

## Recommendations and Commendations

### Commendations

1. The Chemeketa Board of Education is to be commended for their commitment to consistent evaluation of their performance and ongoing training that informs and strengthens their effectiveness on behalf of the district and zones they serve.
2. The institution is to be commended for their use of data, research, and collaboration to define and inform student success and retention efforts such as First Year Experience, student leadership programming, tutoring, advising, disability support services, and diversity and inclusion efforts.
3. The institution is to be commended for their commitment to increasing educational access options for students through the design, renovation, and construction of high quality learning environments, especially reflected by the completion of the Yamhill Valley Campus facility.
4. The college is to be commended for their effective and strategic use of partnerships that support quality instructional programs, provide access to learning resources, and create pathways for non-traditional and underserved populations while mitigating financial costs.
5. Staff are to be commended for the maintenance and upkeep of college buildings and grounds. In addition, commendation is warranted for the inclusive and collaborative methods used to adopt a high level of accessibility standards for individuals with varying abilities.
6. The institution is to be commended for their commitment to campus safety as evidenced by the development and implementation of policies, practices, and training for emergency management, threat assessment, and trauma response.
7. The library is to be commended for their development of and contribution to student learning, quality teaching, effective partnerships, and district-wide efforts related to institutional effectiveness.

### Recommendation

It is recommended that the institution align policies and practices to ensure all faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process must specify the timeline and criteria by which faculty are evaluated; utilize multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching

effectiveness for faculty with teaching responsibilities; contain a provision to address concerns that may emerge between regularly scheduled evaluations; and provide for administrative access to all primary evaluation data (Standard 2.B.6).