

Docket Item:

Community College Approval: Chemeketa Community College, Bachelor of Applied Science in Applied Leadership and Management within 52.0213 – Organizational Leadership.

Summary:

Chemeketa Community College proposes a new Bachelor of Applied Science in Applied Leadership and Management. This submission is Phase Three out of a Three Phase process. Higher Education Coordinating Commission (HECC) staff completed a review of the proposed program. After analysis, HECC staff recommends approval of the degree as proposed.

Overview of Submission Process:

Review and approval of the Bachelor of Applied Science (BAS) is a three-step submission process:

- Phase One: Statement of Need (Appendices A and B)
- Phase Two: Notice of Application (Appendices C, D and E)
- Phase Three: Final Program Approval (Submission and Approval in Webforms)

Additional information about the [Applied Baccalaureate Process](#) maybe be found here:

https://www.oregon.gov/highered/institutions-programs/ccwd/Documents/FULL_AB_Document_FINAL-10-14-20.pdf

Staff Recommendation:

The HECC recommends the adoption of the following resolution:

RESOLVED, that the Higher Education Coordinating Commission approve the following degree: Bachelors of Applied Science in Applied Leadership and Management.



Chemeketa Community College seeks the Oregon Higher Education Coordinating Commission’s approval to offer an instructional program leading to a Bachelor of Applied Science in Applied Leadership and Management.

Program Summary

The Bachelors of Applied Science (BAS) in Applied Leadership and Management is designed to be offered as a cohort program, with students progressing through the coursework in two years of continuous attendance. Admitted students will have completed an AAS degree. The course schedule meets the needs of working adults through alternative scheduling, hybrid learning, and accelerated courses. The first year of the program focuses on introducing students to key concepts and skills that can be applied across public and private leadership roles, including understanding leadership concepts and how to effectively apply these in the workplace, budget and finance, and entrepreneurial thinking and management. Because students will be entering the cohort from a variety of technical fields, the second year of the program provides the opportunity to work in sector-specific groups with faculty who have experience in that sector, to engage in work-based projects, and to apply for credit for prior learning. In both years, students will complete general education coursework that connects these general fields of study to key practices in the workplace.

1. *Describe the need for this program by providing clear evidence.*

Chemeketa Community College appreciates the Higher Education Coordinating Commission for approving both Phase One and Phase Two establishing the need for the Bachelors of Applied Science. Chemeketa has partnered with leaders from regional businesses and industries over the past few years to develop this program. Employer surveys, employment data, graduate data, and job listings constitute just some of the data points used in the development of this program. The Applied Leadership AB Advisory Committee was formed to provide input on degree development and offer suggestions and their perspectives as sector experts and employers. The committee is comprised primarily of representatives from Chemeketa’s related Career and Technical Education advisory committees and represents industries and agencies that need a need for a path for employees to advance in their careers to management roles requiring the type of degree Chemeketa is proposing.

The Advisory Board members have met as a group and also provided individual feedback on the program. The following are notes from one advisory committee meeting:

Santiam Health, “Clinic managers do not need a bachelor’s degree or associate’s degree at Santiam Health. We do need our managers to get manager/people skills and customer service skills. It is difficult to find any baccalaureate programs that focus on people management and diversity courses. Managers struggle with how to handle diversity issues. We hope to find a way to build up Medical Assisting program to AAS degree to give AB opportunities. Online courses and 1 course at a time would be great for working adults. And making connections with classmates in specific cohorts would be great.”

City of Woodburn, “Police executive manager positions require bachelor’s degrees. Police officers work for years and come to a point when they want to be promoted with realization they do not have actual degrees. Working a 12-hour shift makes it impossible to take classes. The Applied Leadership AB program would be an opportunity to build up the criminal justice program. This would also be a professional development opportunity for accounting degrees or office recorders. Overall, this is a great opportunity for working adults. For courses, maybe add a basic management level of understanding legal compliance issues, labor relations management. Have some general understanding of ADA law, employment law, and harassment laws. And maybe basic decision-making skills like gathering information before reacting to a situation.”

Salem Health, “Salem Health requires bachelor's degrees for any leadership roles like managers and supervisors. This will give our technical staff an opportunity to grow professionally and skills. Writing classes with a presentation type of practice would benefit students in this type of practice. Data Analysis is great to give basic understanding. Also, basic understanding of finances and looking at budgets is necessary. Have ethics law in sector specific seminars. Competitors are currently virtual which is what working adults prefer. How we connect cohorts in specific professions is important.”

City of Silverton (Building Officials), “Agree with everyone’s thoughts. Conflict resolution, learn how to communicate technical skills to the general public. Train someone to de-escalate situations and avoid legal court situations.”

Summer Highfill of Oregon Charter Academy, “There is a generational gap needing communication skills. Communication skills and project management skills will benefit students. Working class will benefit from the flexibility of earning credit toward the next step in professional life. Current generation of students are cautious/conscious of student debt. This program would be great for students to earn a two year degree, get a job and continue with education for 4 year degree. Offer courses virtually for those with long shifts at work. Offering classes one at a time would work wonderfully. If classes are designed with great elements, that is best for distance learners.”

2. ***Does the community college utilize systemic methods for meaningful and ongoing involvement of the appropriate constituencies?***

Chemeketa uses an Advisory Committee to help establish curriculum that will meet the needs of the community so that students can enter family wage careers. The committee that makes up this group consists of people in various industries as can be seen below:

Janell Piercy, Residential Inspection Manager, City of Portland, Portland OR

Daryl Jones, Building Official, City of Silverton, Silverton OR

Michael Rosenbalm, Retired Industry Manager,

Mel Gregg, Human Resources Director, City of Woodburn, Woodburn OR

Randy Scheid, Building Official, Deschutes County Community Development, Bend OR

Cheney Vidrine, Wine Maker, Union Wine, Tualatin OR

Bille Jo Nelson, Clinic Supervisor, Providence Medical Group, Portland, OR

Heather Opitz, West Hills Healthcare, McMinnville OR

Harmoney Forbes, MA Coordinator, Santiam Hospital and Clinics, Stayton OR

Summer Highfill, CTE Business Teacher, Oregon Charter Academy, Mill City OR

Ron Dodge, Business Education Program Specialist, Office of Teaching, Learning, Assessment, Secondary Postsecondary Transitions, Oregon Department of Education, Salem OR

Nichole Spearman-Eskelsen, Coordinator CTE, Dual Credit, Summer Programs, Salem-Keizer Public Schools, Salem OR

Jeff Kapp, Executive Director, Visit McMinnville, McMinnville OR

Deb Marinos, Director, Adaptability for Life, Woodburn OR

Denise Hoover, Vice President Surgical Services, Salem Health, Salem OR

Gerry Rasch, Salem Manager, Bjornson Vineyard, Salem OR

In addition, Chemeketa uses internal processes to help students to be successful including:

Student Support Resources

Chemeketa fosters an effective learning environment through a meaningful, caring, and coordinated system of interwoven programs and services grounded in local context and relationships, with a particular focus on equity and closure of equity gaps. The system supports student learning and success throughout a student's academic career, including transition into and out of Chemeketa—a true student life cycle approach. This comprehensive design grew out of a variety of recent initiatives and assessments. These have been used to create programs and services that not only appropriately support Chemeketa's programs and modes of delivery but also specifically support the district's increasingly diverse student body and communities.

Guided Pathways Framework

Guided Pathways serves as the base for the College's system of support for student learning. In 2018 Chemeketa joined the Oregon Student Success Center's community college [Guided Pathways](#) initiative. A noted best practice to address equity, Guided Pathways calls for simplified structures that help students navigate college requirements efficiently, supported by student-focused services and high-engagement instruction. Its "[Four Pillars](#)" approach advances student success and employs an equity lens as part of the design and evaluation process. The college uses the four pillars framework to coordinate its student support resources across student and academic departments. Recent transformative student success projects at the college have focused on identifying and reducing barriers, creating clear pathways for access and completion, and adopting a proactive approach for reducing student attrition and increasing student success.

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

Scaled-Up Support Strategies

A complementary set of strategies, developed through a history of successfully supporting underrepresented students, guides students as they enter college and pursue a path. For more than 20 years, Chemeketa has administered TRIO and other college access programs designed to support low-income, first-generation, Hispanic, and migrant-background students. Building on successes with these student groups, the college has scaled up the high-touch, timely, targeted supports and interventions characteristic of these programs to impact more students. Those efforts accelerated in 2017 when the College was designated Oregon's first [Hispanic Serving Institution](#) (HSI) and was awarded a 5-year Title V HSI grant to support its burgeoning Hispanic student population. Designed to lift all students, Chemeketa Accelerated Pathways to Success (CAPS) builds capacity for clearer, supported pathways for students from college entrance to graduation, especially for Hispanic and low-income students. Elements include proactive coaching, placement, advising, and academic support systems designed to work in tandem with Guided Pathways. An Intervention Team is helping to coordinate targeted supports based on student risk factors, to evaluate their effectiveness, and to revise approaches as needed.

3. ***Is the community college program aligned with appropriate education, workforce development, and economic development programs?***

The curriculum for the Applied Leadership AB program is designed in three distinct blocks: Core Leadership and Management Courses, General Education Courses, and the Flexible 15 credits. The core curriculum courses focus on leadership and management principles and concepts. The General Education courses allow all students in the program to attain baccalaureate-level coursework in writing, math, communications, psychology, and science regardless of the courses contained in their AAS degree. The Flexible 15 creates flexibility for students by allowing them the opportunity to apply for credit for prior learning, exploring graduate-level courses at Western Oregon University, or applying the concepts and principles from the core courses in an internship or externship experience.

Year 1 Courses

MLD301 Introduction to Leadership (6)
MLD302 Personal Effectiveness (6)
ABF401 Writing and Research (6) (General Education)
MLD304 Diversity, Equity and Inclusion (5)
MG391 Data Analytics for Leaders (6)
ABF402 Public and Private Sector Business Finance (5)
MLD350 Innovation, Development, and Entrepreneurial Thinking (5)
MLD387 Project Management (6)

Year 2 Courses

ABF404 Communication for Leaders (5) (General Education)
MLD410 Sector Seminar 1 (5)
MLD481 Applied Leadership 1 (5)
ABF403 Psychology of Leadership (5) (General Education)
MLD420 Sector Seminar 2 (5)
MLD482 Applied Leadership 2 (5)
ABF405 Principles and Practices of Sustainability (5) (General Education: Lab Science)
MLD430 Sector Seminar 3 (5)
MLD483 Applied Leadership Capstone (5)

4. ***Does the community college program lead to student achievement of academic and technical knowledge, skills, and related proficiencies?***

Chemeketa offers college-level courses for students to complete the Applied Baccalaureate Degree in Applied Leadership and Management. The courses that make up this degree and its outcomes are as follows:

ABF401 Writing and Research (6 credits)

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1.	Find, evaluate, use, and cite resources (Information Literacy).
2.	Practice technical writing skills for the workplace.
3.	Organize and effectively design written and multimodal communication.
4.	Use information to ethically influence decisions.

ABF402 Public and Private Sector Business Finance (5 credits)

1.	Demonstrate and understanding of organizational finance types and goals.
2.	Understand and apply fundamentals of business mathematics.
3.	Identify, develop, and use financial resources to reach organizational goals.
4.	Develop a long-term financial strategy for organizations.

ABF403 Psychology of Leadership (5 credits)

1.	Describe human responses to change and evaluate organizational approaches that support individual resilience and team orientation.
2.	Apply principles of organizational structure to enhance employee satisfaction and organizational commitment.
3.	Discuss elements of organizational culture and describe cultural assessment and change practices.
4.	Explain theories of motivation and how effective leaders apply these through a path-goal model.
5.	Explore implications and connections with HR practices of recruitment, selection and onboarding.

ABF404 Communication for Leaders (5 credits)

1.	Prepare, deliver, and analyze spoken, written, and digital messages with confidence and clarity, with messages tailored for specific audiences.
2.	Demonstrate ability to command attention with confidence and clarity, tailor messages, answer difficult questions from multiple sources, manage crisis communication, and define public persona via social media.
3.	Explain how verbal communication, nonverbal communication, conflict management, listening skills, and interpersonal communication skills influence the communication process with peers, upper management, and external stakeholders.
4.	Increase intercultural communication competencies to foster inclusive and equitable environments including developing an understanding of strategies that have been successfully implemented to lead diverse groups.

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5.	Grow leadership abilities by enhancing strategic and critical thinking skills; knowledge and confidence in self-expression; relational savvy in groups and teams; and creativity and the ability to engage with ambiguous and complex ideas, decisions, and communication situations.
6.	Apply communication and leadership theories and models to understand and resolve complex real-world challenges.

ABF405 Principles and Practices of Sustainability (5 credits)

1.	Explain sustainability in business and industry.
2.	Utilize scientific data across sectors.
3.	Understand environmental impact.
4.	Demonstrate the interrelated internal and external impact of business decisions.

MG391 Data Analytics for Leaders (6 credits)

1.	Describe different types of data and their utility.
2.	Apply tools & techniques to perform data analysis.
3.	Make predictions using data to inform strategy.
4.	Evaluate complex business decisions in uncertain settings.

MLD301 Introduction to Leadership (6 credits)

1.	Define Leadership- Formal and informal.
2.	Identify and describe theories of leadership.
3.	Develop a leadership framework: Think as a leader, Act as a leader, Create opportunities for leadership.

MLD302 Personal Effectiveness in Leadership (6 credits)

1.	Apply concepts of leadership to own strengths.
2.	Employ a growth mindset.
3.	Determiner who you are as a leader.
4.	Evaluate effectiveness as a leader.

MLD304 Diversity, Equity, and Inclusion (5 credits)

1.	Describe how perspective in both identity and bias.
2.	Describe how to cultivate belonging in the workplace.
3.	Apply DEI framework to moving beyond compliance to high performance.
4.	Apply DEI tools to create an inclusive workplace.

MLD350 Innovation Development and Entrepreneurial Thinking (5 credits)

1.	Explain what innovation and entrepreneurial thinking means to business development.
2.	Demonstrate how to use entrepreneurial thinking for implementation in developing a business.
3.	Produce a plan to foster creativity within a business.
4.	Identify requirements for managing the risks inherent in a business for business growth.

MLD387 Project Management (6 credits)

1.	Identify project to be developed.
2.	Produce goals and scope of project to be undertaken.
3.	Develop team members, responsibilities, and organizational structure.
4.	Create specific assignments to address all tasks required to complete the project.
5.	Produce evaluation forms and criteria for successful project completion.

MLD410 Sector Seminar 1 (5 credits)

1.	Establish Connections with key leaders in specific industry sectors to deepen understanding of strategic management responsibilities and opportunities.
2.	Explore key industry leaders' style and approach to management practices.
3.	Explain management responsibilities and opportunities for enhancing key leadership connectivity within key specific industry sectors.
4.	Recognize other leaders' approach to specific industry management structures.
5.	Understand the application of management principles for individual business sectors.

MLD420 Sector Seminar 2 (5 credits)

1.	Identify Strategic Industry Leaders.
2.	Develop a communication plan for connecting to key leaders.
3.	Meet with key industry leaders.
4.	Identify management strategies.
5.	Apply management principles strategically.

MLD430 Sector Seminar 3 (5 credits)

1.	Demonstrate connections with key leaders in industry.
2.	Develop leadership style/philosophy.
3.	Develop a management plan.
4.	Recognize leadership within organizations.
5.	Apply leadership principles in industry settings.

MLD481 Applied Leadership 1 (5 credits)

1.	Understand the application of management principles to business unit management.
2.	Explore personal style and approach to management practices.
3.	Explain management responsibilities and opportunities for enhancing key leadership connectivity.
4.	Develop approach to specific industry management structures.

MLD482 Applied Leadership 2 (5 credits)

1.	Understand the application of management principles for multiple unit business entities.
2.	Explore personal style and approach to management and leadership practices.
3.	Explain management responsibilities and opportunities for enhancing key leadership connectivity across multiple business units.
4.	Develop approach to specific industry multi-unit management structures.

MLD483 Applied Leadership Capstone (5 credits)

1.	Understand the application of management principles for individual industry sectors.
2.	Explore personal style and approach to leadership across diverse stakeholders.
3.	Explain management responsibilities and opportunities for enhancing performance stakeholder leadership.
4.	Develop approach to specific industry management structures.

These course learning outcomes lead to the following program outcomes:

Applied Leadership AB Degree- Program Learning Outcomes:

- Think as a leader 1.0-
 - 1.1-Develop comprehensive project plans, monitor the plans, identify areas of risk and deal with problems using appropriate strategies.
 - 1.2- Identify the significant and key decisions that need to be made, gather the necessary resources or people to make the decision.
 - 1.3- Identify and describe personal leadership style, characteristics, strengths, and philosophy.
- Act as a leader 2.0-
 - 2.1- Demonstrate integrity through ethical behavior and socially responsible decision making.
 - 2.2- Communicate effectively with all stakeholders using appropriate channels for the situation.

- 2.3- Demonstrate effective critical thinking, teamwork, and technical information literacy skills to make critical decisions to resolve interpersonal and organizational challenges that occur in the modern workplace.
- Create opportunities for leadership 3.0-
 - 3.1- Apply and analyze multicultural strategies to facilitate respectful and equitable inclusion of diverse individuals and perspectives.
 - 3.2- Apply organizational behavior principles and human resource management practices to effectively develop, hire, and retain a diverse workforce.
 - 3.3- Understand cultivating and participating in a learning culture that facilitates effective teamwork.

Students will document their learning and growth as leaders through the completion of a Leadership Portfolio throughout the program.

Equitable, Comprehensive Suite of Student Support

Resources A rich array of services for academic and personal needs is integral to the college's comprehensive student support system. These services will be accessible and individualized to the needs of students in the Applied Leadership AB program.

Programs and Services that Support Student Learning Needs:

ABE/GED Transition Center

The [ABE/GED Transition Center](#) provides tutoring, test preparation, success coaching, and resources to assist pursuing a GED.

Advising and First Year Programs

Advising and First Year Programs oversees [Chemeketa Scholars](#), [Oregon Promise](#), new student orientation and college preview, academic advising, placement assessment, and the student success course (FYE105). Chemeketa offers [academic advising](#) for all students. Mandatory advising, implemented in 2014, ensures that all new students who intend to earn a degree or certificate participate in orientation, placement assessment, and academic advising.

Bookstore

The [Bookstore](#) sells textbooks and facilitates the integration of digital course materials at the Salem and Yamhill Valley campuses and online. New, used, rentals, and e-books are available. The Bookstore is an active partner in Chemeketa's affordable textbooks initiative, receiving national attention for its efforts.

Career Services

The Career Center connects students during and after graduation with potential employers for jobs. It provides job listings for part-time and full-time employment, along with resumé and cover letter assistance, interview practice, and other tips for job seekers. The Center also holds workshops and career fairs throughout the year to

assist students in achieving their career goals. The Career Services Center will be a placement resource for AB students as they move into the workforce. The Advisory Board has committed to assisting students find placements relevant to their career interests.

Chemeketa Online

[Chemeketa Online](#) offers a range of student support services online, including information on advising and financial aid, as well as technical assistance for issues and challenges specific to online learning.

College Completion Program (CCP)

The Chemeketa Completion Program (CCP) helps students navigate college systems, access resources, and overcome challenges to complete their educational goals. CCP serves students qualifying for federally and regionally funded grant programs (TRIO, CAMP, HEP, Gear-Up) and extends Chemeketa's ability to provide similar support for students not eligible for these programs.

Computer Labs and Student Technical Support

The Student Computer Centers (Salem and Yamhill Valley campuses) provide student access to printing and computers, information resources, and computer tutoring. Tutoring is available for most instructional software used by the college. Chemeketa Online, the IT Help Desk, and the Student Computer Center work collaboratively to provide technical support for students.

Counseling Services

Chemeketa offers free, confidential, short-term (1-10 sessions) [counseling services](#) to currently enrolled students. Counselors assist students with academic, personal and career counseling and work with students to improve life skills, reduce anxiety and manage stress, choose a career and locate community resources.

Enrollment and Student Recruitment Services

Student Recruitment, Enrollment, and Graduation Services serves as a resource to students in providing vital services from start to finish and beyond. [Student Recruitment](#) manages the college information center, our general college outreach and recruitment efforts, and navigation through new student onboarding. [Enrollment Services](#) provides services related to admissions and registration and maintenance of the official academic transcripts and records. [Graduation Services](#) provides transcript evaluation services, degree audit and conferral, commencement and the technical administration of Degree Works.

Financial Aid

[Financial Aid](#) provides comprehensive information about applying and maintaining financial assistance to pay for college. Assistance is available to students online, over the phone or through in-person help. Financial aid options for students pursuing certificates, associate degrees or applied baccalaureate degrees all follow the same application process and financial aid eligibility rules. Loan progression for students in their second year of study for an associate's degree or third/fourth year of an applied baccalaureate degree allows the students to be considered for additional student loan

funds. Financial aid staff are available to help all students with their financial aid related questions.

International Students: Student Equity & Intercultural Programs

Student Equity and Intercultural Programs promote equitable access to intercultural learning for Chemeketa students. This is done in partnership with academic & service areas to provide opportunities like virtual language exchange, credit based short term service learning, and other district area intercultural projects in and outside of the classroom. The unit supports the Intercultural Resource Center providing students of all backgrounds with resources, space and technology to conduct their own intercultural projects, learn about intercultural topics and attend training. The program also provides specific services for international students on non-immigrant visas or in process of a change of status to support their retention & completion while maintaining compliance with federal regulations and college policies. Chemeketa's Primary Designated School Official (PDSO) updates the Department of Homeland Security on the colleges SEVIS I-17 as qualifying new programs, certificates &/or degrees are added.

Language Center

The [Language Center](#) provides resources to support language learning for independent and classroom settings including over 50 computers with webcams and multimedia headsets. The Center is open to all students enrolled in language courses, including ESOL/ENL, American Sign Language, and foreign languages.

Library Services

[Chemeketa libraries](#) (Salem and Yamhill Valley campuses) provide access to [extensive learning resources](#) in support of teaching and learning. Electronic collections and reference support are available 24/7. Textbook and technology lending programs provide free, term-long access to a limited set of textbooks, laptops, and other equipment like calculators and wifi hotspots. Print materials may be checked out at four pick-up sites across the district and delivery by mail is available for a modest fee. The library has access to the combined collections of the Orbis Cascade Alliance and 2-day article requesting via RAPID ILL. Modest investments in upper-division resources will round out local access to collections supporting the Applied BA. Faculty librarians are prepared to meet instructional requirements for upper division information literacy instruction. Chemeketa is an active participant in the Oregon Writing & English Advisory Committee (OWEAC), working with university partners across the state to align upper and lower division information literacy and writing instruction.

Math Learning Center

The Math Learning Center provides academic and testing support for individualized study options for math courses.

Student Accessibility Services

Student Accessibility Services determines ADA-related accommodations and modifications through a case-by-case interactive process. Services include assistive technology assessments and supports, literacy software, communication access (e.g., signed language interpreting and real-time transcription, accommodated testing,

enlarged and braille materials, and multiple classroom supports). Student Accessibility Services works collaboratively with student and academic programs to remove barriers to access and promotes inclusion in all college-sponsored facilities and events.

Student Retention and College Life

The [Office of Student Retention and College Life](#) offers Multicultural Student Services, opportunities for civic engagement, free speech and civil discourse, student employment and leadership training, textbook lending, mentoring, and college-wide events. It coordinates student government, clubs and organizations, the Retention Hub, and the college [Food Pantry](#).

Testing Centers

A full range of testing and proctoring services is available at four Chemeketa locations (Salem and Yamhill Valley campuses, Polk and Woodburn centers). Chemeketa's testing centers are open to students and community members. Services include both academic proctoring and standardized testing and credentialing, including but not limited to a wide number of Pearson Vue exams such as GED and NES, CLEP, State Building Codes, Metro Institute pesticides, challenge exams, and more.

Tutoring and Study Skills Center

All enrolled Chemeketa students can access a variety of [tutoring and study skills services](#), including drop-in peer tutoring in math, science, reading, writing, and languages, study skills and writing workshops, and space for quiet study. Seven day access to eTutoring through the [WeTC](#) is also available to all students.

Veterans Services

Chemeketa's [Veterans Services](#) provides information about eligibility, admission, financial aid, GI Bill® and many other important college resources to help veterans reach their educational goals.

Writing Center

The Chemeketa Writing Center (CWC) and Chemeketa Online Writing Center (COWC) help students with any writing assignment or project free of charge. Student can receive help at any stage of the writing process from brainstorming to revising and editing, offering one-on-one, group, and online consultations with Chemeketa instructors.

Other Support Services

Advisors, faculty, and others in support services roles connect students to the resources that will best help them succeed in Chemeketa's programs. The college also provides effective technology resources for learning. The college has transitioned to the user-friendly learning management system Canvas, and an active Tech Hub helps users put these tools to work to best support learning. An organizing principle underlying this system of support is Chemeketa's "one college" vision to provide equitable support across the district. Recent innovations resulting from COVID-19 responses have expanded the College's capacity to meet student needs in a virtual environment. Academic and service offerings previously considered viable only in-

person, during limited hours and in limited places, have proven to be effective, delivered remotely 24/7. These services have been streamlined for easy single-point access on the College's [Remote Learning Hub](#).

Using Results to Improve Services

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

Communicating Resources to Students

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

5. *Does the community college identify and have the resources to develop, implement, and sustain the program?*

Types of funds to be used to support the program: The College will use its General Fund account to pay for the Applied Leadership and Management program start-up and instruction for the first four years. This allows the dedicated time and resources needed to build the quality model we intend and market the program to our community members and industry partners. Tuition costs will go to the general fund, while fees will be collected to support adjunct instruction as enrollment grows to a sustainable level required for ongoing support of the program.

Projected Program Expenses: Program expenses are calculated based on current employee contracts and standard rates for services. The table below identifies projected program costs. The program is highly sustainable and does not require costly equipment or new facilities. Major expenses are faculty, marketing, instruction and course support, student affairs support/library services, and financial aid services to students. The college has budgeted 15% for administrative costs.

New facilities, equipment, technology, or instructional resources needed for the program: No new facilities or facility modifications are required for the program. This program will be held in a space that is state-of-the-art and our only net-zero building, and contains student collaboration and meeting areas

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and technology-enhanced instructional classrooms. We have budgeted for additional library resources to support additional upper-level courses.

Anticipated revenue based on reasonable assumptions relative to revenue sources: The budget is based on an anticipated cohort size of 15 students per cohort, in both year one and year two. In alignment with college policy, final tuition rates will be approved by the Board of Education in the established tuition fee timeline. For the purposes of planning, we have used the projected tuition \$203 and fees rate of \$34 as a break-even model to help us understand true costs.

Furthermore, Chemeketa is accredited through the Northwest Commission on Colleges and Universities, we work closely with industry to ensure that our course offerings are what employers are wanting, and we have the capacity to recruit students into this program.

PROJECTED REVENUE	YEAR 1	YEAR 2	YEAR 3	YEAR 4
1. Nonresident Student Tuition				
2. Nonresident Student Fees				
3. Resident Student Tuition	\$137,025	\$274,050	\$274,050	\$274,050
4. Resident Student Fees	\$22,950	\$45,900	\$54,000	\$54,000
5. Contributions/Grants				
7. College Budget Allocation	\$60,319			
8. Federal Funds				
9. Other:				

TOTAL PROJECTED REVENUE:	\$220,294	\$319,950	\$319,950	\$319,950
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**PROJECTED PROGRAM
EXPENDITURES**

	YEAR 1	YEAR 2	YEAR 3	YEAR 4
INSTRUCTIONAL:				
1a. Faculty FTE for Full-time	1.15	1.15	1.15	1.15
1b. Faculty FTE for Part-time	0.35	1	1	1
Faculty Full-time Salaries/Benefits				
	\$118,392	\$122,124	\$126,012	\$130,061
Faculty Part-time Salaries/Benefits				
	\$19,286	\$62,784	\$68,169	\$75,158
Faculty Support (lab or IA)				
	\$0	\$0	\$0	\$0
Other: Navigator .5 FTE				
	\$41,842	\$43,226	\$44,737	\$46,209
SUB-TOTAL	\$179,520	\$228,134	\$238,919	\$251,428
OPERATING EXPENSES				
1a. Academic Administration FTE (e.g. program chair, director, etc.)				
1b. Academic Administration Salary/Benefits				
1c. Academic Administration -Other Expenses				
2. Materials/Supplies-required for teaching				
	\$2,500	\$2,500	\$2,500	\$2,500
3. Travel				
	\$1,000	\$1,000	\$1,000	\$1,000
4. Technology				
5. Initial Accreditation review/initial external reviewers' expense				
	\$2,000	\$0	\$0	\$0
6. Student Services Support				
7. Other Professional Services				
	\$2,000	\$2,000	\$2,000	\$2,000
8. Communication /Marketing				
	\$1,000	\$1,000	\$1,000	\$1,000
9. Other program supplies/services (Describe briefly below): Faculty office phone line				
	\$540	\$540	\$540	\$540
10. Other program-specific operating expenses-Admin overhead				
	\$28,734	\$35,726	\$37,344	\$39,220
SUB-TOTAL	\$37,774	\$42,766	\$44,384	\$46,260

CAPITAL OUTLAY

- 1. Library Resources:
Purchase/Subscription/Access fees/Other
- 2. Technology equipment or resources
- 3. Other equipment required for
program instruction
- 4. Facilities/Renovations (specific to
new program)

	\$3,000	\$3,000	\$3,000	\$3,000
SUB-TOTAL	\$3,000	\$3,000	\$3,000	\$3,000
TOTAL PROJECTED EXPENDITURES:	\$220,294	\$273,900	\$286,303	\$300,688

Assurances

Chemeketa Community College has met or will meet the four institutional assurances required for program application.

1. *Access.* The college and program will affirmatively provide access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students.
2. *Continuous Improvement.* The college has assessment, evaluation, feedback, and continuous improvement processes or systems in place. For the proposed program, there will be opportunities for input from and concerning the instructor(s), students, employers, and other partners/stakeholders. Program need and labor market information will be periodically re-evaluated and changes will be requested as needed.
3. *Adverse impact and detrimental duplication.* The college will follow all current laws, rules, and procedures and has made good faith efforts to avoid or resolve adverse *intersegmental* and *intra*segmental impact and detrimental duplication problems with other relevant programs or institutions.
4. *Program records maintenance and congruence.* The college acknowledges that the records concerning the program title, curriculum, CIP code, credit hours, etc. maintained by the Office are the official records and it is the college’s responsibility to keep their records aligned with those of the Office. The college will not make changes to the program without informing and/or receiving approval from the Office.