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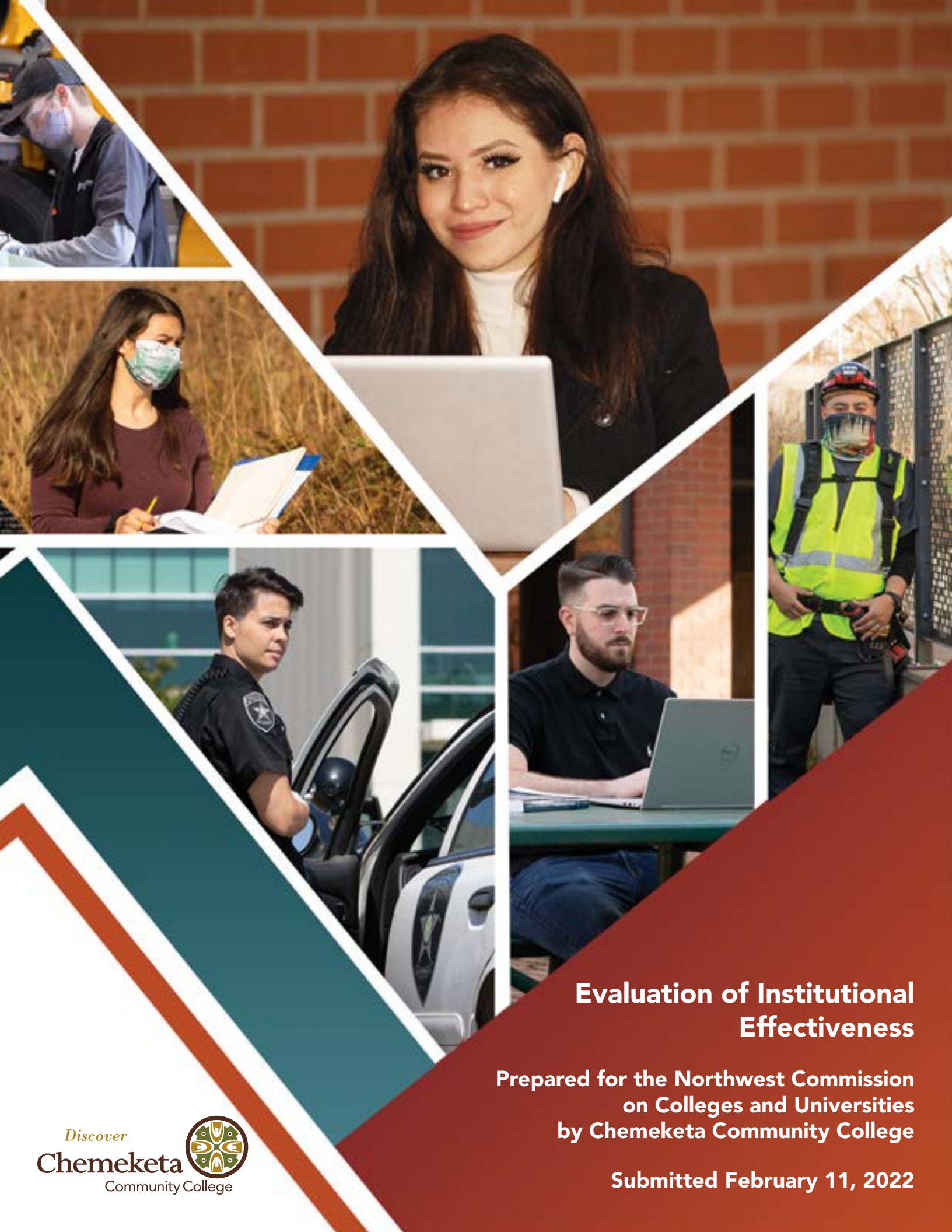
Thank you,

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Evaluation of Institutional Effectiveness

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

Submitted February 11, 2022

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APPENDIX J: INSTITUTIONAL REPORT CERTIFICATION FORM

Please use this certification form for all institutional reports (Self-Evaluation, Annual, Mid-Cycle, PRFR, Evaluation of Institutional Effectiveness, Candidacy, Ad-Hoc, or Special)



Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Chemeketa Community College

(Name of Institution)

Jessica Howard

(Name of Chief Executive Officer)



(Signature of Chief Executive Officer)

2-1-2022

(Date)

Acronym Glossary

Awards:

AAOT	Associate of Arts Oregon Transfer
AAS	Associate of Applied Science
AAT	Associate of Arts Transfer (NEW)
AGS	Associate of General Studies
ASO	Associate of Science Oregon Transfer
AST	Associate of Science Transfer (NEW)

Acronyms:

ABS	Adult Basic Skills
ADA	Americans with Disabilities Act
ALO	Accreditation Liaison Officer
AOE	Academic and Organizational Effectiveness Department
ASAC	Academic Standards Advisory Council
AVP	Associate Vice President
BIPOC	Black, Indigenous and People of Color
CAI	Center for Academic Innovation
CAMP	College Assistance Migrant Program
CAPS-HSI	Chemeketa Accelerated Paths to Success - Hispanic Serving Institution grant
CCSSE	Community College Survey of Student Engagement
CDO	Chief Diversity Officer
CSSD	College Support Services Division
CTE	Career Technical Education
DAC	Diversity Advisory Council
DACA	Deferred Action for Childhood Arrivals
DCM	Digital Course Materials program
DEI	Diversity, Equity and Inclusion
EFC	Expected Family Contribution
ELL	English Language Learner
ESOL	English for Speakers of Other Languages
GED	General Educational Development credential
FAFSA	Free Application for Federal Student Aid
HECC	Higher Education Coordinating Commission
HSI	Hispanic Serving Institution
IET	Integrated Education and Training Program
IRR	Institutional Research and Reporting Department
IT	Information Technology Department
LMS	Learning Management System
MTM	Major Transfer Map
NWCCU	Northwest Commission on Colleges and Universities

ORSAA	Oregon Student Aid Application
PDP	PostSecondary Data Partnerships Initiative
SSCAC	Student Success and Completion Advisory Council
SENSE	Survey of Entering Student Engagement
STEM	Science, Technology, Engineering and Mathematics
TRIO	Federal Educational Opportunity Outreach Programs
USDA	United States Department of Agriculture
VPAA	Vice President of Academic Affairs
VPSA	Vice President of Student Affairs
YVC	Yamhill Valley Campus



Institutional Overview

Located in the heart of Oregon’s Willamette Valley, Chemeketa Community College is a non-residential public institution serving approximately 541,000 residents in a largely rural district of 2,600 square miles across three counties. Its name comes from the indigenous Kalapuya word for “place of peace” to signify the College’s role as a gathering place, where students develop new skills and knowledge, share ideas, and meet old and new friends. Established in 1969 and first accredited in 1972, Chemeketa is the second largest of Oregon’s seventeen community colleges.

Chemeketa’s two campuses, two regional centers, and three specialized centers serve its large district. The original and largest campus is located in Salem, the district’s most populous city and the state capitol. Yamhill Valley Campus serves McMinnville, a rural city in the district. Chemeketa Polk in Dallas and Chemeketa Woodburn provide local education and student services to other rural community centers. Chemeketa Center for Business and Industry (CCBI) in Salem, Chemeketa Eola, featuring the Northwest Wine Studies Center, and Chemeketa Brooks, a regional training center for public safety professionals, each offer specialized education and training.

Chemeketa’s service area is among Oregon’s most ethnically diverse, with 27% identifying as BIPOC including 19% identifying as Hispanic. It is also socio-economically diverse, with rural, urban, and suburban populations and some of the state’s lowest-income areas. The most recent US Census data show the region’s poverty rate is 11%, 17% of households are eligible for SNAP benefits, and only 26% of adults in the community hold a bachelor’s degree or higher. Low bachelor’s degree attainment is a significant barrier in this district because of the large concentration of government and public sector jobs that require post-secondary education and limited employment opportunities for low-skilled workers.

Mirroring the community, many Chemeketa students are low-income and place-bound, working or facing recent layoffs, supporting families, and often pursuing education with

minimal or no financial or family support. The College is a federally designated Hispanic Serving Institution, with more than 28% of students identifying as Hispanic and 36% as BIPOC. In addition, 53% of students who completed a FAFSA are Pell eligible, 36% are first-generation college students, and more than a third are working twenty hours a week or more to support themselves while attending college (Chemeketa Institutional Research and Reporting, 2020). Like other community colleges across the state and nation, the College has seen enrollment declines in the last several years that became more precipitous in the wake of the pandemic; college transfer courses have shown the largest drop. Chemeketa's student body in 2020-21 consisted of 17,661 students, totalling 7,312 Full-Time Equivalent (FTE) and 2,400 full-time students. Of this total, 74% were taking credit courses.

The College offers its constituents a wide range of educational opportunities and services, including robust developmental, career and technical, and general education and transfer programs, dual enrollment and other high school programs, and outreach to businesses and the unemployed. Chemeketa's broad selection welcomes students at any academic level, preparing and supporting them for their next step, whether it be further education or into the workplace.

These offerings reflect the College's aim to carry out its mission and core themes by meeting the locally-defined higher and continuing education needs of the district. While Oregon community colleges are overseen by the Higher Education Coordinating Commission (HECC) and are guided by the HECC office of Community Colleges and Workforce Development, the College is directly responsible to its constituents and applies local governance in aspects related to control and direction. Chemeketa is locally governed by a seven-member College Board of Education composed of elected residents from geographic zones within the college's district. The College president reports to the Board.

The College has three primary sources of general fund operating revenue: state allocation, local property taxes, and tuition and fees. Biennially, the state legislature appropriates funding for all of Oregon's community colleges; the funding is distributed through a statewide funding formula. Property owners in the district are also assessed a community college tax. Tuition, fees, and state appropriations make up the rest of the general fund. The 2020–21 adopted budget was \$322,442,000.

Chemeketa includes four main operational divisions: Governance and Administration, Academic Affairs, Student Affairs, and College Support Services. A vice president or associate vice presidents provide broad strategic leadership for each division. Mid-level managers under them provide further guidance to translate institutional strategy into orchestrated action plans, supervising both departments and front-line employees.

EXHIBITS

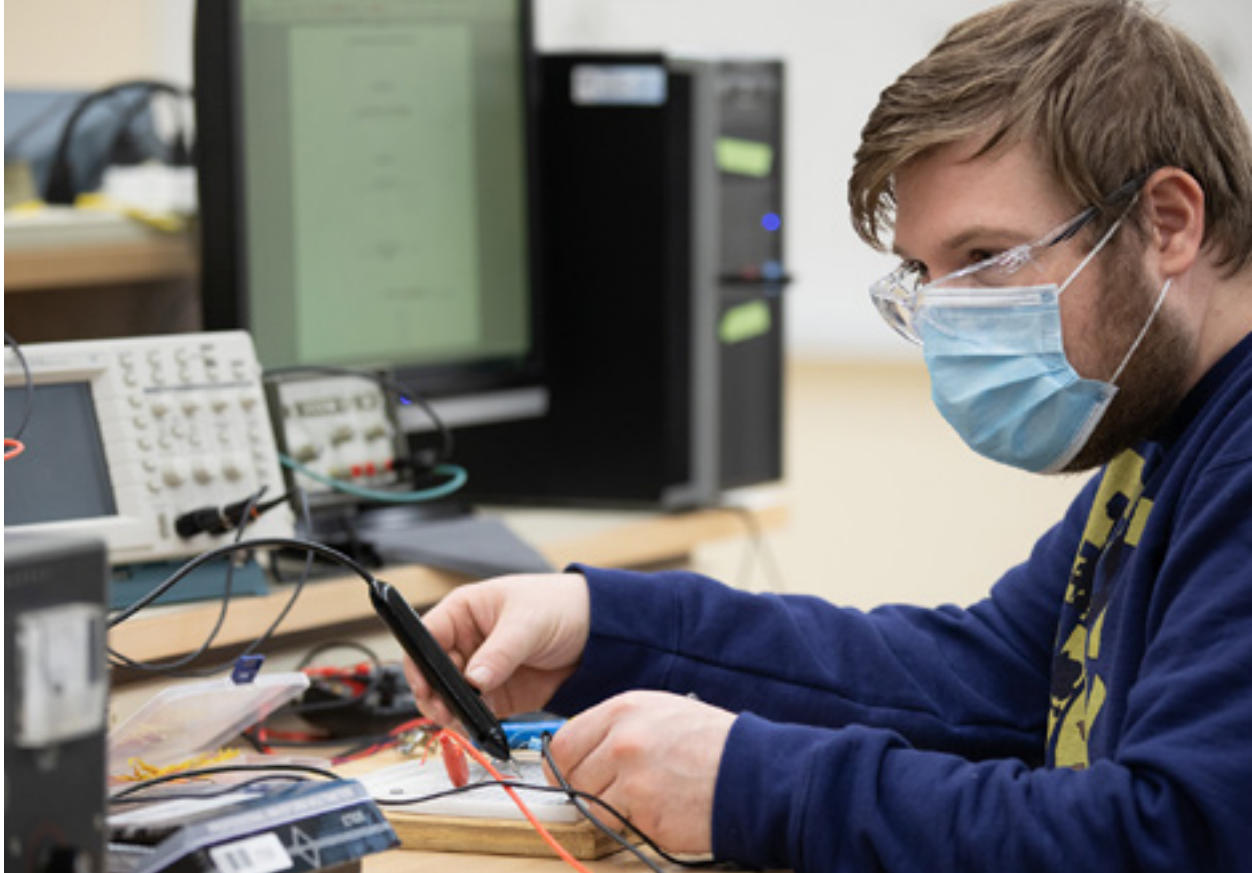
[District Map and Board Zones](#)

[Annual Student Profile 2020–21](#)

[Chemeketa Organizational Chart](#)

[Chemeketa Locations](#) (College Website)

[Chemeketa Adopted Budget 2020–21](#) (College Website)



Preface

Brief update on institutional changes since the institution's last report.

Since its last comprehensive report to the Commission in 2015, Chemeketa has pursued intentional, data-informed, and priority-driven strategic changes to improve educational and institutional effectiveness. These changes have gained momentum with expanded infrastructure capabilities and leadership changes, and have carried through even in the face of challenging external circumstances, not the least of which was the advent of COVID-19. These changes are summarized here and detailed further throughout this report.

Leadership Changes

The College's Executive Team has experienced significant transition in this cycle. Of the ten 2015 Executive Team members, seven have retired, two have left the institution, and one has taken a new executive position at the College. President/CEO Julie Huckestein led the College through the first four years until retiring in July 2019. Following a national search, Dr. Jessica Howard was selected to replace her as Chemeketa's new President/CEO. The College otherwise continued to enjoy high employee retention compared to national averages; turnover since 2015 has averaged only 8.76%, with the highest rate in 2020 during the pandemic, at 10.76%. All seven members of Chemeketa's Board of Education have served the College throughout this cycle.

The College also redesigned aspects of its leadership structure. In 2020, the College's Vice President of Instruction and Student Services position was split into two, creating two separate but coordinated divisions. National searches led to the hire of two new vice presidents to lead the Academic and Student Affairs divisions in 2021. The former VP also served as the Yamhill Valley Campus (YVC) President; this position was sunset upon his retirement, and a dean at that campus assumed the administrative responsibility of leading YVC in July 2021. The College Support Services Division (CSSD) has been led at various times by two Associate Vice Presidents (AVPs) or by a VP/AVP combination. The College recently returned to a two-AVP leadership structure for that division. Both positions had been filled as of November 2021.

Planning and Evaluation Refinements

While the College's mission, vision, values, and core themes remained in place throughout this accreditation cycle, institutional planning and evaluation design has continued to evolve and mature. At the opening of the cycle, the strategic plan and institutional measures lacked a disciplined focus on high-level initiatives to drive student success. Over the next several years the Executive Team worked to refine these tools. These changes helped to shift the College's strategic planning framework to become much more data-informed, priority-driven, and focused on improving the student experience and outcomes. This shift has impacted planning throughout the institution.

Expanded Shared Governance

In an effort to broaden responsibility for strategic decision-making, the long-standing President's Advisory Council transitioned in 2021 into the larger **College Council**. This group is now charged with monitoring mission fulfillment and strategic efforts, and connecting the work of multiple groups across the College, including three expanded advisory councils. College Council membership expanded significantly to include representatives from the advisory councils, key standing groups, employee associations, and student organizations. Specific employees also serve in an ex-officio capacity. The council has also become more directly involved in contributing to strategic planning.

Diversity, Equity, and Inclusion Focus

The Office of Diversity, Equity and Inclusion (DEI) in the President's Office has expanded its staff and scope in this accreditation cycle. The expansion has enabled the College to better address DEI work as a complex and systemwide transformational project, engaging stakeholders throughout the institution rather than relegating the work to one office or employee. The office now includes the Chief Diversity Officer (CDO), the Title IX Coordinator, and an administrative assistant. The **Diversity Advisory Council**, facilitated by the DEI office, has doubled in size and includes workgroups addressing internal and external communication, faculty and student engagement, and overall College climate. The group regularly reviews disaggregated student success data to develop strategies to reduce equity gaps. The results of a 2019 campus climate survey help to provide direction for the Council's work.

To build capacity for centering College work around equity, the office developed a well-received Cultural Competency Certificate program for employees. Due to its success internally, that certificate is now offered to district community members as well. Under the guidance of the CDO and an equity lens process, College leaders intentionally consider equity implications of decisions, and this expectation is spreading to groups throughout the College. The Board of Education has engaged in DEI professional development opportunities as well. Most recently, the DEI office has broadened its scope to direct outreach to students and to faculty. It worked with faculty in 2020–21 to develop a pilot program for applying an equity lens to teaching practices. This **Broadening Participation Group** begins with a review of disaggregated pass rate data and professional development materials exploring inclusive teaching practices, and will involve follow-up data review after one year. Resources for these practices are provided on the DEI site on the College intranet.

Transition to Student Success and Completion Focus

Historically, Chemeketa has focused on supporting students and building and maintaining enrollment, an approach incentivized by the state college funding formula that is tied to enrollment. In this accreditation cycle, the College has transitioned to focusing more squarely on student success and completion, covering the full spectrum of a student’s experience from recruitment through graduation. Institutional indicators emphasize this focus, the Equity Scorecard disaggregates these data to illuminate racial equity gaps, and strategic plan initiatives focus on activities to improve these metrics.

Student Success and Completion (SSCAC) and Academic Standards (ASAC) Advisory Councils support policy and procedure review to ensure systems advance achievement and learning, with particular attention to Guided Pathways principles. The newly-developed SSCAC is specifically designed to advance success and completion. In addition to reviewing policies and procedures that impact student progress, the council seeks to monitor progress and recommend approaches to improving these metrics, and identify and solve project implementation issues. The Strategic Enrollment Management team brings plans and programs needing review to the SSCAC.

The ASAC advances academic excellence through review, assessment, analysis and recommendations pertaining to academic policies, procedures and standards. It also reviews disaggregated data relevant to student academic success, and provides oversight of the structure and integrity of the College’s credentials.

Initiatives Supporting Success and Completion

Hispanic Serving Institution (HSI) Designation

Early in this cycle, the College explored becoming a designated Hispanic Serving Institution in response to the significant and growing Hispanic population in the region. The College conducted a comprehensive community needs assessment regarding specific challenges and interests for Latino/a/x district residents, as well as an analysis of the College’s academic programs, institutional management, and fiscal stability, as per Title V grant requirements. The analysis identified gaps in institutional functions directly related to student success. These



centered largely around the capacity of the College to provide culturally responsive services that address the challenges associated with underprepared, low-income, Hispanic and English language learner student populations. The Grants office led a team to develop a proposal to address these gaps.

As a result of this work, the College became designated Oregon’s first public community college HSI, and successfully procured a five-year capacity-building Title V Developing HSI grant. The grant has led to improved institutional efficiency in recruitment and retention through college-wide infrastructure innovation. The results have expanded access and equity through added bilingual “navigators” to the College recruitment and advising staff; navigators employ best practices to support students in setting educational goals and seeing them through.

Chemeketa Pathways

The College spent several years retooling infrastructure and processes in preparation for launching Chemeketa Pathways, a systemic approach to student success. This collegewide effort was aligned with a statewide initiative to encourage the adoption of this well-researched best-practice model using the four pillars of Guided Pathways to frame improvements. The majority of the College’s strategic initiatives are directly or indirectly designed to advance and support this effort.

Textbook Affordability and Chemeketa Press

In response to 2012 Oregon Legislation calling for strategies to make college textbooks more affordable, the College launched several initiatives including a textbook lending library, the Bookstore's digital course materials (DCM) program, and [Chemeketa Press](#) to reduce course materials costs. Through the DCM program, by 2019, nearly half of Chemeketa's courses offered digital course materials via the College LMS, reducing the price of course materials, eliminating charges on students' accounts, and providing day-one access for every enrolled student. This eliminates the barrier of students having to wait for Financial Aid disbursement and trying to find the cheapest copy of a textbook or going without the course materials.

Chemeketa is currently the only community college in the nation with an in-house publishing arm, Chemeketa Press. It publishes peer-reviewed textbooks with original content tailored for community college students and authored by the College's faculty. Teaching faculty design textbooks that students need at prices they can afford, all \$40 or less. Chemeketa Press textbooks are now in use at community colleges and universities across Oregon, as well as in Washington, California, Arizona, Massachusetts, and elsewhere. Sales support the on-going work of the Press. As of June 2021, the Press has helped faculty publish more than 40 affordable textbooks, lab manuals, and faculty resource guides. In that time, more than 72,000 press books have sold, saving students \$4.6 million over the price of new commercial textbooks.

Major Grants

The College has taken a more focused approach to pursuing grants, emphasizing proposals aligned with strategic initiatives supporting student success, particularly in the areas of access and community collaborations. In the last five years, the College procured several large, multi-year grants that support innovation in advancing equity. These include the Title V Developing Hispanic-Serving Institution grant noted above and renewal of TRIO, College Assistance Migrant Program (CAMP), Talent Search, and state Higher Education Coordinating Commission (HECC) grant awards supporting recruitment and retention of low-income and historically marginalized students.

Program-specific awards support the expansion of the Agricultural Sciences (USDA), Education (HECC and Meyer Memorial Trust Grow Your Own) and STEM (NSF) pathways by providing major-specific scholarships, mentoring and student persistence support. A Job Corps Scholars project was funded by the Department of Labor to expand access to and completion of certificate programs for low-income disengaged students. Dual Credit opportunities and bridges from high school to the College are part of an Institutional Resilience and Expanded Postsecondary Opportunity grant award.

Advancing Affordability and Transferability

In General Education and Career Technical Education (CTE) areas, this accreditation cycle has seen greater focus on reducing the overall cost and improving the transferability of a Chemeketa education without sacrificing relevance or quality. Academic areas have developed a set of principles to reduce and focus requirements in order to maximize financial aid potential, reduce excess credits and time to completion, and smooth transfer pathways.

As part of Chemeketa Pathways work, all academic programs are developing term-by-term course maps following the same principles. Academic disciplines that require transfer such as Engineering, Visual Art, Computer Science, and Education have also expanded their engagement with transfer institutions, mapping for students the courses they need to transfer to four-year programs at different institutions in Oregon. In related work, Chemeketa has strong representation in several state-level initiatives to improve transferability, detailed in 1.C.2.

New Credential Offerings

Chemeketa now offers an Associate of Arts Oregon Transfer - Elementary Education Degree, and is working to develop other degrees associated with new state transfer maps. New Chemeketa Career and Technical Education (CTE) academic programs leading to Associate of Applied Science (AAS) degrees in this accreditation cycle reflect regional workforce needs and constituent interests: Anesthesia Technology AAS, Diesel Technology AAS, and Robotics AAS degrees. In addition, the following AAS degrees have been added as new options within the following academic programs: Computer Information systems - Cybersecurity; Human Services - Direct Service Professional; Office Administration and Technology - Legal Administrative Assistant; and Visual Communications - Multimedia Arts.

Improved Learning Management System (LMS)

Following a comprehensive LMS review to determine how best to meet student and faculty needs, the College elected to migrate from Blackboard Learn to Canvas. In 2019–20 the Center for Academic Innovation (CAI) led the migration plan in partnership with Information Technology and developed a comprehensive training plan for faculty. Canvas was officially launched Fall 2020.

The new LMS also significantly improved the College's infrastructure for learning outcomes assessment. Most outcomes assessment data is now collected through the LMS, and the Office of Academic and Organizational Effectiveness (AOE) now makes these data available in disaggregated format for review and planning. With these improvements, faculty are better able to collect broad-based and actionable assessment results for both program and course outcomes on three-year schedules they have designed.

Developmental Education Improvements

Developmental Education at Chemeketa has undergone significant redesign over the last seven years in response to emerging research regarding the most effective ways to support academic development and reduce required credits to maximize financial aid eligibility. All non-credit college preparation programs implemented a five-week instructional "blocking" model to allow for more entry opportunities for students; this allows students to enter a program of study at the start of any block and at times that fit into their lives. Credit developmental education programs restructured curriculum to reduce required credits, cost to students, and time needed to progress to college-level courses. Student support in many cases became either embedded through in-class tutors or provided through non-credit corequisite companion courses.

The College also added highly successful Integrated Education and Training (IET) programs to admit students who do not meet the standard prerequisites for Welding and Early Childhood

Education. Cohorts of these students enroll in concurrent support classes to ensure that they gain contextualized skills while moving through core classes toward credentials. The credentials typically qualify them for better work or more senior positions with higher pay.

The College also began to scholarship GED and ESOL students into specialized cohorts for two courses that many students need on their paths to earn credentials: WR090 and COMM111 with a companion support class taught by Academic Development faculty. This combination of a college content class and a contextualized support class has helped to make the transition to credit courses less daunting and has led to higher student success and persistence rates.

Improvements to Facilities and Infrastructure

The College completed three major facilities additions during this accreditation cycle that expanded offerings for students and improved infrastructure for community partnerships. The College created an outdoor **Athletics Complex** in 2016, removing a little-used running track and adding both a softball and soccer complex on its Salem campus. This expanded the College's capacity to support both men's and women's athletic team offerings as required under Title IX, and improved athletes' ability to be strongly engaged in both athletics and academics, eliminating the need for athletes to travel from the College campus to off-campus training locations.

A new **Agricultural Complex** features a 14,000 sq ft. net-zero and primarily locally-sourced building, a demonstration arboretum, learning gardens, and a greenhouse and hoop houses. Supported in part by local business and completed in 2021, the complex will serve as a "hub" for expanded community partnerships, credit offerings and certificates including crop health and irrigation technology, and non-credit workforce development to support agriculture in the Mid Willamette Valley. In the same area of the Salem Campus, the College designated six acres for a [Marion-Polk Food Share Youth Farm](#) collaboration with 4H to support organic food production to support food pantries, including one in Chemeketa's Student Center.

Finally, the College developed a site for its new **Diesel Technology** program. The program is located in newly leased space adjacent to the well-established, highly active Brooks Regional Training Center. It features 10,000 square feet of instructional space with capacity for diesel-powered vehicles, including semi-trucks. The first cohort launched Winter 2021.

Other major projects improved existing structures and modernized energy efficiencies. Improvement to the Salem campus added food service offerings for students and employees in more locations, expanded collaboration with the Salem-Keizer school district to house and expand the district's alternative **Roberts High School**, and modernized and improved infrastructure. Improvements to College outreach locations expanded classroom and lab spaces. Additionally, the College joined the state's **Community Solar Program** to expand its use of renewable energy and reduce energy costs. It also moved all direct service out of its outreach center in Santiam in order to expand capacity and access in areas of greater population and need within the district.

Cloud Solutions

In recent years, the College has made a concerted effort to move more of its systems to a hosted/cloud model, as well as strategically assess cloud options for all new systems. This approach provides some distinct advantages by reducing the costs to the institution; fewer IT professional staff are required to maintain systems and the College saves money over the long term on items like hardware maintenance and electricity. Hosted solutions are also scalable, meaning resources can be increased or reduced to meet fluctuating business needs. Another advantage is improved availability—downtime is generally lower in cloud environments because issues are resolved faster. Lastly, hosted solutions are typically upgraded regularly and automatically, which results in more current and secure systems.

Pivot to Remote Delivery

In March 2020 along with colleges worldwide, Chemeketa transitioned all its services and instruction to become fully remote at the onset of the pandemic. IT partnered with staff across the institution to develop just-in-time resources to support College faculty, employees, and students. Student Affairs staff consulted with colleagues throughout their fields and coordinated with each other to develop remote delivery options for all Chemeketa student services while continuing to deliver a high level of service. Routine student interactions such as advising, counseling and tutoring, previously only offered in person, were shifted to remote formats. Referrals to community partners were made available for students in need.

Laptops and mobile hotspots were loaned to students needing computers and WiFi access. WiFi was extended from College buildings at multiple locations for students to utilize from parking lots. Textbooks available through the College's Lending Library and course materials purchased at the College bookstore were mailed directly to students without charge. The Bookstore leveraged federal COVID-19 response funds to offer all students free DCM in their courses in 2021–22 when available, accounting for over 90% of all courses, a feat for which it received [national recognition](#).

Given the large number of full- and part-time faculty and the larger number of Chemeketa students, the CAI developed resources specifically targeted at supporting these groups remotely. Faculty were provided with a Remote Teaching Checklist and Remote Learning Resources. A Remote Learning Hub and a Virtual Learning Center were developed for students.

Throughout the 2020–21 academic year, College staff transitioned Chemeketa's remote instruction and student service delivery from an emergency response to the pandemic to a formal and ongoing mode of delivery. Professional development for this undertaking has emphasized best practices and remote access for all areas of service support. Remote instruction and service have proven to be popular and effective with both students and College employees, and are expected to continue as viable options even as the pandemic waxes and wanes over the coming months and years.

EXHIBITS

Leadership and Personnel Changes

[Chemeketa Organizational Chart](#)

[Executive Team Charter](#)

[President's Strategy Team Charter](#)

Planning and Evaluation Refinements

[2021–22 Strategic Plan](#)

[Institutional Indicators Scorecard](#)

Expanded Shared Governance

[College Council Charter](#)

[Committee Organizational Chart](#)

Diversity, Equity, and Inclusion Focus

[Equity Scorecard](#)

[Equity Lens/Policy Review Guide](#)

[Broadening Participation Group](#)

[Cultural Competency Certificate](#) (College Website)

Student Success and Completion Focused Initiatives

[About Chemeketa](#) (College Website)

[Chemeketa Pathways Overview](#)

[Textbook Affordability](#) (College Website)

[Chemeketa Press](#) (Website)

[Transfer Center](#) (College Website)

[Learning Outcomes Assessment Committee Site](#) (LOAC College Website)

[Basic Skills Development](#) (College Website)

[ESOL](#) (College Website)

[Roberts High School at Chemeketa](#) (School District Website)

Infrastructure Changes

[Agriculture Complex](#) (College Website)

Chemeketa Remote Services

[Student Services](#) (College Website)

[Student Resources](#) (College Website)

[Remote Learning Hub](#) (College Website)

[Virtual Learning Center](#) (College Website)

[Faculty Remote Resources](#) (College Website)

[Chemeketa Employee Remote Resources](#) (College Website)





1.A Institutional Mission

1.A.1 Mission

The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Chemeketa Community College Mission Statement

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

Discussion

The College mission statement captures Chemeketa’s long-standing commitment to opening education and training opportunities to all its district constituents. It articulates the College community’s hope that its students will discover new possibilities, where they **“explore, learn, and succeed”** as they pursue their educational goals. It also expresses Chemeketa’s intent to provide **“quality educational experiences”** emphasizing excellence for all aspects of a student’s experiences, both inside and outside of the classroom. The College values and vision complement the mission, spelling out the manner in which the mission is carried out and describing what it accomplishes.

Reflection and next steps

Born out of community conversations in 2015, the mission, vision, values, core themes and resulting strategic plan have served the College well over the last seven years. Chemeketa has also seen significant change during this time: new College leaders, district demographic and economic shifts, the launch of Chemeketa Pathways, and designation as an Hispanic Serving Institution. New NWCCU accreditation standards emphasizing student learning and achievement call for more change. The upcoming accreditation cycle provides an opportunity to re-envision the College's guiding statements, structures, and plans in light of these changes. This work has already begun with internal and community conversations that will lead to a new strategic framework for institutional assessment and planning in the coming accreditation cycle.

Standard 1.A.1 Core Themes, Objectives, and Indicators

Chemeketa's core themes of **Academic Quality, Access, Community Collaborations,** and **Student Success** articulate essential components of the mission that steer the College to mission fulfillment. The core theme objectives spell out aspirations to drive continuous improvement. Institutional indicators help to gauge the extent to which the College is "moving the needle" toward fulfilling the mission under each core theme. Each indicator houses meaningful, assessable measures detailed in 1.B.2. The core themes have collectively shaped the College's direction over the last seven years.

Core Theme: Academic Quality

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

Core Theme Objectives

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

Academic Quality speaks to the high quality Chemeketa strives to achieve as an institution in support of student learning and achievement; well-qualified staff and faculty provide carefully constructed teaching and content, student services, and college support services. The commitment to quality throughout the institution helps to ensure students will realize academic and professional success. Quality is advanced through strong hiring practices (Standard 2.F.3-4), robust professional development structures to explore and advance best practices (Standards 1.C.1-2), systemic and institution-wide commitment to continuous improvement (Standards 1.B.1-4), and careful oversight and coordination between departments, advisory committees, and professional accrediting agencies (Standards 1.C.1-2 and 5).

Academic Quality indicators focus on academic learning, professional certification, and successful employment after college, the ultimate measures of quality. Closely related, indicators of student achievement appear under the core theme of Student Success.

Indicator 1: Chemeketa students demonstrate academic outcomes competence within their chosen program.

Rationale: Regularly tracking results for assessment of learning outcomes centers institutional attention on students' academic learning, the ultimate goal of Academic Quality. While grades and pass rates provide a picture of students' success in completing coursework and advancing in a program, assessment provides a granular measure of students' progress toward specific learning outcomes. Disaggregated outcomes assessment results illuminate gaps between what is *taught* and what is *learned* by all students across course sections and throughout a program or discipline. Chemeketa has two measures to track outcomes assessment: Measure 1a is a comprehensive view of all outcome competency, and 1b reports certification and licensure exam pass rates for all Career and Technical Education (CTE) programs that have this requirement. Assessment results provide faculty useful information for collective considerations of teaching approaches and strategies to drive course and program improvement, focused on student learning and equity.

Indicator 2: Chemeketa students are able to find employment after attending Chemeketa.

Rationale: The College considers a key indicator of the sustaining impact of a quality academic experience to be students' ability to find and keep meaningful, living-wage employment after college. This indicator uses state-provided employment data to document the extent to which former students' level of employment and wage growth outpace the general population's. This provides a tangible indicator of the quality and impact of a Chemeketa education.

Core Theme: Access

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

Core Theme Objectives

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

Access encompasses Chemeketa's commitment to serving all populations in the district regardless of financial situation, academic interests, preparedness, or location. This core theme calls attention to the need to remove barriers to attendance and to expand infrastructure that supports equitable success. The College has used district and student demographic data to design targeted expanded services and academics in population centers across the district, reducing costs and academic placement barriers, supporting underprepared students with

research-backed reforms, and targeting outreach to underserved and minoritized populations. (Described in 1.B.1)

Access indicators help to gauge how well the College is providing higher education access to a full range of the district's demographic groups, as well as the extent to which it is building effective infrastructure for supporting all students.

Indicator 3: Chemeketa students are representative of Chemeketa's service area.

Rationale: It is critical to serving both the College mission and the district population that Chemeketa's students are ethnically representative of the extensive diversity found in the area. Minoritized populations typically have [strong representation in community colleges](#); this indicator allows the College to gauge how this trend is manifesting in the local district and consider how best to respond to these populations' needs.¹ As an Hispanic Serving Institution serving three counties with [some of the highest percentages of Hispanic residents](#) in Oregon, Chemeketa is focused on ensuring, in particular, that it continues to serve at least a representative percentage of Hispanic students.²

Indicator 4: Chemeketa employees are representative of Chemeketa students.

Rationale: Chemeketa's goal is that its employee demographics reflect student demographics. This has been an area of emphasis for the College for many years, reflecting [the growing body of research](#) indicating that diverse students fare the best when they have diverse faculty and other employees supporting their learning.³ The College additionally values extending employment opportunities to diverse community members. The College HR department this year is reorganizing duties to emphasize prioritizing recruitment and retention of diverse staff, reflecting this value.

Indicator 5: High school graduates in Chemeketa's service area recognize Chemeketa as a viable post-secondary option.

Rationale: Tracking the percentage of students who attend Chemeketa directly after high school helps to gauge the College's integration into the district's education and training network. Although Chemeketa is conveniently located within the district, prospective students have many higher education options vying for their attention. This penetration rate provides a measure of how beneficial, viable, affordable, and accessible community families with teenagers find Chemeketa and its programs to be.

Indicator 6: Chemeketa offers opportunities for students who are not college-ready.

Rationale: Chemeketa's service district includes a high percentage of individuals who face significant barriers to economic stability, growth, and self-sufficiency, whose first language is not English, who did not complete high school, or who are otherwise significantly academically unprepared for college-level courses. [Literacy and numeracy rates](#) in all the College district's

¹ "Enrollment in Undergraduate Education," American Council on Education, accessed December 7, 2021, <https://www.equityinhighered.org/indicators/enrollment-in-undergraduate-education/enrollments-in-undergraduate-sectors/>.

² "Percent Hispanic by County, 2021," Oregon Health Sciences University, accessed December 7, 2021, <https://www.ohsu.edu/media/1466>.

³ David Figlio, "The Importance of a Diverse Teaching Force," The Brookings Institution, November 16, 2017, <https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/>.

counties are below the state average, and rates in the district's most populous county, Marion, are below even the national average.⁴ The least academically prepared students are served in the College's Academic Development [Title II](#) programs. This measure tracks measurable skill gains of Title II students. The region benefits greatly by helping these students advance their education or enter the workforce. [Research demonstrates](#) that boosting educational attainment improves adults' capacity to earn adequate wages for self-sufficiency.⁵

Core Theme: Community Collaborations

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

Core Theme Objectives

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

Community Collaborations open and strengthen partnerships with leaders and organizations throughout the district. These strong relationships enhance the College's ability to offer rich, accessible, relevant opportunities to district residents. They allow the College to join the community-wide work of expanding workforce and economic growth and building residents' social and economic mobility. Maintaining close ties with academic partners smooths students' transitions from high school into college and from Chemeketa to university for transfer students. Relationships with local employers contribute to economic development through relevant Career and Technical Education programs, workforce training, and small business support. Partnering with service providers within the community helps to connect students to much-needed resources to support their success.

Community Collaboration indicators gauge the strength and effectiveness of the College's relationships with key community stakeholders: district high schools, university partners, regional employers, and community supporters.

Indicator 7: Chemeketa is engaged with area high schools.

Rationale: Chemeketa engages with area high schools to provide such educational opportunities as accelerated learning, early college, and expanded options programming. The College provides high school students the option of earning college credits both at their high school and at Chemeketa locations, and measures the percent of school districts that partner

⁴ US Department of Education, "Adult Literacy and Numeracy Snapshot, Oregon," U.S. PIAAC Skills Map: State and County Indicators of Adult Literacy and Numeracy (Washington, DC: Institute of Education Sciences) accessed December 7, 2021, https://educateandelevate.org/wp-content/uploads/2020/09/PIAAC_Oregon_Profile.pdf.

⁵ Annie Kucklick and Lisa Manzer, *The Self-Sufficiency Standard for Oregon 2021* (Seattle, WA: Center for Women's Welfare, University of Washington School of Social Work, 2021), 35–36, http://ydn.dtd.mybluehost.me/SELC/wp-content/uploads/2021/11/OR2021_SSS.pdf.



with Chemeketa in any of these programs. Chemeketa is committed to ensuring equity of access to college opportunities throughout the district. Through these vibrant partnerships with all school districts, the doorway to college is available regardless of any high school's resources. The College actively engages in strategic programming to address demographic, socioeconomic, and urban/rural gaps in access to quality post-secondary education opportunities.

Indicator 8: Chemeketa ensures transferable courses are accepted at Oregon public universities.

Rationale: Through close university partnerships, Chemeketa's goal is to help students transfer to four-year institutions without losing credits. The College tracks the percentage of general education courses that transfer directly and those that transfer as a general elective to public Oregon universities. This initiative aligns well with the College's Chemeketa Pathways work.

Indicator 9: Chemeketa's Small Business Development Center has a positive impact on our community's economy.

Rationale: Chemeketa's service district consists of primarily small business and public sector employers. According to data from the Statistics of U.S. Business (SUSB), 81.2% of private employers in the service district are small or micro businesses (20 or fewer employees). Chemeketa's Small Business Development Center offers mentorships, training, and support for community entrepreneurs. By tracking both the number of clients served and the total capital accessed by those clients, the College is able to document a measurable impact on the local economy.

Indicator 10: Business industry leaders in Chemeketa’s service area help inform Chemeketa’s programs.

Rationale: One of Chemeketa’s primary connections to local business and industry is its Career and Technical Education (CTE) advisory committees. Committees provide guidance on essential skills needed for employment. In an effort to better serve the entire district, College leadership has asked all advisory committees—to the extent possible—to assess membership to affirm or build representation from all three counties in the service area as well as from minoritized communities. The aim is to ensure the College is hearing from all corners of the district regarding workforce needs and opportunities.

Indicator 11: Community members invest in Chemeketa.

Rationale: One measure of a community’s support is to track the number of Chemeketa Foundation donors who are not salaried employees of the college. The size of these donations varies dramatically, from participation in a student fund-raising campaign, to substantial bequests and gifts.

Core Theme: Student Success

Students progress and complete their educational goals.

Core Theme Objectives

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

Student Success encompasses College resources and opportunities aimed at supporting students in pursuit of their educational goals. Its objectives articulate milestones that define success in every student’s academic career: successful course completion, persistence, graduation, and, for some, university transfer. Student success reflects not only what happens in the classroom but also the extent to which students feel comfortable, engaged, and supported in the College environment. Within Maslow’s hierarchy of needs, students’ physiological, safety, belonging, and esteem needs must be met before they can achieve actualization goals. This is the job of the full institution.

Student Success indicators gauge students’ experience and success trajectories while attending Chemeketa. Engagement, persistence, and completion are strong indicators of how well students are able to perform and how well the College is able to support them. Students are more likely to be engaged and persist in their educational goals when they feel they belong and are supported academically.

Indicator 12: Students' experience at Chemeketa as measured by CCSSE benchmarks.

Rationale: The Community College Survey of Student Engagement (CCSSE) gathers feedback about the student experience. Community college students who report a sense of satisfaction, engagement, and belonging are [far more likely to achieve college success](#).⁶ As an overall evaluation of continuous improvement, Chemeketa tracks improvements in its own results compared to the prior CCSSE survey data. While administration of this survey has been interrupted during the pandemic, it is the College's intention in the future to administer this survey every three years.

Indicator 13: Chemeketa helps students gain momentum toward goals.

Rationale: This indicator includes completion of foundational courses and term-to-term persistence, which [early momentum metrics](#) research has linked to academic success.⁷ These help to demonstrate the extent to which students are on track to complete their academic goals. Focusing on these metrics is a strategic approach to achieving the larger goal of student success. These metrics serve as leading indicators, barometers providing timely feedback about the effectiveness of changes in institutional practices.

Indicator 14: Chemeketa helps students complete their educational goals in reasonable time.

Rationale: Completion and transfer rates are the most commonly tracked metric in community colleges, serving as the ultimate measures of student success. Public perception of the efficacy of an institution is often shaped by these indicators. The College tracks both 150% credential completion rates (three years for an associate degree) and six-year transfer rates.

Core Themes: Reflection

In the course of their annual reviews and updates of the strategic plan, College leaders have come to recognize that the first three core themes, Academic Quality, Access, and Community Collaborations, represent actions and behaviors that the College performs, while the fourth core theme, Student Success, is the intended result. Thus, Student Success is not an action the College can take but an overarching orientation and intended cumulative impact. As detailed in 1.B.2, the strategic plan and institutional indicators were reoriented in 2020 to reflect this insight, and are now more keenly focused on student success initiatives and their impact.

⁶ Kay McClenny, C. Nathan Marti, and Courtney Adkins, Student Engagement and Student Outcomes: Key Findings from CCSSE Validation Research (Austin, TX: Community College Survey of Student Engagement, 2012), 6, <https://www.ccsse.org/aboutsurvey/docs/CCSSE%20Validation%20Summary.pdf>.

⁷ Clive R. Belfield, Davis Jenkins, and John Fink, "Early Momentum Metrics: Leading Indicators for Community College Improvement," CCRC Research Brief (New York: Community College Research Center, July 2019), <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-leading-indicators.pdf>.



Next Steps

The 2021–22 academic year will mark the sunsetting of Chemeketa’s current core themes, objectives, and strategic plan. After renewing the mission statement and strategic framework in the coming year, the College will refine and finalize the institutional indicators. The intent is to use one set of indicators throughout the new accreditation cycle. It is hoped they can provide a progressive picture of the extent to which the College is helping all its students achieve equitable and sustained success, and where the College might best invest in improvements.

STANDARD 1.A.1 EXHIBITS

Mission, Core Themes, and Indicators

[Institutional Guiding Statements](#)

[Mission, Core Themes, and Indicators Graphic](#)

[2021–22 Strategic Plan](#)

[Institutional Indicators Scorecard](#)

Next Steps

Strategic Visioning—ASCETA [Project Overview](#) and [Sample Communication](#)

1.B Improving Institutional Effectiveness

Standard 1.B.1 Evaluation and Planning

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

Ongoing and Systematic Evaluation and Planning

Members of the College community systematically assess, review, and use results to inform practice for the institution, for individual units, and for targeted work to advance student success and institutional effectiveness (Table 1). Evaluation, planning, and improvement cycles, both synchronized and project-based, help to determine and refine where to invest time and resources to improve student learning and achievement, services that support students, and other aspects of institutional effectiveness.



Table 1. Assessment for Continuous Improvement at Chemeketa

KEY: ■ Institution Focus; ■ Unit Focus; ■ Targeted Work Focus

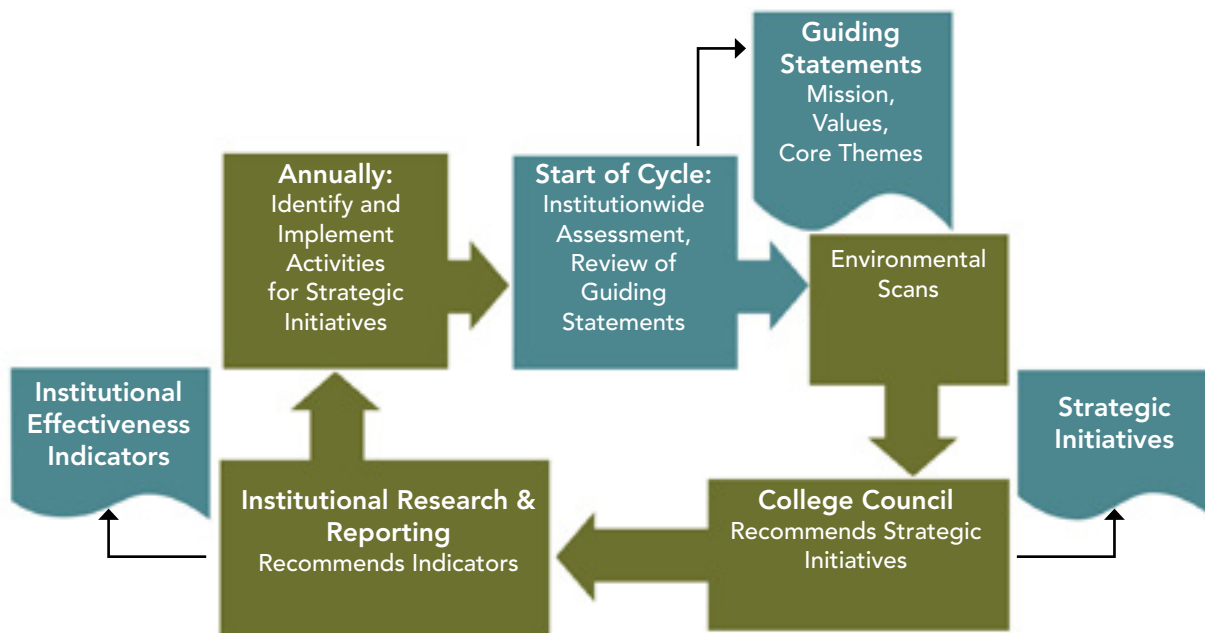
Assessment	Process	Cycles	Evaluation and Planning Tools
Mission Fulfillment	Strategic Planning	7 years Annual	2021–22 Strategic Plan 2021–22 Strategic Placemat Institutional Indicators Scorecard Equity Scorecard
Finances/Budget	Budgeting	Annual	Budget Principles and Financial Environment and updates
Infrastructure	Facilities and technology assessments	Periodic Ongoing	2018 Long-Range Facilities Plan JIRA/network performance monitoring
College Climate	Climate Surveys	Periodic 3 years	Chemeketa Climate Survey Cultural Competency Board Report SENSE/CCSSE
Unit Effectiveness	Program Review Annual Planning	6 years Annual	Program Reviews / Assessment Plans Service / Academic Annual Plans
Student Learning	Assessment data review and analysis	Ongoing Annual 3 years	Learning Outcomes Assessment Data Reports 2020–21 Assessment Activity Report 3-Year Outcomes Assessment Plans
Student Achievement & Success; Institutional Effectiveness	Project specific	Ongoing, as needed	New Student Inventory IRR Data Requests IRR Submission Form Grants Authorization Form Team agendas, minutes, presentations

Assessment: Institution

Mission Fulfillment and Strategic Planning

Rooted in assessment, strategic planning is the cornerstone of continuous improvement for the College. The process is intentionally aligned with the seven-year accreditation cycle. Following the Year 7 self-study and accreditation review, the College establishes the mission and supporting **guiding statements**. It assesses environmental factors, identifies key priorities and initiatives, and shapes a **strategic plan**. It then establishes accountability **institutional indicators** and measures. Annual updates to the strategic plan ensure a living, responsive, effective strategy for guiding the College to fulfill its mission.

Seven-Year Strategic Planning Cycle

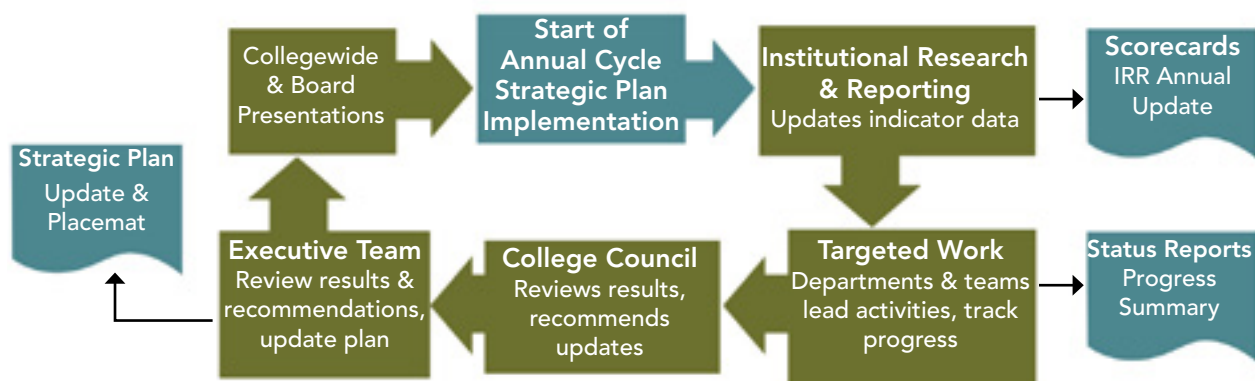


The seven-year strategic planning cycle itself begins with an institution-wide assessment of effectiveness, values, and opportunities. College leaders solicit input from employees, students, and the community to review, refresh, and revise the College’s mission and supporting guiding statements.

Once the guiding statements are finalized, the Executive Team develops a **strategic plan** to actualize them. In consultation with College councils, the team begins this process with an internal and external environmental scan to assess the status of student success metrics, school district data, the region’s economy, labor market demands, and state and accreditation trends and requirements. Using this information, they outline **priorities** and high-level **initiatives** to improve College effectiveness and capitalize on promising opportunities, forming the structure of the strategic plan. The strategic plan is finalized by identifying key stakeholders and one year of planned activities to advance each initiative.

Once the plan is complete, the Executive Team reviews institutional indicators, measures, and targets for relevancy and makes any needed adjustments to set the stage for assessing improvement over time. Five years of these data points are depicted on the Institutional Indicator Scorecard, and the **Equity Scorecard** highlights indicators disaggregated by race and ethnicity where possible.

Annual Strategic Planning Cycle



Each year, the strategic plan then goes through an **annual cycle** of review and update. Starting in the fall and throughout the year, the College’s advisory councils, Board of Education, Executive Team, and others monitor both progress enacting initiatives and their impact on institutional indicators. Institutional Research and Reporting (IRR) updates indicator data in the winter.

As each academic year draws to a close, key stakeholders submit summary status reports of activities and accomplishments for each initiative. These are combined into an annual strategic plan **Status Report**. The College Council reviews the indicator scorecards and a draft of the status report to recommend updates and next steps for the strategic plan.

Over the summer, the Executive Team reviews the same materials and the Council’s feedback. They determine if any initiatives have been completed or discontinued and consider adding emerging initiatives. In recent years, no more than 10-20% of initiatives transition off the strategic plan each year. The team then plans activities and milestones to accomplish for the upcoming year for each initiative. This annual update of the Strategic Plan, a brief summary **“Placemat”** of the update, and the Status Report are all posted on the College website and the Strategic Planning intranet site, and are presented to the College Council and the Board of Education.

This annual cycle allows the College to plan, execute, and track significant progress toward the priorities outlined in its strategic plan. Each year’s activities connect concrete, tangible actions and resource allocations with strategic initiatives. Updating planned activities annually keeps timelines realistic, fresh, and responsive to results and to unforeseen mitigating factors that may impact the work.

Finances

The annual budget is designed to enact the strategic plan through thoughtful revenue allocation. As described in detail in 2.E, the process begins with an evaluation of the current financial climate. The Budget and Finance department develops a **Budget Principles and Financial Environment** assessment of the College’s financial prospects. The purpose of this



document is to help the College adapt to changing community needs, comply with policies and procedures, maintain budgeting best practices, and meet accreditation standards within a realistic fiscal projection. It reminds managers to build budgets in service of the College mission and core themes, with educational effectiveness as the highest priority. It also provides detailed financial statements, and revenue and expenditure forecasting several years ahead. The revenue forecasting takes into account enrollment trends, state support and legislative impacts, local and national economic data, property tax growth rates, and tuition and fees. Expenditure projections consider current College operating and employment levels and variable data including employee pension contributions, wage increases, and healthcare benefits. These forecasts are updated regularly throughout the budgeting process to estimate surpluses or deficits.

Using this assessment, the proposed College budget is built through the fall and winter, beginning at the department level. It moves upward through the College organization for consideration, adjustment, and approval at each level until reaching the Executive Team. In this way, budget proposals are built on an inclusive foundation that takes into account priorities highlighted in program reviews and annual plans, institutional indicator results, enrollment projections, and environmental scans of requirements, community needs, and best practices. The final proposed budget is reviewed to ensure it advances equity, aligns with the strategic plan, and emphasizes educational and institutional effectiveness.

Infrastructure

College infrastructure is systematically assessed in order to advance and continuously improve institutional effectiveness. The Facilities department conducts regular assessments of areas needing attention in the College’s infrastructure to inform its **Long Range Facilities**

Master Plan and budget proposals, with special attention to providing functional, accessible, attractive facilities that support student learning and retention. Information Technology conducts ongoing evidence-informed assessment of equipment, software and processes to determine and address effectiveness. It weighs concerns and solutions with the **Technology Governance** committee, charged with making technology-related recommendations to the College president in alignment with the strategic plan. These processes are designed to apply a collegewide perspective, leading to revenue investment decisions that prioritize student success and institutional effectiveness.

College Climate

The College climate is regularly monitored in several ways to identify areas for improvement to the student and employee experience. The Diversity, Equity, and Inclusion office is responsible for leading ongoing assessment of the institutional climate as it relates to equity and inclusion. The office biennially **reports to the Board of Education** progress with advancing institutional cultural competency as required by Oregon state statute. It also coordinates ongoing review and planning in response to the Equity Scorecard produced by IRR. The Diversity Advisory Council, the Executive Team, and College Board of Education regularly review these data and findings, and use the information to make strategic planning and budget decisions regarding how to advance equity goals. In addition, the office recently coordinated and analyzed a **Campus Climate Survey** of both students and employees in 2019-20. Striving to improve equity and inclusiveness at the College is of central importance in providing students a learning environment that reflects these values and effectively supports all students to succeed.

The College additionally assesses the student experience to inform planning. After a hiatus, Chemeketa has resumed a three-year schedule for administering the nationally recognized Survey of Entering Student Engagement (SENSE) and the Community College Survey of Student Engagement (CCSSE). These data are used to inform improvements to student services.

Assessment: Units

All college units are charged with pursuing continuous improvement to advance the College mission through regular review of data that impact their work in **program reviews** and **annual plans**. In a rhythm that echoes the College's iterative strategic planning process, each service and academic area conducts a comprehensive self-evaluation with external feedback every six years to form an improvement plan; it documents progress and updates that plan each year.

In program reviews, units create a report detailing their purpose, alignment with the College mission, approaches, results, and assessment processes. Academic areas describe learning outcomes assessment strategies, and service areas describe how they plan and measure effectiveness.

All units review and analyze collegewide and unit-specific data that align with their work. Academic areas analyze their own credential and disaggregated course completion data and pose additional student success research questions. Service areas analyze data they collect or develop that they determine to be useful for improving their effectiveness. Units also collect

feedback through external reviews, administrative responses, and presentations of their findings.

They finalize their program reviews with a list of recommended improvements to how they approach their work. These recommendations are integrated into each area's annual plan, where units describe recent environmental changes, review new data, report progress, and identify next steps.

In tandem, program review and annual planning combine short- and long-term planning and evaluation to document progress, review and analyze results, and advance evidence-informed improvement in the direction of the College mission. The program review process itself is regularly assessed to make process improvements.

Assessment: Targeted Work

Entities across the College engage in regular assessment and planning to support **targeted work** designed to advance mission fulfillment. These entities include individual departments as well as cross-departmental teams—councils, committees, and other groups—as described in 2.C.4. People involved in this work typically have knowledge about processes and factors important for success of the project, and represent perspectives of multiple stakeholders to ensure plans are both realistic and effective. Some teams are created to plan and implement projects; others are charged with reviewing results and making recommendations. Many also research best practices to inform their feedback and perspectives.

Teams doing this work often request data from Institutional Research and Reporting (IRR) to explore aspects of student success and inform recommendations to improve them. The Grants office supports targeted work most likely to improve the College's performance on institutional indicators. Student learning, achievement, experience, and other aspects of institutional effectiveness are all advanced through this targeted work.

Student Learning: Outcomes Assessment

Assessments of **student learning** are integral to how faculty advance the College's educational effectiveness. This targeted work is called out in the strategic plan and involves multiple points of evaluation and planning. All academic areas conduct student learning outcomes assessment at the program/discipline and course levels. Many CTE programs collect, report, and analyze student performance on required external assessments to monitor how effectively they are preparing students to pass them.

Faculty detail their areas' approaches to learning outcomes assessment in program reviews, schedule assessments in three-year assessment plans, and document results, findings, discussions, and next steps in annual plans. Several departments and teams support assessment and planning for this work. The Academic and Organizational Effectiveness office (AOE) generates disaggregated outcomes assessment results for faculty to use to inform improvements and address equity gaps, and tracks institution-wide progress with this work to faculty and administrators. The Center for Academic Innovation (CAI) helps faculty design and integrate outcomes assessments into the College LMS to ensure they will have access to results for review and planning. This work is covered in depth in Standard 1.C.

Student Success: Achievement and Experience

Teams across the College engage in targeted work to improve **student achievement**. Central to this work are the institutional indicators that track student momentum and completion data detailed on the indicator and equity scorecards. The Executive Team reviews indicator data to inform strategic direction and recommend resource allocations. The College advisory councils also use these and other data to inform recommendations for how to improve student outcomes. Early in this accreditation cycle for example, the Academic Standards Advisory Council reviewed detailed pass rates and related research to recommend a baseline writing prerequisite requirement for most courses to improve student success.

Chemeketa's two current comprehensive initiatives driving work to improve the student experience were developed in response to community and institutional assessments, and both also involve ongoing evaluation and planning in response to results. The five-year **Chemeketa Accelerated Paths to Success—Hispanic Serving Institution (CAPS-HSI) grant** funds targeted process and infrastructure modifications to improve access, retention, and completion, especially for Hispanic and low income students. The grant requires quarterly and annual progress and data reports, which are also reviewed in the Student Affairs division to inform next steps to improve student success.

Chemeketa Pathways, the College initiative adopting Guided Pathways strategies, supports expanded versions of these student achievement goals. The Chemeketa Pathways core team tracks progress against activities outlined in the strategic plan and a more detailed action plan, working to lift the entire student body to improved learning and achievement. Many of the College's institutional indicators support assessment of this system-wide approach to improving student success, particularly [early momentum metrics](#) and completion rates.

Student Affairs teams working on these initiatives decided to develop an assessment to help them better understand and address student needs. Integrated with the College admission form, the **New Student Inventory** asks questions designed to inform onboarding staff of specific resources that may help students overcome common barriers to success. The results lead not only to tailored individual student support but also to improved understanding of how to better support Chemeketa students system-wide.

Assessment: Institutional Effectiveness

Other aspects of institutional effectiveness are improved through targeted work conducted by teams and departments that regularly monitor and assess results to inform plans. Examples include the Program Review Steering Committee, which reviews results and recommends improvements to the program review process, the Affordable Learning Initiatives Committee focused on lowering costs for students, and the Insurance Task Force which researches best options for insurance benefits for College employees. All engage in evidence-informed planning that leads to improvements in institutional effectiveness.

Reflection: Evaluation, Planning, and Data

While evaluation has been part of institutional and unit planning for a long time, in this accreditation cycle the College improved and **expanded its use of assessment for**



continuous improvement. It is becoming standard practice to plan data collection at the outset of an initiative for the purposes of evaluation, and to review results when making plans. The College has also **improved its infrastructure supporting assessment**, from more effective institutional indicators, to expanded conversations about indicator results, to better systems for data collection and reporting. These improvements are helping to make assessment more effective in service of continuous improvement.

Expanding Culture of Assessment

In the past, the College primarily used best practices, research, and community partners' needs to determine directions for improvement. Evaluation and findings from internal data seldom played a significant role in making these decisions. While this practice helped the College identify and implement promising student success initiatives, it did not contextualize the work to respond to Chemeketa's unique population, environment, or results.

In this cycle, College leaders have increasingly emphasized data collection and assessment as centrally important to effective continuous improvement. The College has at the same time built its capacity to support this emphasis, developing systems, expertise, leadership, and culture to enable meaningful collection and use of data to inform planning and evaluate effectiveness.

This work has paid off. During this strategic planning cycle, the College has increasingly systematically incorporated evaluation into its practices, and used results to inform improvements. In addition to expanded use of assessment results in planning and practice, many examples in program reviews show that areas throughout the College are becoming

more focused on collecting and reviewing meaningful data to help them identify areas for improvement. Data-informed plans and effective changes have resulted. Success builds on itself: as people find quality assessment helps them develop effective change, they become more engaged in developing useful assessment tools.

Improving Data and Its Use

The College has also worked to improve the quality, relevance, and availability of data collected for evaluation purposes. It is also seeking to improve understanding of data and to put collected data to better use. For instance, beginning Fall 2021, IRR began quarterly presentations to the College Board of Education reviewing a selection of institutional indicator results, followed by monthly presentations highlighting targeted work designed to impact those results. This approach highlights the connection between projects and institutional effectiveness data.

Institutional indicator discussions are also becoming an official part of the budgeting process in 2021–22. Beginning in Fall 2021, Budget and Finance leaders joined the Strategic Enrollment Management team to collaboratively review and learn about the relationship between fiscal, recruitment, and enrollment data. The collective review of these data is on-going and will guide future recruitment, retention and fiscal planning to improve success indicators.

A more detailed discussion of improvements surrounding data appear in the exhibit [Improving Data and its Use](#).

Improvements Resulting from Evaluation and Planning

Chemeketa’s growing culture of using evaluation to inform continuous improvement is leading to a range of improvements large and small in educational and institutional effectiveness. Many feature additions or improvements to processes and evaluation, and several also document measurable improvements in student learning and achievement.

Of particular note, the College’s most comprehensive current initiatives aimed at improving student learning and achievement—HSI-CAPS and Chemeketa Pathways—were in their early stages when the pandemic hit. Although this delayed their implementation, early results suggest that they are beginning to have a measurable impact on student success. Preliminary 2020-21 institutional indicator data, due out by Spring 2022, show that early momentum metrics of student achievement did indeed improve last year in spite of the pandemic disruption. Reflecting the College’s growing practice of using results to inform planning, these metrics are being closely followed by multiple stakeholders to inform next steps. Based on results at peer institutions following the adoption of Guided Pathways strategies, it is hoped that both Chemeketa Pathways and complementary strategies in the HSI-CAPS grant project will begin to have similarly positive impacts at Chemeketa.

The status of College institutional indicators is suggesting to College leaders that work to emphasize a spirit of inquiry and results-driven improvement collegewide is having positive effects. As described in 1.B.2, the College was able to meet more than half its targets in 2019-20 despite pandemic disruptions. The interconnected continuous improvement cycles outlined here, coupled with a growing collegewide commitment to evidence-based improvement,

appear to be having the collective impact of improving Chemeketa’s educational and institutional effectiveness.

Next Steps: Standardizing Evaluation and Results Review

Looking ahead, college leaders are exploring how they might promote designing evaluation strategies for new initiatives systematically, much like grant proposals require evaluation plans. They are also exploring how to focus projects across the institution on improving performance of the institutional indicators, so that everyone is working toward the same goals.

In tandem, leaders are looking to develop more consistent processes for reviewing assessment results to inform planning at all levels of the institution. Strategic planning has helped the College move critical work forward and identify projects that have stalled or need additional resources; it has also begun to help the College better integrate assessment into planning to address identified needs. As the College’s approach to tracking and using student success metrics improves, review of institutional indicators will also become more fully folded into institutional and unit work. Progress will mean that results become the primary way the College gauges success.

As noted in 1.A.1, the College intends in its upcoming strategic planning cycle to design more stability into its institutional indicators. The current cycle involved significant shifts in thinking about how to measure progress, and has landed on a winning formula of focusing on impact. In the next cycle, while individual measures may undergo some changes, it is anticipated that impact-focused indicators may be set at the outset of the cycle and remain largely in place until the end.

Finally, the IRR Director and Vice President of Student Affairs are engaged in an NWCCU Fellows project sponsored jointly by the President and Accreditation Liaison Officer (ALO) to improve the relationship between current planning processes and institutional data at the College. The intent of this project is to better align resource allocation with evidence-informed needs and to expand institutional knowledge of the planning and budgeting processes.

STANDARD 1.B.1 EXHIBITS

Institutional Assessment and Planning

[2021–22 Strategic Plan, Status Report, and Placemat](#)
[Institutional Indicators](#) and [Equity Scorecards](#)
[Budget Principles and Financial Environment](#)
[Board Workshop Calendar](#)
[2018 Long-Range Facilities Plan](#)
[Technology Governance Committee Charter](#)
[Cultural Competency Board Report](#)
[Chemeketa Climate Survey 2020](#)

Unit Assessment and Planning

Program Review Guidelines—[Overview](#), [Recommendations](#), and [Assessment Plans](#)

Program Review Outline Templates—[Academic](#) and [Service/Outreach](#)

Annual Plan Templates—[Service](#) and [Academic](#)

Targeted Work Assessment and Planning

[Committee Organization Chart](#)

[IRR Data Requests 2021](#)

[IRR Data Request Form](#)

[Grants Awarded by Core Theme](#)

[Grant Project Request Authorization Form](#)

[Learning Outcomes Assessment Data Reports](#) and [2020–21 Progress Report](#)

Examples and Commentary

[Improving Data and Its Use](#)

[Assessment for Continuous Improvement at Chemeketa](#)

[Student Success Initiatives Over Time](#)

[Early Momentum Metrics](#)

[Chemeketa Guided Pathways Updates—September 2021](#)

Program Review Examples

[Service—Human Resources 2022](#)

[Outreach—Woodburn Center 2021](#)

[Academic—General Education–Life Science 2022](#)

[Academic—CTE–Speech Language Language Pathology Assistant 2021](#)

Annual Plan Examples

[Academic—Computer Science 2020–21 PR](#)

[Service Area—Student Recruitment, Enrollment & Graduation 2018–19 PR](#)

Program Review Data Packages:

[BI Course Completion](#), [BI Student Trajectory](#), [PHM Student Trajectory](#),
[ACT Transferability Report](#)

[Program Review Exit Interviews Summary](#)

[Program Review and Improvements](#)

Standard 1.B.2 Artifacts: Plan, IE Indicators

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Strategic Planning Framework

Chemeketa uses a carefully constructed strategic planning framework to chart its course toward mission fulfillment. The framework includes three interwoven components: guiding statements that capture the **direction** the College is headed (goals and objectives articulated in the mission, vision, values, core themes, and core theme objectives), **methods** the College is using to move in that direction (strategic priorities, strategic initiatives, and activities outlined in the strategic plan), and **measurements** for tracking progress (institutional indicators, measures, and targets).

This framework is developed in the context of community need, peer institutions, and the College’s historical performance. It is widely publicized, and entities across the institution help to craft and put it into action, resulting in broad awareness of its parts and how they work together. As Chemeketa’s central engine driving continuous improvement, this framework organizes the collective project to fulfill the College mission. It describes what the College wants to accomplish, how it intends to do it, and how it defines success.

Chemeketa’s Strategic Planning Framework



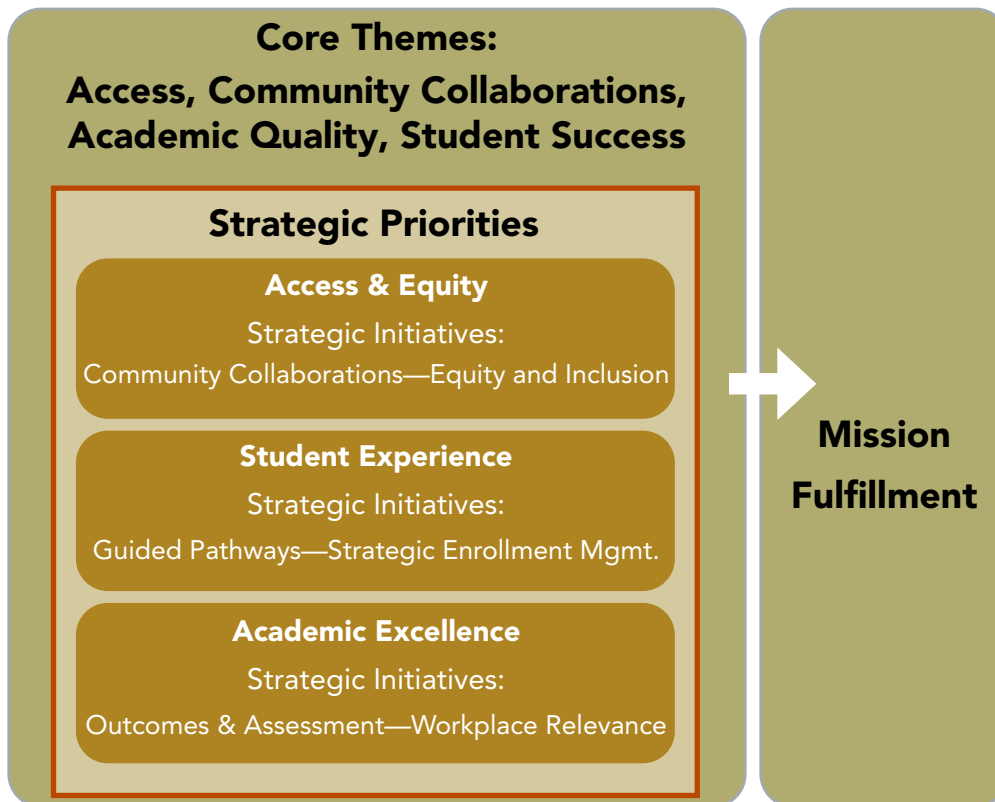
Direction

Guiding statements articulate Chemeketa’s direction. The **mission** serves as the centerpiece, and the other statements support it: the **values** articulate the manner in which the College community aspires to carry out the mission, the **vision** articulates what carrying out the mission will accomplish, and the **core themes** articulate the four critical components of the mission. The **core theme objectives** provide additional details, spelling out aspirations under each theme to drive continuous improvements. The College collected extensive community and institution-wide feedback to shape these statements at the outset of the seven-year strategic planning cycle following the last full accreditation review in 2015.

Method

Chemeketa’s methods for advancing the mission, core themes, and core theme objectives are laid out in the **strategic plan**. Built on the College’s guiding statements, the plan is organized into strategic priorities with associated initiatives and activities, outlining mission-driven action. Stakeholder groups monitor progress and impact of this work throughout the academic year. The plan is refreshed each summer in response to progress, results, changing conditions, and feedback through the process described in 1.B.1.

Elements in Chemeketa’s Strategic Plan





Strategic Priorities

Within Chemeketa’s strategic plan, the strategic priorities describe areas where the College can take action to advance the core themes. Within each priority, strategic initiatives frame targeted work the College will pursue in that area. While strategic initiatives may change through the planning cycle, the priorities stay the same. As described in 1.A, this approach evolved from the College’s original 2015 strategic plan design.

Strategic Priority 1: Student Experience

A student’s success is in part predicated on a smooth, supportive experience navigating the logistical components of pursuing a college credential. The Student Experience priority focuses on improving this experience for students, so that they are well supported throughout their journey to attaining their educational goals.

The two strategic initiatives under this priority address ways the College plans to improve that experience. **Chemeketa Pathways** (The College’s rendition of Guided Pathways) provides students clear direction and support to reach career and educational goals, using researched best practices. **Strategic Enrollment Management** intentionally evaluates and refines the College’s recruitment and retention strategies to fulfill mission and strategic goals around access and success, with particular attention to underserved and underrepresented populations.

Strategic Priority 2: Access & Equity

This priority focuses on welcoming constituents of all backgrounds throughout the district and supporting them in pursuing a higher education. It also looks to maximize options for entering Chemeketa, supporting locations throughout the district and entry options for students at

different academic levels. Access & Equity elevates the College's commitment to expanding equity and inclusion through targeted initiatives and activities designed to advance those goals.

The Access & Equity strategic initiatives prioritize access and success for minoritized and historically marginalized students by refining practices to promote equitable outcomes for all students. **Equity and Inclusion** uses the framework of Guided Pathways to identify and address current College processes and practices that lead to equity gaps in student access and success. The activities strive to address equity gaps, expand the College's diverse workforce, and build employee cultural competency. **Community Collaboration**, the one core theme that also expresses a College action, is housed under this strategic priority. Its activities are intended to strengthen and expand connections with local and diverse communities and professional organizations to build and enhance outreach, recruitment, and community relationships.

Strategic Priority 3: Academic Excellence

The Academic Excellence strategic priority seeks to advance activities that both improve and expand academic offerings available for students to support their educational goals. These ensure that faculty and staff are providing high quality and relevant programs and instruction.

The **Outcomes and Assessment** strategic initiative outlines ways to advance the scope, quality, and impact of outcomes assessment at the College. Academic programs are slated to design and implement three-year schedules for student learning outcomes assessment and evaluation to advance continuous improvement and student success. The **Workforce Relevance** strategic initiative emphasizes collaborating with regional education partners, businesses, and community groups to inform viable and relevant instruction, workforce development, and training.

Measurements

Institutional Indicators and Measures

To monitor the impact of the strategic plan and progress toward mission fulfillment, the College has developed a set of 14 **institutional indicators** that house 28 **measures** of performance, organized by core theme. Designed to be durable, meaningful, measurable, and actionable, the indicators include both "leading" and "lagging" measures. These allow the College to monitor both short- and long-term impacts of its efforts, providing the opportunity to make course-correcting adjustments in response to the data. Additionally, several measures are disaggregated by race and ethnicity on the companion **Equity Scorecard**. This scorecard is reviewed regularly by the Diversity Advisory Council and the College Council for feedback and recommendations. Because the College is an HSI with particular focus on expanding racial and ethnic equity and inclusion, College leadership in consultation with DAC have determined to keep the focus on race and ethnicity disaggregation in the Equity Scorecard. The intent behind each measure, its target, and its status are detailed in the exhibit [Institutional Indicators and Measures: Design and Status](#).

Targets and Peer Comparisons

College leaders regularly consider information from peer institutions to inform their decisions. This context helps them to gauge the potential impact of their actions on students and employees. They consider changes to tuition, fees, parking and safety policies, and employee compensation proposals in the context of peer Oregon community colleges, for example. They also consider the impact of peer institutions' policy and operational decisions, such as responses to COVID-19 and the impacts on enrollment and staff turnover.

Throughout the institution, it is also well known that community college students nationally lag well behind four-year college students in completing their educational goals. College leaders regularly compare Chemeketa completion and transfer rates to regional and national rates, to the extent that they are available for review, to gauge the College's performance as an educational institution. The state's community college presidents and senior leadership gather quarterly, and student achievement data is a regular topic of strategic discussion among these administrators. Strong interest in improving these rates has led to a number of research-based student success initiatives over the years, including Mandatory Advising, Early Alert, and Chemeketa Pathways.

However, the College has not historically considered targeted student success data from peer institutions when developing effectiveness measures to drive improvement. With the introduction of the 2020 NWCCU accreditation standards that call for use of these data for continuous improvement, the College has identified initial comparative data and begun exploring how it might meaningfully put peer comparisons to this use.

Initial Peer Comparators

In Summer and Fall 2021, Academic and Student Affairs leaders developed an initial set of comparative peer data for Chemeketa to consider in its improvement work. They considered available data sources within the context of the College's mission, strategic plan, and institutional indicators. After weighing a variety of possible approaches, the team determined to use data sources that are well established, apply consistent definitions, and offer data that compare well with the College's own institutional indicator measures of student achievement. The sources selected were the Voluntary Framework of Accountability (VFA), the National Student Clearinghouse (NSC), and the Integrated Postsecondary Education Data System (IPEDS).

The measures selected for comparison were fall-to-winter and fall-to-fall persistence, and graduation and transfer rates. Early momentum metrics data, while aligning with College indicators and available from Oregon Community College Association (OCCA), were excluded due to differing collection practices, cohort definitions, reporting limitations, and state-level plans to cease their collection in 2022. Upon careful consideration of the tools and data available at this time, the team decided to use national averages for national peer comparisons and to use all but Oregon's five smallest community colleges for regional peer comparisons.

These data are intended to be conversation starters for the College. They provide visual evidence that Chemeketa students struggle to persist in and complete their educational goals, and their community college peers do, too. They also show that improvements in the area of transfer warrant particular attention, given comparative rates to peer institutions in



Oregon as well as the national average. Perhaps most important, the national average data demonstrate that other community colleges have found ways to improve their persistence and completion rates that Oregon peers, including Chemeketa, have not yet found. This offers added motivation to persist with the improvements underway to advance student success at Chemeketa.

College leaders will continue to refine collection and use of comparison data as the tools available to support this strategy improve. In particular, the PostSecondary Data Partnerships Initiative (PDP) may be able to offer more sophisticated filtering and disaggregation features. This will allow for selection of appropriate peers for meaningful aggregated and disaggregated data comparison purposes with much more specificity. As well, improvements in tools available to support meaningful peer comparisons could impact the College's indicators themselves in the future.

It should be noted that College leaders continue to see great value in gauging performance in comparison to historical performance of Chemeketa itself, which may also be considered a "peer." The design of the Institutional Indicators and Equity scorecards are structured around five-year trend data with the intention that the College's many targeted efforts to improve effectiveness will lead to improved performance.

Individual Areas and Peer Comparisons

Individual areas of the College regularly employ comparative student success data to drive improvement. Faculty in CTE programs that prepare students for certification exams gauge and improve their curriculum in part by comparing their students' results to average regional

or national scores. These programs are able to do this because the entities that administer these exams make those granular data available.

Assessments that peers use, their results, and analyses of peer data all support improvement work in other academic areas as well. Chemistry faculty use standardized national exams to ensure their students are mastering the same outcomes as their peers at other institutions. Scores are also sometimes provided to peers at other institutions to ease the course transfer process. Geology faculty reviewed peer two-year college student success data in developing approaches to promote equitable teaching practices to improve performance for all students, now shared in the Broadening Participation project.⁸ Most of the literature around curricular redesign efforts and improving math completion outcomes cite national statistics, and Math faculty use those references as comparators with their own students' performance.⁹ Life Science faculty pay particular attention to student results at the College's four-year transfer partner Oregon State University to ensure Chemeketa students are reaching outcomes they will need for success when they transfer there, as detailed in their program review.

Academic Development administrators are part of the Oregon Council for Adult Basic Skills Development and the Oregon Pathways Alliance. These groups of Oregon community college peers regularly compare student success results with each other to learn from each others' best practices, and this in turn improves outcomes across the state.

Two of the College institutional indicator measures and targets were set in part with reference to comparative data. Measure 1.B records certification exam pass rates, and the target aligns with both historical and peer comparisons. Measure 6.A records academic development student success. The target was selected in context of peer performance, the state target, and Chemeketa's own historical performance, which was 20% points higher than the state's target at its most recent highest point.

Direction, Method, and Measurement at the Unit Level

In alignment with the College strategic framework, the program review process asks all units to describe and improve their direction, methods, and measurements for advancing the College mission and core themes. Units review both standard and program-specific results and other data pertinent to their work in order to identify opportunities to improve performance and effectiveness. These data inform continuous improvement recommendations that are tracked in annual plans, as described in 1.B.1.

Effectiveness Improvements in the Context of Peer Institutions

The primary ways in which the College has seen improvements to its effectiveness in the context of its peers lie within targeted work to improve student success referenced in

⁸ R. Heather McDonald et. al., "Accelerating change: The power of faculty change agents to promote diversity and inclusive teaching practices," *Journal of Geoscience Education* 67, no. 4 (2019): 330-339. <https://doi.org/10.1080/10899995.2019.1624679>

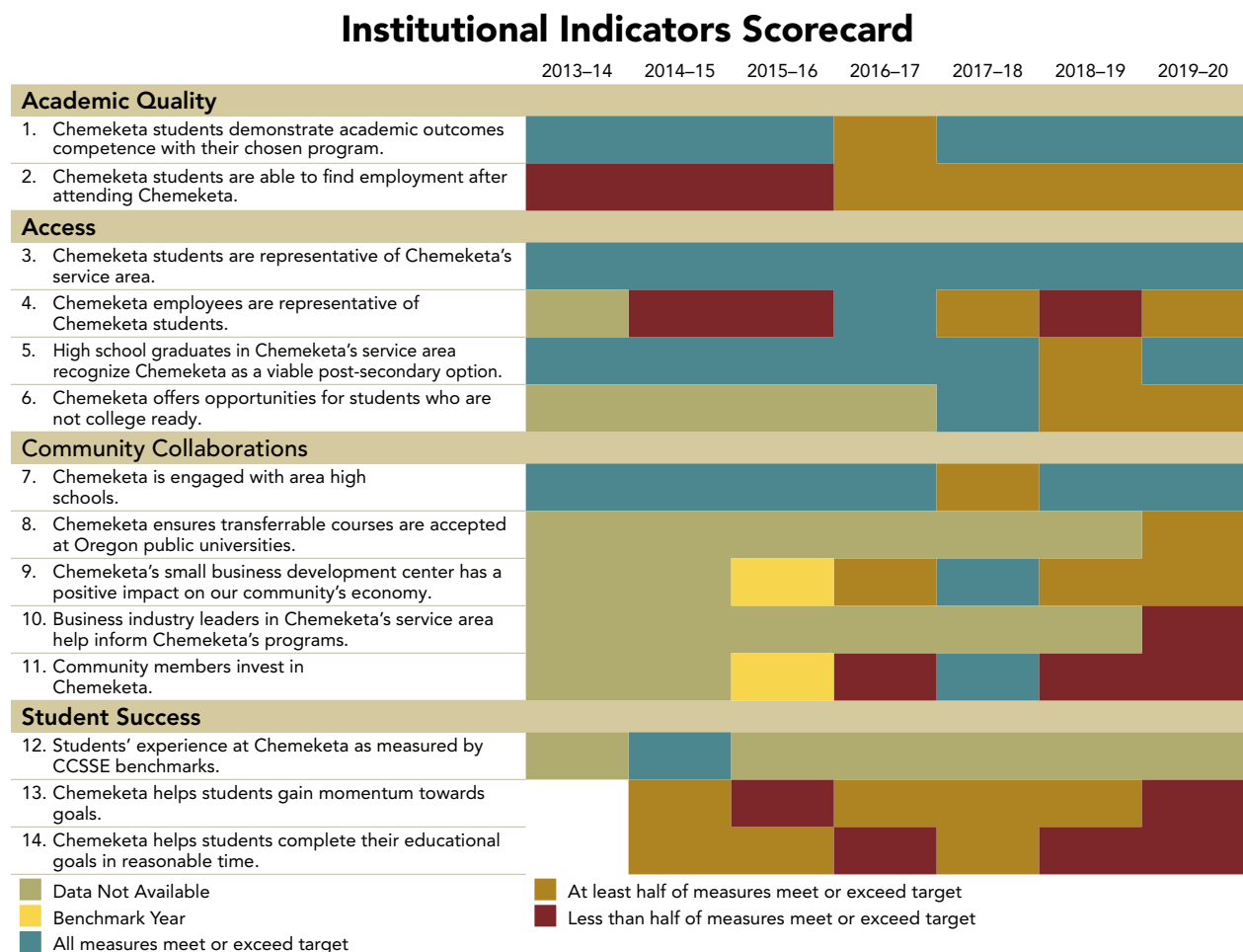
⁹ Xianglei Chen and Sean Simone, Remedial Coursetaking at U.S. Public 2- and 4-Year Institutions: Scope, Experience, and Outcomes: Statistical Analysis Report, Institute of Education Sciences, National Center for Education Statistics, U.S. Department of Education, September 2016. <https://nces.ed.gov/pubs2016/2016405.pdf>

1.B.1. One significant example comes from the most recent annual external evaluation of the College’s five year HSI-CAPS grant, which cited significant progress with this work in comparison to peers. The Academic Development department also has seen steady success over the last four years in comparison to peers within its Title II non-credit grant programs. The College Access Programs department uses Chemeketa population data for “peer” comparisons when setting their performance targets. They typically set their targets 15–20% higher than the historical performance of Chemeketa student populations.

Institutional level peer comparisons were only just developed in Fall 2021 and were not part of target setting discussions in 2019–20, so they have not been in place long enough to have served to drive or demonstrate over-time improvement. As the College engages in more use of peer comparison data to set targets and gauge performance, it will also document results in the context of peer performance.

Mission Fulfillment

Chemeketa uses its Institutional Indicators Scorecard to document current mission fulfillment status and highlight where investments may be needed. As described in 1.A.1, institutional indicators each house meaningful measures with realistic targets designed to reflect College priorities and collectively define mission fulfillment.





Chemeketa’s definition of Mission Fulfillment for this planning cycle is **the achievement or substantial achievement of at least 70% of its indicators’ targets at the end of the accreditation cycle**. This is a minor refinement of the original definition of 75%, established when the College had many more indicators and targets that favored outputs over impacts, as described in 1.A.1.

The scorecard shows where the College is achieving or substantially achieving its mission at a quick glance. Green indicates that targets for all measures under an indicator have been met, yellow indicates at least half of the targets have been met, and red indicates less than half of targets have been met. Thus, **green or yellow constitutes “achievement or substantial achievement”** toward the College mission for that indicator, as articulated in the mission fulfillment definition.

Chemeketa’s most recent scorecard at the time of this writing shows the College on the threshold of meeting its definition of mission fulfillment: as of 2019–20, **69% (nine of thirteen) of indicators with reported data were green or yellow** (Note: Indicator 12 did not have reported data in that year; it was in the “green” zone when these data were last available in 2014–15).

Embracing the College’s evolving understanding of data serving as a flashlight that illuminates opportunity, it should be said that the red and yellow colors help stakeholders see where investments might make the greatest difference for student success. The current indicators were designed to highlight areas of success and areas where more investments are needed to advance toward fulfilling the mission.

Reflection: Direction, Methods, Measurement

While the College's guiding statements have provided steady direction throughout this seven-year strategic planning cycle, the methods and measurements for fulfilling the mission have undergone changes.

2015 Plan Design

At the outset of this cycle, the methods and measurements for mission fulfillment were directly tied to core theme objectives. It became clear over time that the objectives described concrete components of the core themes rather than broad institutional goals. This led to task-oriented activities, narrowly focused measures of success, and a limited view of impact. Additionally, Chemeketa did not limit the number or scope of initiatives in the strategic plan or the measures for gauging progress. The result was an overabundance of detailed initiatives and measures that made it difficult to see the "big picture" of institutional effectiveness.

College leaders sought to better center planning around educational and institutional effectiveness, sharpen the focus on student success, and make meaningful progress on a few top priorities. This led to the two major changes to the strategic framework: new strategic priorities and refined institutional indicators.

Methods change: Strategic Priorities

Following the hiring of a new College president in 2019, growing awareness about equity concerns, and upcoming changes to NWCCU accreditation standards, the Executive Team looked to reorganize the strategic plan around student success. The team led with the insight that the first three College core themes — Academic Quality, Access, and Community Collaborations — describe actions that advance the fourth, Student Success. They established three strategic priorities — Academic Excellence, Access & Equity, and Student Experience — as the key components necessary for student success that also closely align with the core themes. Within each of these new priorities, they identified two improvement-focused initiatives. They finalized this reorganization in Summer 2020.

In conjunction with this change, a college council was assigned to each strategic priority and its initiatives for monitoring and feedback. The councils' new role would be to monitor implementation progress as well as related indicator data. The broad membership of each council would provide valuable feedback and perspective and could become an excellent communication conduit for the College community. This feature of the strategic framework was outlined just before COVID-19 hit, and so it was delayed in becoming integrated into practice. Now in 2021-22, councils are just beginning to take up these assigned roles.

Reframing the strategic plan around student success has proven effective, helping to drive steady progress with initiatives. It is anticipated that having councils involved in this work will also prove effective, expanding the number of people engaged with driving institutional change. This will help to build collegewide momentum for intentionally improving effectiveness and advancing the mission.

Measurement change: Institutional Indicators

Originally, measurements of mission fulfillment were aligned with each core theme objective (listed in 1.A.1.) Measures tracked progress toward an idealized completion state for each objective, tracking activity and counting outputs. This approach led to an avalanche of data, and only some of it useful for student-focused improvements. In the *Year Three Mid-Cycle NWCCU Report*, Chemeketa listed 73 institutional measures. Of those, only 28 proved to be readily measurable, and many were deemed to be too focused on details and not the “big picture.”

After several iterations during this planning cycle, the new 14 institutional indicators and their respective measures are proving effective tools for improvement planning. They are tied to the core themes rather than individual objectives, and they focus on educational and institutional effectiveness. Several of these measures are also disaggregated on the Equity Scorecard to illuminate equity gaps.

Next Steps

As noted in 1.A.1, this year the College is in the process of developing a new strategic framework for its next seven-year cycle. It is anticipated that the new structure will build on the most promising features of the current framework: a tight focus on student success initiatives, and broader involvement through councils. The new institutional indicators represent a comprehensive and meaningful set of measures for gauging student success at a community college. While many are likely to remain in place, IRR continues to refine the measures together with stakeholders to consider changes needed. It will also review the current indicators to identify desirable refinements in light of a revised College mission.

The College will also consider refinements to both measures and targets as more sophisticated peer selection capabilities become available. There are significant challenges to establishing meaningful apples-to-apples peer comparison data because there are so many variations in how different institutions define cohorts when developing data points. Of particular interest would be possible comparisons to other HSIs, as well as other institutions that have adopted Guided Pathways strategies. The College looks forward to the potential for better tools to support such meaningful comparisons.

STANDARD 1.B.2 EXHIBITS

Institutional Direction, Method, Measurement

[Institutional Guiding Statements](#)

[2015–16 Strategic Plan](#), [2021–22 Strategic Plan](#), [Status Report](#), and [Placemat](#)

[Institutional Indicators](#) and [Equity Scorecards](#)

[Institutional Indicators and Measures: Design and Status](#)

[Chemeketa’s Mission, Vision, and Values](#) (College Website)

[Institutional Indicators](#) (College Website)

[Equity Scorecard](#) (College Website)



Peer Comparisons

[Institutional Data Peer Comparisons](#)

[CAPS-HSI Analysis and Program Institutionalization—External Evaluation](#)

[Peer Comparisons](#) (College Website)

Unit Direction, Method, Measurement

[Program Review Guidelines](#)

Annual Plan Templates—[Service](#) and [Academic](#)

Next Steps

[Strategic Visioning—ASCETA Project Overview](#)

Standard 1.B.3 Inclusive Planning

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Inclusive Institutional Planning and Improvements

Chemeketa's approach to planning is inclusive and offers multiple opportunities for comment by appropriate constituencies. Necessary resources are allocated to these plans and lead to institutional improvements.

Direct as well as indirect stakeholders have long played a critical role in decision-making, planning, and executing activities at all levels at the College. As noted in 2.C.4, many aspects of the College's work involve input from committees, workgroups, task forces, or councils. Depending on the role and membership, these teams may brainstorm and propose ideas, develop implementation plans and oversee them, or monitor effectiveness and impact.

The College's inclusive approach to planning has led to innovative, realistic, and workable improvements to institutional effectiveness. The inclusive approach to responding to the pandemic is emblematic of this institutional norm. A Phased Reopening Chemeketa Task Team with broad representation from across the College was charged with advising the Emergency and Risk Management director in rapid, high-stakes decision-making around how to proceed with operations in this unprecedented time.

The recent expansion of the College Council reflects an intentional shift to expand broad-based engagement with strategic planning. Always informed by informal input from encounters throughout the institution, the strategic plan is now formally vetted by this council, whose members represent all divisions and employee groups, as well as students. College Council input is incorporated into annual summer updates to the strategic plan. As a new practice in 2021-22, the council is also reviewing institutional indicators data and weighing in on design and direction for the College's top priorities.

As described in 1.B.1, the budgeting process is designed to consider multiple perspectives as well. Budget managers consult their teams' needs and opportunities to develop budget proposals in the context of the strategic plan and program review recommendations. The proposals move upward through the institution for refinement and approval at each level, and the Executive Team uses them to develop the final proposed budget.

Inclusive Unit Level Planning and Results

Both service and academic units lead the planning and improvement cycle for their own individual areas. The program review and annual planning process asks those who are working at the ground level to generate and execute improvement plans in response to the changing environment, their results, and feedback. The continuous improvement recommendations developed in program reviews reflect meaningful and realistic projects teams deem important for improving educational and institutional effectiveness. In program review presentations, teams share the recommendations with wider audiences to invite feedback and collaboration.

Supervisors respond to the recommendations to help areas refine their plans. When completing annual plans, areas note environmental changes, discuss assessment activities, update progress, and add new planned activities to advance their priorities.

This process leads to incremental continuous educational and institutional improvements at the unit level that are aligned intentionally with the College mission and core themes. Both planned and recent improvements are documented in program reviews and annual plans. The program review and annual planning processes also impact the use of College resources for improved institutional effectiveness. They inform and serve as evidence in the College budgeting process and are considered when allocating budgeted funds or staff time to specific projects.

The program review process itself is advised by a committee with representation from multiple areas and levels across the College. The committee provides feedback for making the unit evaluation and planning process aligned with College priorities and meaningful and useful to participants. Common themes explored in program reviews are synthesized on an annual basis for the committee, which includes members of the College Council and Executive Team, who directly contribute to institutional planning.

Reflection and Next Steps

Strategic planning has long been informed by teams throughout the College but formally developed by the Executive Team. The new structure of directly involving the four college councils in diverse aspects of strategic planning and reviewing results is a promising development in the direction of shared governance. The vision is to transition strategic planning at the College from a primarily leader-driven activity to a collective project leading to a common goal, one that employees at all levels are working together to help the College achieve.

The newly redesigned institutional indicators will help to keep the inclusive planning focus on improving educational and institutional effectiveness. Their targeted scope, oriented toward student success, provides clear direction for those involved in planning, budgeting, executing, and monitoring results — in short, everyone at the College.

The College would also like to improve the way that the institution's multiple teams work together and toward mission fulfillment. College leaders are interested in reviewing the current mix of teams in order to identify gaps or overlaps in purpose and roles, and to clarify decision-making authority and processes. Improving how the pieces work together will help drive the College toward mission fulfillment, weaving the individual strands into a shared purpose to form a strong and unified organization.

STANDARD 1.B.3 EXHIBITS

Inclusive Institutional Planning

[Committees Organizational Chart](#)

[College Council Charter](#)

[College Council Presentation: Strategic Planning and Accreditation](#)

[General Fund Organizational Budgets](#)

[Chemeketa Guided Pathways Groups](#)

Inclusive Unit Planning

Program Review [Steering Committee Charter](#) and [Six-Year Calendar](#)

Improvement Examples

[Assessment for Continuous Improvement at Chemeketa](#)

[Program Reviews and Improvements—2021](#)

[COVID-19 Operational Plan](#) (College Website)

Standard 1.B.4 Environmental Scanning

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Chemeketa regularly and systematically monitors its internal and external environments to inform planning throughout the institution, seeking to identify those patterns and trends that can inform continuous improvements in how the College serves its students and community.

Institutional-Level Environmental Monitoring

Environmental monitoring is central to strategic planning at the College. In launching a strategic planning cycle, the College reviews and considers internal and external environmental factors to design guiding statements and plans that will best serve the community for the coming years. College leaders are involved in multiple statewide groups focused on higher education and community college issues, where they review and discuss environmental trends that impact their work. These trends are reviewed and watched closely by stakeholders throughout the College. (See Table 2.)



Table 2. Environmental Trends Reviewed for Institutional Planning

Environmental Trend	Purpose
Regional demographics	Future enrollment and student profiles
Labor market research	Emerging markets and employer demand, expanding, reducing or creating new academic programs
Legislation and regulatory changes	Upcoming mandates and compliance issues
Economic projections	Financial forecasts for budgeting
High school statistics	Future enrollment and student profiles
Comparative regional and national student achievement	Set targets for institutional indicators

This information is integrated into the process of selecting the strategic initiatives. Environmental changes are also factored into the annual strategic plan review and update process, enabling the College to quickly respond to changing conditions, keeping the strategic plan relevant and responsive. These are used as considerations when determining each year’s planned activities and in adjusting targets for institutional indicators.

The College president additionally sponsors a quarterly community leaders group to monitor regional trends and the College’s impact. This group provides feedback regarding Chemeketa’s services and identifies opportunities for better supporting constituents’ higher education needs.

As detailed in 1.B.1, the College budget process begins each year with a comprehensive environmental scan of revenue and expenditure projections, as well as additional factors that may impact the budget. College budget managers, the Executive Team, and College budget committee are asked to weigh these factors as they develop and consider budget proposals.

Findings and concerns that emerge in ongoing environmental monitoring also lead to occasional comprehensive, targeted studies to better understand how best to support students, employees, and the community. As described in the Preface, the College's HSI-CAPS grant project resulted from such an assessment, surveying needs among the region's growing Hispanic population. The Office of Diversity, Equity, and Inclusion (DEI) recently sponsored student and employee climate surveys, and College councils and the Executive Team responded to the findings with recommendations and investments in expanding employee diversity and activities to advance collegewide equity and inclusion.

Unit and Individual Environmental Monitoring

At the unit level, each area considers its work in the context of the internal and external environment in its program review. Annual plans mirror this process, asking areas to note recent environmental changes in preparation for planning next steps in the coming year. Every CTE program also works with an advisory committee of representatives from the industry it prepares students to enter. These committees provide feedback and guidance to maintain relevance and currency of curriculum and learning outcomes. Service areas routinely scan their environments; for instance, IT monitors industry trends and publications, cybersecurity discoveries and alerts, and vendor updates to plan and execute work. Institutional effectiveness improvements are the cumulative result of this unit level attentiveness to the environment.

Individual employees are also supported in monitoring the environment of their areas of expertise. Employees throughout the institution are involved in professional organizations related to the work they do for the College, and participate in professional development opportunities through these regional and national forums. The College supports this engagement as part of regular job responsibilities and also allocates professional development funding for all faculty and classified employees.

The College's extensive network of councils, committees and groups also actively monitor the environmental context of the continuous improvement work they are doing. Groups monitor student outcomes and the College environment, explore researched best practices, and provide decision-makers with data-informed feedback, environmental perspectives, and recommendations.

STANDARD 1.B.4 EXHIBITS

Groups/Processes Advancing Environment Scans

[President's Community Leaders Advisory Committee Charter](#)

[Committees Organizational Chart](#)

[2021-22 Advisory Committee Rosters](#)

[Program Review Template: Environmental Scan](#)

Examples: Environmental Scans

[Budget Principles and Financial Environment](#)

[Hispanic Community Needs Assessment](#)

[Chemeketa Climate Survey 2020](#)

[Program Review Themes 2021](#)





1.C Student Learning

Standard 1.C.1 Appropriate Content and Rigor

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

Chemeketa's instructional programs offer appropriate content and rigor, align with the College mission and core themes, and culminate in clearly defined student learning outcomes leading to approved credentials. To ensure quality, academic areas design **appropriate learning outcomes** to build expertise and align with state requirements and industry and university partner needs.

The College supports this work through a **standardized process** for development and modification of programs, credentials, and courses; **systematic review and oversight** of academic area content and rigor; and attention to how learning is appropriately **sequenced and scaffolded** for learners.

Appropriate Learning Outcomes

Student learning outcomes are clearly identified for all academic courses in course outlines and all academic credentials in the College catalog. The College catalog lists all CTE credential

outcomes and the [state-defined Outcomes and Criteria for Transferable General Education Courses in Oregon](#), the required foundational source for Oregon general education courses associated with community college credentials ([ORS 589-006-0050](#)). The faculty-led and administrator-coordinated Curriculum Committee's review process ensures that designators are consistent with program content in recognized fields of study and align with [state](#) and NWCCU standards.

Faculty are well prepared to develop and revise appropriate outcomes. They are selected for their expertise within their field as detailed in 2.F.3 and supported to engage in continuous **professional development**. The College earmarks professional development funds for each full-time faculty member, and additional funds for part-time faculty, that can be used to engage in regional and national dialogue around appropriate course and credential content and rigor. Faculty are also supported in participating in professional gatherings with external partners as part of their regular duties, and many are active members of state and national affiliated organizations. Many CTE faculty also engage in continuing education through associated industry organizations to ensure they are equipping students with essential skills for success in the field.

Standardized Process for New Offerings

Proposed new offerings at Chemeketa are put through a careful process of development, review, and approval that aligns with [Oregon Higher Education Coordinating Commission \(HECC\)](#) and NWCCU requirements and considers the College mission as well as transfer partner expectations.

For new courses, the academic area must indicate how the proposed offering will contribute to a student's skill development within the affiliated division or program. They detail in a course outline student learning outcomes and planned methods for assessing them. New Career and Technical Education (CTE) and GED/Adult Basic Education course proposals must indicate how they align with state standards in their associated classifications of community college curriculum. Proposed general education courses go through a similar process and are additionally reviewed for alignment with the state general education outcomes; they then go through a formal transferability review by Oregon's state universities. The final step for any new course is review and approval by the Curriculum Committee.

When proposing a **new program or credential**, academic areas detail information called for in state standards governing program viability and quality: the need for the program or credential, the plan for developing it, and the intended student learning outcomes and plan for assessing them. Proposals must articulate how course outcomes build to program outcomes. CTE proposals are subject to review and approval by advisory committees with industry representatives. The Curriculum Coordinator reviews completed proposals and presents them to the Curriculum Committee to review. Once approved, the proposal is routed to the state and then to NWCCU for approval.

Systematic Review and Oversight

Academic areas are subject to review of appropriate content and rigor in **program reviews**. Faculty describe their process for updating course outlines at least every three years to ensure content is current, relevant, and appropriate, as required by the state. They also

detail learning scaffolding design principles that underlie their area's course offerings, important developments in their field, and sources and processes for defining learning outcomes and their plan for assessing them. External reviewers and administrators review the document and provide written commentary. At the conclusion of the process, faculty identify recommendations for improvement and track progress in annual plans.

Independently accredited CTE programs go through additional extensive regular review processes as part of those affiliations. Many CTE programs are also structured to prepare students for identified external assessments leading to credentials required for employment. Those faculty align curriculum with content required for success with these assessments.

All CTE programs maintain industry **advisory committees** as required by state standard to monitor appropriate content and rigor within their field of study/area of expertise. Committees meet at least three times a year with faculty to review program, credential, and course content and sequencing, and contribute to planning to ensure the program is offering appropriate content and rigor needed for success in the industry. The **Academic Standards Advisory Council (ASAC)** oversees collegewide policies and practices related to student learning to ensure consistent and comprehensive academic quality and integrity.

For oversight of Chemeketa's College Credit Now dual credit program, **College faculty liaisons** support teachers delivering courses in area high schools to ensure the curriculum aligns with the content and rigor expectations defined in course outlines. Liaisons' role is spelled out in the College procedure ([Procedure 4050](#)) for ensuring the College is offering quality dual credit, and detailed in the College Credit Now handbook.

Sequencing for Appropriate Rigor

CTE programs with strictly linear paths to their certificates and degrees outline appropriate "term-by-term" sequences for students in the College catalog, and those programs with flexible sequencing provide a list of courses required for each credential. Several general education transfer programs additionally outline for students those course sequences needed to successfully transfer into related university programs. Faculty and advisors use these materials as well as four-year partner advising guides to develop with students personalized term-by-term **academic plans** meeting their needs. This is done during mandatory advising as students are earning their first 30 credits, as described in 1.D.1. CTE faculty serve as advisors to students pursuing credentials in their respective programs and are further able to gauge and use student learning needs to guide the design of these plans.

Writing and Math faculty, recognizing the central roles they play in student success and progression for all credentials offered at the College, carefully sequence and hone skill development through their course series in close collaboration with colleagues at other Oregon, regional, and national community colleges, high schools, and universities. Coupled with course outlines, these faculty summarize course sequencing in documents that spell out how these courses build to needed mastery. The English program's writing sequences are additionally articulated in the context of learning outcomes.

Reflection and Next Steps: Transferability and Chemeketa Pathways

In sync with sister community colleges and the state of Oregon, the College has been intensifying considerations of content and rigor in the context of **course transferability**. Many Chemeketa students intend to transfer to a four-year institution. In addition to the transferability review described above for new courses, starting this year (2021–22), programs/disciplines undergoing program review are provided a spreadsheet outlining transferability to state universities of all their course offerings to consider in their self-studies. Also in this accreditation cycle, department and College administrators have increasingly reached out to four-year partners with the intent to improve transfer conditions for students. Most recently in January 2022, the vice presidents of Student and Academic Affairs held a “transfer summit” with university partner administrators for this purpose.

Developing appropriate, well-sequenced, and rigorous outcomes-based pathways helps students to develop the academic skills they need to progress successfully through college and in work. In the near future the College will further advance appropriate content and rigor in this way through term-by-term **Chemeketa Pathways** “maps” to guide advising. These maps will lay out optimal course sequencing for student learning success and efficient paths to fulfilling credential requirements. CTE areas are mapping recommended pathways to each offered credential, and general education areas are mapping discipline-specific plans to prepare students for success at transfer institutions. These maps are nearing completion at the time of this writing and will soon be made available on the College website.

EXHIBITS 1.C.1

Appropriate Content and Rigor: Professional Development

[Faculty Professional Engagement and Membership](#)

[Faculty Handbook](#), Professional Development (p.14)

Offerings Development/Revision Process

[Curriculum Committee Charter](#)

Course and Program Development Materials

Course/Revision Forms—[CTE](#), [General Education](#), [Post-Secondary](#)

Course Outline Templates—[CTE](#), [General Education](#), [Post-Secondary](#)

[CTE Application for New Program or Certificate](#)

Review and Oversight

[Program Review Outline Template—Academic CTE Accredited Programs and Certification Exams](#)
[Results of the 2020 Certification and Licensure Examinations](#)
[CTE Advisory Committee Rosters and Handbook](#)
[Academic Standards Advisory Council Charter](#)
[College Credit Now Program Handbook](#) (College Website)
Roles and Responsibilities (pp. 7-8)

Content and Sequencing Resources and Requirements

[College Catalog](#) (pp. 54–64 and under individual CTE program descriptions pp. 77–199)

Transfer Resources and Chemeketa Pathways

[Course Transferability Master List](#)
[Chemeketa Pathways](#)
[Transfer Center](#) (College Website)

Examples

[General Math](#), [Math 105](#) and [Writing](#) Course Sequencing
[Program Review Data Package—Sample Transferability Report—Accounting](#)
Chemeketa Pathways Maps—[Health and Human Performance](#), [Music](#), [Vineyard Management](#)
[New Credential Application: Limited Residential Electrician](#)

Standard 1.C.2 Credit and Credentials Represent Learning

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

Chemeketa awards credit, certificates, and degrees that represent student learning of appropriate breadth, depth, sequencing and synthesis, outlined in a carefully scaffolded curriculum built on student learning outcomes.

Outcomes Define Course and Credential Learning

Student learning outcomes articulate and scaffold learning at the College. Significant program/discipline level work is devoted to creating and refining learning outcomes to ensure they build appropriate, sequenced, manageable, and achievable skills and knowledge that prepare students for success in subsequent settings. In addition to their continuous professional development informing this work, faculty confer with colleagues who will work with their students in their next steps—in college-level courses, industry, and four-year



programs—to refine and align learning outcomes with what students will need to be able to do to succeed.

Support for constructing quality outcomes and sequenced learning is also evolving at the College with an eye to continuous improvement. The Center for Academic Innovation (CAI) and Office of Academic and Organizational Effectiveness (AOE), in collaboration with faculty groups, are curating support and professional development resources to advance effective teaching, student learning outcomes development and assessment. Work related to shaping, refining, and supporting the development of quality outcomes and assessments is detailed in 1.C.5-7.

Reflection and Next Steps: Changes at the State Level

Oregon’s approach to higher education is in transition as legislators and educators seek to improve transfer experiences for students, and learning outcomes are central to those considerations. There have been discussions in the last several years about possible revisions to the statewide General Education outcomes underlying all certificates and two-year degrees. The Oregon legislature approved [Senate Bill 233](#) in June 2021 requiring HECC to develop a common course numbering system and aligned student learning outcomes for lower level college courses. There is currently extensive deliberation taking place around [statewide core and major transfer maps](#) to be aligned with the state’s two-year transfer degrees.

Chemeketa representatives are actively participating in these statewide discussions. The resulting decisions will impact how Chemeketa proceeds with articulating, honing, sequencing, and assessing student learning. The College is carefully weighing state-generated proposals for new offerings, looking to ensure that any new credential will represent authentic learning and will provide students a solid base for moving into the workforce or to transfer institutions. A first major transfer map focused on education has been finalized and adopted by Chemeketa; others are still in development. The College looks forward to providing students with these improved systems for smooth transfer of courses and credits that represent progressive learning and will lead to their continued success.

STANDARD 1.C.2 EXHIBITS

Learning Outlined in Outcomes

[Faculty Handbook](#)

Teaching expectations (pp. 8–9)

Teaching and Learning Responsibilities (pp. 10–11)

Professional Development (p.14)

Annual Cycle of Academic Activities: Program Planning (pp.14–15)

Outcomes and Assessment of Student Learning (pp. 17–18)

[Center for Academic Innovation](#) (CAI College Website)

Examples

Course Outlines:

Developmental Education ([WR90](#));

General Education ([MTH111](#) and [ED216](#));

CTE ([ELT121](#))

[Education AAOT Transfer Degree](#)

Standard 1.C.3 Publishing and Sharing Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Expected certificate and degree learning outcomes are published in the College catalog under descriptions for each credential. Oregon’s general education outcomes for all transfer degrees are also published in the catalog.

All course outlines list the course outcomes and any associated state general education outcomes. The Curriculum Coordinator maintains and makes available on the Curriculum Resource Center intranet site all course outlines to ensure consistency and accessibility. These are provided to students or the public upon request.

All course syllabi are based on course outlines and list their associated course outcomes and any associated state general education outcomes. These requirements are outlined in the College Syllabus Checklist. All students have access to their course syllabi in the College LMS.

Reflection and Next Steps: Improving Outcomes and Their Use

At this time, most academic areas focus on communicating course outcomes to help students understand their learning progress. AOE is seeking to identify further venues for publishing course and credential learning outcomes, with a focus on the College website.

Projects underway to bolster professional development for meaningfully articulating and assessing learning, described in 1.C.5 and 7, will also expand the potential to use outcomes as effective communication tools for students and constituents. Chemeketa Pathways materials might be constructed to show students how their learning is outlined in outcomes, for example. The NWCCU Handbook rubric for this standard provides useful ideas for further options for explaining their learning progress through outcomes, and these concepts can help to guide advancements in this direction.

STANDARD 1.C.3 EXHIBITS

[College Catalog](#)

General Education Outcomes (pp. 52–53)

Individual CTE credential outcomes listed under CTE programs (pp. 77–199)

[Faculty Handbook](#), Syllabus (pp. 20)

[Syllabus Checklist](#)

[Syllabus Templates, Samples, and Checklist](#) (CAI College Website)

Standard 1.C.4 Admission and Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Chemeketa's open-door admissions policy detailed in 2.C.3 is reflected in its clearly defined, widely-published, and easily-accessible admission materials. The process for a student to gain admission to Chemeketa is published in the College catalog, in the schedule of classes, and on the College website. The website also has links to all materials needed to apply, as well as the option to contact Advising for more information and assistance.

Graduation requirements are spelled out for students in detail in the College catalog and on the College website, and are supported in supplemental FAQs to answer student questions. Students also learn in Mandatory Advising how to track their progress towards their educational goals through Degree Works, the College degree audit and awarding software, as described in 1.D.1. Systems have been developed for both admission and graduation to ensure that any changes are monitored, updated, and communicated with students.



STANDARD 1.C.4 EXHIBITS

[College Catalog](#)

Admission and Registration (pp. 6–7)

Degrees, Certificates, and Transfer Information (pp. 45–51)

Graduation (p. 47)

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

[Graduation Services](#) (College Website)

[Graduation FAQs](#) (College Website)

[College Schedule of Classes](#) (College Website)

Students New to Chemeketa (p. 6)

Steps to Enroll (p. 7)

Standard 1.C.5 Assessment System to Advance Quality

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Outcomes Assessment for Learning Evaluation

Chemeketa's system of learning outcomes assessment is designed to effectively evaluate and improve the quality of learning in its academic programs. The system represents a marriage between **pedagogy** and **infrastructure**. Faculty govern pedagogy: outcomes, curriculum and meaningful assessments to advance quality learning. Administrators, in consultation with faculty, manage infrastructure: standards, guidelines, support, and processes to drive and unify this work on an institutional level.

The infrastructure has undergone significant improvements over the last three years: it is now much more user-friendly, and faculty are central to its design and updates. The process is designed to yield meaningful, useful information about teaching and learning, and it is continuing to evolve to meet faculty needs.

Outcomes and Assessment: Standard Practice

Faculty in all academic areas establish and refine learning outcomes, build curricula to help students achieve those outcomes, assess students' mastery of them, and review assessment results to improve instructional practice and programs. Materials supporting faculty in their roles clearly outline these responsibilities. The Faculty Handbook discusses the central role of outcomes and assessment in a faculty member's work, and faculty job descriptions explain that faculty are responsible for maintaining course outlines, which detail student outcomes and methods for assessment. The Program Chair Handbook details that faculty program chairs are responsible for coordinating curriculum review, analysis, and assessment. Orientation for full- and part-time faculty also addresses the requirement that curriculum be based on the student learning outcomes listed in course outlines and the need to engage in learning outcomes assessment.

Infrastructure Supporting Assessment

In consultation with faculty and academic administrators, AOE and CAI design institutional support and guidance for outcomes assessment work. AOE develops, publishes and makes widely available current **institutional guidelines** for formal outcomes assessment of academic areas. AOE also collects and disaggregates **assessment results** for faculty and deans to review. The CAI currently provides direct technical support for integrating outcomes assessment into Canvas. Staff are available to provide individualized consultation on effective assessment practices. Likewise, CAI staff are developing a repository of references and resources on outcomes assessment which will be available on its website.

A faculty-led and AOE-supported **Learning Outcomes Assessment Committee** (LOAC) is charged with refining guidelines and other aspects of assessment to ensure they foster useful

information in support of student learning. AOE maintains an intranet Assessment page outlining essential information for academic areas as well as a LOAC-designed **assessment resources site** for faculty with additional information. Faculty also receive periodic communication regarding outcomes assessment news and resources from AOE, LOAC, and executive deans. These communications are also posted both on the intranet and LOAC sites.

The **program review and annual planning** processes additionally center this critical aspect of faculty's role. Both processes engage academic areas in regular conversation regarding how they evaluate the quality of learning in their courses and programs/disciplines. In program review reports, faculty comprehensively describe, evaluate, and plan their learning outcomes assessment activities aligned with current College guidelines. This section of their report becomes their area's **assessment plan**. External reviewers and supervisors review these plans and provide written feedback. Program review recommendations include planned improvements to outcomes and assessments, and progress is noted each year in annual plans. Faculty additionally summarize in annual plans their most recent outcomes assessment activities, results, and planned next steps.

Recent Infrastructure Improvements

At the time of the College's 2015 NWCCU Accreditation review, the office of Teaching and Learning (now AOE) established clear guidelines for outcomes assessment that formed the basis for assessment planning in academic areas. After several years under these guidelines, feedback and research made it clear that the system could benefit from revisions to effectively advance quality learning and program improvement.

The then Vice President of Instruction and Student Services assembled an ad-hoc Assessment Steering Committee (ASC) in Winter 2020 with academic, curriculum, program review, and assessment reporting leaders. The committee was charged with identifying ways to improve the breadth, depth and quality of outcomes assessment at the College using:

- Faculty feedback documented in numerous program reviews articulating a need for clear guidelines and improved collection/reporting infrastructure
- Maps that faculty created in 2018–19 outlining learning outcomes, levels of mastery in sequenced courses, and assessments, gearing up to outline and establish Chemeketa Pathways materials
- Guidance from 2019 NWCCU-sponsored assessment workshops and changes in NWCCU accreditation standards
- A desire to expand the faculty voice in determining the College's approach to outcomes assessment

In Summer 2020, faculty joined the committee to shape a revised approach to outcomes assessment that launched the following fall. They sought to simplify reporting processes and improve access to results; identify ways in which results might be disaggregated for faculty review; respond to accreditation requirements for empirical data documenting student learning; champion a wide spectrum of faculty-driven approaches to meaningful and useful assessment; and incorporate best practices for using outcomes assessment to support advancing student learning and addressing equity considerations.

The revised approach featured the following components:

- Revised College outcomes assessment guidelines to generate more useful information about student learning
- Improved data collection and review capabilities, including access to results disaggregated by student demographics and other academic characteristics
- The selection of Canvas to be the College's new LMS in part for its advanced features supporting outcomes assessment
- Technical support for faculty to incorporate outcomes assessments into Canvas
- Expanded support for pedagogical inquiry through CAI
- A new faculty-led outcomes assessment committee charged with researching, planning, and advancing improvements to outcomes assessment structures in consultation with AOE and other stakeholders
- Modifications to both the program review and annual plan templates and data provided to reflect the new guidelines and to encourage consideration of learning throughout a student's time attending Chemeketa.

Current Shape of Learning Evaluation

These revisions are currently in Year 2 of implementation. All academic areas are now expected to assess student mastery of course and program/discipline level outcomes on a schedule they outline in **three-year assessment plans**. Faculty drive decisions around which assessments are best suited for their area. Results are collected via Canvas where practical, and areas that choose another collection method provide results to AOE. Deans help to ensure and facilitate this work.

To support assessment review, AOE provides faculty and deans with **visualizations of results** that are also disaggregated by student demographics and other characteristics (GPA range, credit accumulation, placement levels, declared major). Additionally, AOE develops an **outcomes assessment progress report** for Academic Affairs administrators showing the extent to which each academic area has engaged in outcomes assessment work in this system.

The newly formed faculty-led LOAC is taking a central role in refining this infrastructure. Many faculty on the original ad-hoc committee transitioned to serving on LOAC, joined by faculty from other academic areas. LOAC's work is conducted primarily in subcommittees addressing components of outcomes assessment that make recommendations to the broader committee for approval. The ad-hoc steering committee continues in a supportive role to advance LOAC findings among College leadership and to devise strategies to enact its recommendations.

Complementing outcomes assessment of learning quality, the program review process now provides faculty the opportunity to look closely at how students fare academically throughout their time at Chemeketa and after they transfer. **Customized Student Trajectory Reports** give faculty a picture of their students' learning progression across courses, in other disciplines, and over time. Faculty may request information about their students' grades in prerequisite and subsequent courses, credential completion, and transfer and eventual baccalaureate degree completion. These reports help faculty to gauge how well their courses and requirements are preparing students for continued successful learning. The information can help them identify



possible areas for curriculum changes or new assessments that could illuminate where students may be faltering in their learning progress.

Reflection: Significant Improvements

Until 2020, the College’s stated expectation was that faculty engage in program-level learning outcomes assessment, report results annually, and demonstrate how they used the results to improve. However, the College LMS was not set up to collect assessment results. Google forms were created for this purpose. This approach provided documentation that the work was occurring, but it did not provide easily accessed or actionable collegewide results for faculty and deans to review. Many areas devised their own strategies for collecting and analyzing more useful assessment data, but it was generally not reported into the College’s centralized system. In program reviews over time, faculty frequently cited these and other frustrations over outcomes assessment, including conflicting guidance over what assessments would be acceptable, and a sense that they were “checking a box”, conducting outcomes assessment only to fulfill requirements.

The changes to the system were designed to respond to this feedback in ways that were informed by best practices research. They have been enormously successful so far. Even with all of the prior year’s challenges, as of October 1, 2021, fully 81% of academic areas had actively participated in some level of this more granular outcomes assessment in 2020–21, and 72% had created their three-year assessment plans. Early data in January 2022 indicate these percentages have continued to climb, with a new report due out in February. This indicates extensive improvement in outcomes assessment reporting and engagement throughout the College.

Next Steps: Expansion and Improvement

The assessment system changes are relatively new and continuing to evolve. Given the COVID-19 pandemic, in Fall 2020 the College found itself in the difficult position of launching new assessment guidelines and a new LMS system in the context of an entirely remote school year. As they began these new processes, some academic areas discovered that they had not correctly configured their LMS-based assessments; as a result, not all 2020–21 efforts generated results. Some academic areas did not formalize their three-year assessment plans until Fall 2021. Program review and annual planning will help to expand and advance this work, as will a planned expanded dean involvement to support LOAC’s work. CAI is also building resources to help faculty continuously improve their outcomes and assessments as useful tools in helping to improve student learning.

LOAC workgroups this year are focusing on further refinements and improvements to the assessment infrastructure. These include communication plans, a process to support summer outcomes assessment projects, sustainable peer-to-peer assessment support, and proposals to configure and clarify outcomes assessment staffing, oversight, and decision-making processes. The committee is also exploring possible revisions to the College’s approach to assessing general education outcomes, described in 1.C.6.

STANDARD 1.C.5 EXHIBITS

Faculty and Outcomes Assessment

[Faculty Handbook](#)

Outcomes and Assessment of Student Learning (pp. 17–18)

[Program Chair Handbook](#) (pp. 4 & 6)

[Faculty Orientation: Outcomes Assessment](#)

[General Education Course Outline Template](#)

Infrastructure and Resources

[Learning Outcomes Assessment Guidelines Graphic](#)

[Learning Outcomes Assessment Data Reports](#)

[Outcomes Assessment Results Report—Fall 2021](#)

[Charter: Learning Outcomes Assessment Committee \(LOAC\)](#)

[Program Review Template Section 5: Assessment Plan](#)

[Learning Outcomes Assessment Committee](#) (LOAC College Website)

Outcomes Assessment Improvements

[2018 Statement of Program Outcomes Assessment Expectations](#)

[Fall 2020 Outcomes Assessment Guidelines](#)

[Learning Outcomes Assessment Progress Report 2020–21](#)

[LOAC report to Academic Standards: 2020–21 Accomplishments](#)



Next Steps

[LOAC Workgroups Updates—January 2022](#)

[LOAC Decision-Making Role—Draft](#)

Examples

[Faculty Job Description](#)

3-year Assessment Plans—[Life Science](#) and [Hospitality & Tourism Management](#)

Assessment Plans—[Office Administration & Technology](#) and [Visual & Performing Arts](#)

Student Trajectory Reports [BI Student Trajectory](#), [PHM Student Trajectory](#)

Standard 1.C.6 Identifiable, Assessable General Education Learning Outcomes

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

General Education Outcomes at Chemeketa

As noted above, in Oregon, [outcomes for general education courses](#) at public colleges and universities are set by the state. These outcomes were developed by statewide teams of faculty in 2009 as part of an effort to develop smoother transfer pathways for Oregon college students. They appear in the Chemeketa catalog as the College's established general education outcomes, and they govern the general education requirements for all certificates and degrees.

Assessing State Outcomes

While the state outcomes serve as baseline articulations of what faculty hope students learn in a college or university general education curriculum, faculty at Chemeketa and colleagues across the state have recognized that while these "outcomes" are so labeled, they are very broad, difficult to measure, and challenging to use as the basis for meaningful outcomes assessment or useful results.

To remedy this situation, in consultation with AOE, academic deans, and the Executive Dean of General Education and Transfer Studies, most general education areas have detailed and refined these outcomes with more specific language. These refined articulations of intended student learning provide more measurable detail to describe what faculty are working to help students master. In many cases, this language is informed by outcomes defined by state or national groups associated with the discipline.

These refinements of the state-defined general education learning outcomes are outlined alongside the state language in the repository that AOE maintains of all College program/discipline outcomes. This list is used to populate course shells in Canvas to facilitate collegewide learning outcomes assessment.

Academic areas responsible for assessing these state outcomes outline their approaches to general education outcomes and assessment in program reviews, listing both their associated state-defined general education learning outcomes and their refined outcomes language. General education academic areas design their assessments to measure mastery of the state outcomes through these refined outcomes.

The College gauges student mastery of the state outcomes in this way. They are assessed by individual general education disciplines on a three-year schedule, and faculty review results to consider improvements to instruction in their individual general education areas.

Reflection and Next Steps: Faculty-Led Revisions

Faculty and administrators are actively re-examining this current approach to meeting state requirements and this NWCCU standard to set and assess institutional or general education outcomes. As noted, faculty are currently expected to assess both course-level and program/discipline level learning outcomes on a three-year schedule. Many general education faculty report that while they find course outcomes assessments to be beneficial, they do not find assessment of general education outcomes at the discipline level, interwoven amid discipline-level coursework, to be meaningful or useful for improving student learning.

The newly-formed LOAC has taken up as one of its central projects the question of how to respond to this feedback and also meet NWCCU Standard 1.C.6 and state requirements. As an initial step, LOAC voted in May 2021 to pursue strategies to align general education outcomes assessment with credential completion rather than with individual general education disciplines. Under this approach, required assessment above the course level would be conducted at the conclusion of a certificate and degree pathway for both CTE-focused and general education/transfer-focused students. Assessment methodology is yet to be determined, but it could involve assessment of a capstone project or portfolio when a student nears completion, for example.

Several LOAC members and the Executive Dean of General Education and Transfer Studies attended the American Association of Colleges and Universities Institute on General Education and Assessment in June 2021 to begin exploring how this strategy might be pursued. This year LOAC created a subcommittee to focus on generating a faculty-supported recommendation for a degree-based structure of general education student learning outcomes and assessment above the course level by the end of 2021-22. The intent is to address NWCCU's accreditation requirements and Oregon's state mandates while centering a flexible, faculty-led effort to generate meaningful assessment results rather than imposing pro forma mandates.

STANDARD 1.C.6 EXHIBITS

General Education Outcomes Assessment

[Oregon General Education Outcomes and Chemeketa Program/Discipline](#)

[Learning Outcomes/Refinements](#)

[LOAC Minutes May 2021 Re: Program/Discipline Outcomes](#)

[AAC&U Seminar Proposal: General Education Outcomes](#)

[LOAC Outcomes Subcommittee Draft: Outcomes Assessment Layers](#)

Standard 1.C.7 Improving Student Learning Outcomes

The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Using Assessment to Improve Student Learning

Assessment results are used to inform planning and practice to improve student learning as described and referenced in 1.B.1. Learning outcomes assessment is central to this work; analysis of results from other student success strategies plays a role as well.

Academic Improvements

It is important to clarify that as teachers, faculty conduct ongoing formal and informal assessment of student progress within their classrooms all the time that they use for continuous improvement. The infrastructure improvements described in 1.C.5 have been made to the College system for formal learning outcomes assessment. This formal outcomes assessment and review of its results are advanced by the AOE through regular communication and unit review and by CAI through additional support and professional development. This system allows faculty to consider student learning and progress across course sections and within degree programs, and enables the College to document and advance this work.

Faculty devote time each year to reviewing and analyzing how students fare academically in their areas to plan how to improve student learning. For many academic areas, the bulk of this inquiry takes place in the two weeks before fall term; others focus on this work towards the end of the academic year following spring inservice or during the summer. Many academic areas hold retreats each fall to conduct this and other planning work.

Academic areas use a range of assessment data to inform improvements. These include outcomes assessment activities and results, course pass rates, certification exam results, success with standard written assignments or capstone projects, and performance reviews for those programs that include practicums. Assessment results feed into not only curriculum planning but also course, course series, and credential revisions that may be needed. Faculty work with the Curriculum Coordinator when adjustments to student learning outcomes appear to be needed.

Learning-Support Improvement

Targeted improvements to student learning support are also pursued in response to assessment. The Writing Center, Study Skills Center, Tutoring, and the Library all conduct student use and impact assessments to inform improvements, as documented in program reviews, annual plans, and department-level reports.

Additionally, student support service departments have developed an Early Alert system in this accreditation cycle in response to student need. This system connects students who are struggling in their courses with academic or other needed support. Based on feedback documented in program reviews and annual plans, this system will be upgraded in the coming year with the adoption of EAB Navigate software to provide faculty and advisors with more



detailed information regarding the extent to which students are accessing support they have been referred to. It will allow service areas, advisors, and faculty to see and add notes to referrals and follow up, providing one comprehensive view of support.

Analysis of student results has also led Math, Science, Writing, Developmental Writing and other faculty to collaborate with Tutoring and Academic Development on projects to improve equity in student learning, using such strategies as embedded tutoring, co-requisites, and other bridge courses. Business Technology, Early Childhood Education, and Welding have also developed collaborations with Academic Development to better support learners to succeed in their CTE programs. The College Grants Office has supported cross-curricular projects aimed at improving equitable student learning and related strategic initiatives, as detailed in 1.B.1.

Expanded Access to Assessment Results

The use of outcomes assessment to meaningfully improve student learning is poised for positive growth. The many improvements described in 1.C.5 are already resulting in far more documented and centralized faculty participation and engagement with outcomes assessment than in the past. Faculty now play a central role in determining College approaches to outcomes and assessment, and are focusing their direction on making the work meaningful. Faculty now can conduct outcomes assessment within their LMS course shells, and they and their deans have access to interactive reports that provide powerful, disaggregated

information about student learning. Results are tied to individual students, allowing for anonymous display of multiple disaggregation criteria, giving faculty tools for unprecedented information on learning equity.

Because this access is so new, the use of these capabilities to inform planning and practice is only in its earliest stages. In most cases, academic areas are still experimenting with different outcomes assessment methods and refining them to yield meaningful and useful information. A few academic areas have been at the forefront of putting the College's improved outcomes assessment reporting and reviewing capabilities to great use. They are finding initial results to be excellent first steps in amassing data that will offer insights useful for instructional design considerations. Others are only just beginning to see and use the expanded capacity for granular, disaggregated learning outcomes assessment data that the new system offers.

It is anticipated that as awareness grows of these available capabilities, faculty will increasingly experiment with how to put these tools to use to help them identify ways to advance learning and learning equity.

Next Steps: Building Capacity To Use Assessment Well

The College now has in place a strong institution-wide foundation for successful expansion and engagement with using outcomes assessment results to improve student learning. As the College's hub for in-house faculty professional development, CAI provides extensive technical support for integrating outcomes assessments into course shells. It is also expanding its support for designing effective outcomes and assessments that can ameliorate improvements to student learning and equity.

In a related project, CAI is also coordinating a faculty taskforce assembled by the College president in 2020–21 to develop a list of competencies that define excellence in teaching at Chemeketa, and recommendations for supporting faculty growth and achievement with these competencies. This group is using student demographic and achievement data to inform their research into relevant and evidence-based practices. Their findings will help to establish direction for professional development to improve student learning, including effective use of outcomes assessment results. In partnership with CAI, members of the LOAC have also developed resources for faculty regarding the College's outcomes assessment work, guidelines, resources, and support for this work. New faculty orientation materials additionally address outcomes assessment, and faculty inservices and other training opportunities provide information regarding how to use outcomes assessment results to inform curriculum and learning support.

The well-founded review, evaluation, and planning processes of annual plans and program review also serve as effective tools for expanding and enriching how faculty employ outcomes assessment to improve student learning. As noted, these processes regularly engage faculty in detailing their outcomes assessment activities and results, and ask how they have and will use those results to inform changes for improving student learning in their academic areas. New aspects of the data review component of program review further serve to expand faculty's awareness and ability to consider in their planning and curriculum modifications student learning not only in their own academic areas but in other academic areas as well.



Through their steady, consistent presence encouraging reflection on evidence in the professional lives of those who work at Chemeketa, annual plans and program review have helped to strengthen the College’s assessment and evidence-response culture, building awareness, capacity, and accountability around this work. Annual revisions of templates for these processes reflect institutional changes around outcomes assessment capabilities and guidelines at the College. Thus they help to not only communicate what is possible and expected, but serve to drive continued work and improvements in this area.

STANDARD 1.C.7 EXHIBITS

Planning Days

[Fall 2021 Inservice Schedule and Faculty Planning Days](#)

[Fall 2021 Faculty Inservice Website](#)

Academic Improvement

[Learning Outcomes Assessment Data Reports](#)

[Outcomes Assessment Results Report—Fall 2021](#)

Learning Support Improvement

[Assessment for Continuous Improvement](#)

[Early Alert Report](#)

[Grants by Core Theme](#)

Next Steps: Building Capacity to Use Assessment Well

[Excellence In Teaching and Learning Taskforce](#)

[Professional Development](#) and [Instruction](#) (CAI College Website)

[Learning Outcomes Assessment Committee Site](#) (LOAC College Website)

Assessment Examples

[Outcomes Assessment Results Report—Fall 2021—Psychology 201](#)

[Math Placement Report](#) and Placement-Related [Course Completion Report](#)

[Writing Assessment Results](#)

Program Review Data Package—

[BI Course Completion](#), [BI Student Trajectory](#),

[PHM Student Trajectory](#)

Standard 1.C.8 Transfer Credit and Credit for Prior Learning

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Both transfer credit and credit for prior learning are accepted according to clearly defined, widely published, and easily accessible policies with safeguards and attention to quality, appropriateness and comparability. A recently refined process helps students from many backgrounds earn appropriate **credit for prior learning**. A student enrolls in a one-credit seminar to either provide evidence of prior certification or develop a portfolio demonstrating that they have achieved the course outcomes associated with the course(s) in question. Those leading the relevant program then compare the training the student has received to the course's outcomes, using the portfolio to determine the extent to which they have met that course's objectives. Credit is awarded accordingly. This process is reviewed on an annual basis with the Graduation Services Coordinator.

Transfer credit is evaluated on a case-by-case basis to ensure the credit is appropriate and comparable before being accepted for transfer. Students requesting transfer credit submit a form available on the College website detailing the institutions they attended and seek credit for courses they took while enrolled there. The College Registrar reviews transcripts, course outlines, transfer agreements, and other appropriate materials to determine that credits earned at another institution align in purpose and quality with courses at Chemeketa. Awarded credit appears on the student's transcript.

STANDARD 1.C.8 EXHIBITS

[Transcript Evaluation](#) (College Website)

[Request for Evaluation and Transfer of Previous Credits](#) (College Website)

[Credit for Prior Learning Handbook](#)

Standard 1.C.9 Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Not applicable. Chemeketa Community College does not offer graduate programs.





1.D Student Achievement

Standard 1.D.1 Recruitment, Admissions, and Orientation

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Student-Ready College

Chemeketa's student recruitment, onboarding, and advising processes are designed to welcome all students who can benefit from its programs, regardless of academic preparedness, mentoring and supporting them appropriately through to success. Chemeketa's open door admissions policy and breadth of available academic levels allow the College to deliver on its promise of being a student-ready institution. Incoming students at the most fundamental, non-credit academic levels face severely limited employment options, and taking steps such as advancing ESOL levels or completing a GED can open critical doors to better jobs and wages. At the other end of the readiness continuum, incoming college-level students are able to step directly into a prescribed sequence of courses through Chemeketa Pathways leading to rewarding careers or upper division coursework.

The majority of incoming Chemeketa students fall between these two points, needing at least one remedial reading, writing, or math course. Students also come from a wide range of

backgrounds, including those from historically underrepresented identities, and programs are carefully designed to welcome them into the College experience. Chemeketa is well prepared to meet, greet, and support this wide range of learners.

The College website also features detailed information for current and prospective students. This includes steps for admission, tuition and fees, prerequisites and requirements for specific programs, graduation and transfer requirements for every credential, as well as important deadlines for enrolling and securing financial aid.

Recruitment

Chemeketa's recruitment approach seeks to help potential students overcome perceived barriers to attending college that are common in the district. Almost all the recruitment and onboarding staff are bicultural as well as bilingual Spanish speakers. The Recruitment team works with Financial Aid, College Access Programs, Advising, outreach locations, and individual academic areas to organize recruiting events and other outreach activities geared for prospective students and other audiences with specific interests. In many cases, events are designed to reach out not just to students but also to their families. As noted in 1.A.1, research suggests and College experience confirms this approach to be especially helpful for Hispanic and first generation college students. The College also works to maintain a strong presence in the community and area schools.

Additional recruitment strategies reach out to specific populations. The College-sponsored Upward Bound and Talent Search programs assist low-income middle and high school students to complete their secondary education and to prepare them for college. While these programs do not directly recruit for Chemeketa, they provide students with strong connections to the College and its resources, clarifying and easing the path to a college education.

The Chemeketa Scholars and Oregon Promise programs offer free tuition to many high school graduates, and College recruitment processes connect eligible students with these offerings. The College-funded Chemeketa Scholars program offers up to two years of free tuition in any Chemeketa credential program to recent, in-district high school graduates who have at least a 3.5 high school GPA. This non-competitive merit award attracts regional high-achieving students. The Oregon Promise is a statewide, non-competitive merit grant that covers up to 12 community college credits per quarter for recent high school or GED completers who have at least a 2.5 high school GPA/145 GED score. Although these programs do not specifically target low income students, they provide greater access for motivated students who may not have believed college was possible. Each year, Chemeketa enrolls more than 300 new Scholars and more than 500 new Oregon Promise recipients.

Although these strategies primarily focus on high school students nearing graduation, the College also markets to other populations and to the broader community. The Academic Development department reaches out specifically to populations that can benefit from Chemeketa's non-credit ESOL, GED, and Basic Skills Development offerings, participating in many community events and utilizing social media and word of mouth strategies. A range of individual CTE programs conduct their own recruitment activities as well, such as connecting with high school programs and participating in career fairs. Marketing describes on billboards

and through other venues many ways in which the College offers avenues to viable careers. The College is also increasingly employing strategic enrollment management techniques to ensure constituents who can most benefit from Chemeketa will be connected with available opportunities.

Onboarding/Orientation

Onboarding for students at Chemeketa is comprehensive, running from admission through first term registration. The process has been thoughtfully constructed to ensure students receive and understand the requirements related to their chosen programs of study. Students also receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer requirements throughout their time at the College.

Admission

Student enrollment begins with the admission form, found on the College website; the College does not charge an application fee. Newly revamped in 2020–21 around the seven Chemeketa Pathways, the form allows prospective students to more easily identify their interests and primary reason for attending (degree-seeking, personal enrichment, taking courses for transfer). This process helps to ensure students will receive the onboarding and orientation support appropriate to their goals. A New Student Inventory is also integrated into the form to identify students facing potential barriers to success (e.g. food or housing insecurity, primary caregiver for a family member, working full-time). These students are connected with needed College and community support.

Those students who demonstrate the need for basic skills development upon recruitment contact, in the New Student Inventory, or through placement are connected with the Academic Development department. As these students often face digital literacy barriers, this department provides whatever support is needed, from filling out the admission form to orientation, onboarding, and advising either face-to-face in groups or through individual appointments. Students learn the basic schedule and expectations, take appropriate placement tests, and register for classes.

Pre-Enrollment

After submitting an admissions form, students are sent a welcome email with their student ID number and access to the student portal—a secure platform where all further College communication will occur. As appropriate, students are informed through their portal of the benefits of using financial aid to pay for college, processing deadlines, and steps to complete financial aid applications (FAFSA, or ORSAA for undocumented and DACA students) if they have not already done so. This information is also available on the College website.

New degree-seeking students view an online orientation video through their student portal account, and their reading, writing, and math placement levels are determined through multiple measures assessments. Students are then ready for first-term advising. Those who are undecided about their academic direction are connected with a College counselor to explore interests and options.

Mandatory Advising

All degree-seeking credit students receive mandatory advising until successful completion of 30 college-level credits. Through this process, students learn how to successfully navigate their way through a Chemeketa education to completion. Students are required to meet with an advisor prior to registering for courses each term until they reach the 30 credit threshold. A common checklist and set of outcomes guide mandatory advising to ensure students receive a consistent experience, receiving all necessary information in a timely manner.

As detailed in 2.G.6, in initial appointments, students receive important information necessary for a successful first term. They learn about any required remedial coursework based on their academic placement. They are connected with needed community or College resources based on their New Student Inventory responses, and they have a chance to affirm or discuss their intended area of study. Using this information, the advisor helps the student develop a first-term schedule. After advising, students are authorized to register and arrange payment for classes.

Following the first advising session, students are assigned an advisor based on their academic intent/Chemeketa Pathway. Advisors meet with mandatory advising students before each term to help them continue to refine their customized term-by-term academic plan, connect with needed resources, and strategize for an efficient experience for those planning to transfer. Students learn how to use Degree Works, a web-based degree audit system, to keep track of their academic progress towards completion.

Although not required, students are encouraged to meet with their advisor as needed after mandatory advising is completed and throughout their time at Chemeketa to ensure they stay on track to complete their educational goals.

Specialized Support for Specific Student Groups

First-Time Students

Supported by the HSI-CAPS grant, a staff of navigators work with designated high schools to assist with recruitment and the onboarding process. This team helps students with program selection, application for admission, FAFSA completion, and the placement process, before handing students off to an academic advisor for first term planning and registration.

Developmental Education Students

Students in non-credit Academic Development offerings receive specialized support through to completion of pre-college goals and/or transition to college credit courses. Bridge courses and programs are available to students to help ease the transition from non-credit to credit courses, including general education offerings in Communications and Writing as well as scaffolded entry into the Welding or Early Childhood Education CTE programs.

Transfer-bound Students

College-level credit students seeking to transfer are also offered specialized support from both Chemeketa advisors and advisors from partner institutions available to meet with



students. Dual enrollment options provide transfer students early access to advising and other programs/services at the four year institution.

CTE Students

CTE students become connected with program faculty who also act as advisors, supporting students through to program completion and often into the workforce.

iStart Bridge for New High School Graduates

Special optional three-day iStart onboarding sessions for new high school graduates planning to enroll at Chemeketa are offered in summer and fall, and are being piloted for the winter this year. The goal of these sessions is to develop a sense of community among the attendees, assist them through all steps of the onboarding process, and fully prepare them to begin college at Chemeketa.

College Access Programs

The College Access Programs that support Upward Bound, Talent Search, and iStart also include programs specifically designed to support students who qualify through to completion of their educational goals. CAMP, TRiO, and the state- and Chemeketa-funded Chemeketa Completion Program all work to help students navigate to success and college completion.

Feedback for Improvement

Those in charge of welcoming and supporting new students use their feedback for continuous improvement on both granular and holistic levels. Recruitment staff integrate lessons learned from student feedback into their practice, and collect targeted responses from anyone who utilizes the live chat feature on the College website. The summer bridge iStart team collects



detailed feedback from participants each year and uses results to make improvements. Math and English faculty are researching for their program reviews student success following the 2020 change to multiple measures placement for all incoming students to determine possible changes needed in the placement process. Academic Development staff collect student feedback through quarterly focus groups to make improvements in the student experience. At the conclusion of each advising session, students are sent a survey to provide feedback regarding their advising session and the extent to which it was helpful; this feedback is used by the advising team to improve the advising process.

Additionally, the College will explore improvements to make in response to results from its most recent Community College Survey of Student Engagement (CCSSE) for established students in Spring 2021, and Survey of Entering Student Engagement (SENSE) for new students in Fall 2021. It intends to conduct these surveys every three years for the purpose of gauging and improving the student experience. Its recent climate survey also provided valuable input for the College to improve aspects of its environment and professional development.

Reflection and Next Steps: Launching Pathways and Centralizing Recruitment

A large component of Chemeketa Pathways work and the HSI-CAPS grant project have been centered on helping students choose and enter an academic path. The onboarding process has been modified to clarify and simplify the process for new degree-seeking, credit students with an overarching goal of helping them make informed decisions about their

academic futures. In Fall 2021 in support of this work, the College adopted the admissions and enrollment management software platform [Slate](#) to enhance the student onboarding experience through improved applications, communications, event management, automation, and analytics.

Additionally, two key improvements are in the works to better support students as they are selecting among academic opportunities available to them. As noted in 1.C.1, the College is developing detailed information for students aligned with the Chemeketa Pathways that outline courses to take and the credential and transfer options available within the different pathways. The College also joined a state contract with EMSI/Burning Glass to develop regional career and wage information that prospective students can review while deciding the directions they would like to pursue.

Recruitment is also undergoing improvements. Current College recruitment efforts use a broad, multimodal, decentralized approach to invite constituents into available opportunities. In addition to the Recruitment office's outreach, specific areas engage in targeted messaging and venues to reach out to select markets. The Student Affairs division has been working towards a more centralized, focused recruitment plan to leverage these efforts and coordinate its messaging.

The work of the Strategic Enrollment Management Team in the last two years has focused on learning about all recruitment efforts currently taking place. The next step is to formalize a collegewide recruitment plan. This plan will lead to a more unified, strategic approach better able to tailor outreach to individual student interests and needs.

STANDARD 1.D.1 EXHIBITS

Recruitment

[Viewbook 2021–22](#)

[Chemeketa Scholars Rack Card](#)

[Basic Skills/GED and ESOL Recruitment Flyers](#)

[iStart Recruitment Flyer English/Spanish](#)

[Navigator Job Description](#)

Onboarding and Advising Processes

[Admissions Form Excerpts](#)

[New Student Inventory](#)

Welcome Letter Samples for [New](#) and [Continuing Students](#)

[New Student Orientation Video](#)

[Mandatory Advising Flowchart](#)

[Outcomes for Advising Meetings](#)

[New Student Advising Checklist](#)



Feedback

[Chemeketa Academic Advising Feedback](#)
[iStart Feedback Form](#)

Next Steps

[Chemeketa Pathways Overview](#)
Chemeketa Pathways Map Examples—[Health and Human Performance](#), [Music](#),
[Vineyard Management](#)
[SEM Team Charter](#)

Online Resources

[Apply for Admissions to Chemeketa](#) (College Website)
[How to Apply for Admissions at Chemeketa](#) (College Website)
[The Cost of Attending Chemeketa](#) (College Website)
[Academic Advising Transfer Center](#) (College Website)
[Students New to Chemeketa](#) (College Website)
[Chemeketa Pathways](#) (College Website)
[GED, HEP & Basic Skills](#) (College Website)
[English for Speakers of Other Languages](#) (College Website)
[Graduation Services](#) (College Website)

Online Targeted Support

[Oregon Promise](#) (College Website)

[Chemeketa Scholars](#) (College Website)

[Student Support Programs](#) (College Website)

[Student Services](#) (College Website)

[iStart](#) (College Website)

Standard 1.D.2 Indicators of Student Achievement

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Standard 1.D.3 Indicators of Student Achievement: Publishing and Use

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Standard 1.D.4 Indicators of Student Achievement: Processes and Methodologies

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Institutional Indicators: Student Achievement Data

The College has established meaningful indicators of student achievement that it consistently tracks, widely shares, and uses. These are housed under Institutional Indicators 2, 13 and 14, and are defined and profiled on the Institutional Indicators Scorecard. They are further explained in the exhibit [Institutional Indicators and Measures: Design and Status](#) also referenced in 1.B.2. These measures are disaggregated by race/ethnicity on the Equity Scorecard. Research shows that racial equity gaps are rarely impacted by targeted work to close other equity gaps, and so as an HSI, and given the College's commitment to racial equity, Chemeketa leaders determined to keep the focus on racial equity gaps in this high profile document.

The status of these student achievement measures is also disaggregated by age, gender, and socioeconomic status and other categories to inform institutional, unit, and targeted work

across the College. The College is working to add disaggregation by first generation status for all students as well. This information is currently collected in the New Student Inventory packaged with the admissions application, and used to connect first generation students to programs tailored to support them. IRR is also developing tools that will be made available to the full institution to allow for broad use of disaggregated institutional data.

Peer Institution Comparisons

As detailed extensively in 1.B.2, select peer institution data were not used in creating current targets for the College's student achievement measures, but peer comparisons are used in many contexts throughout College. There is also broad awareness that Chemeketa is no exception to the reality that community college students have significantly lower achievement rates than their university counterparts, and that these rates also exhibit equity gaps.¹⁰ There is also widespread engagement with the puzzle of how to improve these metrics, as is evident in the College's strategic initiatives, grant projects, and strategizing discussions in Board of Education, committee, and College council meetings. The multi-year progress-tracking design of the Institutional Indicator and Equity scorecards also contributes to collegewide conversation exploring how to improve performance of these measures.

As part of the drive to improve these metrics, the College's IRR office regularly posts on its College intranet site recent research related to student achievement.¹¹ The IRR director and Student Affairs Vice President are also participating with colleagues from other colleges in the NWCCU fellowship regarding Mission Fulfillment, where these are among the topics explored. They will serve as critical resources for College leaders as they consider next steps for using peer comparisons in improvement work.

Clearly Defined and Widely Shared

Aggregated and disaggregated student achievement data are clearly defined and widely shared, reviewed, and discussed at the College. The annually updated Institutional Indicators and Equity scorecards are posted on the College IRR intranet site as well as on the public website. The new resource documenting comparative peer student achievement data developed in Fall 2021 is also posted on the website.

To expand awareness and focus on these indicators, administrators who lead the IRR and AOE offices detailed the newly revised institutional indicators in a presentation to the full College in Spring 2021. Student achievement data are additionally regularly presented and discussed at meetings of the College Board of Education, administrative teams, and College councils. IRR also recently developed a report of disaggregated data for the Early Momentum

¹⁰ For example: Rachel Fulcher Dawson, Melissa S. Kearney, and James X. Sullivan, "Why expanded student supports can improve community college outcomes and boost skill attainment," *Brown Center Chalkboard*, Brookings Institution, April 7, 2021, <https://www.brookings.edu/blog/brown-center-chalkboard/2021/04/07/why-expanded-student-supports-can-improve-community-college-outcomes-and-boost-skill-attainment/>.

¹¹ The IRR November post, for example: Clive Belfield and Thomas Brock, "How COVID-19 Changed Students' Plans for Community College in Fall 2021," *The Mixed Methods Blog*, Community College Research Center, Columbia University, November 1, 2021, <https://ccrc.tc.columbia.edu/easyblog/covid19-fall2021-community-college-plans.html>

Metrics associated with the College's involvement in state Guided Pathways efforts for the College's stakeholders advancing this initiative, recently presented to the Student Success and Completion College Advisory Council. A Diversity Advisory Council subcommittee is also specifically charged with monitoring disaggregated student achievement data and making recommendations for addressing identified race/ethnicity equity gaps.

Broadly Used for Improvement

Disaggregated student achievement data are also used in a variety of contexts to examine results and determine next steps for improvement throughout the College. At the institutional level, disaggregated student achievement data are reviewed by the Board of Education and the Executive Team. The Executive Team uses results to inform modifications to the strategic plan and investments to make in the College budget. At the unit level, academic areas analyze in program reviews disaggregated course completion data as well as credential completion/transfer information in order to identify equity gaps and strategize to improve them. The Office of Organizational and Academic Effectiveness also makes disaggregated student learning outcomes assessment data available to academic areas.

Disaggregated student achievement data is also used to inform a wide range of targeted work across the College. In addition to traditional categories, these data are disaggregated by levels of students' financial aid need and by veteran status to inform approaches to supporting these unique populations. For example, those students who applied for financial aid and whose expected family contributions (EFC) were determined to be zero were singled out for additional support in an effort to improve student achievement for this population. With state funding, the College has hired a Benefits Navigator to assess these students' needs and connect them with government benefits for which they qualify. The navigator will evaluate this strategy by tracking these students' persistence and completion rates.

Reflection: Evidence-Informed Strategies

While overall achievement rates and demographic characteristics of students and potential students have long played a role in how Chemeketa has approached its work, the College has only recently begun to use evidence such as disaggregated student achievement data as a strategic guide. The College has also improved its strategies for collecting and publishing these data so that the student data is more accurate, better defined, and more complete. This targeted focus on improving student achievement rates has matched a growing focus on these metrics throughout the higher education field, but began in earnest when Chemeketa joined the first full cohort of Oregon community colleges to pursue Guided Pathways. It was further spurred by the new NWCCU accreditation standards encouraging colleges to focus attention on student achievement and equity gaps.

This shift in focus has impacted strategic planning, budgeting, and grant planning. In each case, leaders are working to strategize how to raise student achievement rates both for specific populations and collectively for all students. The College has been working to develop Chemeketa Pathways with the hope to positively impact achievement rates collegewide. The College also invested in new technology in 2021 as part of this initiative, expanding capacity to effectively support student achievement. These include [Slate](#), which strengthens

communication between students and student services, and the student success management system [EAB Navigate](#). These will also help the College make better use of its human capital; eliminating manual tasks will free up valuable staff time to focus on working with those students who stand to benefit the most from targeted support.

Given this intentional work to raise student achievement, many groups throughout the College are increasingly following these data with great interest. The redesign of the Institutional Indicators, and the prominent and frequent referral to both the Indicator and Equity scorecards, have served to further focus attention on raising these rates. These tools have provided clearer communication about the status of student achievement rates, moving the institution to a kind of “tipping point,” where multiple areas across the College are becoming engaged in devising strategies to improve them. Condensing the number of indicators down to a manageable fourteen, and focusing particular attention on student success and equity gaps, have also sharpened focus on student achievement and equity collegewide.

Next Steps

The College next intends to employ the use of data and peer comparisons to boost equitable student achievement in three primary ways. First, IRR and other College leaders are working to make disaggregated data more widely available across the institution for entities to use to inform continuous improvement. This involves also standardizing both data definitions and data reports that can be used by multiple groups. IRR is developing capacity to offer the College community interactive reports which will allow for layered disaggregation for specific research and tracking. College leaders are increasingly using these data in presentations to a variety of audiences to bring greater awareness, relevance, and engagement to this work.

Second, as part of this effort to democratize data, IRR is working with College leaders to improve the College community’s relationship with data: building trust in data provided, learning to understand data better and how to collect information that is useful, and how to work with it effectively. Principles that guide this capacity-building work are summarized in the exhibit [Improving Data and its Use](#). This effort involves presentations to College councils and other leadership teams that explain ways to best use and consider data. This effort also involves expanding leaders’ understanding of how best to work with data and peer comparisons using resources from the Aspen Institute and elsewhere. Involvement with NWCCU fellowship opportunities will contribute to this aspect of improving the College’s relationship with and use of data. An additional forward step to improve effective use and understanding of data is the College’s decision to join the National Student Clearinghouse’s [Postsecondary Data Partnership](#).

Third, the College will continue to refine its approaches to meaningful disaggregation in order to best illuminate equity gaps. For example, a majority of Chemeketa’s students involved in programs that provide intensive support such as TRIO are typically more successful than their peers outside of these groups. These programs also include a disproportionately large number of Hispanic students. An important standard disaggregation for Chemeketa would be to track achievement rates of students involved in these programs and those who are not, and to work to address equity gaps illuminated by these data.

STANDARD 1.D.2-4 EXHIBITS

Disaggregated and Clearly Defined Institutional Indicators

[Institutional Indicators](#) and [Equity Scorecards](#)

[Institutional Data Peer Comparisons](#)

[Racial Equity](#) (College Website)

[College Council Minutes: Disaggregated Data](#)

Well-Publicized

[Board Student Success Presentations Schedule](#)

[Early Momentum Metrics Update Presentation](#)

[Diversity Advisory Committee Subcommittees 2021](#)

[Institutional Indicators All Staff Inservice Presentation](#)

[Institutional Indicators](#) (College Website)

[Peer Comparisons](#) (College Website)

[Equity Scorecard](#) (College Website)

Examples and Commentary

[Improving Data and Its Use](#)

[Assessment for Continuous Improvement](#)

Disaggregated Data for Unit Use

[Outcomes Assessment Results Report—Fall 2021](#)

Program Review Data Package Sample—[BI Course Completion](#)

Conclusion

As this report demonstrates, student success is the driving force for change at Chemeketa. This accreditation cycle has seen transformative approaches to supporting students. The College pursued HSI status and funding to bolster support for its student population and identified additional ways to build cultural competency and equity. It adopted and began implementing proven Guided Pathways strategies to improve learning, progression, and completion. Related projects streamlined paths to completion and significantly reduced course materials costs. And when the pandemic hit, the College completely redesigned instruction and service delivery models in a few short weeks to serve students remotely.

These changes are setting the stage for optimal conditions for students to achieve their goals, putting their interests, hopes, and needs at the helm of their ships and providing effective support for their journeys. And there is more to do. College leaders are working to streamline promising practices throughout the institution to advance student-centered change. They are exploring ways to fine-tune the College's strategic compass with better alignment between institutional and unit-level planning and more voices helping to set the course. They are working to consolidate academic support under a common framework to make it easier for students to access, and to expand transfer agreements that will apply not just to individual programs but to multiple Chemeketa degrees. They are also looking to continue the College's momentum in building a culture of assessment. Learning outcomes and student services assessment work shows promising growth in support of improved student learning and achievement. Incorporating comparative data from other institutions into planning practices will also offer new dimensions for improving student outcomes.

These efforts to prioritize and focus institutional direction are all the more important as the College contends now with a season of financial contraction. At the time of this writing Chemeketa's enrollment—and consequent access to financial resources—are trending down, especially in general education and transfer courses, the College's most cost-effective offering. The College is forecasting that the general fund budget may need to be reduced by nearly 9 percent over the next two years.

The budget situation follows state and national trends. Employment is up, community college enrollment is down, and a skeptical populace is questioning the value of a college education in the face of enormous student debt. The pandemic additionally derailed many community college students from their educational goals, and returning to school may feel beyond reach to many of them. The College lost over 3000 credit students in Spring 2020 who have not returned despite direct efforts to recruit them back. Compounding the budget shortfall, Chemeketa's efforts to reduce time to credential completion has been the right strategy for student success, but it too reduced enrollment revenue. Because comparative enrollment in Oregon determines each institution's portion of state funding, colleges like Chemeketa that employ effective credit-reduction strategies face reduced budgets. Meanwhile, student need has not reduced; only the funds available to meet it.

This fiscal climate will require College budget managers to maintain a keen focus on prioritizing investments most likely to advance student success. But even as the College grapples with these challenges, it embarks on exciting next steps as well. The College focus in

the coming years will be to make the case for its value and importance to enriching lives in the district.

It has a strong case to make, with Chemeketa Pathways informing professionally engaged academic programs and faculty, a cutting-edge student-serving infrastructure, and offerings that respond to district needs. The College has submitted a proposal to the state in collaboration with regional workforce leaders to become one of the state's first community colleges to offer an applied baccalaureate degree. This offering, in Leadership and Management, will be a new strategy to meet workforce needs in the College's service area, where employers have expressed a need for employees qualified to take on leadership and management roles, and employees with applied associates degrees seek a next step in their careers. Another important pursuit the College will take on in collaboration with its sister community colleges is to work with state legislators to advance state fiscal policy changes to better incentivize reducing costs for students with shortened paths to completion.

The College is also considering pursuing a new bond levy as its current levy retires, with a vision to modify its physical environment to match its recent institutional improvements and innovations. It will seek to modernize learning environments with more flexible teaching spaces for hybrid learning, and repurpose spaces to make good use of existing structures. The College looks forward to upgrading its locations to offer its community spaces that are more inclusive, culturally relevant, student-ready, technologically flexible and supportive of modern teaching practices.





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