

Chemeketa's Guiding Language

Chemeketa's mission, vision and values were developed following broad stakeholder input and participation. They were formally adopted by the Board of Education October 2022, and will be in place throughout this accreditation cycle which ends spring 2029.

Chemeketa's Mission (Why we Exist)

Chemeketa transforms lives and strengthens communities through quality education, services, and workforce training.

Vision (Our Shared Future)

Chemeketa will be a gathering place for lifelong learning.

Values

Adaptability

We embrace change, thoughtfully improve, and respond to students and our rapidly shifting world.

Belonging

We create a welcoming culture and environment that honors the ways people are diverse so that each individual feels valued, supported, and safe in their work and learning journeys.

Community

We forge meaningful connections and partnerships within Chemeketa and with the communities we serve.

Opportunity

We affirm the potential of each person to grow and learn, and are committed to providing equitable access to education and opportunity.

Quality

We strive for excellence through relevant, inclusive, and future-focused curriculum, services, and experiences.

As required by Chemeketa's accrediting body, Northwest Commission on Colleges and Universities (NWCCU), the college must document and demonstrate progress toward mission fulfillment through continuous improvement efforts at the institutional and unit levels.

NWCCU recognizes higher education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public. Our accreditation of postsecondary institutions is a voluntary, non-governmental, self-regulatory process of quality assurance and institutional improvement.

Accreditation or preaccreditation by NWCCU also qualifies institutions and enrolled students for access to Title IV federal funds to support teaching, research, and student financial aid.

Chemeketa Community College has adopted a seven-year strategic planning cycle aligned with its institutional cycle of accreditation. The current cycle began in the 2022-23 academic year and runs through 2028-29. This Strategic Plan is intended to act as a map to guide the college to mission fulfillment at the culmination of the cycle. In alignment with participatory governance principles, the College Council, a representative group of employees and students, is responsible for the development and oversight of strategic planning.

The Strategic Plan is organized into five Strategic Themes, which represent key components of the college mission and vision. Each Strategic Theme is further broken down into Indicators which clarify and define the theme.

A companion to the Strategic Plan, the Strategic Scorecard contains specific metrics — organized by strategic theme and indicator — that will be used to define progress toward mission fulfillment. An expanded version of this document, the Strategic Scorecard and Action Plan is located on the college Intranet. Each year, it is updated with specific actions planned to impact the metrics associated with a particular indicator. At the end of the year, progress toward these actions is documented in the Strategic Scorecard and Action Plan.

As a Hispanic Serving Institution (HSI), Chemeketa is dedicated to authentically serving Latino/a/x and minoritized students and the community. To monitor fulfillment of this commitment, the college has developed an Equity Scorecard containing many of the Strategic Scorecard metrics in a disaggregated format. The Equity Scorecard serves as a tool to identify and address equity gaps through a focus on institutional accountability and continuous improvement. Indicators with a specific HSI focus are labeled within this document and college planning materials.

Chemeketa's Mission

Chemeketa transforms lives and strengthens communities through quality education, services, and workforce training.

Strategic Themes and Indicators (Key components of our Mission)

1. Inclusive and Welcoming Culture

Chemeketa will create a welcoming culture through positive interactions and inviting spaces.

- POSITIVE INTERACTIONS
- STUDENT SATISFACTION
- AFFORDABILITY
- CULTURAL COMPETENCE
- REPRESENTATIVE STUDENT DEMOGRAPHICS
- REPRESENTATIVE EMPLOYEE DEMOGRAPHICS

2. Holistic Student Support

Chemeketa will provide students with targeted support throughout their academic journey.

- EFFECTIVE STUDENT RECRUITMENT
- UTILIZATION OF STUDENT SERVICES
- ACADEMIC PROGRESSION
- COMPLETION AND TRANSFER

3. Academic Quality

Chemeketa will enrich students' lives through relevant and engaging training, courses and programs.

- OUTCOMES ASSESSMENT ENGAGEMENT
- SEAMLESS UNIVERSITY TRANSFER
- POST-CHEMEKETA SUCCESS

4. Community & Workforce Engagement

Chemeketa will be responsive to the changing and evolving workforce training needs of local employers.

- EMPLOYER SATISFACTION
- STUDENT INTERNSHIPS
- COMMUNITY EVENTS
- EXTERNAL SUPPORT

5. Organizational Excellence

Chemeketa will serve as a healthy educational environment for the community, providing safe, up-to-date facilities and technology, opportunities for professional development, streamlined processes and sufficient resources.

- EMPLOYEE EXCELLENCE
- FACILITIES & TECHNOLOGY
- CAMPUS SAFETY
- FISCAL SUSTAINABILITY

STRATEGIC THEME #1 - INCLUSIVE AND WELCOMING CULTURE

Chemeketa will create a welcoming culture through positive interactions and inviting spaces.

Targets and Full Set of Data
to be Populated Soon

INDICATOR	METRIC (Under development)	2017-18 Data	2018-19 Data	2019-20 Data	2020-21 Data	2021-22 Data	Trend
POSITIVE INTERACTIONS Students and employees experience a welcoming culture at Chemeketa through positive interactions and inviting spaces.	1 Climate Survey						
	2 Employee Retention	88%	85%	83%	90%	89%	
	3 SENSE Survey (selected metrics)					60%	
STUDENT SATISFACTION Students are satisfied with their experience at Chemeketa.	1 Student satisfaction – internal surveys performed at key academic milestones (under development)						
	2 Percent of CCSSE (national survey: Continuing College Students’ Satisfaction and Engagement) satisfaction questions where Chemeketa has shown improvement				100%		
AFFORDABILITY The college addresses the financial needs and maximizes value for students.	1 Amount (\$) of Foundation scholarship funds awarded	\$651.1K	\$515.6K	\$530.6K	\$483.5K	\$540.6K	
	2 % of Affordable Textbook sections	17%	24%	24%	22%	15%	
	3 Cost of Attendance after Grants and Scholarship Aid (includes tuition/fees, books, and room and board)	\$4,295	\$4,333	\$6,640	\$7,542	\$8,000	
	4 Percent of high school districts in our service area participating in dual credit or concurrent enrollment/early college programs	82%	86%	86%	91%	95%	
CULTURAL COMPETENCE Employees are prepared to serve Chemeketa’s diverse student population.	1 Cultural Competence – Percent of employees completing a cultural competence training within the last year						
	2 % of credit courses that are DPR-designated	4%	4%	4%	5%	5%	
	3 # of faculty enrollments in UDL workshops			49	50	20	
REPRESENTATIVE STUDENT DEMOGRAPHICS Chemeketa students are representative of Chemeketa’s service area.	1 POC student to service area gap	4%	4%	4%	6%	7%	
	2 Hispanic/ Latino/a/x student to service area gap	4%	5%	5%	7%	8%	
REPRESENTATIVE EMPLOYEE DEMOGRAPHICS Chemeketa employees are representative of Chemeketa students.	1 Employee Recruitment pool demographic diversity						
	2 POC classified & exempt employee to student equity gap	-8%	-7%	-7%	-8%	-7%	
	3 Hispanic/ Latino/a/x classified & exempt employee to student equity gap	-8%	-8%	-7%	-8%	-7%	
	4 POC faculty to student equity gap	-17%	-17%	-17%	-19%	-21%	
	5 Hispanic/ Latino/a/x faculty to student equity gap	-18%	-19%	-19%	-21%	-22%	

STRATEGIC THEME #2 - HOLISTIC STUDENT SUPPORT

Chemeketa will provide students with targeted support throughout their academic journey.

Targets and Full Set of Data
to be Populated Soon

INDICATOR	METRIC (Under development)		2017-18 Data	2018-19 Data	2019-20 Data	2020-21 Data	2021-22 Data	Trend
EFFECTIVE STUDENT RECRUITMENT Residents in Chemeketa's service area recognize Chemeketa as a good post-secondary option.	1	Percent of students that complete the admission form and register for credit classes						
	2	# of new students each year	2960	2839	2853	2456	2252	
	3	High school penetration rate	34%	36%	28%	24%	27%	
UTILIZATION OF STUDENT SERVICES College services support students throughout their academic journey and students know, use, and value the services offered.	1	Student use of college services: Percent of students accessing support services (tutoring, advising, etc.) broken out by levels of credits accumulated. Available through EAB Navigate						
	2	Percent of students that move from Academic Warning to Good Standing				17%	17%	
	3	Percent of students identified through Early Alert that access referred service						
	4	Percent of full-time faculty who have identified at least one student through Early Alert						
ACADEMIC PROGRESSION Helping students stay on a path (Guided Pathways pillar)	1	Course success rate in first term (attempted vs earned credits)		81%	76%	79%	76%	
	2	Percent of students who persist to their second term or complete their goal		80%	77%	78%	79%	
	3	Percent of students completing college-level English in their first year		48%	44%	50%	47%	
	4	Percent of students completing college-level Math in their first year		27%	26%	32%	29%	
	5	Credit attainment within the first year for full-time students		30	26	28	28	
	6	Credit attainment within the first year for part-time students		13	11	12	12	
	7	Percent of students who persist to their second year or complete their goal		57%	50%	53%	56%	
COMPLETION AND TRANSFER Chemeketa students complete their educational goals in a reasonable timeframe.	1	Successful Course Completion Rate	81%	80%	81%	82%	82%	
	2	Number of degrees awarded annually	1,926	1,516	1,570	1,441	1,393	
	3	Number of certificates awarded annually	435	410	314	354	312	
	4	Graduation rates - Percent of students who complete degrees within 3 years	14%	16%	22%	20%	19%	
	6	Average number of excess credits completed by students earning a degree	24	25	22	21	19	
	7	Percent of students who transfer to a 4-year institution within a 6-year window						

STRATEGIC THEME #3 - ACADEMIC QUALITY

Chemeketa will enrich students' lives through relevant and engaging training, courses and programs.

Targets and Full Set of Data
to be Populated Soon

INDICATOR	METRIC (Under development)	2017-18 Data	2018-19 Data	2019-20 Data	2020-21 Data	2021-22 Data	Trend
OUTCOMES ASSESSMENT ENGAGEMENT Chemeketa faculty assess students within their academic areas to improve student learning outcomes/achievement.	1			100%			
	2	86%	67%	72%	65%	63%	
	3	91%	95%	95%	87%	76%	
SEAMLESS UNIVERSITY TRANSFER Chemeketa ensures transferable courses are accepted at Oregon public universities.	1					29%	
POST-CHEMEKETA SUCCESS Chemeketa graduates will be well-prepared for success in their next step.	1						
	2	75%	76%	74%	74%		
	3	75%	67%	62%	69%		
	4	17%	17%	25%	34%		

STRATEGIC THEME #4 - COMMUNITY & WORKFORCE ENGAGEMENT

Chemeketa will be responsive to the changing and evolving workforce training needs of local employers.

Targets and Full Set of Data
to be Populated Soon

INDICATOR	METRIC (Under development)	2017-18 Data	2018-19 Data	2019-20 Data	2020-21 Data	2021-22 Data	Trend
EMPLOYER SATISFACTION Local employers have confidence in the quality of education and training provided by Chemeketa. Employers look to Chemeketa for their training needs.	1 <i>Metric(s) to be developed</i>						
STUDENT INTERNSHIPS Chemeketa students have the opportunity for real-world learning with local employers.	1 Number of employers participating in CWE or other internship opportunities with Chemeketa students						
	2 Number of students participating in CWE or other internship opportunities	165	170	138	71	109	
COMMUNITY EVENTS Chemeketa is the place where people come for events. Community members are aware of robust programming at Chemeketa.	1 <i>Metric(s) to be developed</i>						
EXTERNAL SUPPORT Chemeketa receives financial support through Foundation donations from community members, and institutional grants.	1 Annual donations to Chemeketa Foundation	\$860.1K	\$791.4K	\$682.6K	\$1.2M	\$1.1M	
	2 Total funding from institutional grants and contracts awarded	\$30.2M	\$31.5M	\$35.3M	\$40.3M	\$50.2M	

STRATEGIC THEME #5 - ORGANIZATIONAL EXCELLENCE

Chemeketa will serve as a healthy educational environment for the community, providing safe, up-to-date facilities and technology, opportunities for professional development, streamlined processes and sufficient resources.

Targets and Full Set of Data
to be Populated Soon

INDICATOR	METRIC (Under development)	2017-18 Data	2018-19 Data	2019-20 Data	2020-21 Data	2021-22 Data	Trend
EMPLOYEE EXCELLENCE College employees are engaged, knowledgeable, and well-qualified to provide quality service and instruction that meets the needs of students. Employee professional development is encouraged and supported.	1 # of faculty using PAF Funds						
	2 # of bilingual staff (under development)						
	3 # of employees participating in internal PD courses						
	4 # of hours employees participated in internal PD courses						
FACILITIES & TECHNOLOGY Up-to-date resources, technology, environments, offices and facilities promote effective learning and working experiences in and out of the classroom.	1 <i>Metric yet to be developed - options:</i> Technology-enabled classroom usage rate Classroom usage rate						
	1 Number of OSHA violations/findings	0	0	0	0	0	
CAMPUS SAFETY Chemeketa is a safe learning and working environment	2 Number of Title IX Reports	59	56	25	11	22	
	3 Number of Annual Public Safety Clery incidents (criminal offenses) reported	13	20	7	4	14	
FISCAL SUSTAINABILITY Chemeketa maintains a healthy financial climate sufficient to support robust academic offerings and student supports.	1 Annual unduplicated student Headcount (number of students who attend Chemeketa)	27,204	24,792	22,314	17,637	17,743	
	2 Annual student FTE	10,510	10,096	8,912	7,552	7,076	
	3 Average class enrollment	19	20	19	17	16	
	4 FTE:ILC ratio	0.49	0.48	0.46	0.45	0.40	
	5 Budget reserve to revenue ratio	0.12	0.14	0.13	0.20	0.19	

Appendix A: Data Definitions

INDICATOR		METRIC (Under development)	Notes and Metric Definition (Under development)
STRATEGIC THEME #1			
INCLUSIVE AND WELCOMING CULTURE			
<i>Chemeketa will create a welcoming culture through positive interactions and inviting spaces.</i>			
POSITIVE INTERACTIONS Students and employees experience a welcoming culture at Chemeketa through positive interactions and inviting spaces.	1	Climate Survey	
	2	Employee Retention	Employee retention is defined as the number of employees from a given year (any point) that were also employed (any point) the following year.
	3	SENSE Survey (selected metrics)	This metric is defined as the percentage of variables related to positive interactions and inviting spaces that increased between 2015 and 2021 (as measured by the mean of the variable). These variables include: WELCOME, CSTAFNAM, OSTUDNAM, FACNAM, and STUNAM.
STUDENT SATISFACTION Students are satisfied with their experience at Chemeketa.	1	Student satisfaction – internal surveys performed at key academic milestones (under development)	
	2	Percent of CCSSE (national survey: Continuing College Students' Satisfaction and Engagement) satisfaction questions where Chemeketa has shown improvement	This metric is defined as the percentage of variables related to student satisfaction that increased between 2013 and 2021 (as measured by the mean of the variable). These variables include: SATACAD, SATCACOU, SATJOBPL, SATTUTOR, SATLAB, SATCHLD, SATFAADV, SATCOMLB, SATSTORG, SATTRCRD, SATDISAB.
AFFORDABILITY The college addresses the financial needs and maximizes value for students.	1	Amount (\$) of Foundation scholarship funds awarded	This metric is defined as the total dollar amount of scholarship funds awarded, not including student assistance and program support. This value is retrieved from the Annual Foundation Reports.
	2	% of Affordable Textbook sections	This metric is defined as the percentage of courses with enrollment that are flagged as no or low cost in the Banner field SSRATTR_ATTR_CODE. This metric does not include College Credit Now.
	3	Average net cost to students (possibly against comparators or other Oregon CCs)	This metric is defined as the "Average institutional net price for Group 3 students" from the IPEDS Student Financial Aid Survey Component. This component is from Part F, line 08. Group 3 students are first-time, full-time students that are awarded grant aid and are paying the in-state/in-district tuition rate. This measure of net price includes the cost of tuition and fees, books and supplies, and room and board estimates. This measure of net price subtracts out the average amount of grant or scholarship aid from the federal government, state/local government, and the institution.
	4	Percent of high school districts in our service area participating in dual credit or concurrent enrollment/early college programs	This metric is defined as the percent of high school districts in our service area with at least one high school participating in dual credit or concurrent enrollment/early college programs. The list of districts included are: Amity SD 4J Cascade SD 5 Central SD 13J Dallas SD 2 Dayton SD 8 Falls City SD 57 Gervais SD 1 Jefferson SD 14J Mt Angel SD 91 ODE YCEP District McMinnville SD 40 North Marion SD 15 Perrydale SD 21 Salem-Keizer SD 24J Santiam Canyon SD 129J Sheridan SD 48J Silver Falls SD 4J St Paul SD 45 North Santiam SD 29J Willamina SD 30J Woodburn SD 103 Yamhill Carlton SD 1
CULTURAL COMPETENCE Employees are prepared to serve Chemeketa's diverse student population.	1	Cultural Competence – Percent of employees completing a cultural competence training within the last year	
	2	% of credit courses that are DPR-designated	This metric is defined as the number of courses (not course sections; SUBJ_CODE and CRSE_NUMB combinations) with enrollment that were DPR-designated out of all courses with enrollment. This metric excludes non-credit sections.
	3	# of faculty enrollments in UDL workshops	This metric is defined as the total number of faculty enrollments in Universal Design for Learning workshops for a given year. Faculty are counted more than once if they participated in more than one workshop.
REPRESENTATIVE STUDENT DEMOGRAPHICS Chemeketa students are representative of Chemeketa's service area.	1	POC student to service area gap	This metric is defined as the difference between the percentage of POC enrolled students and the percentage of POC in the service area. Positive values indicate that there are more POC students than there are POC in the service area, whereas negative values indicate that there are fewer POC students than there are POC in the service area.
	2	Hispanic/ Latino/a/x student to service area gap	This metric is defined as the difference between the percentage of Hispanic/Latino/a/x enrolled students and the percentage of Hispanic/Latino/a/x people in the service area. Positive values indicate that there are more Hispanic/Latino/a/x students than there are Hispanic/Latino/a/x people in the service area, whereas negative values indicate that there are fewer Hispanic/Latino/a/x students than there are Hispanic/Latino/a/x people in the service area.
REPRESENTATIVE EMPLOYEE DEMOGRAPHICS Chemeketa employees are representative of Chemeketa students.	1	Employee Recruitment pool demographic diversity	
	2	POC classified & exempt employee to student equity gap	This metric is defined as the difference between the percentage of POC classified and exempt employees and the percentage of POC enrolled students. Positive values indicate that there are more POC classified and exempt employees than there are POC students, whereas negative values indicate that there are fewer POC classified and exempt employees than there are POC students.
	3	Hispanic/ Latino/a/x classified & exempt employee to student equity gap	This metric is defined as the difference between the percentage of Hispanic/Latino/a/x classified and exempt employees and the percentage of Hispanic/Latino/a/x enrolled students. Positive values indicate that there are more Hispanic/Latino/a/x classified and exempt employees than there are Hispanic/Latino/a/x students, whereas negative values indicate that there are fewer Hispanic/Latino/a/x classified and exempt employees than there are Hispanic/Latino/a/x students.
	4	POC faculty to student equity gap	This metric is defined as the difference between the percentage of POC faculty and the percentage of POC enrolled students. Positive values indicate that there are more POC faculty than there are POC students, whereas negative values indicate that there are fewer POC faculty than there are POC students.
	5	Hispanic/ Latino/a/x faculty to student equity gap	This metric is defined as the difference between the percentage of Hispanic/Latino/a/x faculty and the percentage of Hispanic/Latino/a/x enrolled students. Positive values indicate that there are more Hispanic/Latino/a/x faculty than there are Hispanic/Latino/a/x students, whereas negative values indicate that there are fewer Hispanic/Latino/a/x faculty than there are Hispanic/Latino/a/x students.

STRATEGIC THEME #2			
HOLISTIC STUDENT SUPPORT			
<i>Chemeketa will provide students with targeted support throughout their academic journey.</i>			
EFFECTIVE STUDENT RECRUITMENT Residents in Chemeketa's service area recognize Chemeketa as a good post-secondary option.	1	Percent of students that complete the admission form and register for credit classes	
	2	# of new students each year	This metric is defined as "Total entering students at the undergraduate level fall YYYY" from the IPEDS Fall Enrollment Survey.
	3	High school penetration rate	This metric is defined as the percentage of students from our area's high schools that enroll at Chemeketa out of the total number of students that graduated from our area's high schools.
UTILIZATION OF STUDENT SERVICES College services support students throughout their academic journey and students know, use, and value the services offered.	1	Student use of college services: Percent of students accessing support services (tutoring, advising, etc.) broken out by levels of credits accumulated. Available through EAB Navigate	
	2	Percent of students that move from Academic Warning to Good Standing	This metric is defined as the percentage of students that moved to Good Standing from Academic Warning out of the total number of students that were on Academic Warning in a given year.
	3	Percent of students identified through Early Alert that access referred service	
	4	Percent of full-time faculty who have identified at least one student through Early Alert	
ACADEMIC PROGRESSION Helping students stay on a path (Guided Pathways pillar)	1	Course success rate in first term (attempted vs earned credits)	This metric is defined as the percentage of for-credit institutional credits that were successfully earned out of the total number of for-credit institutional credits that were attempted. This metric only includes students that are in the first-time cohort (as defined by IPEDS).
	2	Percent of students who persist to their second term or complete their goal	This metric is defined as the the percentage of students that are still enrolled in their second term or that graduated. This metric only includes students that are in the first-time cohort (as defined by IPEDS).
	3	Percent of students completing college-level English in their first year	This metric is defined as the percentage of students that completed a WR course that is 100 level or above in their first year out of the total number of students. This metric only includes students that are in the first-time cohort (as defined by IPEDS).
	4	Percent of students completing college-level Math in their first year	This metric is defined as the percentage of students that completed a MTH course that is 100 level or above in their first year out of the total number of students. This metric only includes students that are in the first-time cohort (as defined by IPEDS).
	5	Credit attainment within the first year for full-time students	This metric is defined as the average number of credits that students earned in their first year. This metric includes both institutional and transfer credit. Full-time status is determined by for-credit credit load in Fall term of the given year. This metric only includes students that are in the first-time cohort (as defined by IPEDS).
	6	Credit attainment within the first year for part-time students	This metric is defined as the average number of credits that full-time students earned in their first year. This metric includes both institutional and transfer credit. Full-time students are identified as students that are taking a for-credit institutional credit load of 12 or more credits in Fall term of the given year. This metric only includes students that are in the first-time cohort (as defined by IPEDS).
	7	Percent of students who persist to their second year or complete their goal	This metric is defined as the the percentage of students that are still enrolled in the fall of the year following their start year or that graduated. This metric only includes students that are in the first-time cohort (as defined by IPEDS).
COMPLETION AND TRANSFER Chemeketa students complete their educational goals in a reasonable timeframe.	1	Successful Course Completion Rate	This metric is defined as the percentage of "C or Better (including P)" grades out of all of the grades received by students. This metric does not include College Credit Now course sections or College Inside/Incarcerated course sections. This metric excludes non-credit sections.
	2	Number of degrees awarded annually	This metric is defined as the total number of degrees (DEGC_CODE in AAOT, AAS, AGS, AS, ASOT) that were awarded (DEGS_CODE in AW, AA, A1) in a given year.
	3	Number of certificates awarded annually	This metric is defined as the total number of certificates (DEGC_CODE in CERT) that were awarded (DEGS_CODE in AW, AA, A1) in a given year.
	4	Graduation rates - Percent of students who complete degrees within 3 years	This metric is defined as the percentage of students that earned (DEGS_CODE in AW, AA, A1) a degree (DEGC_CODE in AAOT, AAS, AGS, AS, ASOT) within three years (by August 31 three years later) out of the total number of students in the cohort. This metric only includes full-time students that are in the first-time cohort (as defined by IPEDS).
	5	Graduation rates - Percent of students who complete certificates within 1.5 years	This metric is defined as the percentage of students that earned (DEGS_CODE in AW, AA, A1) a degree (DEGC_CODE in CERT) within one and a half years (by March 30 two years later) out of the total number of students in the cohort. This metric only includes full-time students that are in the first-time cohort (as defined by IPEDS).
	6	Average number of excess credits completed by students earning a degree	This metric is defined as the average number of credits above and beyond the minimum number of credits required for each degree that students have earned at the time of graduation. The minimum number of credits required for each degree was gathered from the catalog. This metric only includes the first degree or certificate that a student has earned. In order to be included, that first degree has to be an Associate's degree and the student can't have earned other degrees or certificates alongside that degree (students can have, at most, one award).
	7	Percent of students who transfer to a 4-year institution within a 6-year window	This metric is defined as the percentage of students who transfer to a 4-year institution within 6 years after starting at Chemeketa. This metric only includes students that are in the first-time cohort (as reported to IPEDS).

STRATEGIC THEME #3			
ACADEMIC QUALITY			
<i>Chemeketa will enrich students' lives through relevant and engaging training, courses and programs.</i>			
OUTCOMES ASSESSMENT ENGAGEMENT Chemeketa faculty assess students within their academic areas to improve student learning outcomes/achievement.	1	Percent of academic areas that have developed a 3-Year Assessment Plan	This metric is defined as the percent of all academic areas that have developed a 3-Year Assessment Plan. This information is maintained by the Program Review/Assessment area in Academic and Organizational Effectiveness.
	2	Percent of academic areas formally reporting assessment results	This metric is defined as the percent of all academic areas that are formally reporting assessment results. "Formally reporting" assessment results means that the academic area is either recording assessment results in Canvas or using the Assessment Google form. This information is maintained by the Program Review/Assessment area in Academic and Organizational Effectiveness.
	3	Certification and licensure exam pass rates	This metric is defined as the percentage of students that successfully complete their certification or licensure exam. The data source for this metric is the annual "Results of the 2022 Certification and Licensure Examinations" report that is prepared for Chemeketa's Board of Education.
SEAMLESS UNIVERSITY TRANSFER Chemeketa ensures transferable courses are accepted at Oregon public universities.	1	% of Lower division Collegiate courses that directly transfer to 4 or more Oregon public universities	This metric is defined as the percentage of college-level (CRSE_NUMB >= 100) Lower Division Collegiate (ACTI == 100) courses that transfer directly to 4 or more Oregon Public Universities as the course itself (not as a Lower Division Transfer elective). This list is maintained by Curriculum, Articulation & Transfer.
POST-CHEMEKETA SUCCESS Chemeketa graduates will be well-prepared for success in their next step.	1	Percent of students who transfer to a 4-year institution and earn a baccalaureate degree within a 8-year window	
	2	One-year employment rate	This metric is defined as the percent of students employed one year after leaving Chemeketa. To be included in the initial cohort of leavers, a student must have earned a credential or completed at least 24 credits and did not return to Chemeketa the next academic year. Students must have a valid social security number. To count as employed, a student must have non-missing and non-zero earnings in the calendar year following the academic year that they left Chemeketa.
	3	Five-year earnings growth	This metric is defined as the difference between the average salary of students employed five years after leaving Chemeketa and the average salary of students employed one year after leaving Chemeketa. To be included in the initial cohort of leavers, a student must have earned a credential or completed at least 24 credits and did not return to Chemeketa the next academic year. Students must have a valid social security number. To be included in either the 5-year or 1-year average earnings, a student must have non-missing and non-zero earnings in the calendar year following the academic year that they left Chemeketa. Service area salary information is gathered from the Census Bureau: American Community Survey: Census Bureau Tables
	4	Chemeketa's impact on earnings	This metric is defined as the difference between the average salary of students employed five years after leaving Chemeketa and the average salary for the Salem metro area among residents with no college experience. To be included in the initial cohort of leavers, a student must have earned a credential or completed at least 24 credits and did not return to Chemeketa the next academic year. Students must have a valid social security number. To be included in the average earnings, a student must have non-missing and non-zero earnings in the calendar year following the academic year that they left Chemeketa. Service area salary information is gathered from the Census Bureau: American Community Survey: Census Bureau Tables

STRATEGIC THEME #4			
COMMUNITY & WORKFORCE ENGAGEMENT			
<i>Chemeketa will be responsive to the changing and evolving workforce training needs of local employers.</i>			
EMPLOYER SATISFACTION Local employers have confidence in the quality of education and training provided by Chemeketa. Employers look to Chemeketa for their training needs.	1	Metric(s) to be developed	
STUDENT INTERNSHIPS Chemeketa students have the opportunity for real-world learning with local employers.	1	Number of employers participating in CWE or other internship opportunities with Chemeketa students	Check with John McIlvein to see if he has a comprehensive list of internship sites and participating students. These should include CWE, Practicum, and other formats. John referred us back to Savanna Mullan in HR.
	2	Number of students participating in CWE or other internship opportunities	This metric is defined as the number of unique students within a given year flagged as "CWE" in the SFRSRPO table in Banner. To be flagged as "CWE", a student has to have SFRSRPO_ROVR_CODE == "CWE".
COMMUNITY EVENTS Chemeketa is the place where people come for events. Community members are aware of robust programming at Chemeketa.	1	Metric(s) to be developed	
EXTERNAL SUPPORT Chemeketa receives financial support through Foundation donations from community members, and institutional grants.	1	Annual donations to Chemeketa Foundation	This metric is defined as the total dollar amount of contributions and bequests and in-kind donations of equipment to the Chemeketa Foundation. This value is retrieved from the Annual Foundation Reports.
	2	Total funding from institutional grants and contracts awarded	This metric is defined as the total dollar amount of Grants and Contracts from the "Analysis of the Statement of Revenues, Expenses, and Changes in Net Position". This value is retrieved from the Annual Comprehensive Financial Report.

STRATEGIC THEME #5			
ORGANIZATIONAL EXCELLENCE			
<i>Chemeketa will serve as a healthy educational environment for the community, providing safe, up-to-date facilities and technology, opportunities for professional development, streamlined processes and sufficient resources.</i>			
EMPLOYEE EXCELLENCE College employees are engaged, knowledgeable, and well-qualified to provide quality service and instruction that meets the needs of students. Employee professional development is encouraged and supported.	1	# of PD Hours	
	2	# of faculty who receive Excellence in Teaching Certificate	
	3	Highest credentials attained by full-time faculty	
	4	# of bilingual staff (under development)	
	5	# of employees participating in internal PD courses	
	6	# of hours employees participated in internal PD courses	
FACILITIES & TECHNOLOGY Up-to-date resources, technology, environments, offices and facilities promote effective learning and working experiences in and out of the classroom.	1	<i>Metric yet to be developed</i>	
CAMPUS SAFETY Chemeketa is a safe learning and working environment	1	Number of OSHA violations/findings	This metric comes from OSHA's database. Each year, an establishment search is completed and the number of violations/findings are reported under this metric. OSHA's website can be found here: https://www.osha.gov/ords/imis/establishment.html?p_message=2&establishment=chemeketa%20community%20college&state=all&office=all&officetype=all&sitezip=&startmonth=07&startday=01&startyear=2021&endmonth=06&endday=30&endyear=2022&p_case=all&p_violations_exist=both
	2	Number of Title IX Reports	The information for this metric is maintained by the Title IX Coordinator.
	3	Number of Annual Public safety Clery incidents (criminal offenses) reported	This metric comes from the Annual Campus Security Report that is published each year to satisfy the requirements of the Clery Act.
FISCAL SUSTAINABILITY Chemeketa maintains a healthy financial climate sufficient to support robust academic offerings and student supports.	1	Annual unduplicated student Headcount (number of students who attend Chemeketa)	This metric is defined as the total number of unique students that were registered for at least one course in SFRSTCR with an "enrolled" registration status code (RSTS_CODE) and with an enrollment status code (ESTS_CODE) of "EL" or "WD" in SFBETRM for the same term.
	2	Annual student FTE	This metric is defined as the total number of clock hours that enrolled students (as defined in annual unduplicated student headcount) were registered for divided by 510. Clock hours are derived from the "HR" fields in SCBCRSE and depend on the course classification code (SCBSUPP_CCSL_CODE) and on whether the course is a lecture or a lab (SCHD_CODE).
	3	Average class enrollment	This metric is defined as the average number of students per section. This is calculated by taking the total number of students enrolled in all sections and dividing by the total number of sections. This metric does not include College Credit Now sections.
	4	FTE:ILC ratio	This metric is calculated by taking the FTE generated by the course and dividing by the instructional load credit (ILC). This metric indicates how much student FTE is being generated for each ILC that is contributed.
	5	Budget reserve to revenue ratio	This metric is calculated by dividing the budget reserve (unreserved fund balance, ending) at the end of the year by the revenues (actual total revenues) from that same year.