and West Salem high schools spent the day on campus solving math problems and taking the state math contest qualifying exam.

Each school paid a modest entry fee (\$7 per student) to cover the cost of printing, ribbons and plaques. Each participant received a barbeque lunch and a t-shirt designed by Chemeketa's Visual Communications students. Texas Instruments provided two graphing calculators and the Chemeketa Bookstore provided five fidget spinners as prizes.

High school teams consisted of two students in each of five levels:

- Level 2—Algebra I
- Level 3—Geometry
- Level 4—Algebra II
- Level 5—Pre-Calculus
- Level 6—Calculus

First-, second-, and third-place awards for various events of the day were earned by students from Blanchet, Chemawa, Dallas, Home School, Early College, McKay, McNary, North Salem, Salem Academy, Silverton, South Salem, Sprague, and West Salem high schools. The overall winners placing first-, second-, and third-place and receiving a plaque for their school trophy case were South Salem, West Salem, and Sprague High School, respectively.

Students with the highest scores on the State Math Contest qualifying exam were invited to participate in the State Math Contest that was held at the University of Oregon on May 12. Qualifying students were from Dallas, North Salem, Salem Academy, Silverton, South Salem, Sprague, and West Salem high schools.

This event is successful each year due to the help of many volunteers; Don Brase for welcoming the students to Chemeketa at the beginning of the day and Michael Milhausen, David Hallett, and Julie Huckestein for funding support; Chemeketa's Visual Communications students for designing the t-shirts; and the following people who volunteered to make the contest a success: Mathematics faculty, Chris Nord, Lisa Healey, Kelsey Heater, Tim Merzenich, Garth Fleming, Sheeny Behmard, David Hillis, Rick Rieman, Keith Schloeman, Ken Anderson, Toby Wagner, Svetlana Kravets, Kimberley Jensen, Kyle Katsinis, Leslie Maksun, coordinator Wayne Barber, deans, directors and support staff Aspen Padilla, Beatriz Arevalo, Ian Snyder, Lori Jones, Mary Ellen Scofield, Amanda Patrick, Sherrie Osborn, Gail Williams Pickett, Nancy Espinoza, Nikki Mundt, Maria Dooley and many of the high school advisors.

**COLLEGE POLICIES #1730—GRANTS—SPECIAL, STATE, AND
FEDERAL PROGRAMS; #6610—COLLEGE BOOKSTORE; AND
#7210—COLLEGE-SUPPORT ORGANIZATIONS**

Prepared by

Rebecca Hillyer, General Counsel
Julie Huckestein, President/Chief Executive Officer

GRANTS—SPECIAL, STATE, AND FEDERAL PROGRAMS—POLICY #1730

This policy was last reviewed by the board in December 2015. There are no recommended changes to this policy.

COLLEGE BOOKSTORE—POLICY #6610

This policy was last reviewed by the board in May 2015. This policy has minor changes to the last sentence. A new sentence is added below one that was stricken. Essentially, the new sentence clarifies the content.

COLLEGE-SUPPORT ORGANIZATIONS—POLICY #7210

This policy was last reviewed by the board in June 2015. Minor edits make this policy read better and add to the last sentence several of the services Northwest Innovations does for the college.

The proposed changes are underlined and the former language has been stricken with lines through the text. The President's Advisory Council has reviewed the attached policies and recommends them for adoption by the College Board of Education at the June board meeting.

College Board of Education Series—1000

GRANTS—SPECIAL, STATE, AND FEDERAL PROGRAMS

Chemeketa Community College pursues grant opportunities with outside agencies in order to augment usual funding or to fund activities.

Projects funded by grants must be consistent with the college's mission.

The College Board of Education must approve the acceptance of each grant.

June 26, 1991

Adopted College Board of Education

February 15, 2006; September 23, 2009;

January 16, 2013; December 16, 2015

Revised College Board of Education

Business Operations Series—6000

COLLEGE BOOKSTORE

Chemeketa Community College shall provide for a college bookstore to have available supplies and services to students and employees. It should be managed on a financially self-sustaining basis. The college bookstore is responsible for collecting and disseminating information regarding textbooks and other course materials. ~~In addition to a physical presence on the Salem and Yamhill Valley campuses and an e-commerce site, the bookstore shall make available textbooks and course materials throughout the district and for distance education.~~ The bookstore shall make textbooks and course materials available throughout the district and for distance education through a physical presence on the Salem and Yamhill Valley campuses and an e-commerce site.

July 17, 1985

Adopted College Board of Education

September 20, 2006; June 29, 2011;

May 20, 2015

Revised College Board of Education

College Relations Series—7000

COLLEGE-SUPPORT ORGANIZATIONS

External organizations may exist to support and assist Chemeketa Community College. These organizations, while supporting the college, are separate and distinct from the college with their own directors and officers.

The college recognizes the following organizations: ~~the~~

- Chemeketa Community College Foundation, a non-profit charitable organization whose purpose is to raise funds for the benefit of the college and its students;
- ~~the~~ Friends of Chemeketa, an Oregon political action committee organized to support efforts of the college through political action;
- ~~and~~ Northwest Innovations, Inc., an Oregon corporation to provide services to the college, its students, and employees (e.g. contracted food services, catering, venue services, etc.).

June 26, 1991

Adopted College Board of Education

September 20, 2006; December 14, 2011;

June 17, 2015

Revised College Board of Education

COLLEGE POLICIES
#4020—ACADEMIC CALENDAR; #4075—CREDIT HOUR POLICY;
AND #4090—CHARTER SCHOOL SPONSORSHIP LANGUAGE

Prepared by

Karen Stevens, Chair—Academic Standards Advisory Council
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

The following policies have been reviewed and approved by the Academic Standards Advisory Council on April 13, 2018.

ACADEMIC CALENDAR—POLICY #4020

The policy was updated to clarify the language on classes offered during the terms in an academic year.

CREDIT HOUR POLICY—POLICY #4075

The policy was updated to include a footnote on the word federal and add the word state and its corresponding footnote.

CHARTER SCHOOL SPONSORSHIP LANGUAGE—POLICY #4090

The policy was created in 2011 with legislature interests in creating partnerships between community colleges, specifically High School Programs, and charter schools. The renewal of this legislature bill didn't pass and the policy needs to be removed from its current status.

The proposed changes are underlined and the former language has been stricken with lines through the text. The College Board of Education will be asked to approve these policies at the June 2018 meeting.

Educational Program Series—4000

ACADEMIC CALENDAR

In order to serve the needs of Chemeketa Community College students and maximize the use of college facilities, the college will strive to offer ~~a year-round schedule of~~ classes in each of the four terms (summer, fall, winter and spring). The college may alter or eliminate one or more terms in a fiscal year.

July 17, 1985

Adopted College Board of Education

May 17, 2006

Reviewed College Board of Education

March 21, 2001; July 16, 2014

Revised College Board of Education

Educational Program Series—4000

CREDIT HOUR POLICY

Credit-bearing courses, regardless of delivery method, are scheduled and conducted in compliance with federal¹ and state² regulations defining the credit hour. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement. A credit hour corresponds to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for ten to twelve weeks for one-quarter hour of credit, or at least 25 contact hours.

May 15, 2013

Adopted College Board of Education

Reviewed College Board of Education

¹ 75FR66845

² CCWD Handbook

Educational Program Series—4000

CHARTER SCHOOL SPONSORSHIP LANGUAGE

~~Oregon Revised Statutes¹ allow Chemeketa Community College to “sponsor” a charter school. The college will evaluate charter school applications serving students aged 16–21 which:~~

- ~~• Align with the college’s mission, promises and policies.~~
- ~~• Demonstrate a direct connection to college programs.~~
- ~~• Provide an educational component supporting transition from high school to college level courses including the option of enrolling in college courses.~~

~~The College Board of Education reserves the right to deny any charter proposal at the board’s discretion.~~

April 18, 2012

Adopted Board of Education

Revised

¹ ORS 338.075(5)(b)

**SUSPENSION OF NETWORKING TECHNOLOGY ESSENTIALS
CERTIFICATE OF COMPLETION**

Prepared by

Larry Cheyne, Dean—Applied Technologies
Johnny Mack, Executive Dean—Career and Technical Education
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

The Networking Technology Essentials certificate program did not have a completer from 2013–2016 (the last range of data available on the institutional research site) and overall enrollment in the four courses in the last four years has averaged less than 13 students per year (essentially two students per course offered). Many of these enrollments are due to students taking the Networking Technology courses for the Computer Electronics Associate of Applied Science (AAS) and not in order to earn the Networking Certificate. Increased access to online vendors offering similar training and certification may be one major factor in the drop in enrollment for the certificate program. The plan for students currently pursuing that certificate is to offer the four program courses as independent study (just as the courses are currently offered) in each subsequent term during the 2018–2019 academic year. Spring term 2019, will be the last term the certificate courses are offered.

The recommendation to suspend the Networking Technology Essentials Certificate of Completion was approved by the Electronics Program Advisory Committee on April 19, 2018.

The College Board of Education will be asked to approve the suspension of the Networking Technology Essentials Certificate of Completion at the June board meeting.

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May 16, 2018

AFFIRMATIVE ACTION ANNUAL REPORT

Prepared by

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

The 2016 and 2017 annual Affirmative Action Reports are presented to the members of the College Board of Education for review.

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May 16, 2018

CHEMEKETA COMMUNITY COLLEGE
ANNUAL UPDATE
EQUAL OPPORTUNITY AFFIRMATIVE ACTION
WORKFORCE STATISTICS
2016/2017

PREPARED BY
DEPARTMENT OF HUMAN RESOURCES
Alice Sprague, Director

NARRATIVE SUMMARY

It is the policy of Chemeketa Community College to provide equal opportunity and affirmative action in employment, educational programs and other activities sponsored by the college. The college strives to achieve a workforce that represents the labor market pool and to take steps to ensure there is no discrimination on the grounds of race, sex/gender, marital status, protected veteran status, gender identity/expression, color, religion, sexual orientation, national origin, citizenship status, age, disability, pregnancy and related conditions, family relationship, tobacco usage during non-working hours, whistle blowing, victim of domestic violence, and genetic information in any educational programs, activities, or employment.

The college follows its Equal Opportunity and Affirmative Action Plan, which is based upon a variety of separate state and federal laws and regulations that address nondiscrimination. These laws apply to recruitment and retention, hiring and promotion, termination, compensation, benefits, transfers, college-sponsored training, education, curriculum and instruction, tuition assistance, and extra-curricular programming. Equal opportunity and affirmative action are intended to assure that equal opportunity is extended to all applicants, employees and students.

Equal employment opportunity requires that all applicants for all positions be treated equally. Applicants for employment are evaluated with equitable and relevant criteria and only those who are qualified will be selected. Recruitment efforts are in place to assure that qualified individuals from protected classes are evaluated equitably among all applicants who apply for employment with the college.

The annual Equal Opportunity and Affirmative Action Workforce Statistics Report analyzes the college's workforce based on federal equal opportunity job categories, which have been organized into three categories: exempt, faculty, and classified. The current full time college workforce is compared with the potential geographic availability of females and minorities. The labor market availability statistic serves as a measure of how Chemeketa's internal demographics compare to the demographics of its recruitment area. This statistical comparison can be used to influence where and how the college directs its recruitment and hiring efforts, staff development and training activities, and strategies for managing diversity. It is intended to assist the college in recognizing the areas where women and minorities are underrepresented and in developing equal employment opportunity and affirmative action activities.

Through targeted recruitment efforts, the college seeks to attract talented and qualified candidates for college positions and increase the percentage of minority employees hired in all job categories. Progress in recruiting for faculty still remains the most difficult challenge faced by the college. The college continues to strategically analyze how it can better assist departments in their efforts to hire qualified individuals who are representative of the diverse labor pool and our student population.

Additional efforts are being made with the assistance of the Diversity and Equity Officer and the Diversity Advisory Council (DAC). The Diversity and Equity Officer and Department of Human Resources representatives meet to share data about the college's diversity efforts and challenges, provide Inclusive Hiring Practices training to committees and to reinforce the College's on-going effort and continuing commitment to diversifying our workforce. This reinforces the importance of diverse search committees and assists committees with developing

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May 16, 2018

interview questions and processes that ensure that diversity and equitable hiring practices are valued and utilized.

The analysis of information contained in the following tables represents the workforce data from January 1, 2016 through December 31, 2017. The Department of Human Resources is committed to continuing efforts to strategically explore ways to increase workforce diversity at the college.

In summary, the College continues to pursue inclusion and recruitment of qualified applicants who are members of protected classes and to increase diversity of Chemeketa's workforce by obtaining a workforce analysis, comparing it with labor market availability data, determining the utilization of women and ethnic minorities, and reviewing strategies to meet a commitment to diversity goals. Personnel practices and recruitment procedures are designed to help support achievement of a workforce that reflects the composition of a relevant community labor pool.

Chemeketa Workforce & Recruitment Analysis Tables

Table I: Affirmative Action job categories

Table II: Chemeketa Workforce Statistics

This table shows the total number of employees by job category and the number and percentage of minority and female employees within each job category.

Table III: Chemeketa Workforce Statistics (Veterans)

This table shows the total number of employees by job category and the number and percentage of self-disclosed veterans within each job category.

Table IV: Chemeketa Salaried Workforce Utilization Analysis

This table compares the percentage of the college workforce in each salaried job category to the assumed availability of minority and females in each salaried job category.

Table V: Chemeketa Workforce Comparison Statistics

This table shows the number and percentage of employees by job category compared to prior year statistics.

Table VI: Chemeketa Workforce Comparison Statistics

This table shows the number of minority and female employees represented in Chemeketa's workforce in 2016 and 2017.

Table VII: Recruitment & Applicant Flow

This table shows the number of positions opened, total number of applicants who applied, percentage of minority applicants and female applicants, and compares the statistics to the assumed availability for each employee category.

Table VIII: Recruitment & Selection Patterns 2007–2017

This table shows a ten-year history of the number of positions recruited and minority applicant statistics including: number of applicants, number of qualified applicants, number of applicants interviewed and number of applicants hired.

Table I

Affirmative Action Job Category Examples

1. Exempt
President, Vice Presidents, Deans, Directors, Managers, Coordinators, Administrative Assistants, Executive Secretaries, Project Coordinators/Specialists/Technical Systems Analysts
2. Professional Faculty
Instructors, Counselors, Librarians, CWE Coordinators, Media Production Specialists, Occupational Skills Training Coordinators.
3. Classified
Facilities Support, Financial Services, Instructional Support, Office Administration, Student Services, Technology Related, Public Safety
4. Adjunct Faculty
Hourly Faculty, Coaches, Counselors, Curriculum Development, Customized Training, Reference Librarians
5. Hourly/Casual Employees
Instructional Assistants, Instructional Specialists, Technicians, Interpreters, Lab Assistants, Media Support, Literacy Specialists, Maintenance/Grounds, Office Support, Student Services

Chemeketa Workforce Statistics

Table II

Chemeketa Workforce Statistics January 1, 2016 through December 31, 2016					
Job Category ¹	Employees	Minorities		Females	
	Total	Total	% of Total	Total	% of Total
Faculty	244	35	14.3%	127	52.0%
Exempt	112	25	22.3%	59	52.7%
Classified	391	93	23.8%	239	61.1%
Part-time Faculty/Adjunct	624	122	19.6%	309	49.5%
Part-Time Hourly	289	76	26.3%	178	61.6%
Total: All Staff	1660	351	21.1%	912	54.9%

Chemeketa Workforce Statistics January 1, 2017 through December 31, 2017					
Job Category ¹	Employees	Minorities		Females	
	Total	Total	% of Total	Total	% of Total
Faculty	247	36	14.6%	130	52.6%
Exempt	116	29	25.0%	63	54.3%
Classified	400	108	27.0%	231	57.8%
Part-time Faculty/Adjunct	595	111	18.7%	290	48.7%
Part-Time Hourly	287	85	29.6%	171	59.6%
Total: All Staff	1645	369	22.4%	885	53.8%

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

¹Refer to Table I for job categories

Table III

Chemeketa Workforce Statistics January 1, 2016 through December 31, 2016			
Job Category	Employees	Self-Disclosed Veterans	
	Total	Total	% of Total
Faculty	244	6	2.5%
Exempt	112	3	2.7%
Classified	391	9	2.3%
Part-time Faculty/Adjunct	624	6	1.0%
Part-Time Hourly	289	3	1.0%
Total: All Staff	1660	27	1.6%

Chemeketa Workforce Statistics January 1, 2017 through December 31, 2017			
Job Category	Employees	Self-Disclosed Veterans	
	Total	Total	% of Total
Faculty	247	5	2.0%
Exempt	116	3	2.6%
Classified	400	10	2.5%
Part-time Faculty/Adjunct	595	4	0.7%
Part-Time Hourly	287	2	0.7%
Total: All Staff	1645	24	1.5%

Table IV

Chemeketa Salaried Workforce Utilization Analysis January 1, 2016 through December 31, 2016						
Job Category*	Chemeketa Workforce		Workforce Availability ¹		Underutilization ²	
	Minorities %	Female %	Minorities %	Female %	Minorities %	Female %
Faculty	14.3%	52.0%	24.6%	48.0%	10.3%	N/A
Exempt	22.3%	52.7%	24.6%	63.8%	2.3%	11.1%
Classified	23.8%	61.1%	16.8%	67.4%	N/A	6.3%
Total	20.5%	57.0%	22.0%	59.7%	1.5%	2.7%

Chemeketa Salaried Workforce Utilization Analysis January 1, 2017 through December 31, 2017						
Job Category*	Chemeketa Workforce		Workforce Availability ¹		Underutilization ²	
	Minorities %	Female %	Minorities %	Female %	Minorities %	Female %
Faculty	14.6%	52.6%	24.6%	48.0%	10.0%	N/A
Exempt	25.0%	54.3%	24.6%	63.8%	0.40%	9.50%
Classified	27.0%	57.8%	16.8%	67.4%	N/A	9.60%
Total	22.7%	55.6%	22.0%	59.7%	N/A	4.10%

¹ Workforce (external) availability is defined as the percent of women and minorities assumed to be in the pool of qualified persons in the appropriate job categories. The availability data is based on the 2010 U.S. Census.

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

** This table compares the percentage of the college workforce in each salaried job category to the assumed availability of females and minorities in each salaried job category. The 2017 data shows that, in the faculty category, minorities are underutilized by 10% and .40% in the exempt category, both are an improvement from 2016 data which reflected 10.3% and 2.3% respectively. During 2017 the college had 14.6% self-identified minority full-time faculty. The data also demonstrates that there were 27.0% self-identified minority Classified staff in 2017. This is 10.2% greater than the assumed workforce availability. Overall, the data does not demonstrate underutilization of minorities for the total of all job categories.

Table V

Chemeketa Salaried Workforce Comparison Statistics January 1, 2016 through December 31, 2016										
Job Category*	Employee Total		Minority Comparison				Female Comparison			
	2015	2016	2015	%	2016	%	2015	%	2016	%
Faculty	237	244	33	13.9%	35	14.3%	119	50.2%	127	52.0%
Exempt	108	112	23	21.3%	25	22.3%	58	53.7%	59	52.7%
Classified	400	391	97	24.3%	93	23.8%	249	62.3%	239	61.1%
Total	745	747	153	20.5%	153	20.5%	462	62.0%	425	56.9%

Chemeketa Salaried Workforce Comparison Statistics January 1, 2017 through December 31, 2017										
Job Category*	Employee Total		Minority Comparison				Female Comparison			
	2016	2017	2016	%	2017	%	2016	%	2017	%
Faculty	244	247	35	14.3%	36	14.6%	127	52.0%	130	52.6%
Exempt	112	116	25	22.3%	29	25.0%	59	52.7%	63	54.3%
Classified	391	400	93	23.8%	108	27.0%	239	61.1%	231	57.8%
Total	747	763	153	20.5%	173	22.7%	425	56.9%	424	55.6%

Table VI

Chemeketa Workforce Statistics										
Minority and Female Demographics ¹										
January 1, 2016 through December 31, 2016										
Employee Group	Total	Not Provided/No Response	White (Non-Hispanic)	Black or African American	Hispanic or Latino	American Indian/Alaskan Native	Asian	Native Hawaiian/Pacific Island	Total	Minorities Percentage
Faculty	261	41	185	4	15	6	8	2	35	13.4%
Exempt	129	24	80	1	12	5	5	2	25	19.4%
Classified	426	57	276	4	66	12	8	3	93	21.8%
Part-Time Faculty	682	57	503	15	58	27	14	8	122	17.9%
Part-Time Hourly	318	31	211	6	49	9	9	3	76	23.9%
Totals	1816	210	1255	30	200	59	44	18	351	19.3%
Percentage	100%	11.60%	69.11%	1.70%	11.01%	3.25%	2.40%	1.00%		
Female										
Faculty	132	20	98	1	5	2	5	1	14	10.6%
Exempt	69	10	44	0	5	4	4	2	15	21.7%
Classified	260	38	168	3	39	6	5	1	54	20.8%
Part-Time Faculty	342	26	254	5	29	15	10	3	62	18.1%
Part-Time Hourly	195	19	125	3	32	6	7	3	51	26.2%
Totals	998	113	689	12	110	33	31	10	196	19.%
Percentage	100%	11.32%	69.00%	1.20%	11.02%	3.31%	3.11%	1.00%		

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

Table VI

Chemeketa Workforce Statistics										
Minority and Female Demographics ¹										
January 1, 2017 through December 31, 2017										
Employee Group	Total	Not Provided/No Response	White (Non-Hispanic)	Black or African American	Hispanic or Latino	American Indian/Alaskan Native	Asian	Native Hawaiian/Pacific Island	Minorities Total	Minorities Percentage
Faculty	264	41	187	4	16	6	8	2	36	13.6%
Exempt	136	24	83	1	14	5	5	4	29	21.3%
Classified	448	55	285	6	74	15	10	3	108	24.1%
Part-Time Faculty	647	54	482	12	52	23	16	8	111	17.2%
Part-Time Hourly	321	29	207	6	55	10	10	4	85	26.5%
Totals	1816	203	1244	29	211	59	49	21	369	20.3%
Percentage	100%	11.20%	68.50%	1.60%	11.60%	3.20%	2.70%	1.0%		
Female										
Faculty	135	20	100	1	5	3	5	1	15	11.1%
Exempt	74	11	46	0	7	4	3	3	17	23.0%
Classified	265	31	170	4	43	8	7	2	64	24.2%
Part-Time Faculty	319	25	239	4	24	13	11	3	55	17.2%
Part-Time Hourly	186	17	124	2	26	7	7	3	45	24.2%
Totals	979	104	679	11	105	35	33	12	196	20.0%
Percentage	100%	10.60%	69.40%	1.0%	10.70%	3.60%	3.40%	1.20%		

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

Recruitment and Applicant Statistics

Table VII

Recruitment & Applicant Flow January 1, 2016 through December 31, 2016						
Job Category	Positions Open	Total Applicants	% Minority Applicants	% Female Applicants	Available % Minority	Available % Female
Faculty	22	966	17.80%	39.65%	24.6%	48.0%
Exempt	11	480	18.54%	53.13%	24.6%	63.8%
Classified	48	1944	24.23%	58.33%	15.8%	67.4%
Total	75	3390	21.59%	52.27%	22.0%	59.7%

Recruitment & Applicant Flow January 1, 2017 through December 31, 2017						
Job Category	Positions Open	Total Applicants	% Minority Applicants	% Female Applicants	Available % Minority	Available % Female
Faculty	13	377	18.30%	52.79%	24.6%	48.0%
Exempt	10	282	22.70%	45.39%	24.6%	63.8%
Classified	54	2,324	23.28%	60.28%	16.8%	67.4%
Total	81	2,983	22.59%	57.93%	22.0%	59.7%

Table VIII

Recruitment & Selection Patterns 2007—2017								
Year	Positions Recruited	Unit	# of Applicants	# of Minority Applicants	# of Qualified Minority Applicants	Total # of Applicants Interviewed	# Minorities Interviewed	# Minorities Hired
2017	13	Faculty	377	69	44	72	7	3
	10	Exempt	282	64	46	50	9	0
	54	Classified	2,324	541	436	301	82	15
2016	22	Faculty	966	172	138	118	14	1
	11	Exempt	480	89	76	68	23	3
	48	Classified	1,944	471	382	313	86	12
2015	19	Faculty	805	127	104	132	39	3
	13	Exempt	457	83	63	83	15	2
	54	Classified	2,355	510	394	349	78	9
2014	31	Faculty	1,084	215	126	202	22	3
	24	Exempt	793	142	55	93	14	4
	55	Classified	2,096	458	205	208	59	11
2013	13	Faculty	463	141	14	74	4	1
	8	Exempt	182	37	15	41	4	0
	60	Classified	2,285	659	154	239	56	11
2012	9	Faculty	192	30	9	45	3	2
	11	Exempt	335	62	19	46	11	1
	46	Classified	1,492	317	126	211	58	8
2011	20	Faculty	539	77	50	88	11	4
	2	Exempt	24	8	2	5	2	1
	69	Classified	1,628	341	174	307	89	19
2010	5	Faculty	171	23	12	20	2	0
	6	Exempt	112	16	5	24	3	0
	49	Classified	1,748	331	144	200	41	9
2009	7	Faculty	75	17	11	23	4	2
	7	Exempt	244	34	18	32	4	0
	38	Classified	728	155	96	142	33	6
2008	24	Faculty	365	40	30	102	11	2
	10	Exempt	144	18	17	43	5	2
	60	Classified	1,411	256	202	319	74	12
2007	30	Faculty	478	58	33	116	16	2
	13	Exempt	332	40	22	67	10	3
	75	Classified	1,203	256	204	377	88	14

**CLASSIFIED; EXEMPT; FACULTY; HOURLY, PART-TIME/TEMPORARY;
PART-TIME (ADJUNCT) FACULTY BARGAINING; AND
PART-TIME (ADJUNCT) NON-BARGAINING NON-CREDIT FACULTY
SALARY SCHEDULES FOR 2018–2019**

Prepared by

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

CLASSIFIED

Attached is the 2018–2019 salary table for classified employees. The salary table reflects a 1.0% salary table adjustment. Eligible employees will receive step increases as agreed in the contract. The salary schedule is currently being negotiated. If there are changes to the salary table as a result of these negotiations, the new table will be presented to the board.

EXEMPT

Attached is the exempt employee salary schedule for 2018–2019. The salary table reflects a 1.0% salary table adjustment. The college recommends eligible exempt employees receive step increases effective July 1, 2018.

FACULTY

Attached is the 2018–2019 salary table for full-time faculty. The salary table reflects a 4.0% salary table adjustment, and four (4) furlough days. Eligible employees will receive step increases as agreed in the contract.

HOURLY, PART-TIME/TEMPORARY

Attached is the part-time hourly salary schedule for 2018–2019. The salary table reflects an increase in minimum wage, and 1.0% salary table adjustment.

PART-TIME (ADJUNCT) FACULTY BARGAINING

The salary schedules for the part-time/adjunct faculty are attached and reflect the bargaining agreement between the college and the Chemeketa Faculty Association. The part-time schedule is indexed at 60.0% of the 176-day full-time faculty schedule. It is effective fall term 2018, to summer term 2019.

PART-TIME (ADJUNCT) NON-BARGAINING NON-CREDIT FACULTY

The salary schedule for the non-bargaining non-credit part-time faculty is attached. The levels were reorganized, and there is a 5.0% salary table adjustment. The Board approved the last update in January 2010.

The college will bring a recommendation to the June board meeting for adoption of the attached salary schedules to become effective July 1, 2018.

CHEMEKETA COMMUNITY COLLEGE
CLASSIFIED SALARY SCHEDULE
EFFECTIVE JULY 1, 2018 thru JUNE 30, 2019

RANGE	STEP 1		STEP 2		STEP 3		STEP 4		STEP 5		RANGE
	ANNL.	MO.									
A-1	22,368	1,864	22,884	1,907	23,064	1,922	23,928	1,994	24,780	2,065	A-1
A-2	24,300	2,025	25,272	2,106	26,208	2,184	27,204	2,267	28,272	2,356	A-2
A-3	26,040	2,170	27,444	2,262	28,188	2,349	29,256	2,438	30,444	2,537	A-3
A-4	27,780	2,315	28,848	2,404	30,048	2,504	31,260	2,605	32,460	2,705	A-4
B-1	29,940	2,495	31,188	2,599	32,424	2,702	33,864	2,822	35,232	2,936	B-1
B-2	32,292	2,691	33,612	2,801	35,100	2,925	36,612	3,051	38,100	3,175	B-2
B-3	38,172	3,181	39,840	3,320	41,604	3,467	43,440	3,620	45,300	3,775	B-3
B-4	40,260	3,355	42,084	3,507	44,028	3,669	45,960	3,830	47,988	3,999	B-4
C-1	48,108	4,009	50,412	4,201	52,812	4,401	55,392	4,616	57,972	4,831	C-1
C-2	51,084	4,257	53,604	4,467	56,196	4,683	58,968	4,914	61,860	5,155	C-2
C-3	53,112	4,426	55,716	4,643	58,440	4,870	61,284	5,107	64,344	5,362	C-3

RANGE	STEP 6		STEP 7		STEP 8		STEP 9		STEP 10		STEP 11		RANGE
	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	
A-1	25,776	2,148	26,664	2,222	27,696	2,308	28,824	2,402	29,400	2,450	29,988	2,499	A-1
A-2	29,364	2,447	30,444	2,537	31,656	2,638	32,904	2,742	33,552	2,796	34,236	2,853	A-2
A-3	31,608	2,634	32,880	2,740	34,152	2,846	35,436	2,953	36,144	3,012	36,864	3,072	A-3
A-4	33,768	2,814	35,208	2,934	36,660	3,055	38,136	3,178	38,904	3,242	39,684	3,307	A-4
B-1	36,684	3,057	38,244	3,187	39,780	3,315	41,400	3,450	42,228	3,519	43,080	3,590	B-1
B-2	39,780	3,315	41,508	3,459	43,176	3,598	44,952	3,746	45,852	3,821	46,788	3,899	B-2
B-3	47,340	3,945	49,320	4,110	51,528	4,294	53,760	4,480	54,840	4,570	55,956	4,663	B-3
B-4	50,136	4,178	52,368	4,364	54,732	4,561	57,216	4,768	58,368	4,864	59,532	4,961	B-4
C-1	60,816	5,068	63,768	5,314	66,804	5,567	69,972	5,831	71,376	5,948	72,816	6,068	C-1
C-2	64,944	5,412	68,160	5,680	71,436	5,953	74,904	6,242	76,416	6,368	77,952	6,496	C-2
C-3	67,476	5,623	70,788	5,899	74,280	6,190	78,000	6,500	79,548	6,629	81,144	6,762	C-3

CHEMEKETA COMMUNITY COLLEGE
EXEMPT SALARY SCHEDULE
B-2 TO F-1
EFFECTIVE JULY 1, 2018

RANGE	STEP 1		STEP 2		STEP 3		STEP 4		STEP 5		RANGE
	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	
B-2	32,964	2,747	15.85	2,862	16.51	2,983	17.21	3,112	17.95	3,240	B-2
B-3	39,540	3,295	19.01	3,440	19.85	3,587	20.69	3,744	21.60	3,907	B-3
B-4	41,916	3,493	20.15	3,647	21.04	3,811	21.99	3,981	22.97	4,161	B-4
C-1	50,076	4,173	24.08	4,369	25.21	4,581	26.43	4,802	27.70	5,030	C-1
C-2	53,136	4,428	25.55	4,646	26.80	4,875	28.13	5,112	29.49	5,365	C-2
C-3	55,284	4,607	26.58	4,834	27.89	5,069	29.24	5,317	30.68	5,582	C-3
C-4	66,648	5,554	32.04	5,824	33.60	6,096	35.17	6,366	36.73	6,636	C-4
D-1	69,312	5,776	33.32	6,057	34.94	6,339	36.57	6,620	38.19	6,901	D-1
D-2	72,084	6,007	34.66	6,300	36.35	6,593	38.04	6,886	39.73	7,179	D-2
D-3	74,988	6,249	36.05	6,550	37.79	6,856	39.55	7,159	41.30	7,464	D-3
D-4	77,232	6,436	37.13	6,747	38.93	7,062	40.74	7,373	42.54	7,689	D-4
D-5	78,756	6,563	37.86	6,884	39.72	7,204	41.56	7,524	43.41	7,843	D-5
E-1	96,660	8,055	46.47	*	*	*	*	*	*	*	
E-2	108,264	9,022	52.05	*	*	*	*	*	*	*	
F-1	121,248	10,104	58.29	*	*	*	*	*	*	*	

*Performance based after initial step

RANGE	STEP 6		STEP 7		STEP 8		STEP 9		STEP 10		STEP 11		RANGE
	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	ANNL.	MO.	
B-2	40,584	3,382	19.51	3,521	20.31	3,677	21.21	3,831	22.10	3,992	23.03	4,174	B-2
B-3	48,960	4,080	23.54	4,256	24.55	4,442	25.63	4,632	26.72	4,830	27.87	5,048	B-3
B-4	52,164	4,347	25.08	4,540	26.19	4,746	27.38	4,947	28.54	5,159	29.76	5,391	B-4
C-1	63,312	5,276	30.44	5,528	31.89	5,793	33.42	6,037	34.83	6,295	36.32	6,579	C-1
C-2	67,572	5,631	32.49	5,906	34.07	6,199	35.76	6,461	37.28	6,735	38.86	7,038	C-2
C-3	70,272	5,856	33.79	6,140	35.42	6,447	37.19	6,722	38.78	7,005	40.41	7,321	C-3
C-4	83,040	6,920	39.92	7,211	41.60	7,536	43.48	7,801	45.01	8,082	46.83	8,364	C-4
D-1	86,352	7,196	41.52	7,501	43.28	7,838	45.22	8,113	46.81	8,404	48.75	8,700	D-1
D-2	89,808	7,484	43.18	7,801	45.01	8,153	47.04	8,438	48.68	8,735	50.65	9,036	D-2
D-3	93,384	7,782	44.90	8,113	46.81	8,477	48.91	8,774	50.62	9,078	52.67	9,387	D-3
D-4	96,180	8,015	46.24	8,356	48.21	8,732	50.38	9,039	52.15	9,319	54.26	9,605	D-4
D-5	98,088	8,174	47.16	8,521	49.16	8,906	51.38	9,218	53.18	9,504	55.34	9,801	D-5

Information-7
May 16, 2018

176 Day + 4 furlough

CHEMEKETA COMMUNITY COLLEGE
2018-2019 SALARIED FACULTY SALARY SCHEDULE
Effective JULY 1, 2018

STEP	176 DAYS			196 DAYS			226 DAYS		
15	\$83,392	\$6,949.37	\$484.84	\$93,089	\$7,757.44	\$484.84	\$102,449	\$8,537.38	\$461.48
14	\$79,421	\$6,618.42	\$461.75	\$88,656	\$7,388.00	\$461.75	\$97,569	\$8,130.75	\$439.50
13	\$75,639	\$6,303.23	\$439.76	\$84,434	\$7,036.16	\$439.76	\$92,923	\$7,743.55	\$418.57
12	\$72,613	\$6,051.10	\$422.17	\$81,057	\$6,754.72	\$422.17	\$89,206	\$7,433.86	\$401.83
11	\$69,708	\$5,809.01	\$405.28	\$77,814	\$6,484.48	\$405.28	\$85,639	\$7,136.56	\$385.76
10	\$66,920	\$5,576.67	\$389.07	\$74,701	\$6,225.12	\$389.07	\$82,213	\$6,851.11	\$370.33
9	\$64,244	\$5,353.64	\$373.51	\$71,714	\$5,976.16	\$373.51	\$78,923	\$6,576.94	\$355.51
8	\$61,674	\$5,139.50	\$358.57	\$68,845	\$5,737.12	\$358.57	\$75,766	\$6,313.87	\$341.29
7	\$59,208	\$4,933.96	\$344.23	\$66,092	\$5,507.68	\$344.23	\$72,736	\$6,061.34	\$327.64
6	\$56,837	\$4,736.45	\$330.45	\$63,446	\$5,287.20	\$330.45	\$69,828	\$5,818.99	\$314.54
5	\$54,565	\$4,547.11	\$317.24	\$60,910	\$5,075.84	\$317.24	\$67,035	\$5,586.26	\$301.96
NORMAL STARTING STEP 4	\$52,383	\$4,365.22	\$304.55	\$58,474	\$4,872.80	\$304.55	\$64,353	\$5,362.78	\$289.88
3	\$50,811	\$4,234.21	\$295.41	\$56,719	\$4,726.56	\$295.41	\$62,422	\$5,201.83	\$281.18
2	\$49,287	\$4,107.22	\$286.55	\$55,018	\$4,584.80	\$286.55	\$60,548	\$5,045.69	\$272.74
1	\$47,807	\$3,983.95	\$277.95	\$53,366	\$4,447.20	\$277.95	\$57,711	\$4,809.26	\$259.96

**CHEMEKETA COMMUNITY COLLEGE
HOURLY, PART-TIME/TEMPORARY SALARY SCHEDULE
EFFECTIVE JULY 1, 2018**

CWS/FWS	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	RANGE
S1	AA	\$10.75	\$11.25	\$11.75	\$12.25	\$12.75	AA
S2	BB	\$10.80	\$11.30	\$11.81	\$12.27	\$12.78	BB
S3	CC	\$10.87	\$11.35	\$11.84	\$12.32	\$12.81	CC
	DD	\$11.08	\$11.51	\$11.98	\$12.47	\$12.95	DD
	EE	\$11.94	\$12.43	\$12.93	\$13.51	\$14.05	EE
	FF	\$12.88	\$13.41	\$14.00	\$14.60	\$15.19	FF
S4	GG	\$15.22	\$15.89	\$16.59	\$17.33	\$18.07	GG
	HH	\$16.05	\$16.78	\$17.56	\$18.33	\$19.14	HH
	II	\$19.19	\$20.11	\$21.06	\$22.10	\$23.13	II

Note: Ranges JJ thru NN are Interpreters and Typewell Transcribers only

POSITION	INTER.	TRANSC.	LEVEL	RANGE	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	RANGE
HI410H	HT010H		1	JJ	\$20.55	\$21.41	\$22.39	\$23.33	\$24.34	JJ
HI420H	HT020H		2	KK	\$25.21	\$26.28	\$27.48	\$28.62	\$29.88	KK
HI430H	HT030H		3	LL	\$30.93	\$32.23	\$33.71	\$35.12	\$36.66	LL
HI440H	-		4	MM	\$37.81	\$39.38	\$41.19	\$42.91	\$44.80	MM
HI450H	-		5	NN	\$46.19	\$48.14	\$50.34	\$52.44	\$54.74	NN

LEVEL	INTERPRETERS	TYPEWELL TRANSCRIBERS
1	ITP Graduate or 0-2 years of experience	Novice; 0-2 years experience
2	RID Written or BA Degree; and 2+ years experience	TCT: Level 1 Certification or BA/BS deg. & 2 yrs. exp.
3	CI or CT or NAD III or Masters Degree; and 2+ years experience	TCT: Level 2 Certification
4	CI & CT or NAD IV; and 2+ years experience	
5	CI & CT for 5 years OR NAD V; BA/BS Degree required	

FOR RANGES JJ - NN ONLY:
Initial placement on the pay scale and step increases will be in accordance with personnel practices. Movement from one level to another may be made by request of the employee with verification of change in credential and approval by the Dept. manager and the Dir. of Human Resources. **Any movement from one level to another level will take place at the time of any step increase.** HR will work collaboratively with the Disability Services Coordinator for placement of part-time employees on this scale (verification of certification, etc.)

TCT: Typewell Certified Transcriber

Information-7
May 16, 2018

**CHEMEKETA COMMUNITY COLLEGE
PART-TIME (ADJUNCT) FACULTY BARGAINING UNIT
SALARY SCHEDULE
Effective Fall Term 2018 - Summer Term 2019**

LEVEL	DESCRIPTION	STEPS								LEVEL	
		1	2	3	4	5	6	7	8		
A	Lecture Credit Courses ILC Rates	\$ 693.00	\$ 715.00	\$ 744.00	\$ 808.00	\$ 876.00	\$ 951.00	\$ 1,032.00	\$ 1,138.00	A	
	Hourly Rates	\$63.0000	\$65.0000	\$67.6364	\$73.4545	\$79.6364	\$86.4545	\$93.8182	\$103.4545		
B/C	Labs (1 lab hr. = .7 ILC) Hourly Rates	\$ 485.10	\$ 500.50	\$ 520.80	\$ 565.60	\$ 613.20	\$ 665.70	\$ 722.40	\$ 796.60	B/C	
	ABE/GED/HSC/ESL Labs Agriculture Credit Labs Health Care Skills Credit Labs Laboratory Credit Courses Physical Education Activity Courses Science Credit Labs Studio Art Classes Technology Credit Labs Trade Credit Labs Vocational Preparatory Credit Labs Vocational Supplemental Credit Labs	\$44.1000	\$45.5000	\$47.3455	\$51.4182	\$55.7455	\$60.5182	\$65.6727	\$72.4182		
D	Workshops/Special Assignments (Bargaining Unit Rate) (See Article 23B.5)	Minimum	\$ 42.97	(CD = Curriculum Development Rate)							D
E	Hourly Employees Rate Counseling CWE Coordinator Library Work	\$ 26.66	\$ 27.96	\$ 29.39	\$ 30.89	\$ 32.41	\$ 34.16	\$ 35.57	\$ 36.40	E	

Required Meeting (RM) Rate = \$ 38.81
Bargaining Unit (See Article 23-B1)
Curriculum Development Rate (CD) \$ 42.97

Information-7
May 16, 2018

CHEMEKETA COMMUNITY COLLEGE
PART-TIME (ADJUNCT) NON-BARGAINING NON-CREDIT
FACULTY UNIT SALARY SCHEDULE
Effective Fall 2018 - Summer Term 2019

LEVEL	DESCRIPTION	STEPS								LEVEL
		1	2	3	4	5	6	7	8	
D	<p>Non-credit *Non-bargaining Unit Exception Classes Hourly Rates</p> <p>Used for workshops or non-bargaining unit classes scheduled in on-standard time formats. (i.e. shorter or weekend workshops). This market driven rate is also used for specialized topics that demand unusual expertise or and/or exceptional pay.</p>	Minimum = \$21.00 per hour, No Maximum								D
J	<p>Non-credit Vocational Preparatory Vocational Supplementary Workforce Readiness/Workforce Applied Basic Skills Hourly Rates</p> <p>Reimbursable 9800 Series</p>	\$ 28.41	\$ 30.39	\$ 32.51	\$ 34.78	\$ 37.20	\$ 39.79	\$ 42.57	\$ 45.54	J
K	<p>Non-credit Community Education English Now Hourly Rates</p> <p>Used for reimbursable and nonreimbursable non-credit community education courses for personal enrichment</p>	\$ 21.00	\$ 22.09	\$ 23.24	\$ 24.45	\$ 25.72	\$ 27.06	\$ 28.47	\$ 29.95	K

Special Projects: Non-teaching work related to classes. \$21.00/hr
Curriculum Development & Meeting Rate. \$21.00/Hr

* D Level courses require Executive Dean/VP approval notated on the Payroll Authorization

SUMMER BRIDGE PROGRAMS 2018

Prepared by

Mike Evans, Dean—Student Retention and College Life
Manuel Guerra, Executive Dean—Student Development and Learning Resources
Johnny Mack, Executive Dean—Career and Technical Education
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

STEM GRANT—ADVENTURES IN TECHNOLOGY

Beginning with the summer of 2018, and for the next three summers, the Applied Technologies department will offer a four-week summer course for 40 students from North Salem, Amity, Central, Dallas, Dayton, Silver Falls and Woodburn high schools. Instruction will feature one-week rotations in drafting, robotics/electronics, machining and welding/fabrication. Industry professionals and faculty will teach the courses as a survey of the respective industries, the opportunities that are available, and a hands-on use of equipment.

MIGRANT PROGRAM CAREER EXPLORATION

In collaboration with Salem-Keizer School District's Summer Migrant Program the college will be hosting between 65–100 students from June 25, through July 19. In the mornings the students will be participating in a credit recovery program that will be taught by Salem-Keizer School District faculty and in the afternoons the students will earn college credit in one of four Career and Technical Education pathways. The college courses will be in Dental Assisting, Pharmacy Technology, Robotics, and Criminal Justice.

SUMMER MELT

The college has a tentative agreement with the Higher Education Coordinating Commission (HECC) to serve 150 students this summer. Students will be recruited and selected based on being recent graduates who have applied to Chemeketa, come from an at-risk background (low-income, first generation, etc.) and are not part of Chemeketa Scholars. Students will be enrolled in a tuition free one credit CG100 "Preparing for College" course where they will receive study skills, help completing getting started steps, and assistance with financial aid. They will all apply for scholarships through the Chemeketa Foundation and 75 will be awarded \$1,200 for the academic year. It will include a success coach who will participate with each group, getting to know each of the students and following up with them through the end of September to help them resolve any issues preventing them from attending in the fall.

AVID SUMMER BRIDGE

The college is working closely with Salem-Keizer School District's Advancement Via Individual Determination (AVID) program to create a separate week dedicated to the AVID students transitioning to Chemeketa. For summer, one of the four Salem Summer Bridge weeks will be reserved for this group and will tailor the content specifically for AVID students. The college is planning to replace the study skills content with additional leadership and civic engagement content.

BUILDING INSPECTOR CERTIFICATE

Prepared by

Glen Miller, Director—Polk Center
Holly Nelson, Executive Dean—Academic Progress and Regional Education Services
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

The proposed Building Inspector Certificate is designed to prepare students for entry-level positions as a building inspector to meet the immediate and long-term needs of jurisdictions. Candidates for this certificate will have a diverse background and experience in the construction industry and are seeking an efficient way to transition into the building inspection field. The certificate will provide training in residential and commercial structural building codes, residential and commercial mechanical codes, and structural inspection techniques. The certificate will consist of most of the first-year classes of the building inspection associates degree.

The Building Inspector Certificate incorporates the college's core values of collaboration, equity, innovation, and stewardship. The approval of this program could open doors for more students to participate at the local and statewide level as the program plans to offer the certificate through distance education and face-to-face in collaboration with the associates degree. It could also help meet the statewide crisis surrounding the need for more, well-trained building inspectors.

The College Board of Education will be asked to approve the Building Inspector Certificate at the June meeting.

BUILDING INSPECTOR CERTIFICATE

Course No.	Course Title	Clock Hours	Credit Hours
Term 1			
BLD141	International Residential Code 1	33	3
BLD151	Building Codes 1	33	3
BLD158	Construction Materials and Blueprints	33	2
	Total	66	8
Term 2			
BLD142	International Residential Code 2	33	3
BLD152	Building Codes 2	33	3
BLD161	Structural Inspection 1	33	3
BLD181	Mechanical Codes 1	33	3
	Total	99	12
Term 3			
BLD153	Building Codes 3	33	3
BLD163	Structural Inspection 2	33	3
BLD182	Mechanical Codes 2	33	3
	Total	99	9
Term 4			
BLD280L	Cooperative Work Experience (Summer Term)	374	12
	Total	374	12
	TOTAL PROGRAM HOURS	638	41

PERSONNEL REPORT

Prepared by

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

POSITION CHANGES

Luisana Chavez, Department Specialist—Academic Development, Academic Progress and Regional Education Services Division, position changed from an 11-month assignment to a 12-month assignment, 100 percent, Range B-3, Step 1.

RETIREMENTS

Robin Gilley, Instructor-Reading/Study Skills—High School Partnerships, Academic Progress and Regional Education Services Division, effective June 18, 2018

Sally C. Jasper, Instructor-Nursing—Health Sciences, Career and Technical Education Division, effective June 18, 2018.

Christine A. Linder, Instructor-Visual Communications—Business & Technology, Early Childhood Education, and Visual Communications, Career and Technical Education Division, effective June 18, 2018.

Guinne L. Muir, Department Technician I—Library and Learning Resources, Student Development and Learning Resources Division, effective June 30, 2018.

Joyce A. Park, Instructor-Nursing-Clinical—Health Sciences, Career and Technical Education Division, effective June 18, 2018.

Michele E. Paulson, Department Assistant—Business Services, College Support Services Division, effective May 31, 2018.

SEPARATIONS

Michael A. Cunha, Technology Analyst II—Information Technology, College Support Services Division, effective April 16, 2018.

Eric Reed, Instructor-American Sign Language—Education, Languages and Social Sciences, General Education and Transfer Studies Division, effective June 18, 2018.

BUDGET STATUS REPORT

Prepared by

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

The financial reports of the general fund and investments for the period from July 1, 2017, through April 30, 2018, are attached.

The following items are included in the report:

- General Fund Statement of Resources and Expenditures
- General Fund Budget Status Report
- Status of Investments as of April 30, 2018

Chemeketa Community College
Statement of Resources and Expenditures
As of April 30, 2018

Standard Report-2
 May 16, 2018

Fund 100000 - General Fund Unrestricted

	<u>ADJUSTED BUDGET</u>	<u>YEAR-TO-DATE ACTUAL</u>	<u>% OF BUDGET</u>	<u>VARIANCE TO BUDGET</u>
Resources:				
Property Taxes	20,690,000	20,464,544	98.91%	(225,456)
Tuition and Fees	20,950,000	20,087,849	95.88%	(862,151)
State Appropriations - Current	31,080,000	32,464,237	104.45%	1,384,237
State Appropriations - Deferred to FY19	-	8,028,837	-	8,028,837
Indirect Recovery	1,910,000	1,451,316	75.99%	(458,684)
Interest	230,000	293,739	127.71%	63,739
Miscellaneous Revenue	180,000	432,580	240.32%	252,580
Transfers In	500,000	-	-	(500,000)
Fund Balance	8,800,000	9,039,874	102.73%	239,874
Total Resources	84,340,000	92,262,976	109.39%	7,922,976
Expenditures:				
Instruction	32,862,057	27,242,982	82.90%	5,619,075
Instructional Support	11,614,740	9,463,580	81.48%	2,151,160
Student Services	7,434,957	5,961,106	80.18%	1,473,851
College Support Services	15,668,307	12,500,354	79.78%	3,167,953
Plant Operation and Maintenance	6,609,939	5,029,515	76.09%	1,580,424
Transfers and Contingency	8,650,000	3,820,686	44.17%	4,829,314
Total Expenditures	82,840,000	64,018,223	77.28%	18,821,777
Unappropriated Ending Fund Balance	1,500,000			

Chemeketa Community College
Budget Status Report
As of April 30, 2018

Fund 100000 - General Fund Unrestricted

Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance
6110	Exempt Salaries	7,851,586.00	6,256,231.42	1,240,458.52	354,896.06
6120	Classified Salaries	11,349,358.00	9,219,666.60	1,820,678.46	309,012.94
6124	Part-Time Hourly & Student Wages	1,304,767.00	1,086,969.69	-	217,797.31
6130	Faculty Salaries	15,303,163.00	13,421,648.94	1,824,128.58	57,385.48
6132	Part-Time Faculty	6,398,018.00	5,440,243.35	975,977.71	(18,203.06)
6510	Fixed Fringe Benefits	9,259,214.00	7,259,368.46	-	1,999,845.54
6511	Variable Fringe Benefits	12,765,912.00	10,140,444.47	-	2,625,467.53
6512	Other Fringe Benefits	380,000.00	288,433.00	-	91,567.00
	Subtotal Personnel Services	64,612,018.00	53,113,005.93	5,861,243.27	5,637,768.80

82.20%

Account	Account Description	Adjusted Budget	YTD Activity	Encumbrances	Available Balance
710	Materials & Services	1,834,904.00	917,470.88	239.97	917,193.15
720	Equipment \$500-\$4,999	254,725.00	184,141.55	-	70,583.45
7300	Legal Services	115,094.00	58,825.59	-	56,268.41
7310	Insurance	619,080.00	493,554.74	-	125,525.26
7320	Maintenance	536,145.00	377,835.57	2,276.00	156,033.43
7330	Communications	894,346.00	686,863.93	850.00	206,632.07
7340	Space Costs	1,847,852.00	1,177,185.68	23,910.00	646,756.32
7350	Staff Development	157,617.00	148,161.61	-	9,455.39
7360	Travel	353,544.00	261,834.29	-	91,709.71
7370	Other Services	2,806,273.00	2,688,799.96	100,007.08	17,465.96
7550	Capital Outlay	158,402.00	89,857.45	9,286.20	59,258.35
8150	Transfers Out	4,900,000.00	3,820,685.50	-	1,079,314.50
8500	Contingency	3,750,000.00	-	-	3,750,000.00
	Subtotal Non-Personnel Services	18,227,982.00	10,905,216.75	136,569.25	7,186,196.00
	Report Totals	82,840,000.00	64,018,222.68	5,997,812.52	12,823,964.80

77.28%

STATUS OF INVESTMENTS AS OF APRIL 30, 2018

<u>Oregon State Treasurer Investments</u>	<u>Investment Ending Date</u>	<u>Maturity Date</u>	<u>Amount Invested</u>	<u>Rate as of 4/30/2018</u>
Oregon Short-Term Fund - General	4/30/2018	On demand	\$27,433,085.69	2.10%
Oregon Short-Term Fund - Capital	4/30/2018	On demand	\$ 9,743,771.91	2.10%

13 week Treasuries 1.84% as of 4/30/2018

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

CAPITAL PROJECTS REPORT

Prepared by

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

PLANNING AND PRE-PLANNING CAPITAL PROJECTS:

- Request for Qualifications (RFQ) for Ag Complex completed
The firm FFA Architecture and Interiors, Inc., was selected and the building planning team is currently in the process of meeting and touring other facilities. To date, tours have included: Dancing Oaks Nursery and Gardens, Food for Lane County, Urban Farm at University of Oregon, Cabrillo College, and UC Davis.

PROJECTS UNDER CONSTRUCTION

- Salem Campus Athletics Field
Backstop poles, concrete mow strips, and electrical and communication infrastructure are in place. The contractor is currently fine grading the soccer field surface in preparation for seeding. The project is still on track to be eligible for incentives. The date for the soccer field seeding is May 15, and softball seeding is June 15. Due to the schedule of grading, the soccer field must be completed before the softball field. These incentive dates provide a six-week window for grass to grow in.
- Salem Campus Bus Loop
Repair of concrete that has caused many safety concerns is underway. Through this process, the entire location is being looked at, including damage from tree roots and the flagpole area.

See Appendix–2; Campus Map pages 103–104.

WINTER TERM ENROLLMENT REPORT

Prepared by

Beth Perlman, Institutional Research Analyst
Fauzi Naas, Director—Institutional Research
David Hallett, Vice President—Governance and Administration

Items included in this report:

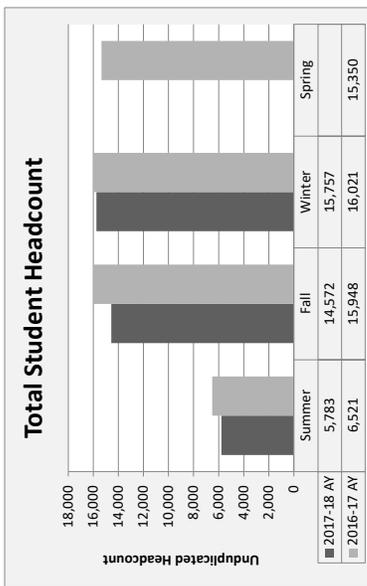
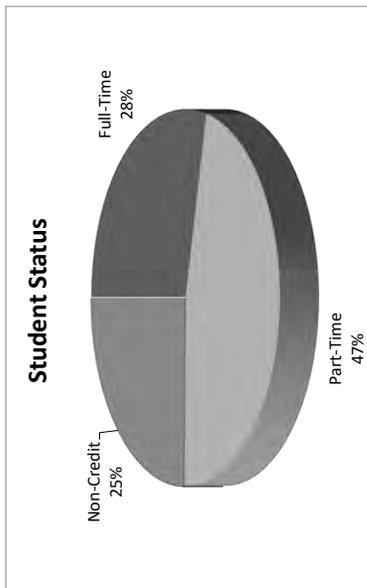
- Student, FTE and Enrollment Profile
- Winter Term Enrollment vs. Prior Years
- Winter Term Cumulative Enrollment

Winter 2018
Student, FTE and Enrollment Profile
All Locations

Winter 2018
STUDENTS (unduplicated headcount)

Total Students	15,757
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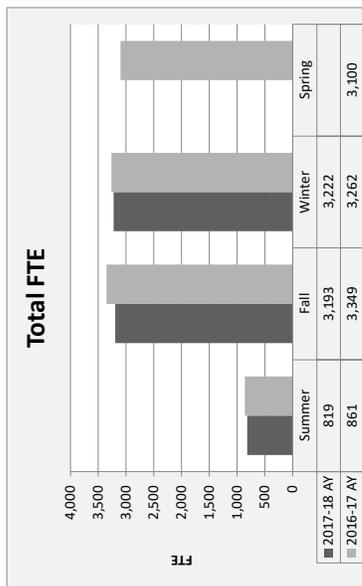
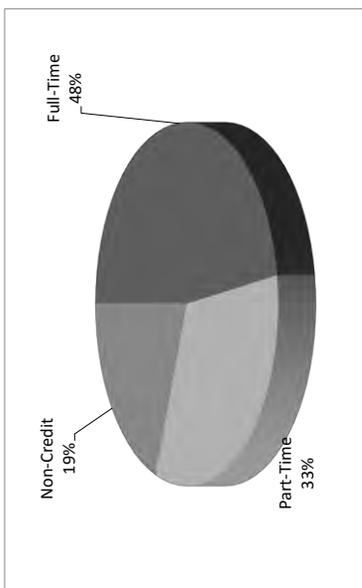
Full-Time	Part-Time	Non-Credit
4,493	7,362	3,902
28.5%	46.7%	24.8%



FTE

Total FTE	3,222
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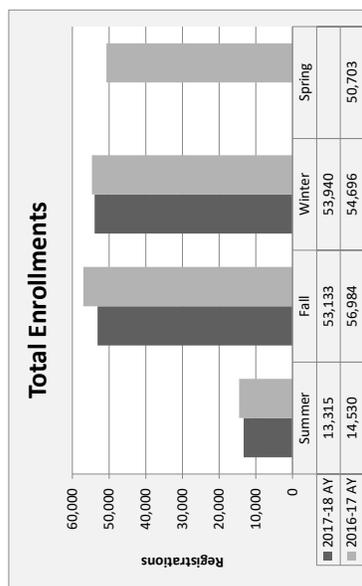
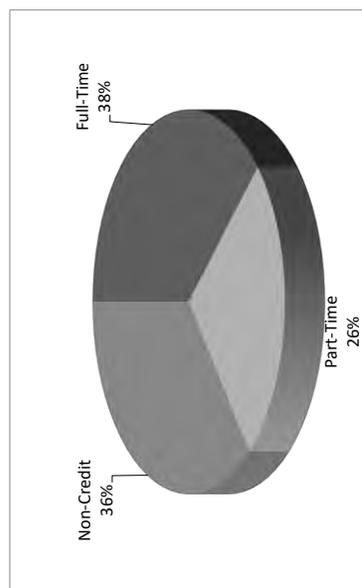
Full-Time	Part-Time	Non-Credit
1,530	1,066	626
47.5%	33.1%	19.4%



ENROLLMENTS (duplicated headcount)

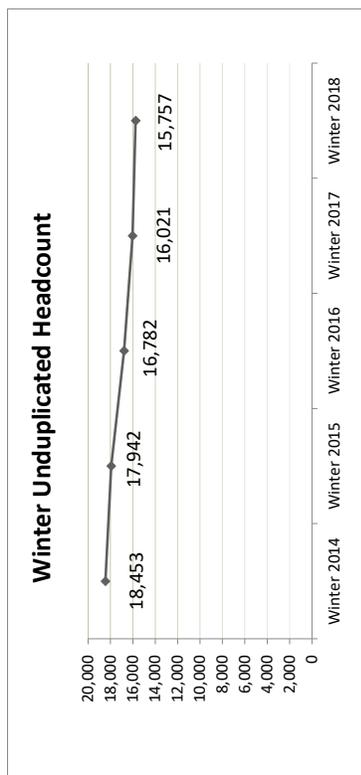
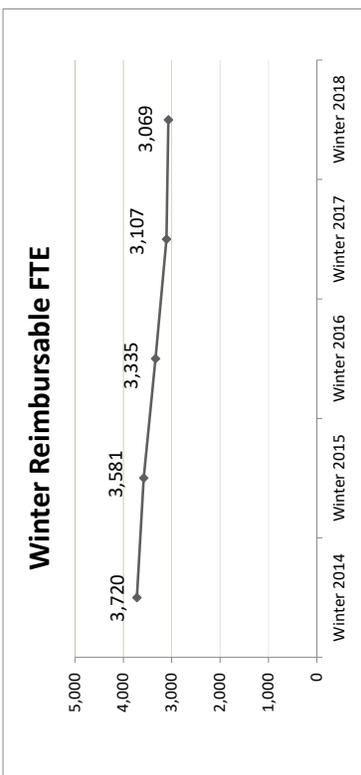
Total Enrollments	53,940
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Full-Time	Part-Time	Non-Credit
20,343	14,272	19,325
37.7%	26.5%	35.8%



Winter 2018
Student, FTE and Enrollment Profile
All Locations

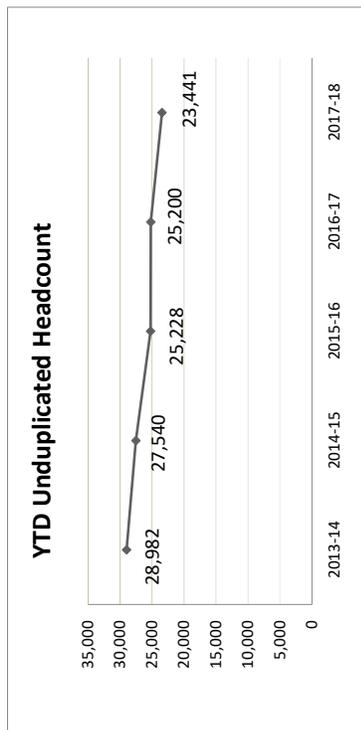
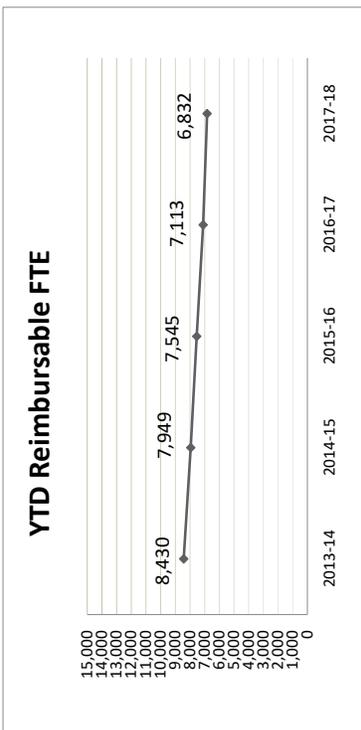
Winter-to-Winter Comparison			
Winter Term FTE and Headcount	Winter 2017	Winter 2018	% Change
Reimbursable FTE	3,107	3,069	-1.2%
Non-Reimbursable FTE	155	152	-1.6%
Total FTE	3,262	3,222	-1.2%
Unduplicated Headcount	16,021	15,757	-1.6%



Rate of Change from Winter to Winter	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018
	Change in Reimbursable FTE	↓ -3.7%	↓ -6.9%	↓ -6.8%
Change in Unduplicated HC	↑ -2.8%	↓ -6.5%	↓ -4.5%	↑ -1.6%

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

Year-to-Date FTE and Headcount	Year-to-Date			
	2016-17	2017-18	2017-18	% Change
YTD Reimbursable FTE	7,113	6,832	6,832	-3.9%
YTD Non-Reimbursable FTE	359	401	401	11.7%
YTD Total FTE	7,472	7,234	7,234	-3.2%
YTD Unduplicated Headcount	25,200	23,441	23,441	-7.0%



Rate of Change YTD to YTD	2013-14 to 2014-15	2014-15 to 2015-16	2015-16 to 2016-17	2016-17 to 2017-18
	Change in YTD Reimbursable FTE	↓ -5.7%	↓ -5.1%	↓ -5.7%
Change in YTD Unduplicated HC	↓ -5.0%	↓ -8.4%	↑ -0.1%	↓ -7.0%

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STUDENT SUCCESS DATA POINTS

Prepared by

Fauzi Naas, Director—Institutional Research
David Hallett, Vice President—Governance and Administration

The quarterly report on data points of student progression and completion will be presented to the members of the College Board of Education for review.

RECOGNITION REPORT

Prepared by

Julie Huckestein, President/Chief Executive Officer

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

CHEMEKETA COMMUNITY COLLEGE is the only educational institution in Oregon to meet the Hispanic-Serving Agricultural Colleges and Universities (HSACU) eligibility. The U.S. Department of Agriculture (USDA) National Institute of Food and Agriculture (NIFA) recognizes Hispanic-Serving Agricultural Colleges and Universities (HSACUs). HSACUs must have a minimum of 25 percent Hispanic student enrollment, an accredited agriculture-related program and at least 15 percent of the degrees awarded in agriculture over the two most recently completed academic years. This makes the college eligible for NIFA's Hispanic Serving Institutions Education Grants Program to carry out higher education programs in the food and agricultural sciences, natural resources, and nutrition. Through this grant, HSACUs build capacity, establish linkages with businesses and the U.S. Department of Agriculture, conduct outreach to Hispanic/Latino communities, develop new curricula, and meet local and national educational and workforce needs in agriculture. Additionally, as a recognized HSACU, Chemeketa may be given preference in other USDA NIFA grant competitions. *(Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.)*

SANDI KELLOGG, dean, Health Sciences, was elected to be a member of the Oregon Nurses Association's Education Cabinet. *(Core Theme: Community Collaborations—Instruction, training and workforce development are provided through collaboration with education partners, businesses, and community groups)*

Oregon Pacific Area Health Education Center, Willamette Valley Medical Center, and CHEMEKETA COMMUNITY COLLEGE joined forces to provide a Healthcare Career Day at the Yamhill Valley Campus in McMinnville on April 12. Forty-three students from Amity, Gervais, Sheridan, and Willamina high schools participated. This event gave students living in rural areas opportunities to learn about careers in the healthcare industry and connect directly to healthcare providers and employers. *(Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.)*

BILL WHITLEY, part-time music instructor, has an album entitled "I Dream Awake," that was awarded the No. 11 spot in *Textura Magazine's* Top 20 classical albums of 2017 and received a review from American Record Guide. *(Core Theme: Academic Quality—Quality programs, instruction, and support services are provided to students.)*

MICHELE DISHONG-McCORMACK, writing instructor, is one of 40 people invited to attend a conference at Rutgers University Law School sponsored by Mellon Foundation. Chris Hedges, the Pulitzer prize-winning journalist is also one of the 40 attendees. Michele is the only community college person and the only Oregonian attending. The special invite was for people

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May 16, 2018

involved with prison education, re-entry, and other related issues. *(Core Theme: Academic Quality—Quality programs, instruction, and support services are provided to students.)*

On April 19, the 4th Annual Stop Violence Against Women Awareness event was hosted and organized by VIVI CALEFFI PRICHARD, Title IX Office, and LINDA RINGO-REYNA, from Multicultural Student Services (MSS), in the Multicultural Center. The Center for Hope and Safety, Dana Lundy, was the guest speaker. She brought resources and information to the students and staff who attended the event. The guest poet and Chemeketa employee, CALEB STRATEMEYER performed one of his original poems honoring women and families, which he wrote especially for the event. KIM MARTIN and BLANCA AGUIRRE, from the Counseling Center engaged the audience in a Healthy Relationships workshop; MARSHALL ROACHE, Dean of Emergency Services, and MEGHAN GONZALES, Criminal Justice Instructor, provided information and answered questions about victim-centered law enforcement response to sexual violence. The MSS team of students who assisted with the event are BLANCA LOPEZ, JASON HARDING, KETERINNE CAMEY RAQUEC, ADRIAN MANRIQUEZ and BUSOLA OLOFIN. *(Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.)*

The Chemeketa Chapter of Alpha Kappa Omicron was one of 123 Phi Theta Kappa (PTK) chapters to receive national recognition among the 1,300 PTK chapters. They received the Distinguished Honors in Action Project Award which recognizes the top chapters whose project entry demonstrated excellence in academic research into the Honors Study Topic, leadership roles and leadership development activities, service or advocacy, collaboration and reflection. *(Core Theme: Student Success—Students progress and complete their educational goals.)*

Thanks to the generous donations from many, many college employees, the Chemeketa chapter of AAWCC (American Association for Women in Community Colleges) had a very successful clothing sale on Monday, April 23. Over \$900 was collected for scholarships. That's over 900 items at \$1 each! What didn't sell was donated to the Homeless Outreach and Advocacy Plan. Volunteers who helped plan the event, sort clothing and staff the sale were NETTE ABDERHALDEN, ANGELA ARCHER, WENDY BAKER, MICHELE BURKE, TRINA BUTLER, ERIKA COKER, PEGGY GREENE, REBECCA HILLYER, SIMONE HUGHES, LYNN IRVIN, CATHY MARTELL-STRAIGHT, GUINNE MUIR, JOYCE PARK, VIVI CALLEFFI PRICHARD, LINDA RINGO-REYNA, MARY SCHROEDER, MONICA VALDIVIA AND MERCEDES WINGO. *(Core Theme: Access—A broad range of educational opportunities and workforce training is provided to students in pursuit of their goals.)*

JOHNNY MACK, executive dean of Career Technical Education, presented along with Brad Capener and Tyler Scialo-Lakeberg, from the Salem-Keizer School District, at the National Association of State Directors of Migrant Education's annual conference held in Portland, on May 1. The presentation highlighted the successful partnership of the Summer Migrant Program between Salem-Keizer and Chemeketa Community College. *(Core Theme: Community Collaborations—Instruction, training and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

CHEMEKETA COMMUNITY COLLEGE received a Certificate of Achievement for Excellence in Financial Reporting by the Government Finance Officers Association of the United States (GFOA) for its comprehensive annual financial report (CAFR) for fiscal year ending June 30, 2017. The Certificate of Achievement is the highest form of recognition in the area of governmental accounting and financial reporting and its attainment represents a

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significant accomplishment by a government and its management. Thanks to KATIE BUNCH, RICH McDONALD, MIRIAM SCHARER, and the BUSINESS SERVICES ACCOUNTING UNIT. *(Core Theme: Community Collaborations—Instruction, training and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

Thanks to ELIAS VILLEGAS, dean of the Woodburn Center, EFRAIN ALONSO, instructional technician at the Woodburn Center, and the WOODBURN STAFF for organizing and hosting the annual Woodburn Cinco de Mayo celebration on May 4, at the Woodburn Center. There were performances by students from Nellie Muir Elementary School and from the Woodburn High School Mariachi, as well as folk dances, live music, food and family events scheduled throughout the three-day event. Sponsors include U.S. Bank, Salud Medical Center, Wave Broadband, U.S. Coast Guard, Pacific University, Kaiser Permanente, Oregon Health Insurance Market, Salem Health Hospitals and clinics, Marion County Health Department, and Woodburn Area Chamber of Commerce. *(Core Theme: Community Collaborations—Instruction, training and workforce development are provided through collaboration with education partners, businesses, and community groups.)*

The inaugural Affordable Learning Initiative recognition event was held on May 2, to recognize faculty and staff for their contributions to reducing the cost of textbooks and course materials. Thanks to the planning committee of JUDY ALLEN, NATALIE BEACH, SAGE FREEMAN, GRECIA GARCIA PEREZ, BETH HALE, NANCY HOWARD, MICHAEL MILHAUSEN, ASPEN PADILLA, STEVE RICHARDSON, TIM ROGERS, KELLIE SCHELLENBERG, ALBA SCHOLZ, MEREDITH SCHREIBER, R. TAYLOR, and FRIDAY VALENTINE. The President's Award went to the *Art for Everyone* textbook, by Chemeketa art faculty DEANNE BEAUSOLEIL, KAY BUNNENBERG BOEHMER, HEIDI GREW, LAURA MACK, and DEBORAH TROUSDALE. A list of all the faculty and staff who were nominees, received special recognition, and are in supporting roles is attached.

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CHEMEKETA AFFORDABLE LEARNING INITIATIVE
May 2, 2018

PRESIDENT'S AWARD	FACULTY/STAFF NAME(S)	PROJECT
"Art for Everyone"	Deanne Beausoleil, Kay Bunnenberg Boehmer, Heidi Grew, Laura Mack, Deborah Trousdale	This book became one of the first pilot projects for Chemeketa Press and became a model of collaboration that combined work from a dozen art faculty, three dozen local artists, Press editors, and student interns. Since Fall 2015, <i>Art for Everyone</i> has by itself saved students more than \$250,000 over the price of the textbook it replaced (\$200). The team is now working on a second, expanded edition in partnership with Oxford University Press for national distribution.

NOMINEES	FACULTY/STAFF NAME(S)	PROJECT
Communications Program	Cerbina Chou, Michele Dishong McCormack, Paul Evans, Debbie Hornibrook, Josie Wood	Worked with publishers to provide digital textbooks for five courses, including several high-enrollment courses. These \$40 texts replaced printed texts ranging from \$60–\$140.
"The Economics of Poverty"	Kevin Furey	Kevin wrote his own introduction to economics book, <i>The Economics of Poverty</i> , and has been in use for the past two years. With student and peer feedback to refine the text, it will soon be available outside of Chemeketa for around \$20.
Math Program	PCs: Wayne Barber, Chris Nord; Faculty: Ken Anderson, Sheeny Behmard, Garth Fleming, Ben Gort, Lisa Healey, Kelsey Heater, David Hillis, Matthew Keeling, Leslie Maksun, Tim Merzenich, Nolan Mitchell, Rick Rieman, Keith Schloeman, Bryan Tardiff, Toby Wagner	Negotiated with the publisher, Pearson, to provide direct digital access to an eBook and the supporting resource, MyMathLab. This reduced the price of textbooks from the range of \$150–\$200 down to \$55.
Geography	Steve Wolfe, Megan Cogswell	Replaced commercial books with own revision of an openly licensed textbook. Created a revised, openly licensed textbook as a free PDF. An optional printed edition was added for \$38.
US History	Traci Hodgson	Arranged chapters from the OpenStax textbook to create single volume for each history course. Students can now use a color PDF for free or an optional printed version for \$18 per term. Since Winter 2016, this has led to student savings of over \$150,000.
Health Information Management	Cheryl Davis	Worked with the Bookstore and a publisher to move from a \$145 printed text to a \$69 digital textbook for HM120, Medical Terminology 1.

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Hospitality & Tourism Management	Ben Gentile, Eric Aebi	Used free or low-cost digital materials, using one book in multiple courses, and allowing students to use older editions of some books. Before the overhaul, students spent \$1,767 on textbooks and other course materials for their courses. After the overhaul, they now spend \$785.
Health & Fitness for Life	Raschel Larsen, in collaboration with Eric Colon-Cortes, Marty Limbird	Designed and developed a new textbook for HPE295, <i>Health and Fitness for Life</i> , one of the high-enrollment courses on campus. This new textbook saves each HPE295 student more than \$80 over the price of the book it replaced. Collectively, it will save students more than \$100,000 a year.
Stress Management	Joel Martin, Gordon Fultz, GwenEllyn Anderson	Created instructional materials for HS152, Stress Management, that students could access online or as printed packets. The cost of textbooks went from between \$100 and \$140 all the way down to between zero and \$4.
English for Speakers of Other Languages	David Reeves, Jannie Crossler-Laird, Charisa Henckel, Mary Hughes, Tim VanSlyke	Developed six workbooks for use in intermediate reading and writing classes. At \$10 each, they are the most affordable of the Chemeketa Press books and replace non-reusable workbooks that cost students \$45.
Poetry	Jeremy Trabue	Developed a standalone printed Poetry textbook in partnership with Chemeketa Press. The book has been used this year in both literature and creative writing courses as a free PDF. It will be available starting next fall as an affordable printed textbook at Chemeketa.
Physics	Erik Jensen	Using his own money, Erik purchased numerous copies of the textbook required for Physics 201 and 202, General Physics, and placed them all in the library for term-long check out. There are enough copies now that all students can use these books at no cost. Each free book replaces commercial textbooks that would cost over \$30,000.
Introduction to Drawing	Heidi Grew	Unhappy with the price of the \$75 textbook for ART131, Introduction to Drawing, Heidi found a \$20 trade paperback that covered most of what the course needed and then supplements the rest with her own materials.

SPECIAL RECOGNITION	FACULTY/STAFF NAME(S)	PROJECT
Business Management	Karen Edwards, Kristi Newton	Developed a pilot system with direct digital access to course materials for an inclusive course material fee that was paid as part of tuition and fees. Over 35 courses now use this model.

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Computer Information Systems Program	Darrel Karbginsky, Don Kraus, Mandy Reininger	Developed their own materials and adapted some openly licensed works to replace commercial texts in eight CIS classes. Developed an original printed textbook that will be released as a free-to-students online text. Collectively, this work has replaced commercial textbooks that cost between \$62 and \$260 with new materials that cost between zero and \$25.
Reading & Study Skills	Karie Beavert, Robin Gilley, Layli Liss, Jennifer Sadouk, Michele Burke, Kathleen Veldhuisen, Theresa Yancey, and in remembrance of Teresa Massey	Developed course reading lists of free and library-licensed digital materials for three developmental reading classes.
Math-Authored Textbooks	Toby Wagner, Lisa Healey, Chris Nord, Ken Anderson, Danny Barley, Ben Gort, Kelsey Heater, Kyle Katsinis, Tim Merzenich, Nolan Mitchell, Martin Prather, Rick Rieman, Keith Schloeman	Toby Wagner authored one of the first Chemeketa Press books, Elementary Algebra, for MTH070. This resulted in the development of three textbooks for all three precollege algebra courses aligned with an open source online homework. Lisa Healey authored MTH095, Intermediate Algebra, and Chris Nord authored MTH060, Introductory Algebra. Textbooks resulting from this collaboration cost \$100 less than the books they replaced while maintaining detail and color designed with the student in mind.
"The Chemeketa Handbook"	Daniel Couch	Developed a writing handbook which is used in developmental, composition, and technical writing courses at Chemeketa. Adjunct faculty generated copy and provided editing support; visual communications students worked on book and cover design; English program shaped the content of the book; and developmental writing and ESOL faculty helped make the book more useful to the students who need it the most. Created a more effective textbook at half the price of the commercial book it replaces. It is the No. 1 seller at the Bookstore, saving students about \$30,000 each year over the cost of its replacement. It will be available for outside adoption in Fall 2018.

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<p>Lab Science Programs</p>	<p>Debra VanHouton, Jennifer Schramm, Russell Read, Karen Protiva, Cindy Prentice-Craver, Rick O'Hara, Jennifer Johns, Wynn Cudmore, Dave Canoy, Karen Bledsoe, Joe Bean, Heather Toland, Jessica Friel, Jan Cammack, Reanna Camp, Chris Claysmith, Autumn Christensen, Kerry Cotter, Nick Drapela, Larry Emme, Andy Frank, Ben Frankamp, Herbert Grotewohl, Erik Jensen, Chris Nelson, Cynthia Villwock, Shannon Othus-Gault, Sheila Alfsen, Mariah Tilman, Matt Azevedo</p>	<p>Life Science and Physical Science faculty have written 30 lab manuals for their courses. These lab manuals are printed at the Copy Center and offered to students at a price between \$8 and \$14. The average cost of a commercial publisher's lab manual ranges from \$100–\$150.</p>
<p>Business Technology</p>	<p>Barbara Johansen, Bryan Monson, Patti Sessions, Nancy Stephens</p>	<p>Used the direct digital access model, replaced textbooks with project-based work in some classes, and negotiated with publishers for lower prices. Bryan Monson redesigned CA100, Beginning Computing, and CA102, Practical Computing, by adapting openly licensed materials to replace a \$100 textbook. Overall, program materials cost have been reduced 21% and will reach 46% by the 2018–2019 year.</p>
<p>Lending Library</p>	<p>Heather Simpson-Howell, Grecia Garcia Perez, Julie Peters, Gary West</p>	<p>The Lending Library is a collaborative effort between the Library, Student Retention & College Life, Academic Development, and others to loan textbooks to students in need. The College Life collection is the largest textbook collection, serving 300–400 students per term. The ESL and TRiO programs added collections this year. Over the past two years, the Lending Library collections have saved students more than \$400,000 over the price of new textbooks.</p>
<p>Early Childhood Education, Educator Development (ECEED)</p>	<p>Early Childhood Education (ECE), Marion Polk Early Learning Hub</p>	<p>The Early Childhood Education program reached out to its partner organization, the Marion Polk Early Learning Hub. Hub executive director, Lisa Harnish, agreed to pay for a full set of textbooks for the ten classes included in the program that can be used year after year. This project created a lending library of textbooks for use in the ECEED Program on both the Salem and Yamhill Valley campuses. Students can check out the textbooks for each class at no cost beginning on the first day of class.</p>

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SUPPORTING ROLES	FACULTY/STAFF NAME(S)	PROJECT
Tech HUB Faculty	Beth Hale, Colin Ensminger-Stapp, Sage Freeman	Provides both technical support and grant funding for many new textbook and course material projects.
The Bookstore	Meredith Schreiber, Bonnie Perry, Cary Ballew-Renfro	Chemeketa Bookstore has been reinventing itself to serve student access during a time of great change in the world of academic publishing. This includes pioneering work on textbook adoption practices, developing the options with programs for direct digital access, finding used copies of textbooks to lower costs, partnering with Chemeketa Press, and sending copies of books they don't buy back to the student lending library.
Approved Textbook Lists	R. Taylor, Michael Milhausen, Don Brase, Mary Cooper, Meredith Schreiber, Bonnie Perry, Cary Ballew-Renfro, Julie Peters, Gary West, Matt Blankenship, Aspen Padilla	Developed and implemented a new electronic system for textbook approval and selection. This is a transparent and accessible system to all employees. The system is not just ahead of the other community colleges in Oregon—it's a national model.
Chemeketa Library	Chemeketa Library staff including Reference Librarians, Friday Valentine	The Library is an expert in maximizing value through sharing resources. The Lending Library and Academic Reserves are logical extensions of this principle, saving students more than \$200,000 a year. Many students use the Library Search (Primo) to order textbooks from Summit libraries. The Chemeketa Learning Cloud (CLC), a cooperative effort between the Library, IT and eLearning and Academic Technology, provides a platform for storing and sharing locally created and licensed instructional content. The Library also licenses a huge reservoir of resources that can be used as instructional content. Most faculty are aware of the growing streaming media and image collections, but the Library also has more than 160,000 eBooks and 30,000 digital periodicals.
The Chemeketa Press	Steve Richardson, Brian Mosher, Ron Cox, Stephanie Lenox	Developed and published affordable and effective printed textbooks as a student-friendly alternative to openly licensed electronic texts. The Press has helped faculty develop over 30 textbooks and saved Chemeketa students more than a million dollars over the price of new commercial textbooks.

Action-1
May 16, 2018

**APPROVAL OF COLLEGE POLICIES #2510—SUSTAINABILITY;
#7030—PROVIDING SERVICES ACROSS THE DISTRICT;
AND #7110—COMMUNICATIONS
[17-18-147]**

Prepared by

Rebecca Hillyer, General Counsel
Julie Huckestein, President/Chief Executive Officer

SUSTAINABILITY—POLICY #2510

This policy was last reviewed by the board in November 2012. The underlined information was added to provide clarity to the policy and connect it to the college's mission statement. The term *Ecology* was changed to *Environmental* to reflect a more updated concept and *Social Equity* was changed to *Equity* to more closely align this policy with the college's mission statement.

PROVIDING SERVICES ACROSS THE DISTRICT—POLICY #7030

This policy was last reviewed by the board in May 2015. This policy had minor changes to clarify that the district, where the services are being provided, belongs to Chemeketa Community College. Also, the district was defined more specifically to the two full counties and two partial counties within Chemeketa's service district.

COMMUNICATIONS—POLICY #7110

This policy was last reviewed by the board in June 2015. A sentence was added near the end of the first paragraph that states the college's president/chief executive officer may delegate the communications duties to the public information officer or other college employees.

The proposed changes are underlined and the former language has been stricken with lines through the text. The President's Advisory Council has reviewed the attached policies and recommends them for adoption by the College Board of Education.

It is recommended that the College Board of Education approve college policies #2510—Sustainability; #7030—Providing Services Across the District; and #7110—Communications to become effective immediately.

Administrative Series—2000

SUSTAINABILITY

Chemeketa Community College recognizes that the long-term protection and preservation of the college is fundamental to a learning and working environment ~~which that~~ is healthy, and safe, and provides access to education. The college will continuously work to improve the sustainability performance of its operations and instruction. The college recognizes that true sustainability rests on decision-making that considers environmental and economic impacts with an equity lens. Therefore, the college strives to meet the needs of the present generation without compromising the needs of future generations.

~~The college will make efficient use of all resources by considering ecological, economic and social equity factors. Through an inclusive process, the college will meet the needs of the present generation without compromising the needs of future generations.~~

Definitions:

~~Ecological~~ Environmental: ~~The impact college activities have on the developed and natural ecosystems and developed environments.~~

~~Economic~~: ~~The short- and long-term financial health, sustainability and resiliency and~~ resiliency of the college.

~~Social Equity~~: ~~The equitable access to resources and opportunities for learning for all students, employees, and the community. a just and inclusive environment in which all individuals receive equitable support to reach their full potential. We promote equity through fair treatment, access, opportunity, and advancement for all, aiming to identify and eliminate barriers that have prevented the full participation of some groups.~~⁴

May 16, 2007

Adopted College Board of Education

November 21, 2012

Revised College Board of Education

⁴ See also Policy #0010

Action-1
May 16, 2018

Policy #7030 POL

College Relations Series—7000

PROVIDING SERVICES ACROSS THE DISTRICT

Chemeketa Community College ~~will~~ provides services throughout ~~the~~ its district: Marion, Polk, and part of Yamhill and Linn counties. Services ~~will be~~ are provided both in physical facilities owned and/or controlled by the college as well as through ~~distance education~~ online technologies.

July 17, 1985

Adopted College Board of Education

September 20, 2006; July 20, 2011;

May 20, 2015

Revised College Board of Education

College Relations Series—7000

COMMUNICATIONS

The Chemeketa Community College Board of Education recognizes the public's right to information concerning the operation of Chemeketa Community College. The president/chief executive officer is the official spokesperson for the college and shall have responsibility for the development of procedures regarding internal publicity, posting and/or distribution of materials, and the release of external publicity and news items. The president/chief executive officer may delegate these functions to the public information officer or other staff. It is the policy of the College Board of Education to encourage maximum understanding between the college and the community.

All college employees shall be encouraged to promote the vision/mission/values/core themes/~~promises~~ of the college to advance community understanding and cooperation.

July 17, 1985

Adopted College Board of Education

September 9, 2006

Last Reviewed College Board of Education

November 16, 2011; June 17, 2015

Revised College Board of Education

Action-2
May 16, 2018

**APPROVAL OF COLLEGE POLICY #5310—STUDENT FINANCIAL AID
[17-18-148]**

Prepared by

Manuel Guerra, Co-chair—Student Success and Completion Advisory Council
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

The following policy has been reviewed and approved by the Student Success and Completion Advisory Council on January 26, 2018.

STUDENT FINANCIAL AID—POLICY #5310

The policy was edited to update some of the language, to be more concise and to reflect current federal financial aid regulations.

The proposed changes are underlined and the former language has been stricken with lines through the text.

It is recommended that the College Board of Education approve the policy.

Student Services Series—5000

STUDENT FINANCIAL AID

The student has the primary responsibility to pay for educational expenses. Financial aid can may be available to help pay the costs educational expenses of going to attendance at Chemeketa Community College. These costs may include, but are not limited to, tuition, fees, books, fees, supplies, room and board, personal expenses, child care and transportation costs. The student and, if dependent, the student's family, may be expected to pay part of the costs from their own resources.

Financial aid includes grants, scholarships, loans and ~~work~~ student employment. The students must meet eligibility criteria as defined by the individual financial aid program. ~~federal regulations and must be in an approved certificate or degree program as defined in the college's Program Participation Agreement with the U.S. Department of Education.~~

October 23, 1991
Adopted College Board of Education
June 28, 2006; September 17, 2014
Revised College Board of Education

**APPROVAL OF BUDGET COMMITTEE MEMBER SELECTION PROCESS
FOR VACANCIES IN ZONE 1 AND ZONE 5 FOR 2018–2021
[17-18-149]**

Prepared by

David Hallett, Vice President—Governance and Administration

Two Budget Committee positions will open on June 30, 2018. The two positions are in Zone 1, which is currently held by Virginia “Ruth” Hewett and Zone 5, which is currently held by Ray E. Beaty.

ACTION NECESSARY UNDER BOARD POLICY/PROCEDURE NO. 1170

Virginia “Ruth” Hewett, Zone 1	May appoint or advertise*
Ray E. Beaty, Zone 5	May appoint or advertise*

PROPOSED BUDGET MEMBER SELECTION TIMELINES

Openings Announced to Board of Education	April 18
Approval of Selection Process and Timelines	May 16
Legal Notice Published, if necessary	By or before June 11
Deadline for Applications to the President’s Office	June 25
Application Screening	TBD
Appointment of New Budget Committee Members	TBD

* Procedure 1170 calls for the Board Chair to appoint a subcommittee of three (3) board members when a public notice is issued for a position or to recommend the reappointment of an incumbent committee member who has served four years or less. It is suggested that the subcommittee responsible for screening applications include board members from the zones where Budget Committee openings exist and one other board member, if needed.

An agenda action item will be prepared for the May meeting to confirm the timelines.

Action-4
May 16, 2018

**APPROVAL OF PROPOSED SCHEDULE OF COLLEGE
BOARD OF EDUCATION MEETINGS FOR 2018–2019
[17-18-150]**

Prepared by

David Hallett, Vice President—Governance and Administration

The following dates have been selected for the 2018–2019 College Board of Education meeting schedule. The dates fall on the third Wednesday of each month except for July 2018, scheduled for the fourth Wednesday of the month, June 2019, scheduled for the fourth Wednesday of the month due to fiscal issues, and July 2019, scheduled for the fourth Wednesday of the month. The July 25, 2018, meeting will be held at Yamhill Valley Campus; October 17, 2018, meeting will be held at the Woodburn Center; and the tentative July 24, 2019, meeting will be held at Polk Center. All other board meetings will be held on the Salem Campus.

July 25 (fourth Wednesday) (Yamhill Valley Campus)

September 5—Board Work Session (TBA)

September 19

October 17 (Woodburn Center)

November 21

December 19

January 16

January 23—Board Work Session/Budget Orientation (TBA)

February 20

March 20

April 17

May 15

June 26 (fourth Wednesday)

Tentative 2019–2020

July 24 (fourth Wednesday) (Polk Center)

It is recommended that the College Board of Education approve this schedule of dates for the meetings during 2018–2019.

**APPROVAL OF PRESIDENTIAL EVALUATION PROCESS
[17-18-151]**

Prepared by

Ken Hector, Chair—Board of Education

The annual performance evaluation of President Julie Huckestein will be completed and reported to the public on June 20, 2018, in accordance with board policy and ORS 192.660(1)(i).

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

- April Board Information item on process used to evaluate the president
- May/June The annual formal evaluation process will begin in May with the president giving a presentation to the board based on her performance in the following areas:
- A. The Board of Education
 - B. Management Competencies
 - B1. Achieves Results
 - B2. Communicates Effectively
 - B3. Facilitates Team Success
 - C. The Community (Core Theme: Community Collaborations)
 - D. Educational Planning and Leadership (Core Themes: Academic Quality, Access, and Student Success)
 - E. Business, Finance, and Facilities (Core Theme: Access)
 - F. College Personnel (Core Theme: Academic Quality)

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

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

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

- June The board meets with the president in a special executive session to discuss the evaluation.

The board chair and vice chair drafts an evaluation reflecting the board's evaluation discussion and any summary comments.

The board chair and vice chair meets with the president to present the draft evaluation document and edit any changes prior to the June board meeting.

Action-5
May 16, 2018

The board chair and vice chair prepares a summary statement to be read at the June board meeting.

The board publicly presents the compensation and contract recommendation at the June board meeting.

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

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

Worksheet: (See attached copy.)



Name _____

Date _____

ANNUAL PRESIDENT'S EVALUATION

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

A. The Board of Education

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

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

Notes:

B. Management Competencies

B1. Achieves Results

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

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

Notes:

B2. Communicates Effectively

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

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

Notes:

B3. Facilitates Team Success

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

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

Notes:

C. The Community (Core Theme: Community Collaborations)

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

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

Notes:

D. Educational Planning and Leadership (Core Themes: Academic Quality, Access, Student Success)

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

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

Notes:

E. Business, Finance, and Facilities (Core Theme: Access)

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

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

Notes:

F. College Personnel (Core Theme: Academic Quality)

1) Develops and executes sound personnel procedures and practices, with particular attention to collective bargaining and implementation of agreements.
2) Recruits, recommends and assigns the most competent personnel available, taking affirmative action to ensure that those in protected classes are provided equal opportunity.
3) Encourages participation of staff members and faculty groups in college planning, procedures and policy development and implementation.
4) Provides leadership in the development of college personnel at all levels.

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

Notes:

President's Comments:

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

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

Action-6
May 16, 2018

**APPROVAL OF WINE HOSPITALITY OPERATIONS CERTIFICATE
[17-18-152]**

Prepared by

Jessica Sandrock, Director—Agricultural Sciences and Wine Studies
Holly Nelson, Executive Dean—Academic Progress and Regional Education Services
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

The proposed Wine Hospitality Operations Certificate is designed to prepare students for supervisory positions in winery tasting rooms. Tasting rooms have emerged as a critical sales channel for local wineries seeking to maximize revenues by creating loyal clientele. Candidates for this certificate may have relevant experience in viticulture, winemaking or food and beverage management and are seeking additional skills to fill the gap in their experience. This Independent Course of Study was created by combining courses from both the Hospitality and Tourism Management department and the Wine Studies department.

The development of this program connects to several of our core values such as: collaboration, innovation, and stewardship. Working with local employers in the development of the curriculum has proven that there is a high need and our community is invested in creating a program that we all support.

This program will include the launch of a Tasting Room and Wine Club at the Northwest Wine Studies Center at Chemeketa Eola to support the sale of Chemeketa Cellars wines and to provide students with the real-to-life experience of maintaining a tasting room operation and direct-to-consumer wine selling.

It is recommended that the College Board of Education approve the Wine Hospitality Operations Certificate.

WINE HOSPITALITY OPERATIONS CERTIFICATE

Due to the diverse backgrounds of potential candidates, this program will have two flexible components allowing students to tailor their credential to their skill gaps and completing 36 required credit hours for the certificate.

Course ID	Course Title	Credit Hours
HTM105	Restaurant Operations	4
HTM107	Hospitality Cost Control	4
HTM125	Special Events Planning	4
HTM131	Customer Service	4
HTM138	Foods and Beverages: Gastronomy	4
HTM224	Catering and Banquets	4
VMW101	General Viticulture	3
VMW121	Intro to Winemaking	3
VMW131	Wine Appreciation	3
VMW132	Wines of the World	3
VMW134	Wines of Pacific NW	3
VMW170	Selling and Marketing Wine	3
VMW232	Sensory Evaluation of Wine Varietals	3
VMW233	Sensory Evaluation of Wine Components	3
CWE280B-L	Cooperative Work Experience	6
Certificate Total Requirement		36

Action-7
May 16, 2018

**APPROVAL OF VISUAL COMMUNICATIONS MULTIMEDIA ARTS
ASSOCIATE OF APPLIED SCIENCE DEGREE
[17-18-153]**

Prepared by

Peter Hoelter, Program Chair—Visual Communications
R. Taylor, Dean—Business and Technology, Early Childhood Education, and
Visual Communications
Johnny Mack, Executive Dean—Career and Technical Education
Jim Eustrom, Vice President—Instruction and Student Services/
Campus President, Yamhill Valley

Chemeketa Community College's Visual Communications program currently offers the Graphic Design Associate of Applied Science and the Interactive Media Associate of Applied Science Degree options. Study in these areas prepares individuals to pursue a variety of careers involving the production and crafting of graphic design and/or interactive communications.

The proposed Multimedia Arts Associate of Applied Science (AAS) degree option brings together the disciplines of photography, motion graphics/animation, and filmmaking. This unique track combines both theory and hands-on technical training, preparing students to work both regionally and nationally in a steadily growing professional industry. As part of their coursework, students will develop a diverse skillset in a variety of mediums and a demo reel suited to the current and projected job market.

The Multimedia Arts AAS degree reflects the college's core themes and objectives of academic quality, access, and community collaboration. Recommendations from the Visual Communications Advisory Committee, current and past students, and employment data all indicated that the Visual Communications program should focus on developing a Multimedia Arts degree. A subcommittee on photography, filmmaking and motion graphics, made up of full- and part-time faculty and industry representatives, worked diligently over the course of two years to ensure the curriculum aligned with industry standards. This emerging field is experiencing particular growth in Oregon.

According to the State of Oregon Employment Department, it is projected that jobs in multimedia will generally grow at rates higher than the statewide average. Wages for 2017, averaged between \$52,656 and \$73,470 per year, depending on the area of specialization, and started between \$26,249 and \$39,021 per year. Additionally, Oregon has the second highest location quotient for multimedia artists in the country.

It is recommended that the College Board of Education approve the Visual Communications Multimedia Arts Associate of Applied Science degree.

Action-7
May 16, 2018

**VISUAL COMMUNICATIONS MULTIMEDIA ARTS
ASSOCIATE OF APPLIED SCIENCE DEGREE**

Course No.	Course Title	Credit Hrs.
First-Term Core Requirements		
ART115	Basic Design/Black and White	4
ART265	Photography 1	4
ART203	New Media Art	4
VC114	Introduction to Digital Graphics	4
	Total	16
Second-Term Core Requirements		
ART120	Digital Media Time Design	4
ART202	History of Photography OR	
FA255	Film History	4
ART237	Photo Illustration	4
ART131	Intro to Drawing	4
	Total	16
Third-Term Core Requirements		
ART266	Photography 2	4
FLM230	Audio Prod. & Sound Design	4
JNL240	Multimedia Journalism	3
WR121	The College Essay	4
	Total	15
Fourth-Term Core Requirements		
COMM112	Persuasive Speaking	4
FLM265	Documentary Filmmaking	3
VC243	Animation & Motion Graphics 1	4
VC272D	Multimedia Arts Studio	2
ART267	Portrait Photography OR	
ART268	Documentary Photography	4
	Total	17
Fifth-Term Core Requirements		
FLM266	Narrative Filmmaking	3
VC244	Animation & Motion Graphics 2 (rev)	4
PSY104	Psychology in the Workplace	4
	Multimedia Arts Elective*	4
	Total	15
Sixth-Term Core Requirements		
FLM268	Independent Filmmaking	3
ART249	Emerging Multimedia Arts & Technology	4
VC286	Multimedia Arts Portfolio	4
MTH060	Introductory Algebra [or higher]	4
	Total	15
	Total Program Hours	94

**APPROVAL OF COMMUNICATION ACCESS CART
AND TYPEWELL SERVICES CONTRACT AWARD**

Prepared by

Mariah Martínez, Procurement Analyst
Miriam Scharer, Associate Vice President—CSSD/Financial Management
Julie Huckestein, President/Chief Executive Officer

Communication Access CART and Typewell Services

A Request for Proposal for Communication Access CART and Typewell Services was advertised on April 9, 2018, on the college's Procurement Services Website, and on the State of Oregon Procurement Information Network (ORPIN). Proposals were opened immediately following the proposal closing at 2 pm on April 23, 2018. Proposals were received from the following companies:

A La CARTe Connection, Glasgow, KY
Intellitext, LLC, Reno, NV
Karasch & Associates, West Chester, PA
Northwest Classroom Captioning, Portland, OR
ONE Interpreting, American Fork, UT
QuickCaption, Inc., Riverside, CA

The six proposals were determined to be responsive and were subsequently evaluated in accordance with the solicitation document's evaluation criteria. Some of the evaluation criteria included: qualifications, training, services and services delivery.

The top two companies were selected to provide on-call services for students in Communication Access Real-Time Translation (CART) and Typewell. The availability of two companies to provide on-call services will ensure the students' needs are met at all times.

It is recommended that the College Board of Education approve the award of two contracts for Communication Access CART and Typewell Services to QuickCaption, Inc., Riverside, CA, and Karasch & Associates, West Chester, PA—the most responsive and responsible proposers, for a period not-to-exceed five years, for an estimated combined contract value not-to-exceed \$400,000, contingent upon protests, if any, from unsuccessful proposers.

Action-9
May 16, 2018

**APPROVAL TO AMEND THE CURRENT LEASE OPTION TO PURCHASE AGREEMENT
REGARDING REAL PROPERTY, 500 NW HILL ROAD, MCMINNVILLE, OREGON
[17-18-155]**

Prepared by

Rebecca Hillyer, General Counsel
Julie Huckestein, President/Chief Executive Officer

Chemeketa Community College has declared this real estate, 500 NW Hill Road, McMinnville, Oregon, to be surplus after the Yamhill Valley Campus was completed.

The College Board of Education previously approved the lease/option to purchase the Hill Road property to the First Church of the Nazarene in the regular board meeting on February 22, 2012, for \$1,400,000.

- The First Church of the Nazarene has paid the college \$304,000 toward the purchase price. The remaining \$1,096,000 shall be paid to the college at closing on or before August 31, 2018.
- The college shall extend the current closing date from May 31, 2018, to August 31, 2018.

It is recommended that the College Board of Education authorize the college to amend the current lease/option contract with The First Church of the Nazarene regarding the 500 NW Hill Road, McMinnville, Oregon, real property to extend the closing date.

MISSION • VISION • CORE THEMES • VALUES

MISSION *(Our purpose)*

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

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

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

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

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

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

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

Student Success – Students progress and complete their educational goals.

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

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

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

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

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

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

Salem Campus

Building and Primary Function(s)

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

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

Area or Service—Building/Room

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

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

Instructional Department Offices

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

Restrooms

SINGLE OCCUPANCY

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

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

MOTHER'S ROOM

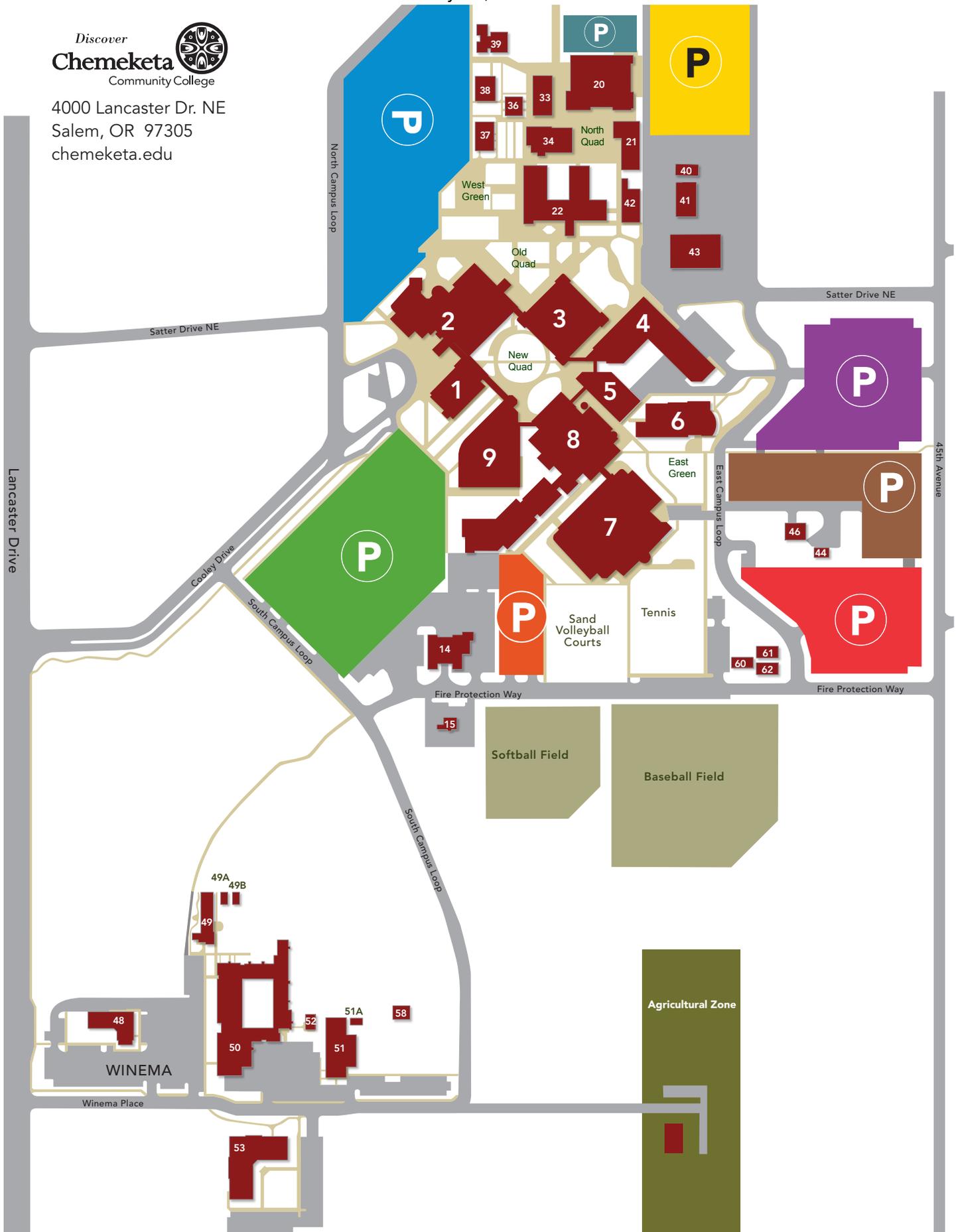
- Building 2—First floor
- Building 8—First floor
- Building 20—Second floor
- Building 40—Second floor



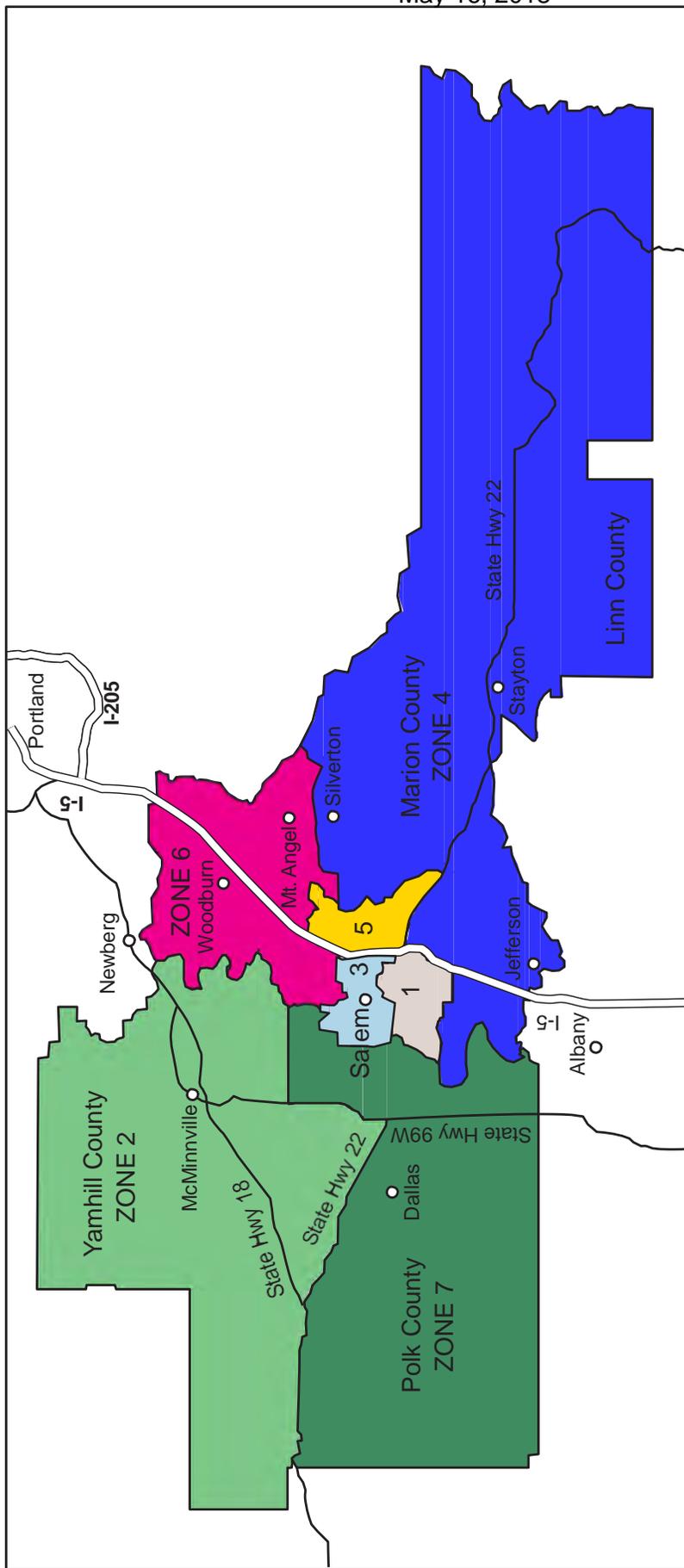
Appendix-2
May 16, 2018



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



Chemeketa Community College
District Boundary and Board Zones



Board Members

ZONE 1	Ed Dodson
ZONE 2	Ron Pittman
ZONE 3	Neva Hutchinson, Vice Chairperson 2017-2018
ZONE 4	Ken Hector, Chairperson 2017-2018
ZONE 5	Jackie Franke
ZONE 6	Diane Watson
ZONE 7	Betsy Earls

Handouts
May 16, 2018

Developmental Writing Update

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20172018

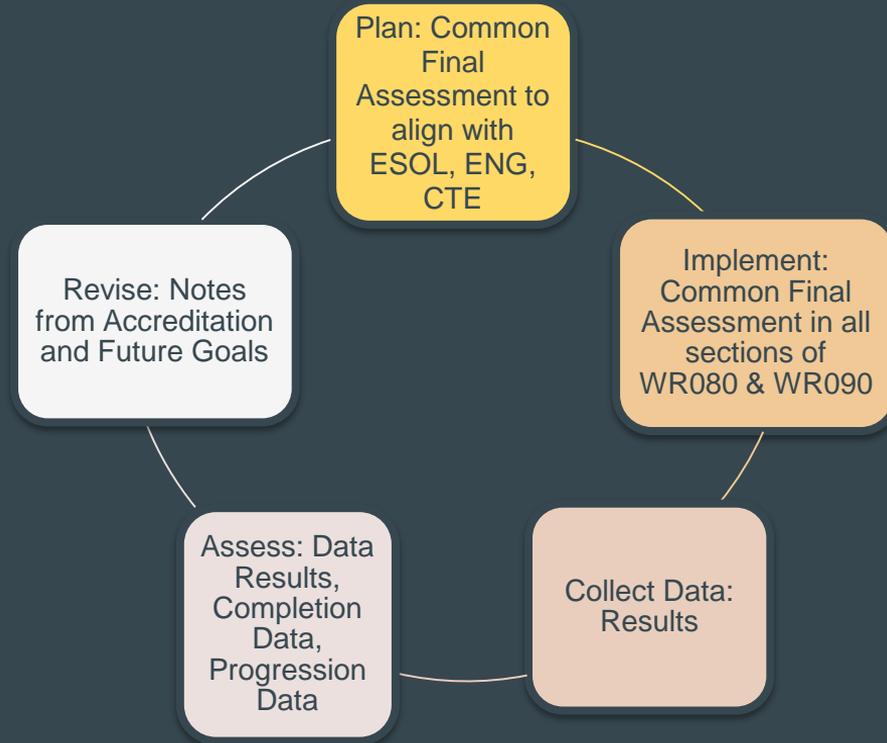
Overview

Data and Trends:

- Academic Quality
- Student Success

Current Projects

Academic Quality & Student Success: Developmental Writing Common Final Assessment



Academic Quality:

Student Learning Outcomes Assessment Results

Term/Year	% successful course completers who earned C or better on Common Final Assessment	% successful course completers who scored 4-5 in English Conventions	% successful course completers who scored 4-5 in Organization
Fall 2015	100%	88%	80%
Winter 2016	99%	91%	74%
Spring 2016	91%	61%	60%
Fall 2016	95%	83%	75%
Winter 2017	95%	64%	70%
Spring 2017	92%	84%	79%
Fall 2017	98%	78%	77%

Academic Quality:

Correspondence between not passing the course and top three reasons leading to not passing the course for WR090

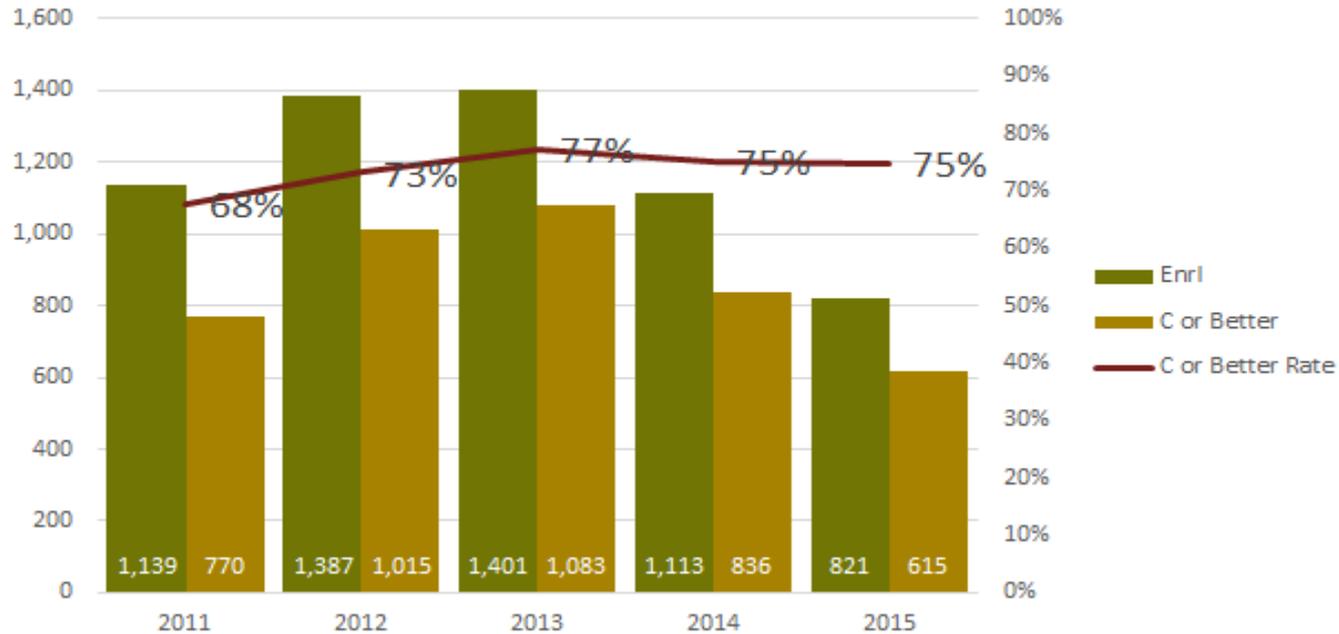
Term/Year	# of sections citing attendance as top issue leading to unsuccessful course completion	# of sections citing time management/work not being turned in as first, second, or third issue leading to unsuccessful completion
Fall 2015	12/13	12/13
Winter 2016	6/7	6/7
Spring 2016	9/9	9/9
Fall 2016	14/14	14/14
Winter 2017	9/9	8/9
Spring 2017	6/9	8/9
Fall 2017	17/19	18/19

Student Success:

Developmental Writing Completion Rates (C or Better)

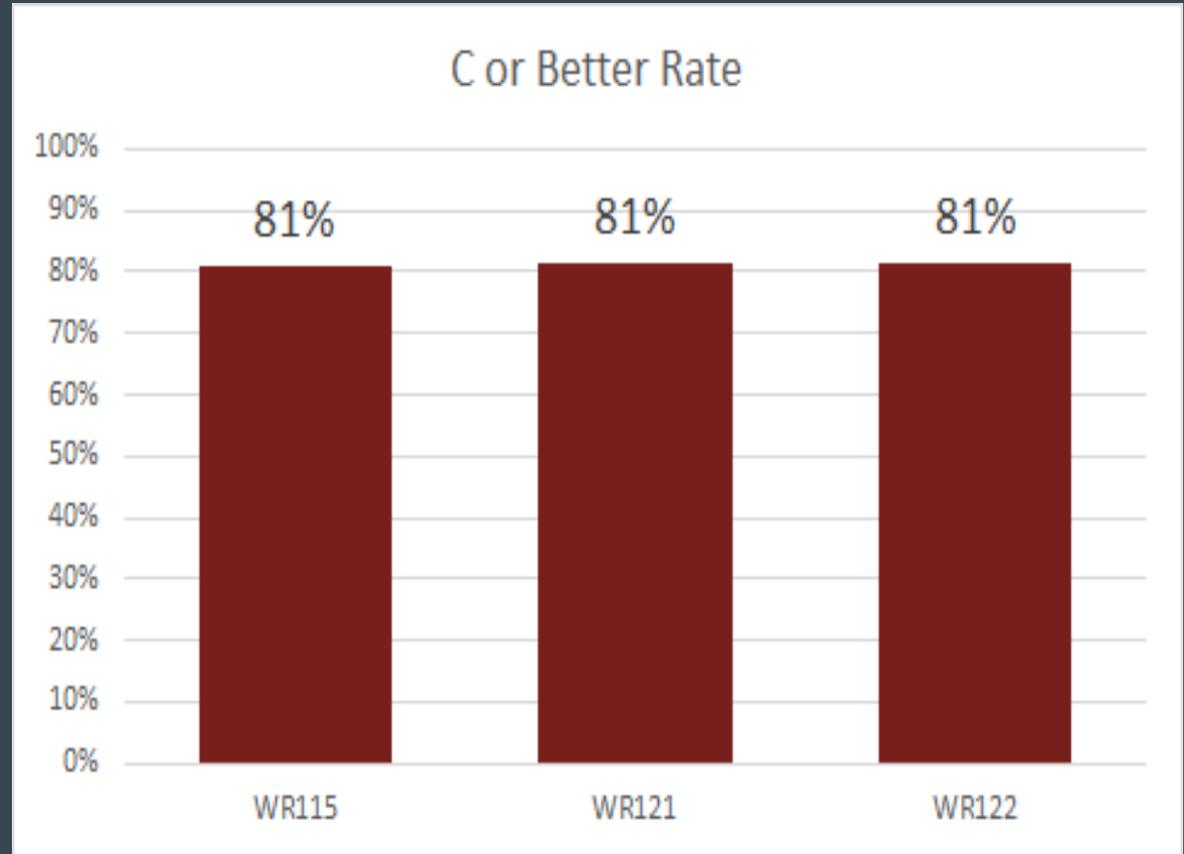
Year	Enrollment	# Successfully Completing	% Successfully Completing
2010-11	1,093	737	67.4%
2011-12	1,139	770	67.7%
2012-13	1,387	1,015	73.2%
2013-14	1,401	1,083	77.3%
2014-15	1,113	836	75.1%
2015-16	821	615	74.9%
2016-17	902	668	74.1%

C or Better



Successful Increase in the rate of completion in WR 080 and WR 090 over a five-year period.

Successful 2013-2014
Writing 090 students:
Success Rate in
subsequent Writing
classes



Developmental Writing Students in Gen Ed courses

Fall 2014 students placed in Dev WR080 or WR090 Fall 2014 and/or Winter 2015:
Success rates (C or Better) in subsequent General Education courses Spring
2015-2016

	# of students	% who successfully passed subsequent Gen Ed courses
Placed in but did not enroll or successfully pass WR080 or WR090	211	65.5%
Successfully Passed Both WR080 and WR090	236	75.9%
Successfully Passed WR090	568	76.2%

Current Projects

1. Co-Requisite Pilots (2017)
 2. Writing Consultancy (2018)
 3. Global PreRequisite (2019)
-

Future Goals

- Link writing outcomes to Gen. Ed. course progressions
 - Explain how assessments/ outcome rubrics for CTE and Transfer intersect and how they contribute to success in a career field or transfer degree
 - Help orient part-time adjuncts to Chemeketa's core themes and values
-



College Reading & Study Skills Program

Board Workshop
May 16, 2018

Student Success

Student-Ready College Mindset



Student Success Resources

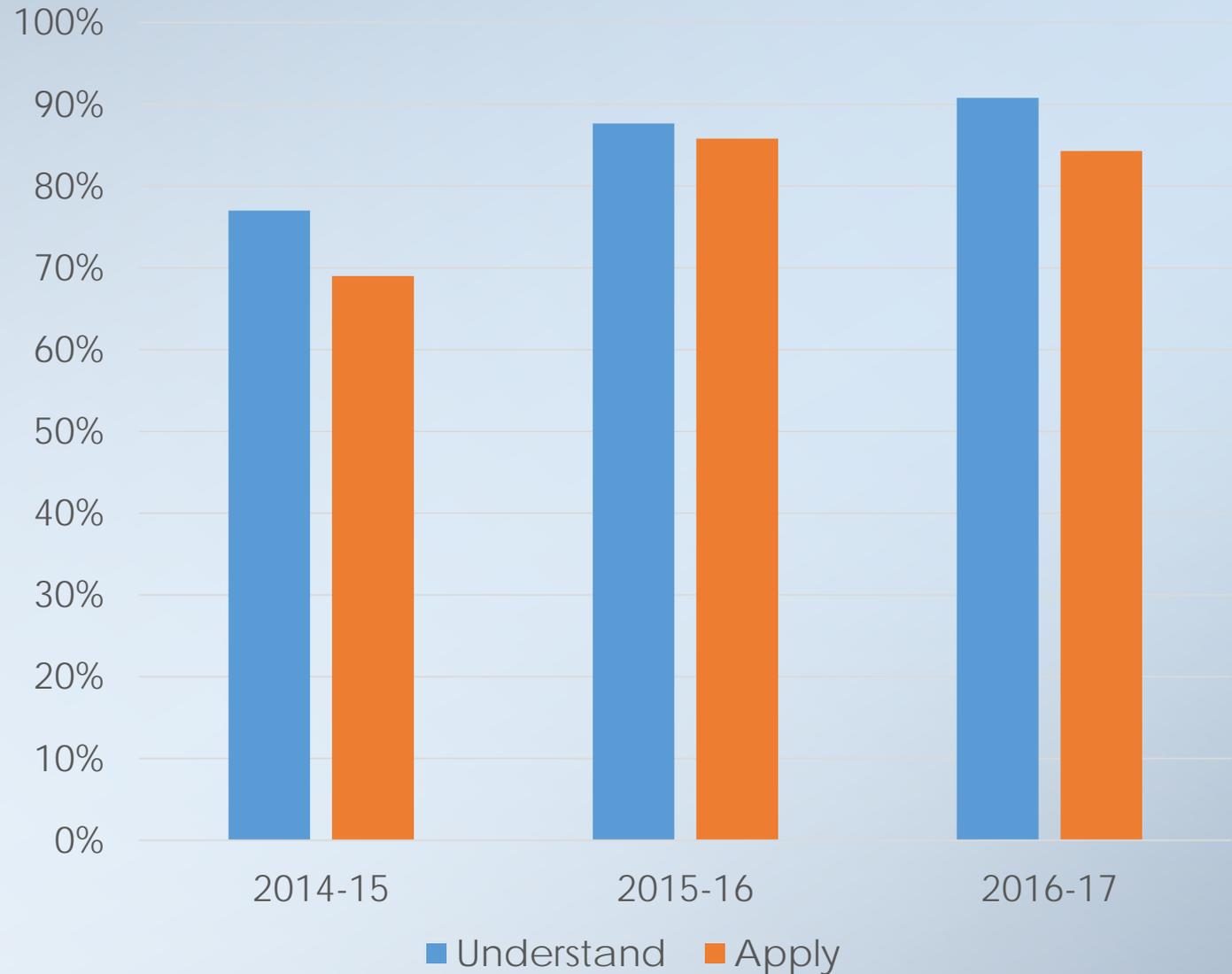
- Study Skills Center
- Study Skills Consultant
- Early Alert
- “Intrusive” Support

Academic Quality

End of Course Assessment Data
Since 2008



3 Year End of Course Assessment Results



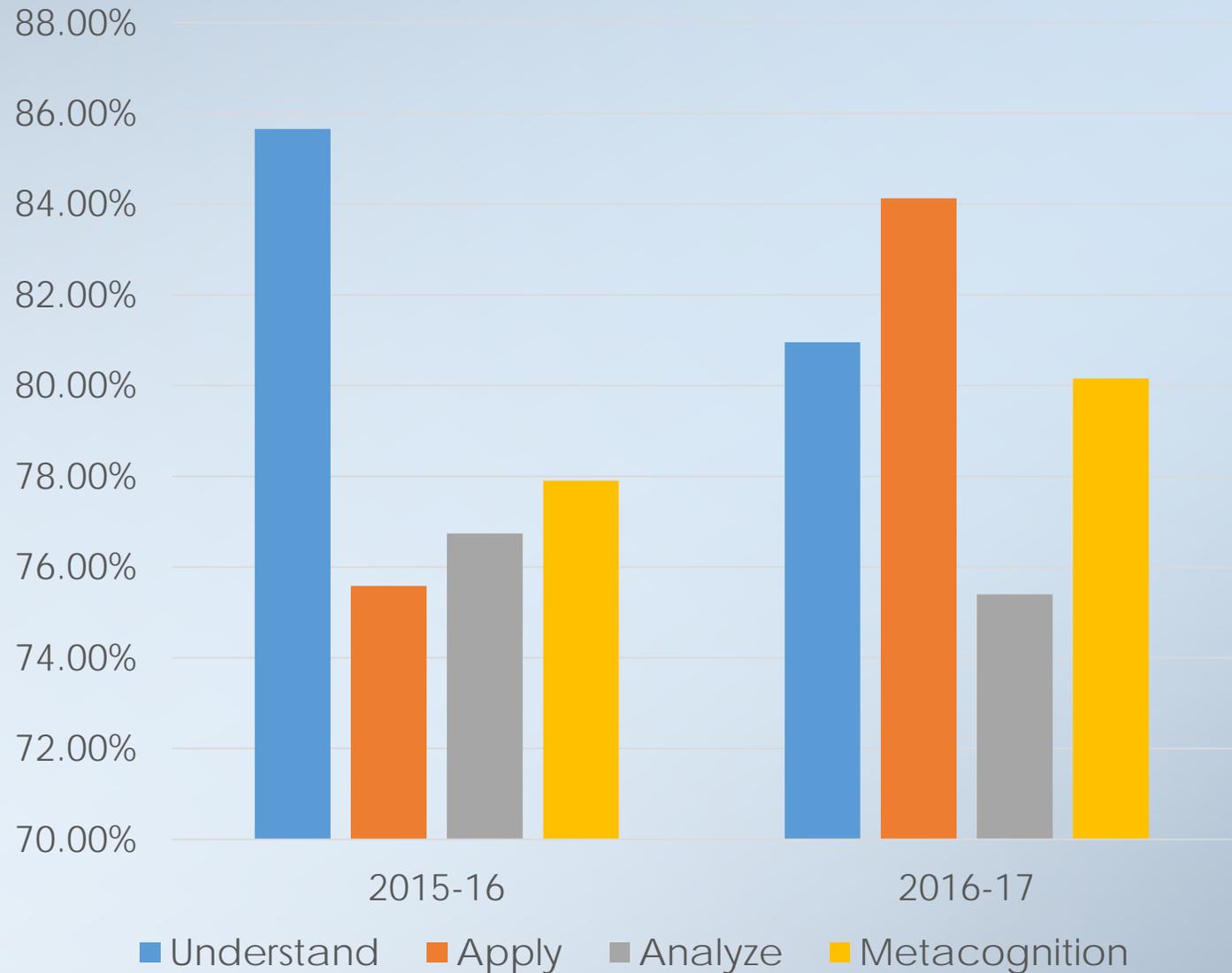
Developmental Reading

Students meeting expectations for end-of-course assessment

Transfer Level Reading

Students meeting expectations for end-of-course assessment

2 Year End of Course Assessment Results



Academic Quality

Research-Based Curriculum



Curriculum Goals: Developmental Reading

- Learning from college level texts
- Aligned to genuine college reading demands
 - Textbook chapters
 - Articles based in academic disciplines
- Connecting content between texts
 - Paired-reading approach

Curriculum Goals: Developmental Reading

- Strategy driven
- Metacognition skills
 - Understanding purpose
 - Monitoring comprehension
 - Marshalling resources

Curriculum Goals: Transfer Level Reading

- Further application of strategic reading skills
- Critical thinking
- Information literacy

Curriculum Goals: Study Skills Coursework

- Recognize expectations
- Develop self-awareness
- Self-management strategies
- Rehearsal strategies

Access

Affordability

Accelerated Learning



Affordability

- Since Fall 2016, reading course materials are under \$40
 - Faculty created course packets
 - Open educational resources

Accelerated Learning

- RD080/85 allows opportunity for all students placed in developmental reading to complete in one term.
- R/SS faculty co-developed Early Childhood Education ICAPS initiative
 - By pass prerequisites
 - Co-requisite academic support class

Other Collaborations

- AVID for Higher Education support
- Study Skills & Tutoring Center
 - Tutor training support
- FYE105 Creating College Success
 - Lead instructors
 - Chemeketa Press textbook

Questions?



Developmental Math Presentation May 2018

- Introduction
- Program Initiatives
- Math Learning Center (MLC)
- Present Initiatives

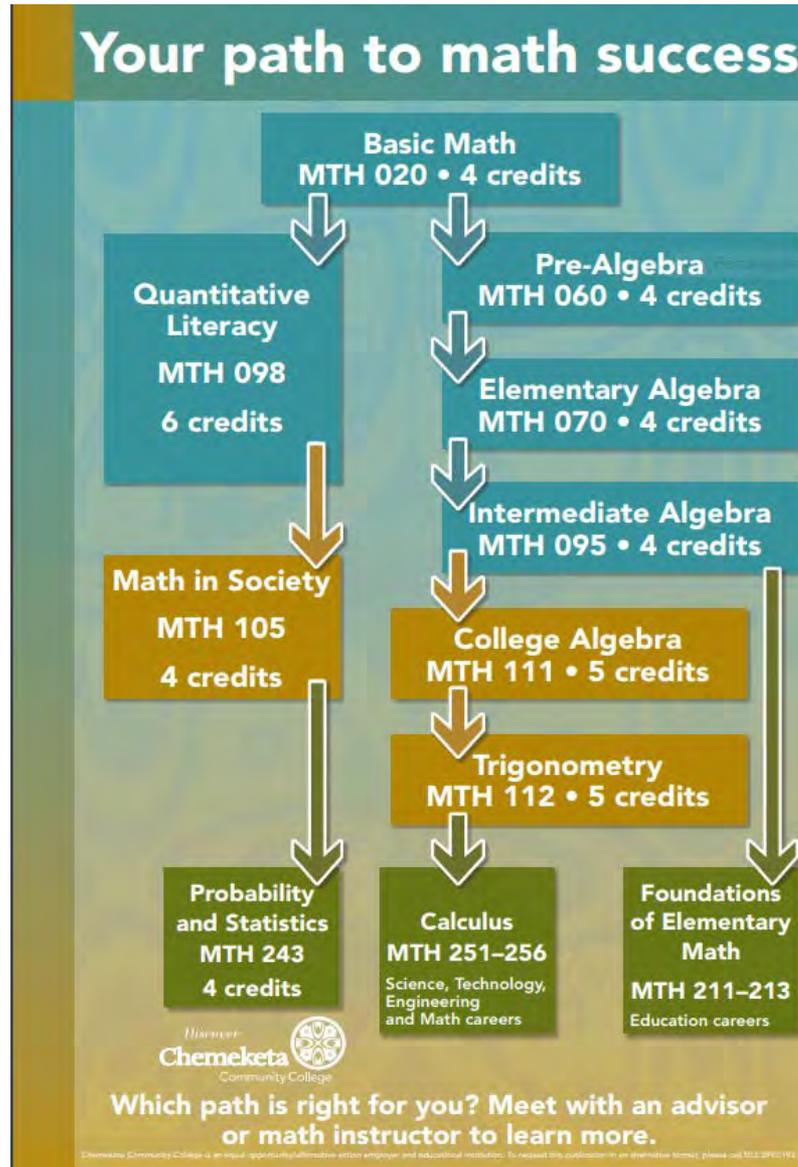
Introduction

- Main Course Pathway
 - MTH020 Basic Mathematics
 - MTH060 Introductory Algebra
 - MTH070 Elementary Algebra
 - MTH095 Intermediate Algebra
- Delivery
 - FTF, Hybrid, Online, Individualized Study (MLC)
- Campus & Centers Course Offerings
 - 60%/40% Fall 2017
- Students: VFA Cohort 2010 First Time (1,319)
 - MTH060 25.3%
 - MTH070 22.9%
 - MTH095 19.6%
- Faculty
 - 17 FT/30 PT Fall2017

Program Initiatives

- Math Hub
 - Co-location of FT and PT offices
 - Co-location of MTH classes
 - Upgrade of needed technology in classrooms
- Textbook Co-Authorship
 - MTH060, MTH070, MTH095
- Implementation of eText Direct Digital Access (DDA)
 - Establish and integrate eBook & MyMathLab available to students on first day
- Consistent Alignment of Developmental Content
 - Math Summit with FT & PT to ensure consistency for student progression
- Implementation of State Alternate MTH Pathway for BA Degree
 - MTH098-single developmental course replacing 3 courses leading to MTH105 & MTH243

Alternate State MTH Pathway



MLC: Individualized Study (IS)

The Essential Elements of the Emporium Model*

- **Element #1: Redesign the whole course sequence and establish greater course consistency.**
- **Element #2: Require active learning and ensure that students are “doing” math.**
- **Element #3: Hold class in a computer lab or computer classroom using commercial instructional software.**
- **Element #4: Modularize course materials and course structure.**
- **Element #5: Require mastery learning.**
- **Element #6: Build in ongoing assessment, and prompt (automated) feedback.**
- **Element #7: Provide students with one-on-one, on-demand assistance from highly trained personnel.**
- **Element #8: Ensure sufficient time on task.**
- **Element #9: Monitor student progress and intervene when necessary.**
- **Element #10: Measure learning, completion, and cost.**

- Copyright 2013 The National Center for Academic Transformation
www.thencat.org/

MLC: Individualized Study (IS)

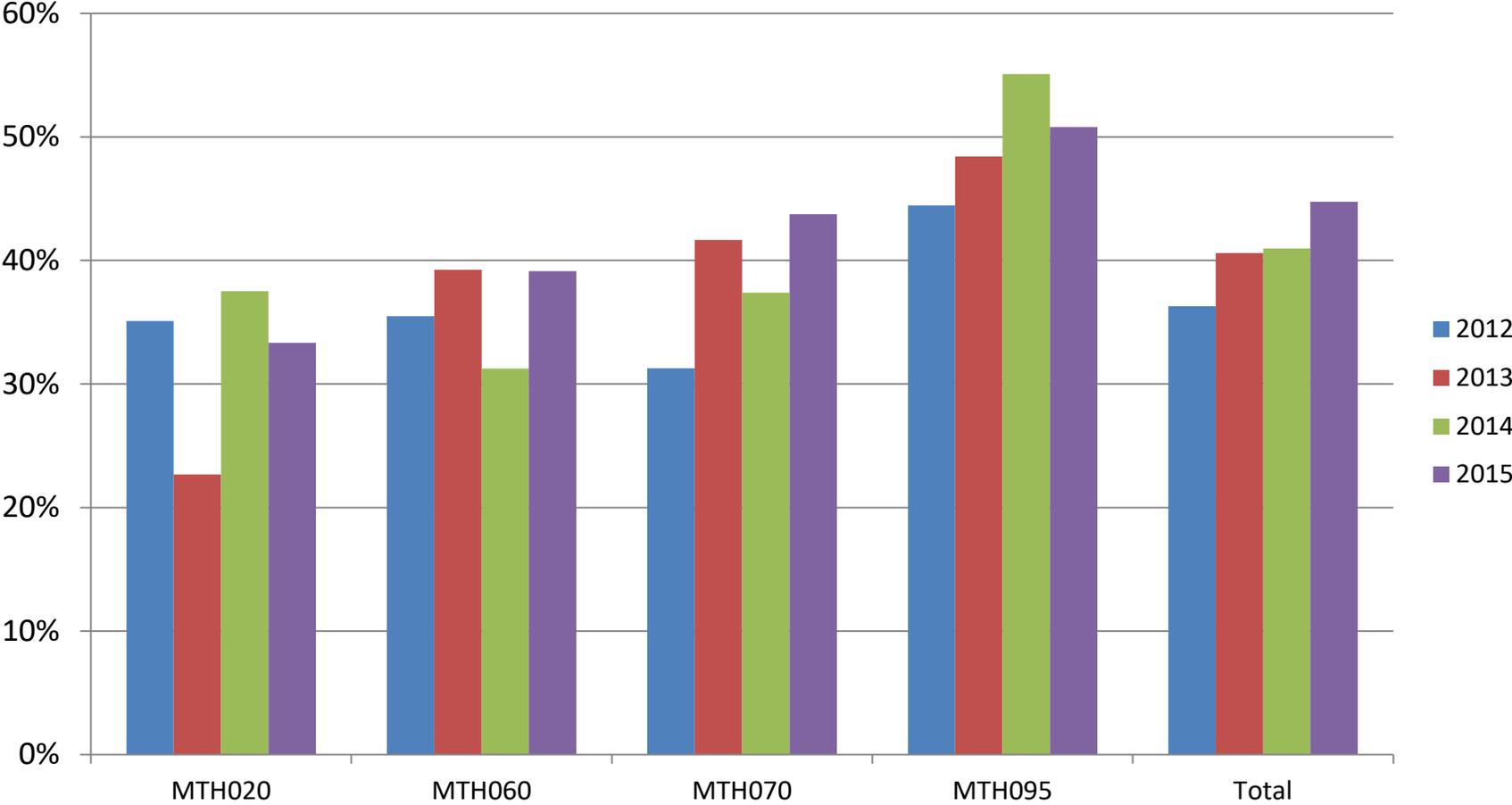
The Essential Elements of the MLC

- **Students can enroll in any of the developmental courses: MTH020 to MTH095.**
- **Students initially attend at a specific time for orientation to the structure and expectations for the course.**
- **The courses are set-up in modules and use a textbook and MyMathLab.**
- **Students do the assigned work using the computers and calculators available.**
- **When students need help, instructors and assistants are there for immediate one-on-one support.**
- **Progress is monitored by completing worksheets and MyMathLab assignments.**
- **Review work sheets are completed by students at the end of the module and reviewed with instructor.**
- **Students take the module test and if pass go one, if not review test with instructor.**
- **Testing occurs in the MLC in the testing room.**
- **This is repeated through out the term with set module test deadlines until the final is offered week 11.**
- **Students are allowed MLC access at any time to do their work; all staff are available to help any student.**

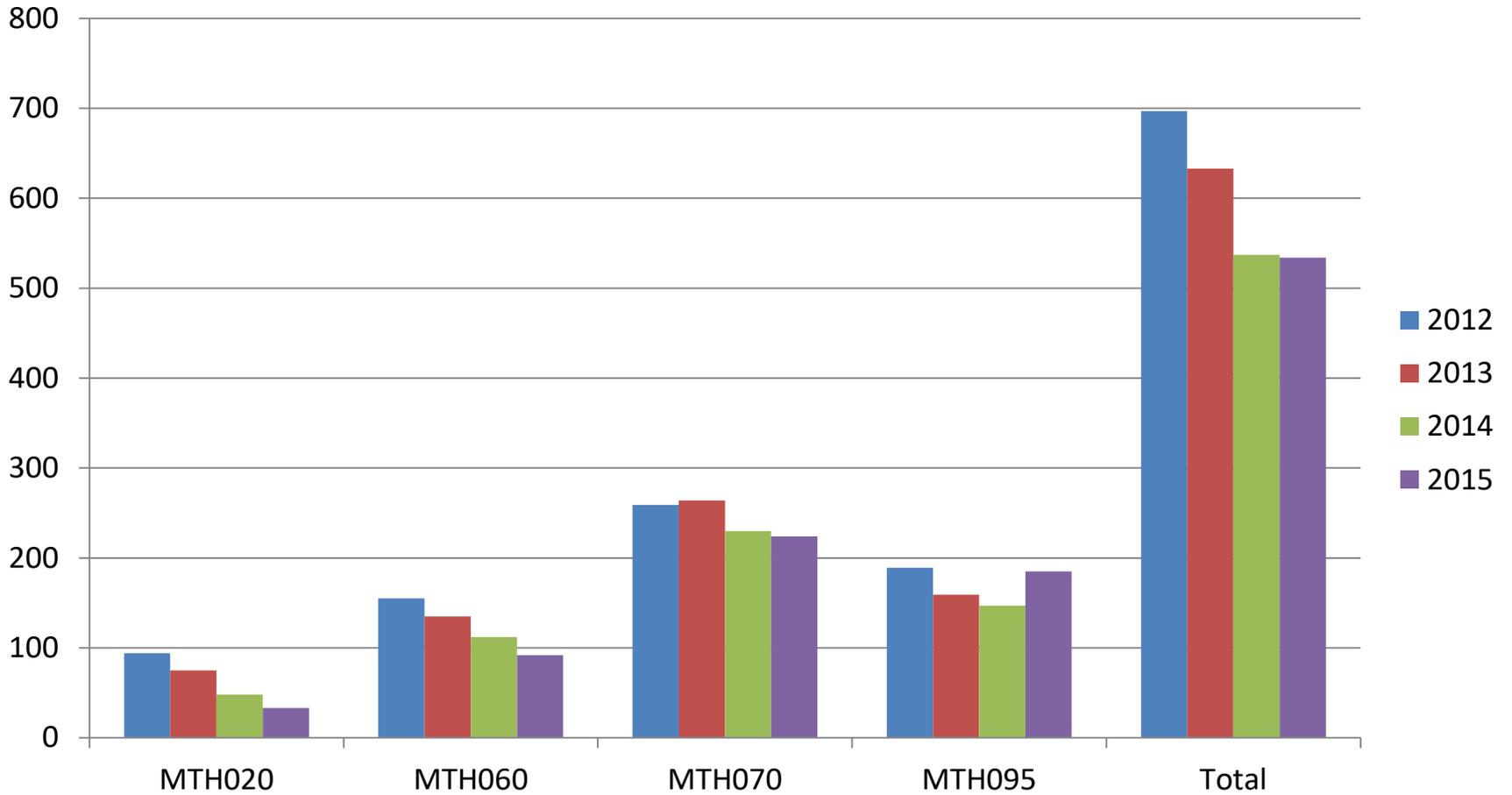
MLC: Other Activities

- Testing center located onsite.
 - Testing center is available for MTH online classes.
 - Testing center available for MTH make-up test for all students.
 - Testing center available for Challenge Exams for all developmental courses.
- Low cost calculator rentals for all MTH classes.
- In-time help for all MTH students for access/work with MyMathLab.
- Space for FT/PT office hours
- Math book resources
- Entry 'study area' encourages instructor student interaction.

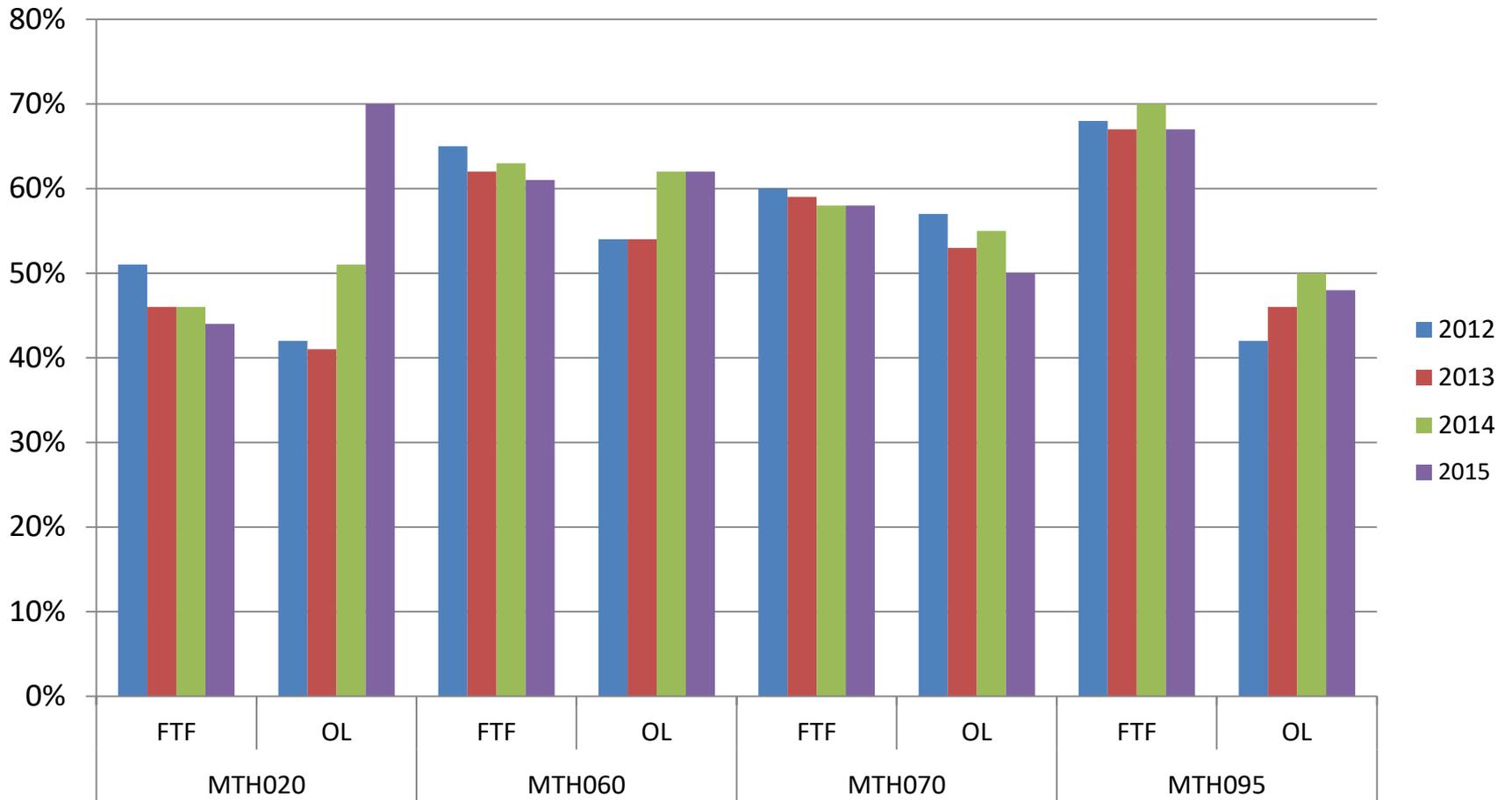
MLC: Passing Grades



MLC: Enrollment



Salem Campus & Online: Passing Grades



MTH Initiatives/Pilots

- **MTH-Trio Sequential Course Initiative**
 - One MTH faculty member is scheduled to instruct the sequence from MTH070 through MTH111 in one academic year. A cohort of students is identified from Trio/CAMP/CCP. The course is scheduled at the same time each term and the cohort is provided additional support by the student services staff.
- **Completion Bridge Course**
 - Creation of a one-credit two-week “completion course” coupled with a late start course to provide students that were just on the edge of passing with the needed knowledge to progress to the next course e.g., from MTH060 to MTH070. Focus on what the student was missing!
- **Multiple Measures**
 - An alternative to a single test as the sole means of placement in developmental MTH.

Multiple Measures Placement

- **Overview**
- **Standardized assessment has led us to systematically and substantially underestimate student capacity**
 - **Particularly for students of color, low income students, first generation college students, women**
- **Evidence-based, multiple measures is one of four key cornerstones on which to rebuild the foundations of community college education**
 - **Demonstrates fundamental capacity of far more of our students to succeed if given the chance**
 - **Powerful completion, equity, and real world implications**
 - **Based powerfully on basic principles of assessment and measurement, on careful analysis of performance of previous community college students, and increasing evidence from community colleges around the country**



<http://bit.ly/ERPOregon>

Multiple Measures

		Placement Into:				
		MTH 98	MTH 95	MTH 105 or 111	MTH 112	MTH 251
HS GPA (\leq 7 years ago)	3.5 or above	Automatic placement	Automatic placement	Algebra II with C	Precalculus with C	Calculus with C or Precalculus with A/B
	3.0-3.49	Automatic placement	Algebra II with C or Algebra I with A/B	Precalculus with C or Algebra II with A/B	Calculus with C or Precalculus with A/B	Calculus with A/B
	2.5-2.9	Automatic placement	Precalculus with C or Algebra II with A/B	Calculus with C or Precalculus with A/B	Calculus with A/B	Take placement test
	Under 2.5	Algebra I with C	Take placement test	Take placement test	Take placement test	Take placement test

- Entries in the body of the table indicate last math course successfully completed (C or better) within the last 7 years.
- Automatic placement means no need to look at HS courses taken.
- If student does not place into MTH095 or MTH098 using the above table, they should take the placement test.

Chemeketa Community College
Affirmative Action Report

2016 and 2017

Prepared by Human Resources Office

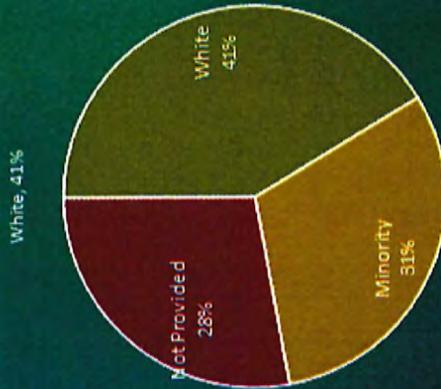
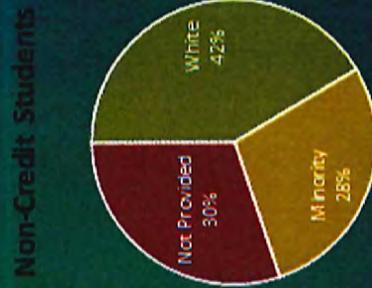
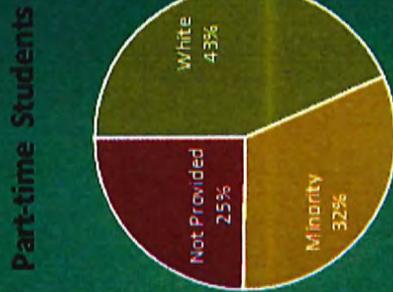
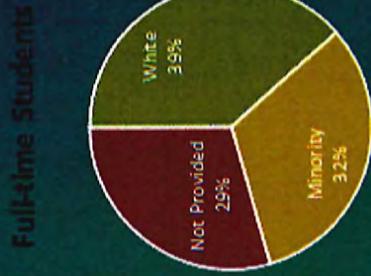
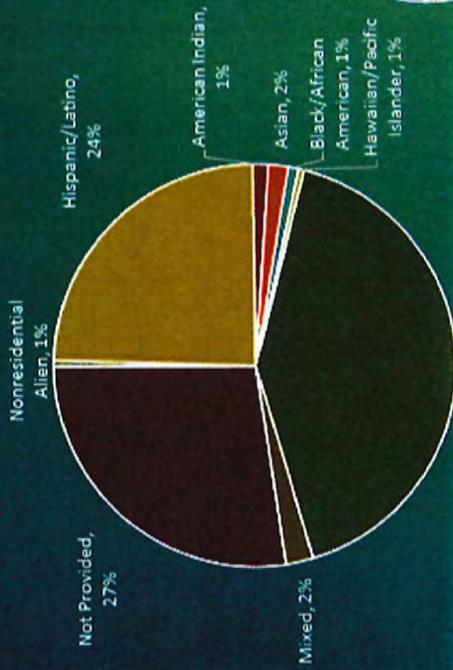
Workforce Statistics 2016 - Table II

Chemeketa Workforce Statistics January 1, 2016 through December 31, 2016						
Job Category ¹	Employees		Minorities		Females	
	Total		Total	% of Total	Total	% of Total
Faculty	244		35	14.3%	127	52.0%
Exempt	112		25	22.3%	59	52.7%
Classified	391		93	23.8%	239	61.1%
Part-time Faculty/Adjunct	624		122	19.6%	309	49.5%
Part-Time Hourly	289		76	26.3%	178	61.6%
Total: All Staff	1660		351	21.1%	912	54.9%

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

¹Refer to Table I for job categories

Student Profile – Fall 2016



Workforce Statistics 2017 - Table II

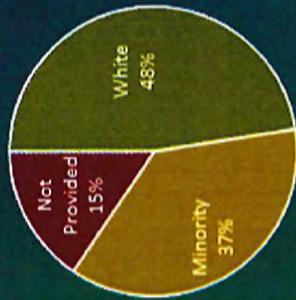
Chemeketa Workforce Statistics January 1, 2017 through December 31, 2017						
Job Category ¹	Employees		Minorities		Females	
	Total		Total	% of Total	Total	% of Total
Faculty	247		36	14.6%	130	52.6%
Exempt	116		29	25.0%	63	54.3%
Classified	400		108	27.0%	231	57.8%
Part-time Faculty/Adjunct	595		111	18.7%	290	48.7%
Part-Time Hourly	287		85	29.6%	171	59.6%
Total: All Staff	1645		369	22.4%	885	53.8%

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

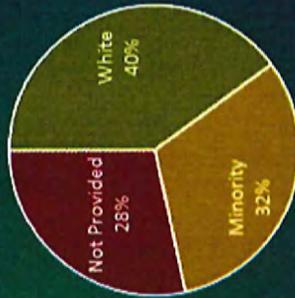
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Student Profile – Fall 2017

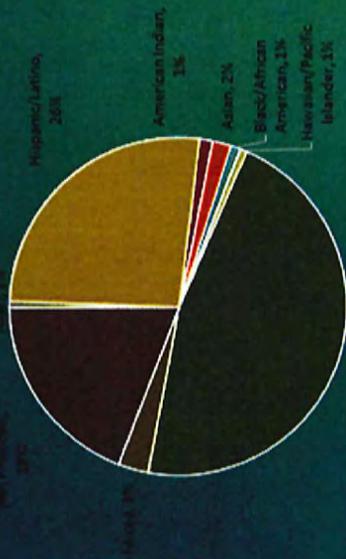
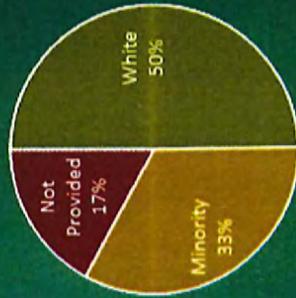
Full-time Students



Non-Credit Students



Part-time Students



Hispanic/Latino, 28%
 American Indian, 1%
 Asian, 2%
 Black/African American, 1%
 Native/Pacific Islander, 1%

White, 46%

Workforce Statistics 2016 - Table III

Chemeketa Workforce Statistics January 1, 2016 through December 31, 2016			
Job Category	Employees		Self-Disclosed Veterans
	Total	Total	% of Total
Faculty	244	6	2.5%
Exempt	112	3	2.7%
Classified	391	9	2.3%
Part-time Faculty/Adjunct	624	6	1.0%
Part-Time Hourly	289	3	1.0%
Total: All Staff	1660	27	1.6%

Workforce Statistics 2017 - Table III

**Chemeketa Workforce Statistics
January 1, 2017 through December 31, 2017**

Job Category	Self-Disclosed Veterans	
	Employees Total	Total % of Total
Faculty	247	5 2.0%
Exempt	116	3 2.6%
Classified	400	10 2.5%
Part-time Faculty/Adjunct	595	4 0.7%
Part-Time Hourly	287	2 0.7%
Total: All Staff	1645	24 1.5%

Workforce Statistics 2016 & 17 – Table V

**Chemeketa Salaried Workforce Comparison Statistics
January 1, 2017 through December 31, 2017**

Job Category*	Employee Total		Minority Comparison				Female Comparison			
	2016	2017	2016	%	2017	%	2016	%	2017	%
	Faculty	244	247	35	14.3%	36	14.6%	127	52.0%	130
Exempt	112	116	25	22.3%	29	25.0%	59	52.7%	63	54.3%
Classified	391	400	93	23.8%	108	27.0%	239	61.1%	231	57.8%
Total	747	763	153	20.5%	173	22.7%	425	56.9%	424	55.6%

This table shows the number and percentage of employees by job category compared to 2016 statistics.

Recruitment & Selection Patterns 2007 - 2017

Year	Positions Recruited	Unit	# of Applicants	# of Minority Applicants	# of Qualified Minority Applicants	Total # of Applicants Interviewed	# Minorities Interviewed	# Minorities Hired
2017	13	Faculty	377	69	44	72	7	3
	10	Exempt	282	64	46	50	9	0
	54	Classified	2,324	541	436	301	82	15
2016	22	Faculty	966	172	138	118	14	1
	11	Exempt	480	89	76	68	23	3
	48	Classified	1944	471	382	313	86	12
2015	19	Faculty	805	127	104	132	39	3
	13	Exempt	457	83	63	83	15	2
	54	Classified	2355	510	394	349	78	9
2014	31	Faculty	1084	215	126	202	22	3
	24	Exempt	793	142	55	93	14	4
	55	Classified	2096	458	205	208	59	11
2013	13	Faculty	463	141	14	74	4	1
	8	Exempt	182	37	15	41	4	0
	60	Classified	2285	659	154	239	56	11
2012	9	Faculty	192	30	9	45	3	2
	11	Exempt	335	62	19	46	11	1
	46	Classified	1492	317	126	211	58	8
2011	20	Faculty	539	77	50	88	11	4
	2	Exempt	24	8	2	5	2	1
	69	Classified	1628	341	174	307	89	19
2010	5	Faculty	171	23	12	20	2	0
	6	Exempt	112	16	5	24	3	0
	49	Classified	1748	331	144	200	41	9
2009	7	Faculty	75	17	11	23	4	2
	7	Exempt	244	34	18	32	4	0
	38	Classified	728	155	96	142	33	6
2008	24	Faculty	365	40	30	102	11	2
	10	Exempt	144	18	17	43	5	2
	60	Classified	1411	256	202	319	74	12
2007	30	Faculty	478	58	33	116	16	2
	13	Exempt	332	40	22	67	10	3
	75	Classified	1203	256	204	377	88	14

Recruitment and Retention Initiatives: *Creating a Culture of Inclusion*

- New Employee Orientation (NEO)
- Employee Development Certificate
- Professional development opportunities
- Diverse advertising menu
- Recruitment Fairs & Outreach to diverse groups
- Hiring Guidelines for all salaried positions
 - Search Advocate on every hiring committee
 - Review of position language and minimum qualifications
 - Committee composition standards
 - Inclusive Hiring Best Practices Training

Building Inspection Technology

Building Inspector Certificate

<https://www.youtube.com/watch?v=CXJkdi2pkk>

Industry and employment data

- ▶ High demand for the job right now; forecast for the future looks very good
- ▶ Currently 39 Construction and Building Inspector jobs listed with the employment department and 25 listed on the Oregon Building Officials Association website
- ▶ Anecdotally, we are hearing from jurisdictions that the need is much greater than what is listed; City of Portland alone is in need of about 30 inspectors to be fully staffed
- ▶ Average annual wage in Oregon is \$67,122, Mid Valley average is \$68,185.* Most entry level inspector positions are starting about \$50,000 per year
- ▶ Career projection in Oregon between 2014-2024 is 11.4% with the highest numbers in the Portland metro area*
- ▶ Based on a 2014 International Code Council (ICC) survey of 4000 code professional, 82% plan to retire within the next 15 years.

*Oregon employment department data

Certificate Description

- ▶ 638 hours of training, 41 credit CTE certificate
- ▶ Fully incorporated in the two year associates degree
- ▶ Designed primarily for students with a diverse construction background
- ▶ Classes are focused on residential and commercial building codes and inspection skills
- ▶ Prepares the student for entry level inspector positions
- ▶ No training in plan review, administration, or construction engineering
- ▶ Students could continue into the second year to receive their Associates of Applied Science degree
- ▶ Working on details to offer the certificate statewide using Zoom technology

Term-By-Term Plan

Building Inspector Certificate Term-By-Term Plan			
Course No.	Course Title	CI Hrs	Cr Hrs
Term 1			
BLD141	International Residential Code 1	33	3
BLD151	Building Codes 1	33	3
BLD158	Construction Materials and Blueprints	33	2
	Total	66	8
Term 2			
BLD142	International Residential Code 2	33	3
BLD152	Building Codes 2	33	3
BLD161	Structural Inspection 1	33	3
BLD181	Mechanical Codes 1	33	3
	Total	99	12
Term 3			
BLD153	Building Codes 3	33	3
BLD163	Structural Inspection 2	33	3
BLD182	Mechanical Codes 2	33	3
	Total	99	9
Term 4			
BLD280L	Cooperative Work Experience (Summer Term)	374	12
	Total	374	12
	TOTAL PROGRAM HOURS =	638	41

Certifications

The training for this certificate will prepare the students to sit for four International Code Council (ICC) certifications

- ▶ B1 - Residential Building Inspector
- ▶ R3 - Residential Plans Examiner
- ▶ B2 - Commercial Building Inspector
- ▶ M2 - Commercial Mechanical Inspector

Candidates with these certifications are employable as a building inspector

Student Cost

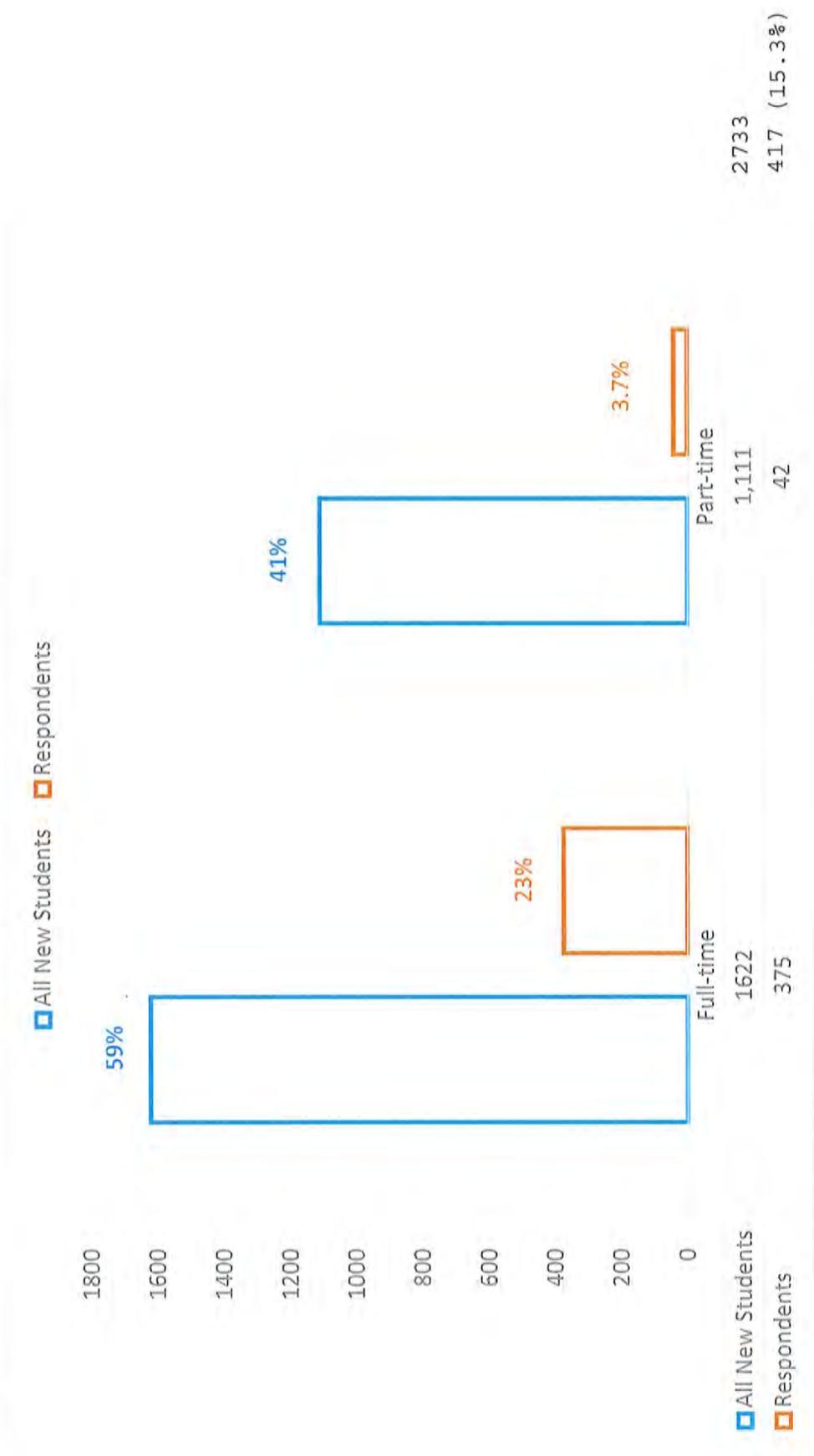
- ▶ Total cost for the one year certificate is approximately \$6,245
 - ▶ Tuition & UF - \$4,305
 - ▶ Class/lab fees - \$870
 - ▶ Books - \$1,070
- ▶ The certificate should be eligible for financial aid
- ▶ Many funding sources will pay for training for students to attend a one year program (Worksource, Voc. Rehab., etc.)

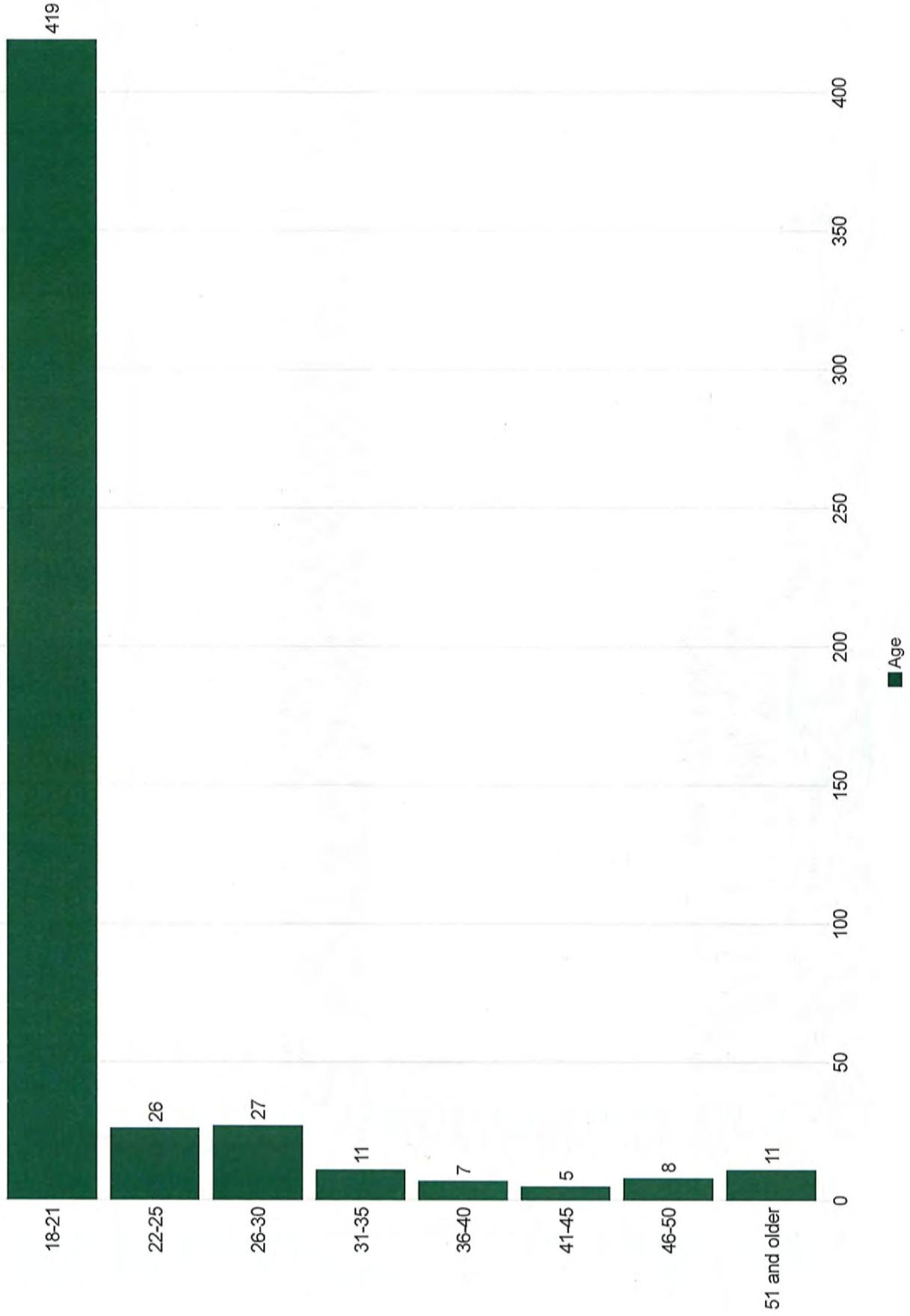
Questions?

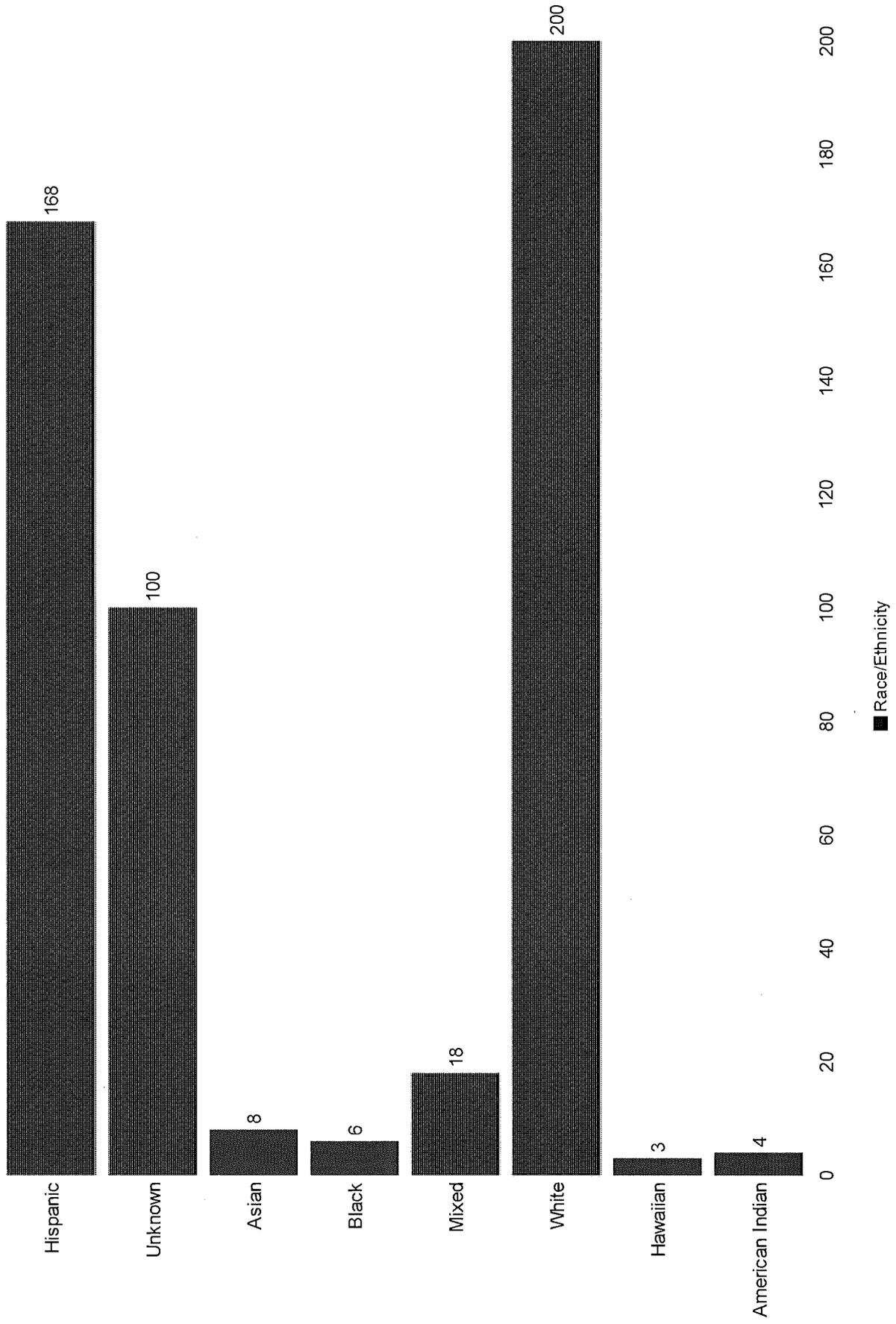
New Student Engagement Survey

Fall 2017

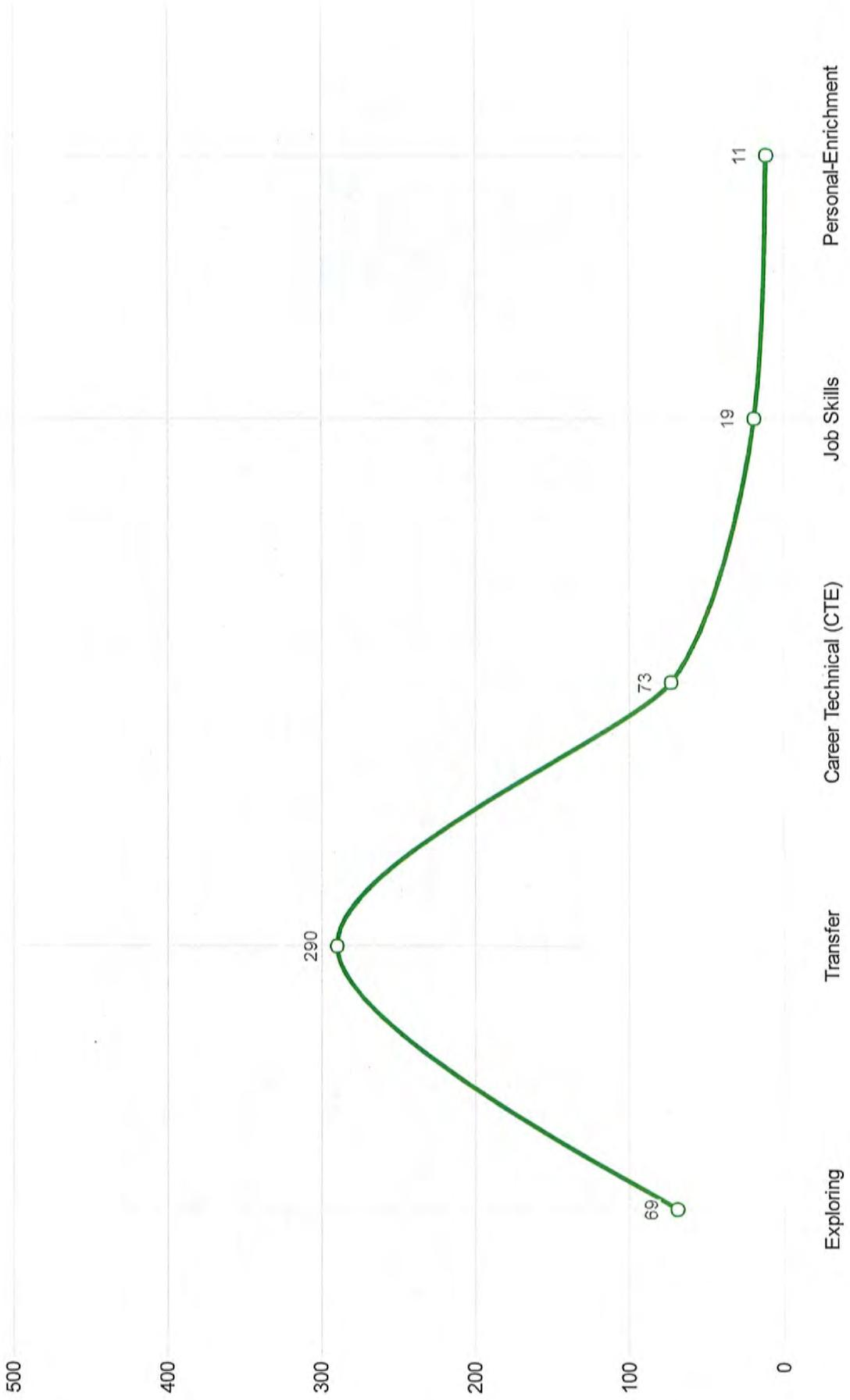
Survey of New Student Engagement



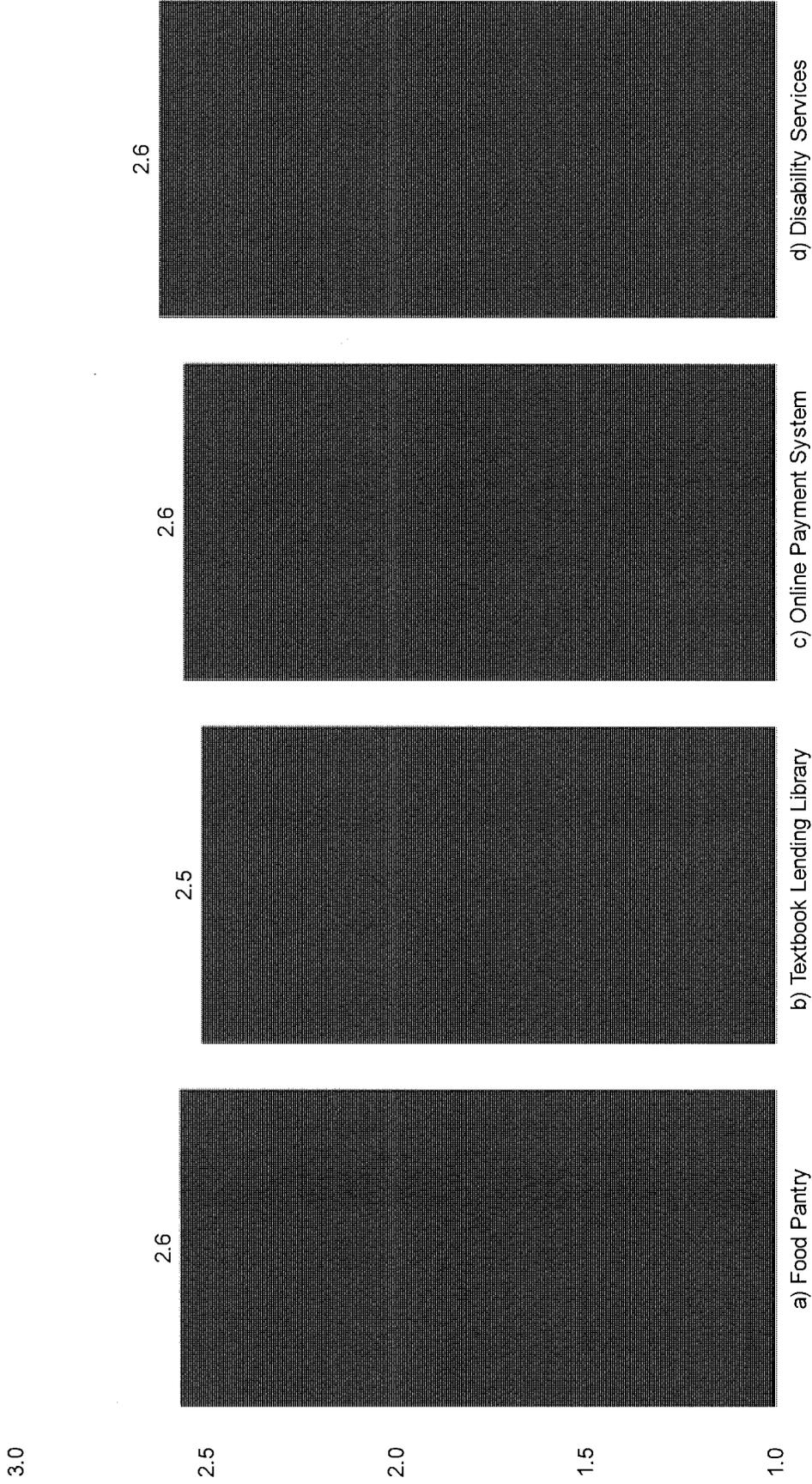




Your PRIMARY Current Education Goal

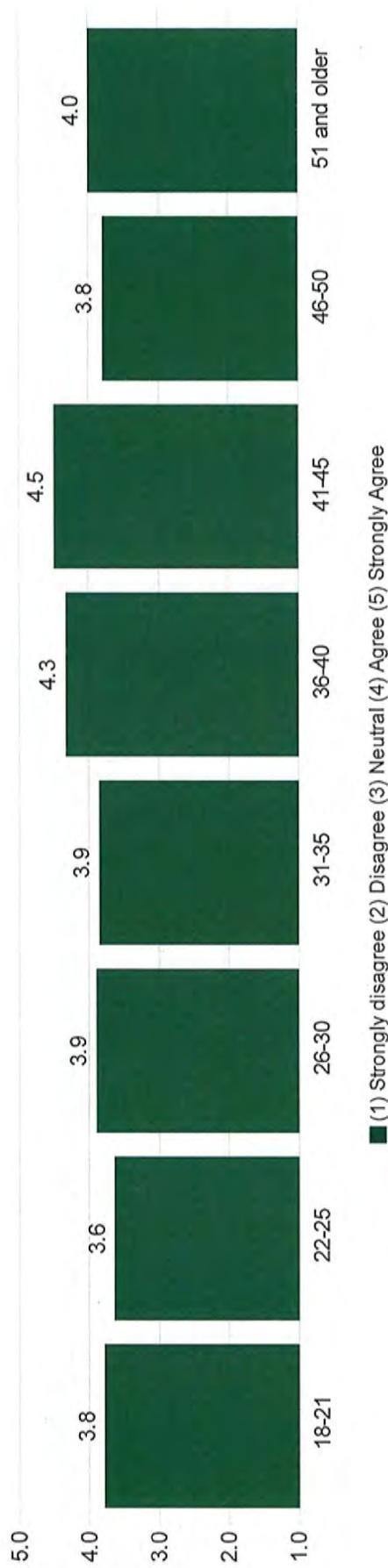


Satisfaction with Services:

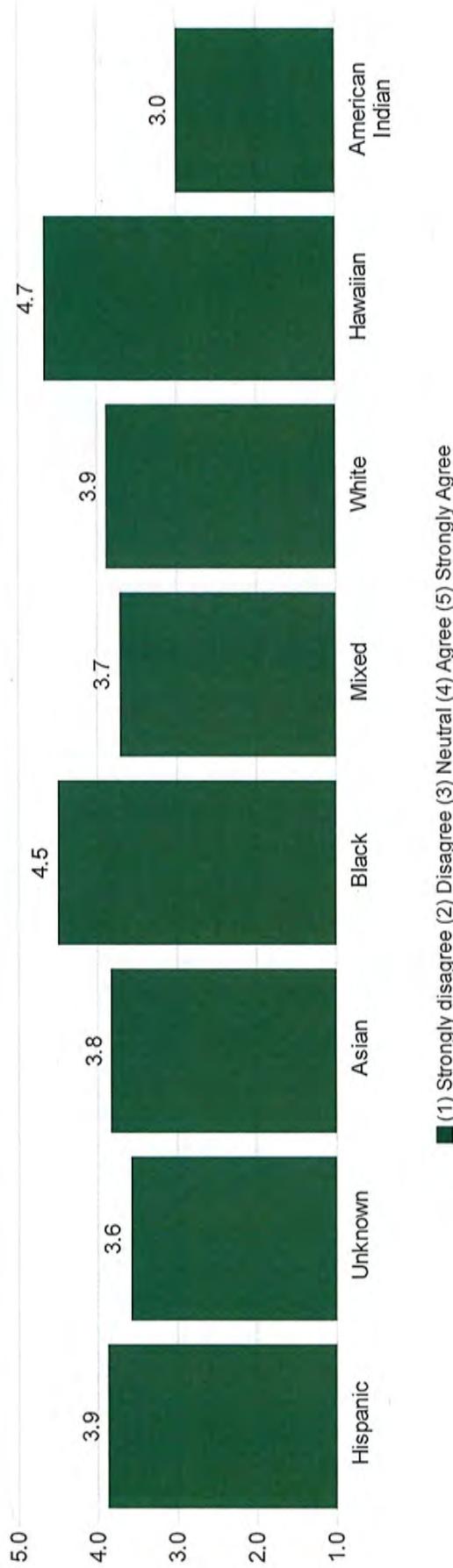


■ (1) Not at all satisfied (2) Somewhat satisfied (3) Very satisfied

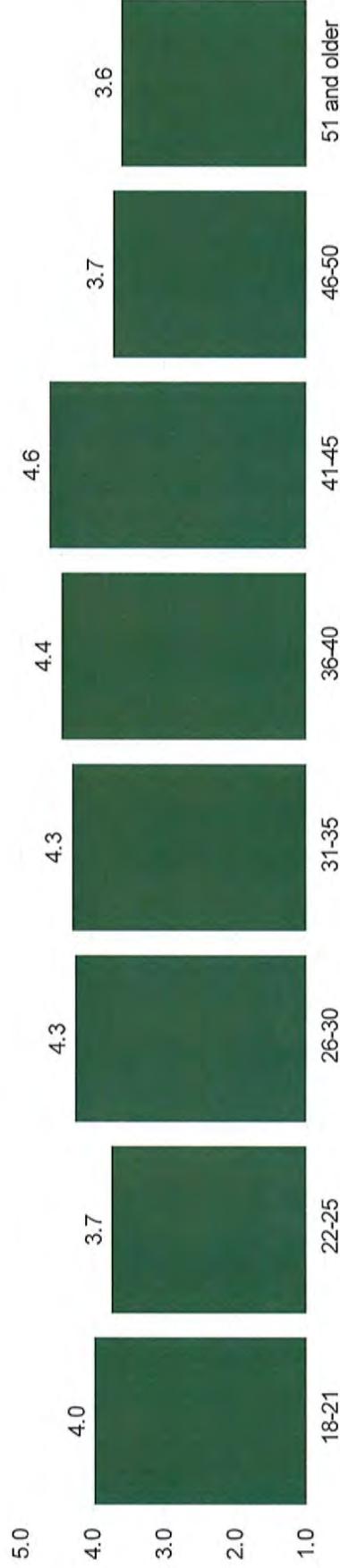
Chemeketa helped me to obtain the financial assistance I needed to support my education.



Chemeketa helped me to obtain the financial assistance I needed to support my education

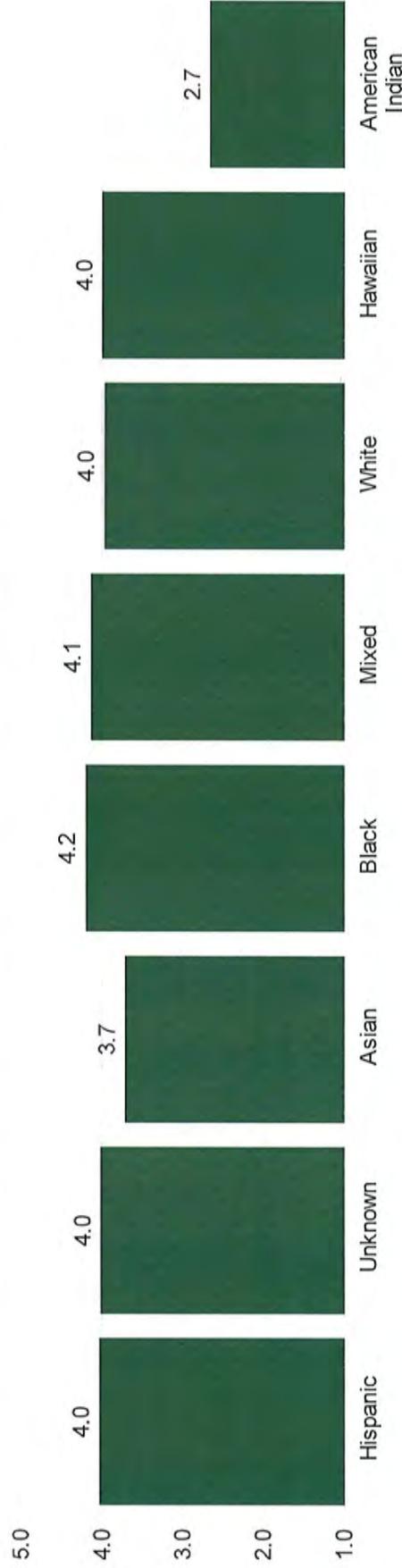


Enrollment Services was user-friendly (admissions, registration, transcript evaluation, degree audit)



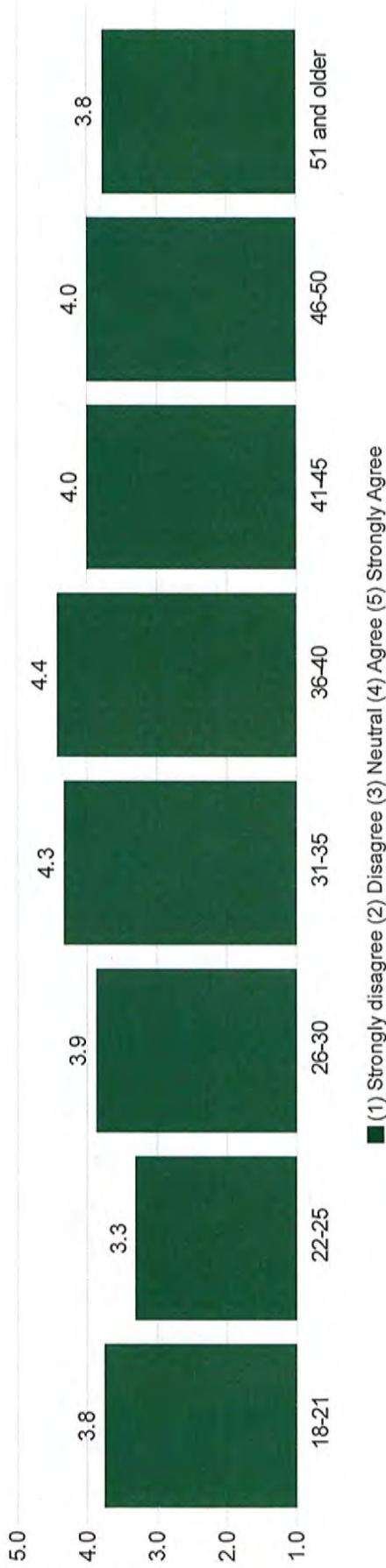
■ (1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

Enrollment Services was user-friendly (admissions, registration, transcript evaluation, degree audit)

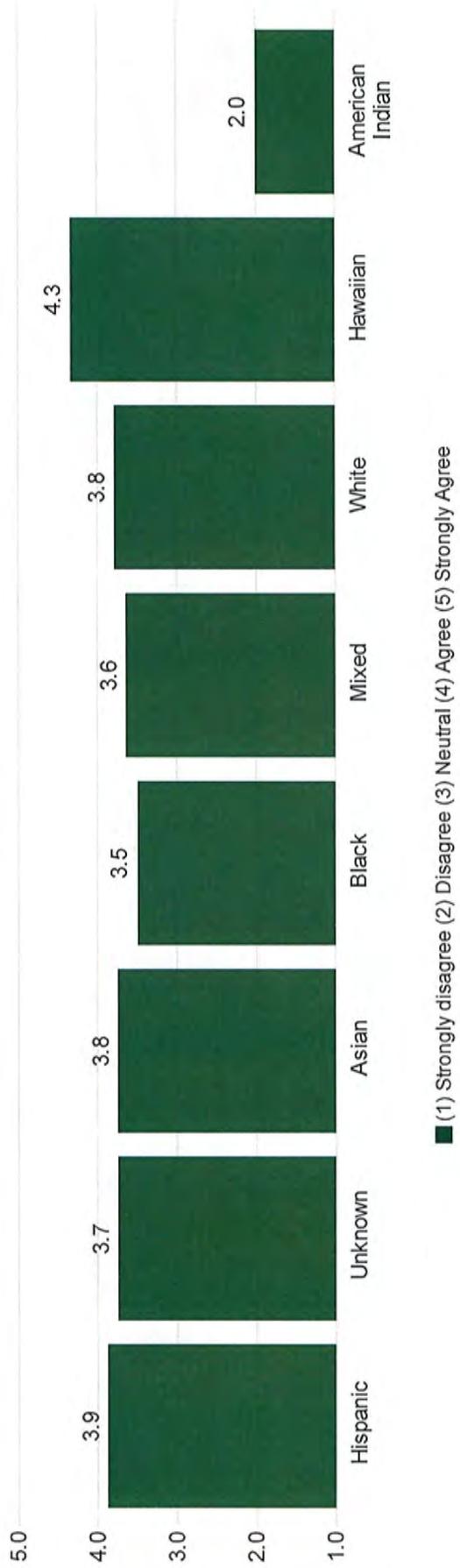


■ (1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

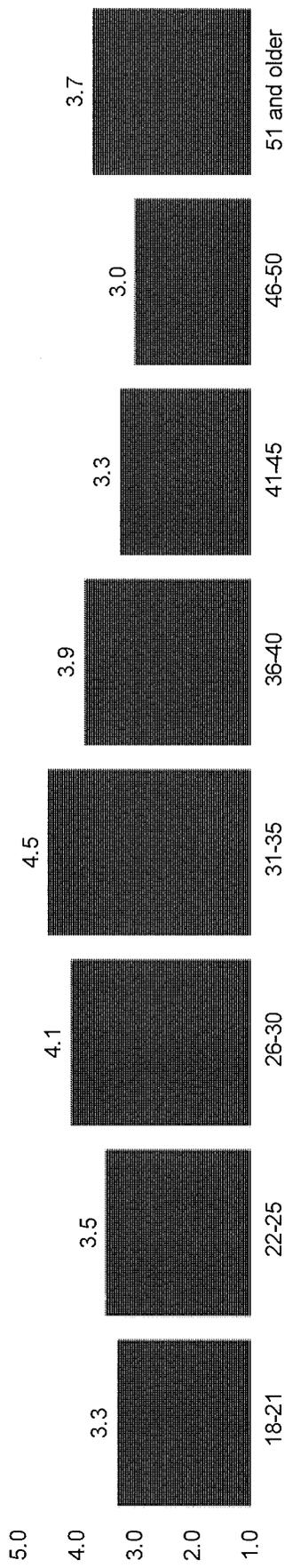
Chemeketa provided quality information to help me with selecting my courses



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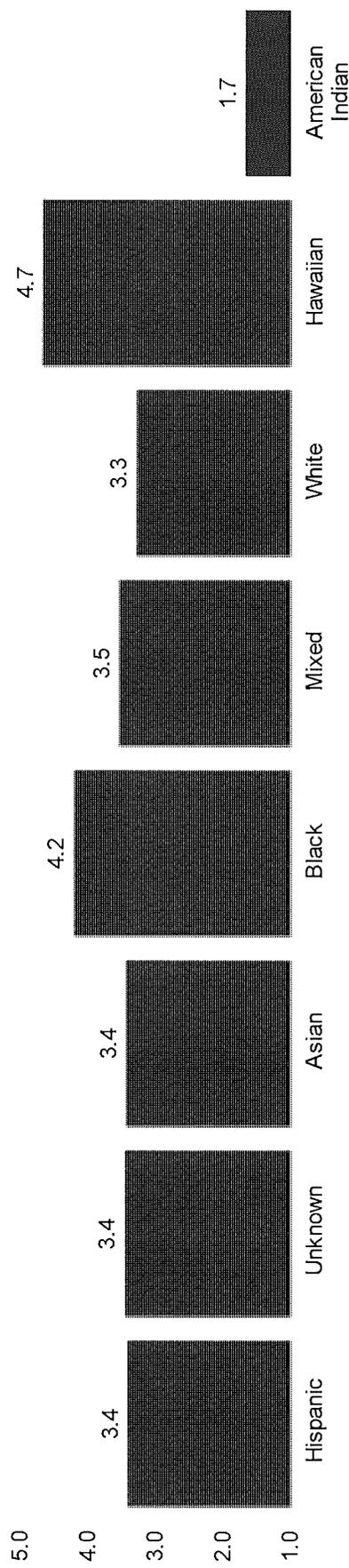


If my current way to get to class were unavailable (e.g. car breaks down), I am confident I could find another way to get to class (carpool, bus, etc)



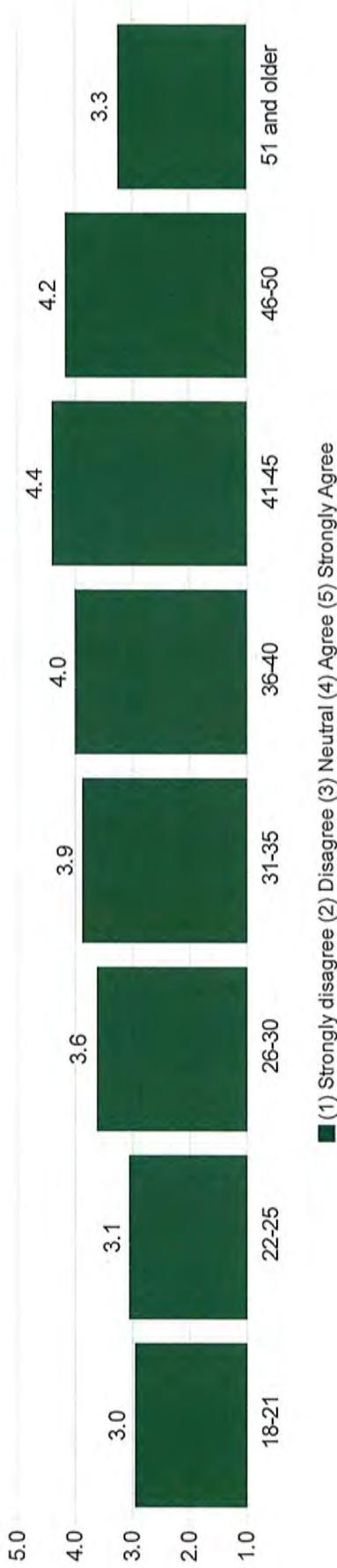
■ (1) Strongly disagree (2) Disagree (3) Neutral (4) Agree (5) Strongly Agree

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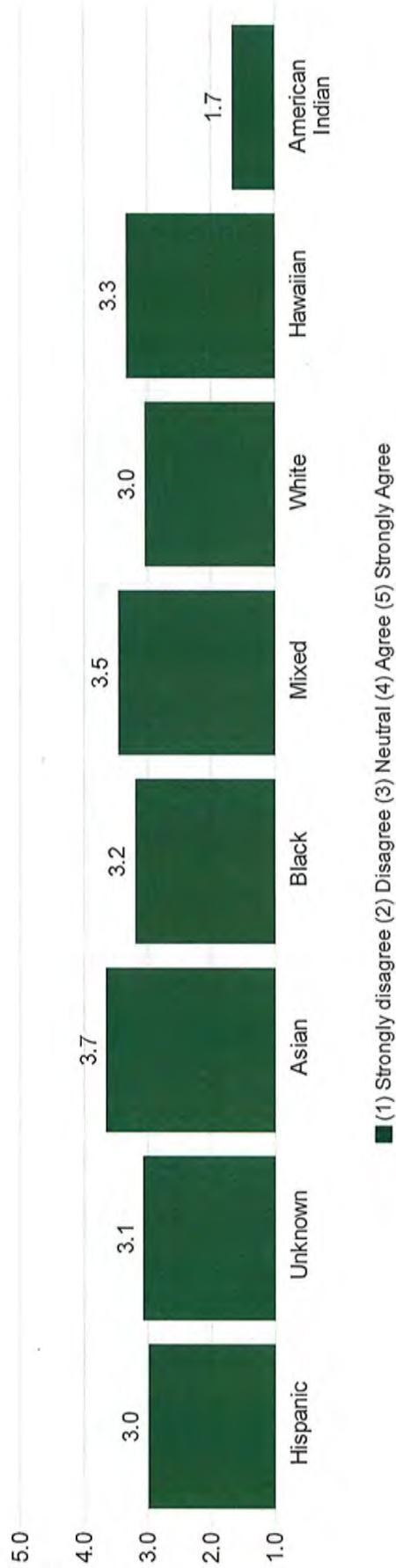


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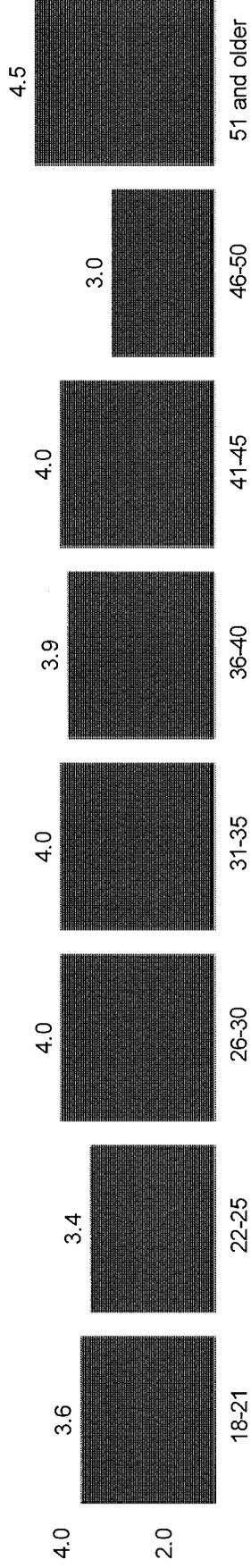
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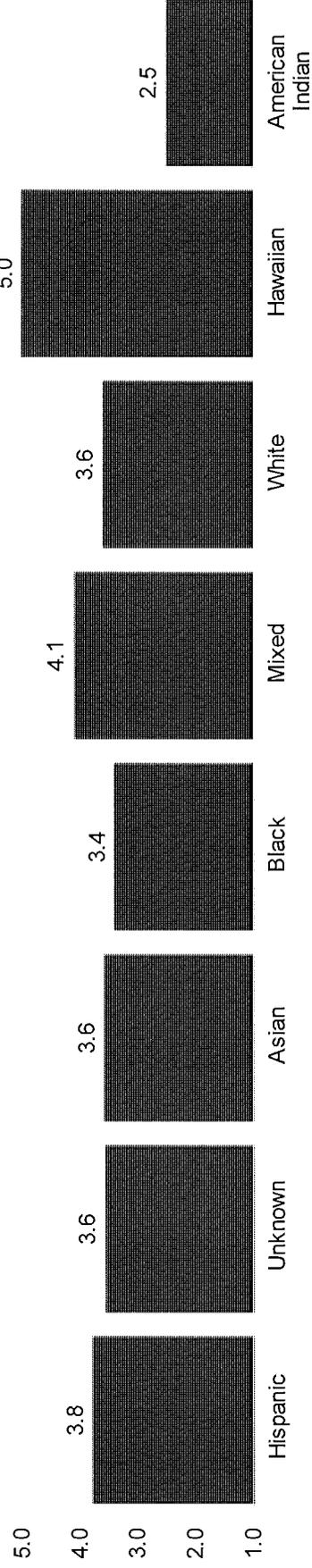


An Academic Advisor or Counselor helped me to set academic goals and to create a plan for achieving them



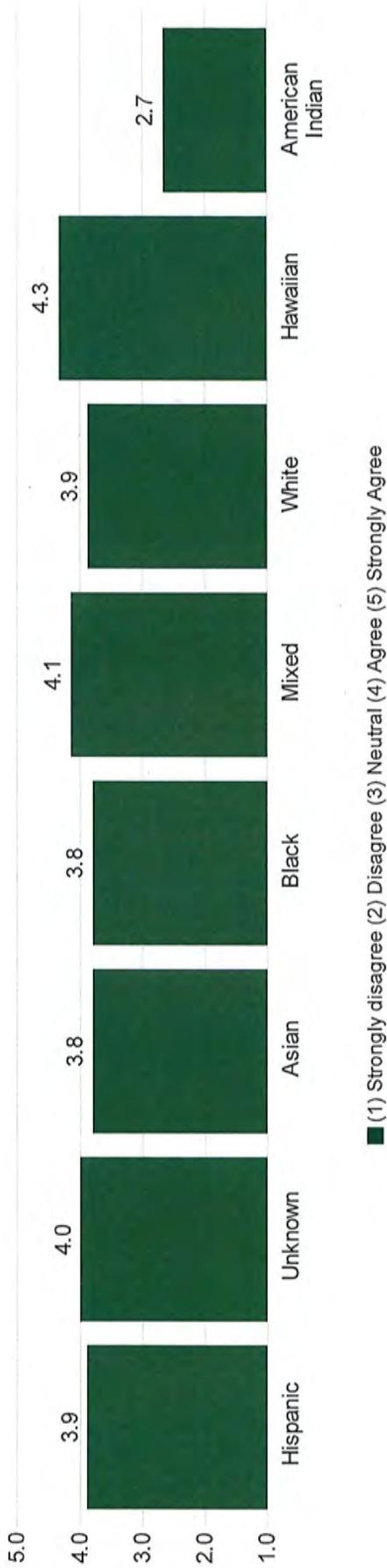
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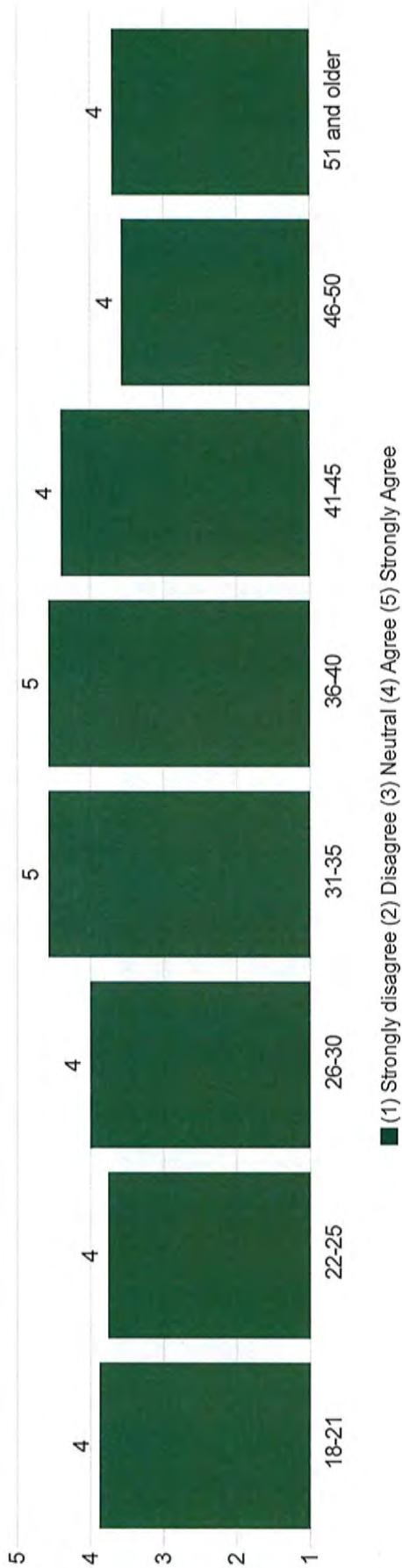


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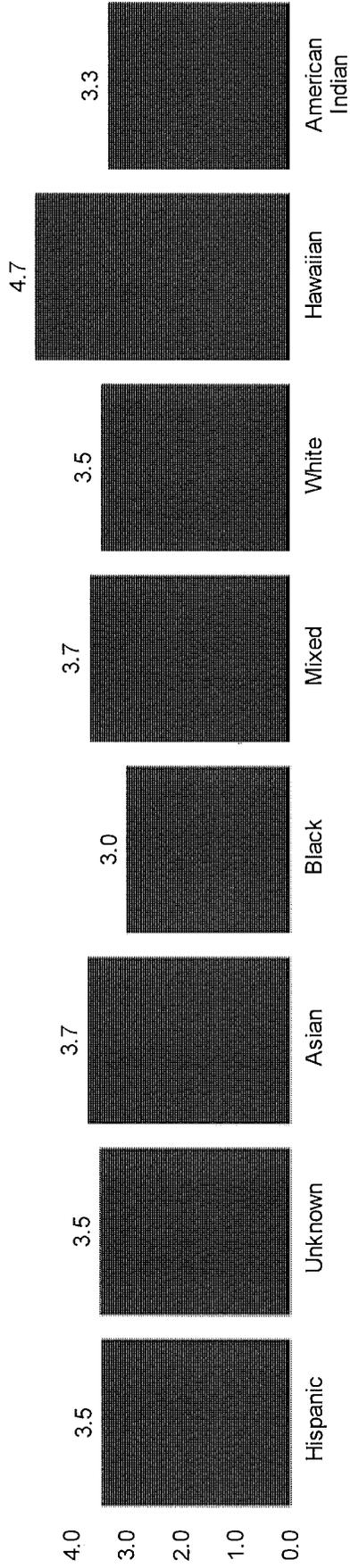
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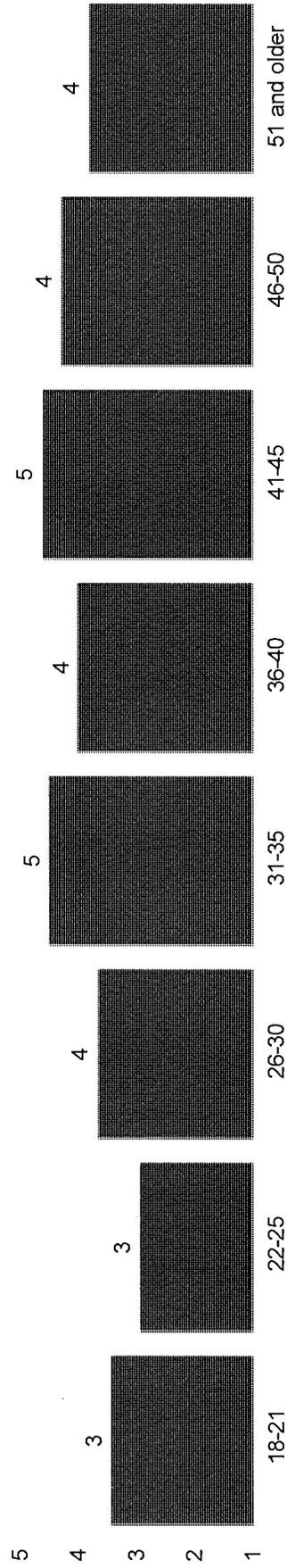


I have a person or place at Chemeketa that I feel comfortable going to if I have any questions or problems



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About how many times do you spend in a typical 7-day week - Working for pay



About how many times do you spend in a typical 7-day week - Preparing for class, on and off campus

