Chemeketa Community College

Year Seven Self-Evaluation Report

2015

Discover
Chemeketa
Community College

Chemeketa Community College

Year Seven Self-Evaluation Report:
A Comprehensive Evaluation—Standards One Through Five

Submitted to
Northwest Commission on Colleges and Universities

February 2015

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*https://dashboard.chemeketa.edu/institutional/accreditation/default.aspx?RootFolder=%2Finstitutional%2Faccreditation%2FSeven%20Year%20Accreditation%20Report%2FExhibits&FolderCTID=0x0120005792E8909175E34CB53BF1C4C9-998584&View=%7B04BC8F23%2D5A17%2D4F5D%2DA4C8%2DEAE8ED84403A%7D

Introduction

In the spirit of continuous improvement, Chemeketa Community College submits this Year Seven Self-Evaluation Report to the Northwest Commission on Colleges and Universities to update Chemeketa's responses to Standards One and Two and address Standards Three through Five.

Chemeketa's vision articulates the purpose and intention of the college: *We are committed to transforming lives and communities through exceptional learning experiences.* Our mission outlines how we work to carry out that vision:

> *Chemeketa Community College values access and diversity, which is affirmed by how we care, collaborate, and innovate with each other and the community. We promise to actively support student learning from pre-college to transfer or to the workplace and lifelong learning by focusing on student success, quality, and sustainability in all of our practices and by being responsible stewards of our resources.*

The college's promises focus on its commitments to the community and manifest fundamental aspects of its mission. These promises are captured within Chemeketa's core themes:

- We promise to actively encourage and support college preparation, workforce readiness, and lifelong learning ***(Core Theme: College Preparation)***.
- We promise to actively encourage and support successful transition from high school to college and university study ***(Core Theme: Transition and Transfer Studies)***.
- We promise to actively encourage and support the economic vitality of our community through excellence in technical training, workforce development, and business support ***(Core Theme: Workforce Education)***.

Chemeketa's core themes shape the college's work and are supported by three strategic goals: Student Success, Sustainability, and Quality. All college activities are focused on mission fulfillment through a planning process that tracks success and provides avenues for continuous improvement actions. Each core theme has objectives with indicators and measures to assess the fulfillment of the college's commitment to its communities.

Chemeketa developed this Self-Evaluation Report while experiencing a period of significant change, both externally and internally. Oregon, like many states, is experiencing an economic and demographic transformation. A shift in Oregon's economic development necessitated program enhancement at Chemeketa in several areas. Wine production, for example, has emerged in the Willamette Valley as an industry with significant employment opportunities, while a resurgence in manufacturing and a need for more health care professionals necessitated growth in course offerings for these areas. New educational initiatives from the state have also required a shift in Chemeketa's services. Oregon's governor mandated educational reform that included additional dual credit opportunities for high school students to accrue college credits. The Governor's 40/40/20 goal states that by 2025, all adult Oregonians will achieve a diploma or degree, with 40% earning a bachelor's degree or higher, 40% earning an associate's degree or post-secondary certificate or credential, and all adult Oregonians earning at least a high school diploma or equivalent. As part of this initiative, the state has sponsored regional collaboratives involving community colleges, universities, school districts, social service agencies, and business leaders. These changes in our state have impacted Chemeketa's program offerings.

Internally, Chemeketa has experienced organizational change since the 2012 Year Three Self-Study Report. As a result of efforts to better address the demands of a changing landscape, several administrative positions were restructured. Additionally, the college experienced a change in leadership with the departure of its president and chief academic officer. Interim leaders were appointed in these positions in the spring and summer of 2014 and the college structure and policies remain strong and operate effectively.

Chemeketa's organizational structure continues to evolve to meet a changing landscape. The planning to implementation process, for example, has undergone significant change in recent years. The Year Seven self-evaluation process provided an extraordinary opportunity to examine, redefine, and document our organizational structures, processes, and work to enable Chemeketa to remain flexible and adaptable to the changing needs of our students and community.

Development of this report was a collaborative process that included faculty, staff, and administrators from across the college. During the self-evaluation, the college engaged in intensive and comprehensive examinations of its planning, administrative, and assessment processes. As a result of the preparation of this Self-Evaluation Report, the college gained a deeper understanding that the standards "are interconnected and build upon each other in a recursive cycle of continuous improvement" (NWCCU Guide to Accreditation Standards). The accreditation standards of quality served as catalysts for the development of new and revision of existing systems and processes, all focused on continuous improvement in fostering a successful learning experience for Chemeketa students. In the spirit of innovation, collaboration, and sustainability, this report was prepared using Google Drive, which 1) allowed contributors to edit, comment, and interact digitally; and 2) significantly reduced the need for material resources in report production.

The following are the members of the Accreditation Steering Committee, which coordinated the preparation of this report:

Accreditation Steering Committee

Julie Huckestein	Interim District President/Chief Executive Officer (CEO)
Jim Eustrom	Interim Vice President of Instruction and Student Services (Chief Academic Officer)/Interim Campus President-Yamhill Valley Campus
Dr. Susan Murray	Executive Dean, Academic Progress and Regional Education Services
Dr. David Hallett	Executive Dean, General Education and Transfer Studies
Johnny Mack	Executive Dean, Career and Technical Education
Tim Rogers	Chief Information Officer, Associate Chief Operations Officer
Greg Harris	Dean, Marketing, Public Relations and Student Recruitment
Dr. Deborah Sipe	Dean, Teaching and Learning; Committee Chair and Accreditation Liaison Officer
Don Brase	Dean, Arts and Humanities
Fauzi Naas	Coordinator, Office of Institutional Effectiveness
Julie Peters	Manager, Planning and Lean Development
Gary West	Project Coordinator and Analyst, Planning and Lean Development
Mary Ellen Scofield	Program Specialist, Teaching and Learning Department
Mark Terpin	ESOL Faculty-Woodburn Center
Christopher McLean	Faculty Program Chair, Psychology Department
Patricia Bowlsby	Instructional Technician, Teaching and Learning Department

Institutional Overview

Chemeketa Community College, established in 1969 and accredited in 1972, is the second largest of 17 community colleges in Oregon. Chemeketa serves a 2,600 square mile district of approximately 618,000 residents. The name Chemeketa, meaning "place of peace," was adopted from the Native American Kalapuya language. It is intended to convey that the college is a gathering place that will provide students with the development of new skills and knowledge, the sharing of ideas, and the meeting of old and new friends. The college serves a socio-economically diverse community, including rural, urban, and suburban populations and some of the lowest income areas in the state. The college's service area is also ethnically diverse; Chemeketa serves the highest percentage of Hispanic students in Oregon community colleges. Consequently, the educational needs within Chemeketa's service area are also diverse.

In order to provide services to our geographically challenging area, Chemeketa has established centers and an additional campus in its service district. The largest campus is located in Salem, as is the Chemeketa Center for Business and Industry (CCBI). The newest campus, Yamhill Valley, located in McMinnville, serves the Yamhill Valley. Centers located in Brooks, Dallas, West Salem (Eola), and Woodburn provide services to rural communities. These additional campuses and outreach centers are able to tailor their services specifically to the community they serve, while allowing students the ability to benefit from a larger offering of courses and programs offered district-wide.

The college provides a range of services: adult basic education, dual enrollment with high school districts, outreach to businesses and the unemployed, career and technical education, instructional and transfer programs, and personal enrichment opportunities. In 2013–14, 36,910 students enrolled at Chemeketa, totalling 12,491.93 Full-time Equivalent (FTE); that number included 4,177 full-time students. Sixty-six percent of enrolled students were certificate or degree-seeking. Approximately 80% of students enrolled in credit courses attended part-time. Of those students enrolled in credit classes, the average age was 26.5 years old.

Chemeketa is directly responsible to its constituents and applies local governance in aspects related to control and direction. A state agency, the Oregon Department of Community Colleges and Workforce Development, serves as a resource to the community colleges. The Higher Education Coordinating Commission now serves as the state governing entity; prior to July 1, 2014, the State Board of Education held this responsibility. Chemeketa is locally governed by a seven-member College Board of Education composed of elected residents from the geographic zones in the college's district. The president of the college reports to the Board.

The college has three primary sources of general fund (operating) revenue-state allocation, local property taxes, and tuition and fees. Annually, the college administration, guided by its mission and core themes, recommends a proposed budget for review by a budget committee. Following review and public testimony, the College Board of Education adopts the budget by June 30. Biennially, the state legislature appropriates funding for all of Oregon's 17 community colleges. The funding flows through to individual colleges based on a statewide funding formula. Property owners in the college district are also assessed a community college tax. Tuition, fees, and grants and appropriations make up the rest of the college's operating budget. The college maintains a reserve for debt service to plan for future debt payments.

Chemeketa is organized into three main operations areas: Governance and Administration, College Support Services, and Instruction and Student Services. A key administrator with responsibility for multiple divisions and units guides each of these areas. For example, in Instruction and Student Services,

the chief academic officer supervises four large divisions and units that comprise all areas of curriculum, instruction, scheduling, and student support services district-wide.

Chemeketa offers 92 programs, including eight degrees and 11 certificates that can be earned wholly through online attendance. The college currently offers:

- the statewide Associate of Arts Oregon Transfer degree and the Oregon Transfer Module, which allow students to transfer to any of Oregon's seven public universities;
- an Associate of Science/Oregon Transfer Degree in Business;
- an Associate of General Studies degree;
- 41 Associate of Applied Science degrees,
- 51 certificates in such areas as Automotive Technology, Criminal Justice, Emergency Medical Technology—Paramedic, Engineering Technology, Hemodialysis Technician, Pharmacy Tech, Speech Language Pathology, and Visual Communications, and
- an Adult High School diploma.

Coupled with its many offerings that prepare and support students for college and work, these opportunities demonstrate Chemeketa's focused work to carry out its mission and core themes, supported by its goals. This work allows the college to serve its community in locally defined ways that meet the needs of its constituents.

Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Chemeketa Community College

Address: 4000 Lancaster Drive NE

City, State, ZIP: Salem, OR 97305

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ■ Associate ☐ Other

If part of a multi-institution system, name of system: _____

Type of Institution: ■ Comprehensive ☐ Specialized ☐ Health-centered ☐ Religious-based ☐ Native/Tribal ☐ Other (specify) _____

Institutional control: ■ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal ☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ■ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify)_____

Specialized/Programmatic Accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Automotive Technology	Associate of Applied Science	National Automotive Technician Education Foundation (NATEF)	
Dental Assisting	Certificate	American Dental Association Commission on Dental Accreditation	
Emergency Medical Technician/Paramedic	Associate of Applied Science	Oregon Department of Education, the Oregon Department of Health Services/Emergency Medical Services (DHS-EMS)	
Fire Protection Technology	Associate of Applied Science	Oregon Board on Public Safety Standards and Training	
International Fire Service Accreditation Congress			
Nursing	Associate of Applied Science Degree	Accreditation Commission for Education in Nursing (ACEN)	
Pharmacy Management	Associate of Applied Science	Oregon Department of Health Sciences American Society of Health-System Pharmacists	

Revised February 2011

Full-Time Equivalent (FTE) Enrollment

(Formula used to compute FTE: course clock hours x # of weeks x # of students/150)

Official Fall 2014 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 9/29/14–12/13/14	One Year Prior Dates: 9/30/13–12/14/13	Two Years Prior Dates: 9/24/12–12/08/12
Undergraduate	3,467.14	3,795.74	4,005.69
Graduate	-	-	-
Professional	-	-	-
Unclassified	-	-	-
Total all levels	3,467.14	3,795.74	4,005.69

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2014 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 9/29/14-12/13/14	One Year Prior Dates: 9/30/13-12/14/13	Two Years Prior Dates: 9/24/12-12/08/12
Undergraduate	5,289	5,552	5,626
Graduate	-	-	-
Professional	-	-	-
Unclassified	-	-	-
Total all levels	5,289	5,552	5,626

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number **Number of Full Time (only) Faculty and Staff by Highest Degree Earned**

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	193	12	0	7	29	137	6	26
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	$5,558.60	12.82
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution:	July 1, 2013 through June 30,2014			
Reporting of income:	Accrual Basis	Yes	Accrual Basis	Yes
Reporting of expenses:	Accrual Basis	Yes	Accrual Basis	Yes

Balance Sheet Data

Assets	Last Completed FY Dates: 7/1/13–6/30/14	One Year Prior to Last Completed FY Dates: 7/1/13–6/30/14	Two Years Prior to Last Completed FY Dates: 7/1/13–6/30/14
Current Funds			
Unrestricted			
Cash	102,444,163	81,434,274	100,924,594
Investments	0	12,659,690	1,999,524
Accounts receivable gross	22,962,684	22,983,375	24,523,173
Less allowance for bad debts	(3,747,473)	(3,381,415)	(3,092,340)
Inventories	1,402,100	1,613,560	2,030,296
Prepaid expenses and deferred charges	5,593,779	491,357	1,370,093
Other (identify)	0	0	65,000
Due from	0	0	0
Total Unrestricted	128,655,253	115,800,841	127,820,340
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	0	0	0
Total Current Funds	128,655,253	115,800,841	127,820,340
Endowment and Similar Funds			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Endowment and Similar Funds	0	0	0
Plant Fund			
Unexpended	0	0	0
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	20,319,900	20,319,900	18,932,267
Land improvements	4,835,099	4,717,604	5,056,516
Buildings	142,540,422	145,171,627	88,473,558
Equipment	4,322,586	3,653,809	3,833,853
Library resources	174,206	185,248	202,492
Other (identify)	18,513,832	3,885,071	59,281,244
Total investments in plant	190,706,045	177,933,259	175,779,930
Due from	0	0	0
Other plant funds (identify)	0	0	0
Total Plant Funds	190,706,045	177,933,259	175,779,930
Other Assets (identify)	54,802,231	49,732,354	48,190,834
Total Other Assets	54,802,231	49,732,354	48,190,834
Total Assets & Deferred Outflows	374,163,529	343,466,454	351,791,104

BALANCE SHEET/STATEMENT OF NET POSITION DATA (CONTINUED)

Liabilities	**Last Completed FY Dates: 7/1/13–6/30/14**	**One Year Prior to Last Completed FY Dates: 7/1/13–6/30/14**	**Two Years Prior to Last Completed FY Dates: 7/1/13–6/30/14**
Current Funds			
Unrestricted			
Cash	3,534,396	2,590,670	3,012,122
Investments	2,061,607	1,967,943	1,839,424
Accounts receivable gross	0	0	0
Less allowance for bad debts	1,304,663	1,406,902	1,338,142
Inventories	4,607,716	4,371,281	4,406,532
Prepaid expenses and deferred charges	1,462,033	1,439,490	1,196,085
Other assets	0	0	0
Due from	12,970,415	11,776,286	11,792,305
Total Unrestricted			
Restricted			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Restricted	0	0	0
Total Current Funds	12,970,415	11,776,286	11,792,305
Endowment and Similar Funds			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
Total Endowment and Similar Funds	0	0	0
Plant Fund			
Unexpended	0	0	0
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Total unexpended	0	0	0
Investment in Plant			
Land	20,319,900	20,319,900	18,932,267
Land improvements	4,835,099	4,717,604	5,056,516
Buildings	142,540,422	145,171,627	88,473,558
Equipment and vehicles	4,322,586	3,653,809	3,833,853
Library resources	174,206	185,248	202,492
Other - Art & Historical, CIP	18,513,832	3,885,071	59,281,244
Total Investments in Plant Fund	190,706,045	177,933,259	175,779,930
Due from	0	0	0
Other plant funds (identify)	0	0	0
Total Plant Funds	190,706,045	177,933,259	175,779,930
Other Assets – Sension Asset	54,802,231	49,732,354	48,190,834
Total Other Liabilities			
Total Liabilities			
Fund Balance			

Current Funds, Revenues, Expenditures, and Other Changes in Net Position

Revenues	**Last Completed FY Dates: 7/1/13–6/30/14**	**One Year Prior to Last Completed FY Dates: 7/1/13–6/30/14**	**Two Years Prior to Last Completed FY Dates: 7/1/13–6/30/14**
Revenues			
Tuition and fees	38,073,043	39,195,722	38,260,629
Federal appropriations	0	0	0
State appropriations	28,717,709	13,866,214	26,777,332
Local appropriations	26,880,384	27,476,520	26,604,404
Grants and contracts	35,364,450	37,302,219	38,155,453
Endowment income	0	0	0
Auxiliary enterprises	4,761,251	5,437,040	5,638,982
Other (identify)	20,361,685	16,925,983	12,519,944
Expenditure & Mandatory Transfers			
Educational and General			
Instruction	43,347,817	44,233,953	41,586,460
Research	0	0	0
Public services	3,632,870	3,623,203	3,905,164
Academic support	10,733,145	10,435,354	10,231,653
Student services	8,059,836	7,878,550	7,007,825
Institutional support	16,572,200	16,226,787	15,635,115
Operation and maintenance of plant	9,323,106	9,162,519	9,928,579
Scholarships and fellowships	33,576,779	34,795,745	33,731,742
Other (identify)	12,266,764	12,003,591	11,217,924
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	217,974	211,130	199,707
Total Educational and General	137,730,491	138,570,832	133,444,169
Auxiliary Enterprises			
Expenditures	4,693,582	5,242,739	5,413,376
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	4,693,582	5,242,739	5,413,376
Total Expenditure & Mandatory Transfers	142,424,073	143,813,571	138,857,545
Other Transfers and Additions/Deletions (Capital Contributions, General Fund Federal Financial Aid Support (Trf In.)	765,015	335,520	2,959,562
Excess [deficiency of revenues over expenditures and mandatory transfers (Change in net position)]	12,499,464	(3,274,353)	12,058,761

Note: The above data has been compiled from audited financial statements, the Statement of Net Position and the Statement of Revenues, Expenses and Changes in Net Position. The College follows "business-type activities" reporting requirements of GASB Statement Nos. 34 and 35. Expenditure and mandatory transfer information has been restated for the purposes of this report.

Institutional Indebtedness

Total Debt to Outside Parties	Last Completed FY Dates: 7/1/13–6/30/14	One Year Prior to Last Completed FY Dates: 7/1/13–6/30/14	Two Years Prior to Last Completed FY Dates: 7/1/13–6/30/14
For Capital Outlay	95,155,000	84,905,000	88,030,000
For Pension Obligations	49,516,766	50,620,219	51,509,610

Preface

Update on Institutional Changes

A comprehensive report of institutional changes was presented as part of the Standard One Report, submitted March 2, 2011. Additional changes were described in the Year Three Self-Study Report, submitted in 2012. The following changes have occurred since the submission of the Year Three Self-Study Report in 2012.

Governance Changes

- Julie Huckestein, formerly Vice President of College Support Services/CFO, became Interim District President/CEO on July 1, 2014.
- Jim Eustrom, formerly Executive Dean, Student Development and Learning Resources, was appointed Interim Yamhill Valley Campus President and Interim Vice President for Instruction and Student Services and Chief Academic Officer on July 1, 2014.
- Andrew Bone, formerly Executive Dean for College Advancement, became Interim Vice President for Governance and Administration on July 1, 2014.
- Tim Rogers was named Chief Information Officer and Associate Chief Operations Officer
- Johnny Mack, formerly Interim Executive Dean, Career and Technical Education, in 2013 became Executive Dean over the Career and Technical Education division.
- Dr. Susan Murray, formerly Dean of High School Partnerships, in 2012 became Executive Dean of the Academic Progress and Regional Education Services division.

Institutional Planning

Under the leadership of President Huckestein, Chemeketa continues to use a five-year planning cycle. The college's promises are fulfilled through the work carried out under its core themes: College Preparation, Transition and Transfer Studies, and Workforce Education. The college-wide strategic goals of Student Success, Sustainability, and Quality remain in place to support the implementation of those core themes.

Finance, Tuition and Fees

For the four-year period from FY 2007–08 to 2010–11, credit student enrollment increased by over 18%. Tuition and fee revenue also increased rapidly due to both the increased enrollment and higher tuition and fee rates. The enrollment growth was driven mostly by a prolonged period of a weak economy and high unemployment. The higher tuition rates became necessary to partially close the gap created by increased expenditures and decreasing state revenues. Also contributing to the growth was the implementation of the Chemeketa Scholars program. With student success in mind, the college, after significant research and planning, initiated a program in 2008 that offers a full tuition scholarship to district high school graduates with a qualifying grade point average. An intended outcome has been an increased number of high school students transitioning to postsecondary education as well as student persistence and retention and completion. The program is seeing excellent results in terms of these outcomes and has become a model in the state. For example, 48% of the Chemeketa Scholars who began in 2010 graduated within 150% of their programs' duration, a rate that is well above the comparable rate of 12% for Oregon community college students.

For the two years following the rapid increase in overall enrollment, overall enrollment declined slightly but was still at a high level as the economy showed signs of recovery. Tuition and fee revenue followed suit and their rates of growth slowed considerably. In 2013–14, enrollment dropped approximately 8% from 2012–13. This drop in enrollment was anticipated. Other community colleges in the state that were in districts where their local economies preceded our recovery showed similar or larger enrollment declines. The college did not increase the tuition rate for 2014–2015, since tuition increases are considered carefully by the College Board of Education to balance access to courses that students need to fulfill their goals, while recognizing the financial hardship tuition increases can create. In spite of the enrollment loss and a flat tuition rate, for 2014–15, tuition and fees are expected to be the largest General Fund revenue source outside of state funding. The universal fee was maintained, with a significant amount allocated to the General Fund for student success initiatives.

Since enrollment is expected to continue to decline through at least 2014–15, state funds will likely be the largest revenue source once again and tuition and fee revenue is expected to flatten or decline as well. For the 2014–15 budget, state revenue comprises 34.8%, tuition and fees 28.8%, and local taxes 24% of total General Fund resources. Back in FY 2005–06, prior to the large increase in enrollment, state revenue was 40.6%, tuition and fees 19.2% and local taxes 22.3% of total General Fund resources. The changes in the percentages show that reductions in state revenues have led to more reliance on tuition and fees.

Facilities

On May 20, 2008, the voters of the district approved $92 million in general obligation bonds. As a result, during Fall term 2011, the college opened the Health Sciences (Building 8) classroom complex (a 70,000 square foot addition to the Salem campus) and a classroom building and training facility at Brooks (30,000 square feet) to house the Fire Protection Technology, EMT Paramedic, and Criminal Justice programs. The formal opening of the new Yamhill Valley Campus, a facility of over 60,000 square feet, was also in Fall term 2011. In 2013–14, bond money was used to remodel Building 4 which updated and increased instructional space for the Electronics/Networking, Visual Communications, and Automotive programs. In the same timeframe the welding building was remodeled and a new 7,900 square foot fabrication shop was added on to the existing building. In July 2014, ground was broken to build a 54,000 square foot Applied Technology building on the Salem campus. The completion date is targeted for Fall term 2015. The new building will house the Machining, Drafting, and the Engineering programs. In addition to the buildings, state-of-the art equipment was purchased to stay current with industry standards. These significant expansions to the college's physical plant were made in direct response to community and business/industry needs.

Academic Programs

Chemeketa's instructional departments offer courses across its core themes—College Preparation, Transition and Transfer Studies, and Workforce Education—that fulfill its mission as a comprehensive, student-centered community college. As of 2013–14, Chemeketa had a total of 41 Associate of Applied Science degrees and 51 related Certificates of Completion in addition to its Associate of Arts Oregon Transfer (AAOT), Associate of Science Oregon Transfer—Business (ASOT-Bus), Associate of Science (AS), and Associate of General Studies (AGS) degrees, and an Adult High School Diploma.

Since its 2012 accreditation report, changes to its certificates and/or degrees are as follows as of Summer 2014. All curricular changes were approved by the Curriculum Committee, the College Board

of Education, and the Higher Education Coordinating Commission/Oregon Department of Community Colleges and Workforce Development:

- Two (2) new Associate of Applied Science (AAS) degrees: Law Enforcement: Corrections, and Procurement and Supply Chain Management; one (1) new AAS degree that is an option of a currently-existing degree (i.e., an option contains at least 70% of the courses of the parent degree): Administrative Office Professional-Virtual Office Assistant Option.
- One (1) new less-than-one-year certificate: Human and Social Services Non-Traditional Health
- Suspended programs: Horticulture-Phytotechnology AAS degree option, Building Inspection AAS, and Health Services Management-Health Information Technology one-year certificate.
- One (1) reactivated program: Medical Office Assisting certificate.

The college now offers Career Pathways certificates. A Career Pathway certificate is part of a movement adopted nationwide that incorporates educational programs with integrated work experience. The pathway itself is wholly contained within the degree, thus enabling students to combine work and school and advance over time to better jobs and higher levels of education and training. Career Pathways follow the same approval process as certificates and degrees:

- One (1) new Career Pathways Certificate: Virtual Office Assistant-Virtual Office Assistant Career Pathway Certificate
- Suspended Pathways Certificate: Health Services Management-Medical Coding and Insurance Billing career Pathway Certificate.

In 2011, the college received notice that all 17 community colleges in Oregon were approved, as part of an $18 million dollar Trade Act Assistance Community College and Career Training (TAACCCT) federal grant, to offer additional career pathways and support structures as a vehicle to increase credential completion and accelerate time to completion. In accordance with the goals of the grant, a committee worked to articulate and graphically depict career pathways for our CTE degrees, and to implement CTE pathway structures in accordance with TAACCCT guidelines. These include career coaching, CTE offerings and technology upgrades, ABS/GED transition support, and targeted collaboration with other government agencies and contractors to provide access to these services and programs to dislocated workers. That work is continuing. Since receiving the grant, the college has offered additional classes in Emergency Medical Technician training, Nursing Assisting, and Machining to increase credential completion.

Student Success Programs

A college-wide Student Success Goal Committee was established fall 2007 that developed a student success plan with specific goals for recruitment and retention. Through this plan, work groups were sponsored to develop initiatives and projects for student success and retention in assessment and placement, orientation, and advising. The general function of the committee has become largely integrated into the college's core themes, although it retains recruitment and retention as part of its focus. The committee now serves as a Goal oversight steering committee with two advisory teams: Student Recruitment Advisory Team and the Student Retention Advisory Team. Student success initiatives continue as part of the Strategic and Master Academic Plan.

The work of the college's student success efforts are ongoing and have resulted in significant changes in student services. Over the past six years, work groups have developed and implemented strategies and programs for the following initiatives for new certificate- or degree-seeking students:

- Revision of admission processes
- Mandatory assessment and improvement in placement practices
- Mandatory orientation, academic advising
- First Year Experience (FYE), and learning communities/guided studies
- Late registration restrictions
- Automated prerequisites
- Automated registration wait-listing
- Mentoring program cohorts for students in transition
- Study groups.

New work groups are currently focused on early alert, development of a math emporium model, expansion of the mentoring program, Developmental Education redesign, and DegreeWorks (a student self-service degree audit system).

During the 2011–12 academic year, Chemeketa Community College joined six other community colleges in Oregon to participate in the Foundations of Excellence (FoE) self-study process. This sustained nine-month project focused on the experiences of new certificate and degree-seeking students with fewer than 30 credits. The resulting report provided broad knowledge of the college's strengths and weaknesses as they relate to first-year practices. The findings were narrowed down to six recommended high priority action items:

- Adopt and disseminate a guiding philosophy of First Year Experience (FYE)
- Establish an FYE department/program with goals and outcomes for first year student experience
- Establish mandatory academic advising
- Implement early alert system
- Increase student understanding of FAFSA and Chemeketa processes for financial aid
- Widely disseminate relevant data, analysis and recommendations to better inform college processes, practices, planning and investments.

In response to these recommended action items, the college has achieved these major accomplishments:

- Adopted a guiding philosophy for First Year Experience (FYE)
- Established an FYE department
- Implemented mandatory advising for all new students
- Implemented financial aid information into group advising sessions/orientation
- Continued to expand dissemination of data to better inform students.

Chemeketa continues training in the First Year Experience initiative focused on the work of Skip Downing and the On Course curriculum. Since its inception, the college has trained 171 Chemeketa employees in the On Course I Workshop. Initial findings tracking the 2011 fall cohort indicate that first time full-time degree-seeking credit students who took FYE 105 their first term had a 10.5 % higher retention rate (fall-to-fall) than those students who did not take the class. Part-time students in the same cohort who took

the course had a 15.7% higher retention rate when compared to similar students who did not take FYE 105. Subsequent cohorts are being studied for comparative purposes. Additionally, another On Course workshop was held in June 2014 to increase the number of trained instructors in study skills curriculum added to the initial FYE course.

For over twenty years, the college has been successful in obtaining renewable federal grants to provide tailored services designed specifically to support first generation and low income students, students with disabilities, and students from migrant backgrounds. The College Access Program area serves these students and is comprised of the College Assistance Migrant Program (CAMP) grant; the TRiO Student Support Services (SSS), Disability Student Support Services (DSSS), TriO Talent Search and Mentor, and TriO Upward Bound grants; and, in addition, housed the High School Equivalency Program (HEP) for migrant and seasonal farmworkers within the Academic Transitions Department. Each of these grants has been awarded to Chemeketa multiple times and Chemeketa has held each of these grants for at least 10 years.

Chemeketa Scholars

The Chemeketa Scholars program was implemented in the fall of 2008 as one of the 2008–09 Student Success and Retention initiatives in order to attract more academically high-achieving students directly from high school. At that time, Chemeketa had relatively low numbers of this demographic enrolled as full-time students. In September 2008, the first term of the Chemeketa Scholars program, 237 of these students enrolled full-time at Chemeketa. The program is a full-tuition scholarship for up to two years for students who meet and maintain eligibility requirements, including a minimum high school cumulative grade point average of 3.5 or higher and minimum placement test scores. Chemeketa Scholars provides an academically rigorous program with leadership and service learning opportunities. Since the program's inception, 2175 students have participated and enrolled at Chemeketa with 388 enrolling in fall term 2014.

Early College

An Early College pilot program was developed in 2005 to provide a path to college for dually-enrolled high school students identified by high school personnel as having "high potential, low opportunity" for access to college. This is a one-year program with the intent of completing one year of college.

This program has expanded significantly and is now offered at locations in Salem, Woodburn, Dallas, Monmouth-Independence, and Yamhill Valley locations and serves 950 full-time students with a completion rate of 89%.

Faculty Update

Chemeketa employed 225 salaried (full-time) faculty for the 2013–14 academic year. The college experienced a gradual increase in the number of full-time faculty between 2011–14. During this same period the average number of credit part-time faculty contracts was 488 per term.

Collective Bargaining

In 2008, the full-time and part-time faculty associations merged units and were recognized by the college as the Chemeketa Faculty Association (CFA), affiliated with the Oregon Education Association and the National Education Association, as the exclusive representative for bargaining on behalf of all professional staff contracted by the college to perform teaching, student counseling, and/or other

academic/instructional duties. In June 2014 the college completed negotiations with the CFA to renew the current collective bargaining agreement through June 30, 2017.

The bargaining agreement between the Chemeketa Community College Classified Employees Association and the college was renewed in June, 2013. The current contract expires June 30, 2016. Members of the Exempt Association meet annually with the president of the college to discuss overall compensation including wages and benefits and working conditions.

Enrollment and Retention Update

Student enrollment as measured by full-time student equivalency (FTE) consistently increased between 2008–09 and 2010–11, in part, due to the number of students returning to college for retraining, given the financial downturn. After 2010–11, FTE flattened out through 2012–13. In 2013–14 FTE was at 12,491.93. Chemeketa has the second largest enrollment of the 17 community colleges in Oregon.

Responses in Year Three Self-Study Report to Recommendations Requested by the Commission in 2006

Recommendation #1

There is no evidence that the college printed the mission statement in the College Catalog or on the College website. The evaluation panel recommends that the institutions widely publish the mission statement. (Standard 1.A.1)

Response from Year 3 Report

Although Chemeketa's mission was available on the college's public website, it was not immediately or intuitively accessible for students or the general public. Immediately upon receiving the recommendation, the college's Dean of Marketing, Publications, and Student Recruitment relocated the mission statement access to the opening page of the site. The mission statement, along with the college's vision, values, and promises (core themes), is a standard feature in the college's catalog; it can be found on page two of the 2014–2015 catalog.

Recommendation #2

The institution did not provide a clear and concise statement of how they define an "acceptable" threshold of mission fulfillment. The panel recommends the institution identify a clearly defined threshold of mission fulfillment. (Standard 1.A.2)

Following is Response from Year Three Report—NOTE: Please see Chapter One of this Year Seven Report for an update to the Year Three Report response regarding mission fulfillment.

In its Standard One report (see further information in Chapter One: Mission, Core Themes, and Expectations; Section 1, Standard 1.A), the college described development of its refreshed mission statement and establishment of its five-year institutional planning process. Both actions were geared to ensure that Chemeketa would meet its promises to the community as identified in the mission, thereby achieving mission fulfillment. Core themes were derived from the promises and represent the three specific learner populations Chemeketa serves. In addition, college goals of Student Success, Sustainability, and Quality were identified to guide the development of strategies over a five-year period across each area of the college's promises (core themes). This dynamic intersection with the promises ensures that Chemeketa is able to set continuous improvement practices in pursuit of its mission. To this end, committees related to the goals were chartered to support mission fulfillment through orchestrating collegewide projects and tracking related effectiveness measures.

The College demonstrates achievement of mission fulfillment through each goal committee identifying and monitoring selected Institutional Effectiveness (IE) indicators related to the core themes and their objectives. In turn, each indicator links to metrics and an expected level of performance (benchmark/target) for each metric correlated to baselines figures derived from previous years' findings as well as state and national findings. Assessment occurs throughout the five year planning span within and across each of the goal's groups on an annual basis. Therefore, ***mission fulfillment is defined*** in the context of its purpose (mission) and characteristics (Promises/Core Themes, Strategic Goals, and Values) as the *continuous, evidence-based assessment of the objectives in each core theme as benchmarked against current comparative data.* Analysis identifies measures that "meet/exceed," or "need improvement" and identifies the extent to which the college is successful in fulfilling its core theme objectives. ***The threshold for mission fulfillment is therefore defined as the degree to which the College, on an annual***

basis and over the institutional planning period, substantially meets its benchmarks and therefore, its Promises (core themes) to the College's district.

A significant responsibility of the college goal groups is to identify and review institutional indicators and measures and assess collected data in order to recommend targets to Executive Team which finalizes all measures and benchmarks for the college as a whole and represents them through a balanced scorecard. Depending on the measure, collegewide benchmarks are set in response to current conditions and are informed by baseline data over the five year planning period.

Since each core theme has objectives with related indicators and measures, progress toward these objectives, both through local unit (programs and services) activities and broad institutional initiatives can be monitored. Program and service areas assess outcomes against established benchmarks and targets and report data and continuous improvement actions through the annual unit planning process. Projects related to improvement from each unit are then aggregated and forwarded to the areas within the goal's groups. For example, the Student Success Retention Group will receive all projects and efforts related to enrollment. It then has the ability to monitor and support collegewide efforts.

An acceptable threshold of mission fulfillment is assessed and articulated using the five-year strategic planning document; balanced scorecard data, which is derived from Goals' committees' recommendations; and an environmental scan of current regional economic, ecological, and demographic conditions. The balanced scorecard serves as a visual display to track highest level measures of interest to internal and external constituencies through use of a color coding/numbering system which indicates progress or lack of it on specified measures. This approach allows immediate referral to data and provides a way to target interventions when the "acceptable threshold" is not met. It also provides the college with a way to affirm efforts when expectations are "met/exceeded."

Each program and service unit annually develops a unit plan. The plan serves as a tool for reporting on unit performance (including assessment results), planning for program improvements, and detailing operational budget needs. The academic and service unit plan results serve as corollary guides to internal constituencies and provide critical information on program and service activities related to the core themes as well as the goals of Student Success, Sustainability, and Quality. A mid-year check in of the goals groups is convened by the president to assess progress, review high-level measures, and to bring to the attention of the group internal or state wide issues that could impact institutional planning or mission fulfillment. In this respect, the college can continuously evaluate the extent of mission fulfillment against benchmarks in each core theme area as well as assess its performance as a college overall. On an annual basis, the Executive Team and goals committee members review institutional progress and report on significant indicators and measures related to its goals and promises (core themes) to its College Board of Education.

Response to Recommendation Requested by the Commission Regarding Year Three Self-Study Report

Recommendation #1—Year Three Evaluation Report

It is recommended that the institution align policies and practices to ensure all faculty are evaluated in a regular, systematic, substantive way, and collegial manner at least once every five-year period of service. The evaluation process must specify the timeline and criteria by which faculty are evaluated; utilize multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities,, including evidence of teaching effectiveness for faculty with teaching responsibilities; contain a provision to address concerns that may emerge between regularly scheduled evaluations; and provide for administrative access to all primary evaluation data (Standard 2.B.6).

Response

Between Summer 2012 and Fall 2013, a college-wide task force, which included faculty and supervisors, Human Resources staff, and top-level administrators, reviewed and revised the existing faculty evaluation process.

Components of the Revised Faculty Evaluation Process include:

- A **four-year** evaluation cycle for every faculty member (full-time or part-time)
- **A structured process customized for all groups of faculty** including faculty on regular status, probationary faculty transitioning into regular status, part time probationary faculty, prior to entering Step 5 and part time faculty at Step 5 or above, non-teaching faculty and those teaching online
- **Clear timelines for evaluation** specific to the individual faculty member's group
- **Multiple indices of effectiveness** available throughout the performance period, including the use of student feedback
- **Multiple opportunities for self-assessment and collaborative dialogue** over the evaluation cycle
- Clearly defined goals based on key areas for faculty responsibility and in collaborative discussions between faculty and supervisors
- **Clearly defined roles and responsibilities** for faculty, supervisors, and the college
- A system linked to Banner (the college's administrative software) for accurate tracking of faculty supervisor, faculty track and completion dates of evaluations
- **Documented evidence** of faculty goal achievement recorded quarterly
- **A procedure for identifying problem areas** during the evaluation periods and for a supervisor and faculty to develop a plan for improvement when needed
- **Access to evaluation information** for faculty, supervisors and human resources to promote communication and clarity
- Training for faculty and administrators regarding the enhanced process and its appropriate use
- A process for updating supervisors and including input from multiple supervisors
- An alert system for faculty and supervisors to ensure timely evaluations
- A system for documenting supervisors at multiple locations and within multiple delivery systems.

A single framework will be used to evaluate the targeted areas of Student Support and Interaction, Instructional Responsibilities, Instructional Design and Delivery, Discipline and Subject Area Expertise, and College and Departmental Responsibilities. **The framework will be modified at several key points to adapt** to the particular individual's roles and responsibilities. **In Fall 2013, the new process was adopted and launched** and a phased rollout of the new process was implemented. An online version of the process completed a "pilot" period in Fall 2014 and will be implemented in Winter 2015. The revised process is described in detail in the Faculty Evaluation Handbook.

Chapter One

Standard One: Mission, Core Themes, and Expectations

Chapter One
Standard One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements 2, 3

ER 2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The State of Oregon Revised Statutes (ORS), Chapter 341—Community Colleges, 2009 Edition provide a framework for the establishment and operation of community colleges. Specifically, under 341.076 [State board recommendation to legislature; appeal; revision of recommendation; hearing; effect of legislative action], Chemeketa was authorized in 1969 to operate as a community college. Accreditation was granted by the Northwest Commission on Colleges and Universities in 1972. The Higher Education Coordinating Commission and the Oregon Department of Community Colleges and Workforce Development approve all career and technical program certificates and degrees and college transfer courses and degrees in order for the college to grant credentials.

ER 3. Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

Chemeketa Community College is guided by a clearly defined mission (POL #0010) that was revised and adopted by the College Board of Education in 2009:

Chemeketa Community College values access and diversity which is affirmed by how we care, collaborate, and innovate with each other and the community. We promise to actively support student learning from precollege to transfer or to the workplace and lifelong learning by focusing on student success, quality, and sustainability in all of our practices and by being responsible stewards of our resources.

During that same period the college Board of Education approved a vision statement, refreshed its values and promises, determined its core themes, and adopted the college-wide strategic goals of Student Success, Sustainability, and Quality.

The college has three core themes derived from the promises contained within its mission:

- Core Theme: College Preparation
- Core Theme: Transition and Transfer Studies
- Core Theme: Workforce Education

The promises were adopted by the college community and are fulfilled through the college's core themes. Appropriate objectives and measures guide the college's progress toward mission fulfillment and data is collected and assessed as to the achievement of those objectives - and, as a result, mission

fulfillment. The college's strategic goals guide mission fulfillment strategies over five-year periods. (Figure 1)

Institutional planning, which incorporates core themes, strategic goals, and related objectives, guides the use of financial resources. The college's financial resources are dedicated to fulfilling the college's mission through its mission-derived core themes and strategic goals.

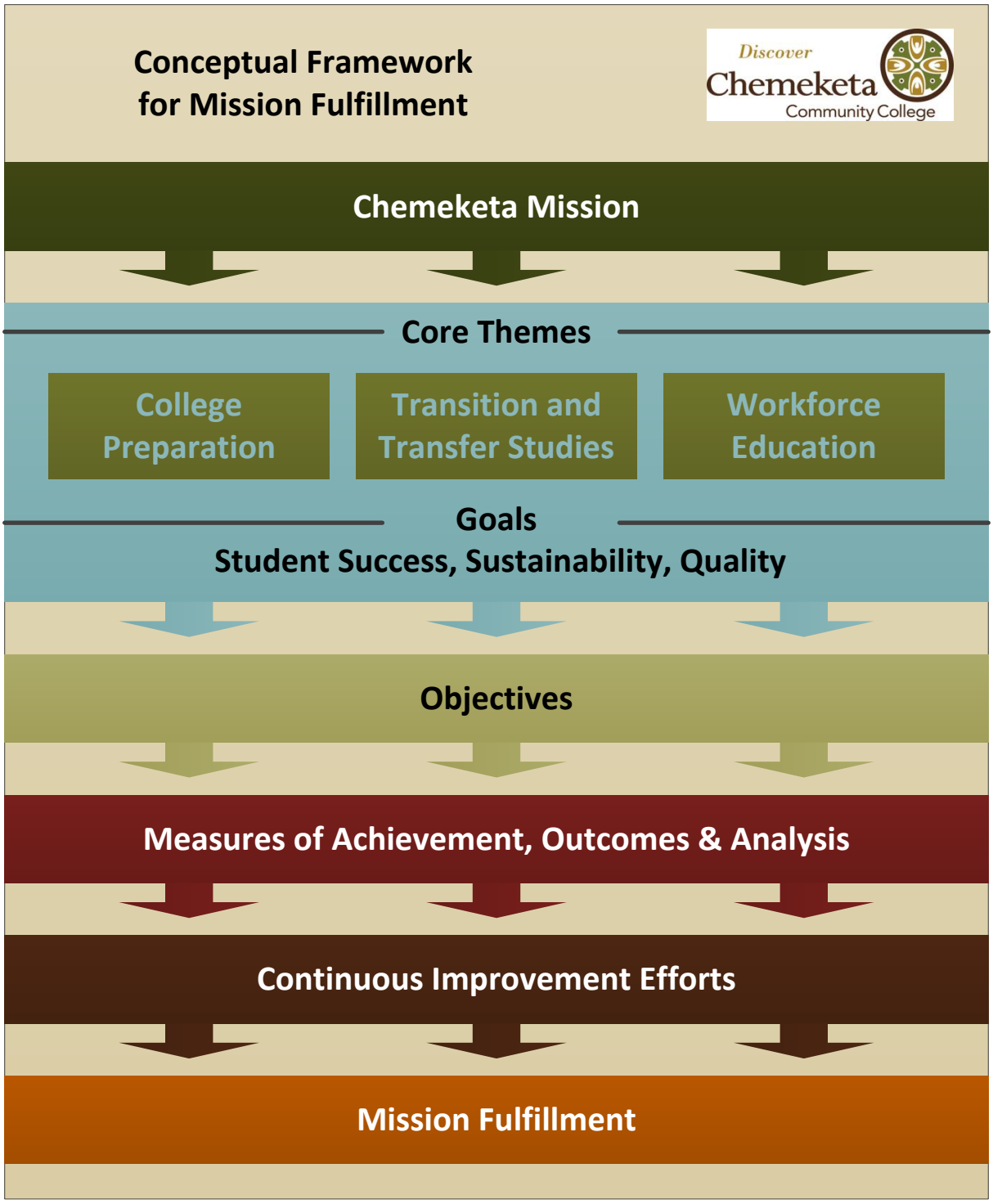

Figure 1. Conceptual Framework for Mission Fulfillment

Standard 1.A: Mission

1.A.1 Mission Statement

Reflecting and guiding our community, Chemeketa's mission statement, adopted in December 2009, captures our institutional **spirit** and describes our **work**. Integrating the college's values, core themes (derived from the college's promises to its community) and strategic goals (improvement focus areas), the mission statement articulates our purpose, the process for achieving it, and the values framework in which the work is done.

Chemeketa Community College values access and diversity which is affirmed by how we care, collaborate, and innovate with each other and the community. We promise to actively support student learning from pre-college to transfer or to the workplace and lifelong learning by focusing on student success, quality, and sustainability in all of our practices and by being responsible stewards of our resources.

The first sentence of this mission statement addresses the institutional **spirit** of Chemeketa. The second sentence addresses the **work** of Chemeketa. This work is captured in our core themes and strategic goals. The core themes are articulated in greater depth in our promises to the community, in which we promise to actively encourage and support student learning from pre-college to transfer or to the workplace:

- College preparation, workforce readiness, and lifelong learning—**Core Theme: College Preparation**
- Successful transition from high school to college and university study—**Core Theme: Transition and Transfer Studies**
- Technical training, workforce development, and business support to support the economic vitality of our community—**Core Theme: Workforce Education**.

The core themes thus describe the college's purpose - to carry out its promises. The mission-derived strategic goals of **Student Success, Sustainability, and Quality** guide the development of strategies to carry out that work. Chemeketa further defines its strategic goals as follows:

- ***Student Success.*** At Chemeketa, student success means: successful enrollment for each student, engagement in the learning environment, effective learning, persistence and progression to goal, and satisfaction with the Chemeketa experience.
- ***Sustainability.*** At Chemeketa, sustainability is a three-fold approach that incorporates economic, ecological, and social equity of opportunity.
- ***Quality.*** At Chemeketa, quality involves the practice of learning and continuous improvement through effective leadership, college-wide planning and assessment, and employee development. Its result is high quality, efficient, and effective systems, processes, services, and programs.

We strive to achieve these goals in all of our core theme work. Thus, Chemeketa's approach to fulfillment of its mission directly responds to accreditation standards for quality and sustainability with the ultimate focus on student success.

Specific objectives, indicators, and measures for each of these core themes are designed to monitor current progress, while strategic goals focus continuous improvement efforts to achieve the college's ongoing vision of transforming lives and communities through exceptional learning experiences.

Standing committees identify and monitor five-year strategies for college-wide efforts related to Student Success, Sustainability (inclusive of ecological, economic, and equity), and Quality. Each committee is comprised of faculty and/or staff and administrators and serves as a recommending body to senior leadership.

Chemeketa's mission statement is widely disseminated in hard copy and online publications and in messages to the community college district. It serves as Chemeketa's foundational statement of commitment geared to serving the educational interests and needs of its community.

1.A.2 Interpretation of Mission Fulfillment

Chemeketa defines mission fulfillment as meeting or achieving articulated thresholds regarding its core themes, both individually and collectively.

Mission fulfillment is based on the achievement of the objectives of the college's core themes, with support from its strategic goals. The three core themes of College Preparation, Transition and Transfer Studies, and Workforce Education focus on distinct populations served within the community college district. The work accomplished under each core theme contributes to mission fulfillment and indicates the extent to which students' intents for attendance, persistence, and completion are met. The college's strategic goals focus activities to enhance core theme outcomes. The work accomplished under the strategic goals thus contributes to mission fulfillment by improving institutional quality and effectiveness, identifying areas for continuous improvement, and keeping the focus of the college's work on student success.

The college **views and assesses mission fulfillment** through the lens of progress on the objectives for each core theme. This progress is determined through selected indicators with corresponding measures. These indicators are derived from both the college's experience and state indicators. Each measure links to an expected level of performance (Target Range or Target Number). Assessment occurs throughout the five-year planning span within and across the core themes on an annual basis to identify what has been accomplished (e.g., did the college's efforts encourage student success?). This data, gathered by the Office of Institutional Effectiveness and analyzed by sponsoring executive deans in Instruction and Student Services (ISS), can be used to identify measures that "meet/exceed," or "need improvement" and project the extent to which the college is successful in fulfilling its core theme objectives.

Since each core theme has objectives with related indicators of achievement and specific measures, both local unit and broad institutional objectives can be monitored. Strategic goal objectives and projects, which support the core themes, are also reviewed and progress toward completion is reviewed regularly through the goals committees.

The academic and service unit plans, which are annually prepared by each program or department, outline, over a five-year period, current and proposed actions to address the college's core themes. The plans are developed within the implicit framework set by the goals of Quality and Sustainability, with the ultimate purpose of encouraging Student Success. In recent years, program and service areas have begun to assess outcomes against established benchmarks and report data and continuous improvement actions through the annual unit planning process. The unit plans provide essential information for budgeting and determination of resource allocation. Additionally, goal committees annually review institutional progress on projects related to the college's strategic goals and report results to the Executive Team.

The college annually assesses the extent of mission fulfillment against targets in each core theme area, as well as its performance as a college overall. The Executive Team and goal committees annually review institutional progress on significant indicators and measures related to its core themes and goals, and report results to Chemeketa's Board of Education; they also recommend strategies for improvement to appropriate leadership bodies.

Chemeketa uses the balanced scorecard concept to evaluate how well Chemeketa is accomplishing its mission and core themes; it is also used in decision making and resource allocation. The scorecard categories of evaluation are based on the objectives, indicators, and measures developed for the college's core themes. The balanced scorecard also addresses indirect (strategic goal) indicators such as climate neutrality, social justice, and employee satisfaction, which contribute to creating an academic environment that aligns closely with the college's action-oriented values of care, innovate, collaborate, and diversity. The scorecard is thus intended to provide a more comprehensive understanding of the extent of mission fulfillment. Once the extent of mission fulfillment is established, critical conversations related to sustaining progress through strategic interventions can then occur as to how Chemeketa can, through improvement efforts, better advance its core themes, and thus fulfill its promises to the community.

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

Chemeketa defines "threshold" as evidence that the college has made acceptable progress toward achievement of the core theme objectives and substantially met its promises to the community through its core theme efforts. This threshold is examined annually for opportunities for continuous improvement. **An acceptable threshold is defined as the meeting or exceeding of the Target Range or Target Number, as appropriate for the majority of measures in each core theme.** If the majority of Target Ranges or Target Numbers for each measure for a core theme is met, an acceptable threshold for that core theme has been met. **If acceptable thresholds have been met for two or all three of the core themes, the college has achieved an acceptable level of mission fulfillment.**

The balanced scorecard serves as a visual display to show progress or lack of it on core theme measures and progress toward strategic goals. This approach provides a way to focus interventions when the "acceptable threshold" is not met and is a way to affirm efforts when expectations are "met/exceeded."

Standard 1.B: Core Themes

Standard 1.B.1

The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission

Standard 1.B.2

The institution establishes objectives for each of its core themes and identifies meaningful, accessible, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

As a part of Chemeketa's broad mission review process in 2009, representatives from across the college community determined that the core purpose of the college was contained in its promises statements. In 2010, further discussion among senior leadership on Executive Team formally identified its core themes within the promises: College Preparation, Transition and Transfer Studies, and Workforce Education. This is the college's central work.

All the work of the college supports these core themes. Three mission-derived strategic goals provide guidance as to how the core themes should be supported and implemented: through a framework that emphasizes Student Success, Sustainability, and Quality. The dynamic intersection and monitoring of these core themes and strategic goals advance Chemeketa's institutional plan toward mission fulfillment.

Core themes and their associated objectives, indicators, and measures are discussed in this section, followed by discussion of our strategic goals. The indicators are categories of measures that show progress towards mission fulfillment. They are built from both the college's experience regarding effective practices (such as access and progression) and from indicators used for the State of Oregon's Achievement Compact (such as persistence and completion).

Core Theme: College Preparation

Corresponding Promise: *We promise to actively encourage and support college preparation, workforce readiness, and lifelong learning.*

College Preparation Description

Chemeketa's Core Theme: College Preparation provides basic skill development and access to educational opportunities throughout Chemeketa's service district. Activities focus on 1) helping students who have not yet developed college-level academic skills advance to higher levels through pre-college, Adult Basic Skills (ABS), and English Speakers of Other Languages (ESOL) coursework, 2) supporting workforce readiness by helping students meet a goal of achieving a GED or high school diploma, and 3) providing multiple options for degree completion, personal enrichment and professional development throughout our service area.

Objectives:

The following objectives represent key focus areas that support Core Theme: College Preparation:

- Students enrolled in Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) courses progress to higher literacy levels.
- Students enrolled in pre-college math, reading and writing courses complete coursework with a C or better.
- Students complete high school diplomas or GED certificates.
- Students access courses for lifelong learning, professional development and personal enrichment.

Objective A: Students enrolled in Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) courses progress to higher literacy levels.

Indicators	Measures
Progression	% of students enrolled in an ABS course who increase an NRS educational functional level within two terms
Progression	% of students enrolled in an ESOL course who increase an NRS educational functional level within two terms

Rationale

Students enrolled in Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) courses focus on skill development and progress through multiple levels. Most of these students face significant challenges as second language learners, adults returning to work, and students with learning disabilities. These students most often have the goal of entering the workforce. Some continue to pre-college and college-level coursework, but that is a small percentage of the whole.

To support workforce readiness and skill development for these most vulnerable and excluded populations served by the college, the college documents student progress from one level of literacy to the next, as determined by National Reporting System (NRS) educational functional levels. Students are placed into ABS or ESOL based on their Comprehensive Adult Student Assessment Systems (CASAS) test scores. To measure student progress, the college compares pre- and post-CASAS scores to determine

students' NRS educational functional levels, as articulated in Oregon Community Colleges and Workforce Development's Approved Accountability Manual.

Objective B: Students enrolled in pre-college math, reading and writing courses complete coursework with a C or better.

Indicators	Measures
Progression	% of students enrolled in pre-college math courses who complete with a C or better
Progression	% of students enrolled in pre-college reading courses who complete with a C or better
Progression	% of students enrolled in pre-college writing courses who complete with a C or better

Rationale

Based on college placement test scores in the areas of reading, writing or math, students who need additional skill development enroll in pre-college courses. Students enrolling in pre-college course work indicate a need for skill development prior to entering college-level courses. National data indicates that students enrolled in skill development courses are the least likely to progress to college levels due to a number of factors, including the additional time and expense added to college enrollment, math and writing anxiety levels, and the lack of connection between skill development curriculum with a student's desired course of study. Efforts statewide and at Chemeketa to reduce the time in pre-college levels, to redesign curriculum and to offer additional support have resulted in improvement in pre-college course completion. A number of these are meaningful measures reported yearly in Oregon's Achievement Compact. This objective supports the college promise to provide college preparation.

Objective C: Students complete high school diplomas or GED certificates.

Indicators	Measures
Completion	Number of Adult HS Diplomas/Winema High School diplomas and GED certificates awarded

Rationale

Research indicates the importance of these foundational milestones for college and workforce readiness, the focus of Core Theme: College Preparation. Chemeketa invests in four avenues to achieving them. Across the college district, Chemeketa offers GED skill development courses, GED testing access, and Adult High School Diploma pathways. At the Salem campus, the college runs Winema High School, an alternative high school designed to retrieve at-risk students in partnership with local high schools to increase high school graduation rates.

GED and school district reporting practices preclude the college from measuring outcomes of these programs in individual cohorts. Thus, we measure and evaluate these programs collectively through the total number of diplomas and certificates awarded annually. Capacity for instruction and testing services is currently projected to be approximately 1,000 GED certificates and high school diplomas awarded per year. This target is derived from a consideration of 1) comparable historic totals, 2) the number of outreach programs in our service district geared at helping people achieve these milestones, 3) the number of high school student referrals to Chemeketa, and 4) other external factors such as changes to

high school graduation requirements and to GED tests. The college measures actual completion rates against this target to determine if appropriate service levels are provided.

Objective D: Students access courses for lifelong learning, professional development and personal enrichment.

Indicators	Measures
Access	Access to courses offered at locations within the service district- day, evening, weekends on campuses, outreach centers and community locations as well as online

Rationale

Chemeketa is committed to providing lifelong learning opportunities to students within the college's diverse service district. The college defines this opportunity as providing students with multiple options for coursework leading to personal, professional enrichment or degree completion. The promise of access to lifelong learning opportunities is accomplished in a number of ways, including offering courses in a traditional schedule at the Salem and Yamhill campuses and in outreach centers and community venues throughout the college's service area. In addition, evening and weekend courses and online courses provide education to students otherwise unable to enroll and complete degrees, or for anyone who would like to take courses, but can't attend during traditional times or at a specific Chemeketa location. Professional development and business support are offered through the Chemeketa Center for Business and Industry (CCBI). Personal enrichment courses are offered at local venues in the district.

For this measure, the college identifies access points and determines if these points have been maintained or increased over the five-year assessment period. Despite fluctuations in enrollment, the college is committed to access within a four-county area. This can only be achieved if students, regardless of their personal commitments, can find ways to enroll in courses leading to their goals. Efforts to increase student access support lifelong learning within Chemeketa's service district.

Core Theme: Transition and Transfer Studies

Corresponding Promise: *We promise to actively encourage and support successful transition from high school to college and university study.*

Transition and Transfer Studies Description

Transition and Transfer Studies encompasses Chemeketa's work to provide a readily accessible, strategically supported, visible pathway forward on the higher education continuum, from high school to community college and beyond. As its name indicates, movement is the central feature of this core theme. We provide students the structures, offerings and support they need to transition into higher education and move through their chosen course of study to their next goal. That may be a terminal degree or transfer to another higher education institution.

Objectives

There are three objectives for the core theme of Transition and Transfer Studies:

- Early College students enroll in appropriate level math, writing and progress.
- Dually enrolled College Credit Now (CCN) high school students access college courses and successfully complete and transfer to college.
- Program-ready Transfer Studies students enroll in appropriate level of math and writing, progress and complete degrees/certificates or transfer.

Objective A: Early College students enroll in appropriate level math, writing courses, and progress.

Indicator	Measures
Progression	% of Early College cohort students who placed in pre-college math and enroll within first 2 terms
Progression	Of the above group, % who pass pre-college math (C or better) within the first 2 terms
Progression	Of the above group, % who progress to college-level math within 3 terms
Progression	% of Early College cohort students who placed into pre-college writing and enroll within the first 2 terms
Progression	Of the above group, % who pass pre-college writing (C or better) within the first 2 terms
Progression	Of the above group, % who progress to college-level writing within 3 terms
Progression	% of Early College cohort students enrolled in college-level MTH or WR within the first 2 terms
Progression	% of Early College cohort students who pass (C or better) college-level MTH or WR
Progression	% of Early College cohort students who enroll for second consecutive term
Progression	% of Early College cohort students who complete 15 college-level credits within the first year
Progression	% of Early College cohort who complete 30 college-level credits within the first year

Rationale

This objective supports Chemeketa's promise to encourage successful transition from high school to college. Chemeketa's Early College programs were developed in partnership with local school districts to identify "high potential, low opportunity" high school students and encourage college enrollment. These students are those least likely to enter college due to socio-economic factors, including language barriers, poverty and lack of exposure to a college-going culture. Early College is open to all high school students in Chemeketa's service area. To respond to Oregon's 40/40/20 initiative to significantly increase the educational attainment levels of Oregonians by 2025, the Early College program was developed for dually-enrolled high school students to attend college full-time at a Chemeketa campus so they might work towards a high school diploma and college degree simultaneously. A Salem-Keizer high school is located on Chemeketa's Salem campus, so students can also participate in Early College as part-time students. Students receive college and high school credit for course completion and receive their high school diplomas through their local school districts. Based on placement test scores, placement in appropriate reading, writing and math courses is tracked, as are course completion rates and numbers of college credits completed as evidence of success in this objective. A number of these measures align with Oregon's Achievement Compact measures, mirror Transfer Studies and CTE measures, and reflect increased emphasis on dual enrollment for high school students to encourage college credit completion.

Objective B: Dually-enrolled College Credit Now (CCN) high school students access college courses and successfully complete and transfer to college.

Indicators	Measures
Completion	# of credits completed by CCN high school students
Progression	% of CCN students who pass (C or better) their courses
Progression	% of CCN students who transfer to college or university

Rationale

College Credit Now (CCN) represents one of Chemeketa's efforts to encourage smooth transition from high school to college by offering college courses at local high schools. Qualified high school faculty are trained and mentored by college faculty and teach required learning outcomes as specified by Chemeketa's course outlines in order to award college credit. This program supports Oregon's 40/40/20 initiative by providing opportunities for high school students to complete college credits. The number of college courses offered as well as course completion rates indicate progress towards meeting targets in this objective. Because CCN outcomes are not tracked by cohorts, it is impossible to compare cohort progression rates. However, the number of courses offered indicates access and the percentage of course completion can be tracked and gives evidence of success in this objective. The number of CCN students who transfer to colleges or universities after high school graduation is also tracked.

Objective C: Program-ready Transfer Studies students enroll in appropriate level of math and writing, progress and complete degrees/certificates or transfer.

Cohort Definition: First-time, full-time freshmen who enroll in 12 credit hours in their first term.

Indicators	Measures
Access	% of Transfer Studies cohort students who placed in MTH 111 or higher or WR 121 or higher who enrolled within first two terms
Access	Of above group, % who successfully complete all MTH or WR with C or better
Progression	% of full-time program-ready Transfer Studies students who enroll for the second consecutive term
Progression	% Transfer Studies cohort students who complete (C or better) 15 college-level credits within the first year
Progression	% Transfer Studies cohort students who complete (C or better) 30 college-level credits within the first year
Completion	% Transfer Studies cohort students who graduate with a Transfer degree within a 150% window
Completion	% of non-awarded Transfer Studies cohort students who transfer within a 200% window
Completion	% of awarded Transfer Studies cohort students who transfer within a 200% window
Completion	Total degrees and certificates awarded per year

Rationale

The above measures follow cohorts of fall first-time, full-time students. Students in the cohort need to declare a Transfer Studies major and place in MTH 111 or higher or place in WR 121 or higher, and to attempt 12 + credits Fall term. For the credit milestones, college-level is defined as a credit course at the 100-level or higher. The graduation rate is for earning a Transfer Studies degree; students are provided a 150% window for completion. Thus, for a two-year degree, students are allowed three years to complete. This objective supports Core Theme: Transition and Transfer Studies - encouraging degree completion and transfer to college or university. The number of degrees and certificates awarded are tracked to give a picture of improvement in certificate and degree completion from a baseline over the assessment period. This objective and some of the measures are reported in Oregon's Achievement Compact annually by institutions across the state.

Core Theme: Workforce Education

Corresponding Promise: *We promise to actively encourage and support the economic vitality of our community through excellence in technical training, workforce development, and business support.*

Workforce Education Description

Workforce Education encompasses Chemeketa's work to promote workforce and economic development: 1) **training**—providing career-focused programs and support structures that best enable students to enter and complete career/technical programs and launch or expand fruitful and enduring careers; 2) **connecting with employers**—through advisory committees and community involvement to ensure Workforce Education programs align with the region's needs; 3) **serving as a catalyst for economic development**—joining regional efforts to attract employers, developing customized and future-focused training, and supporting and advising small businesses.

Objectives, Cohort Definitions, Measures, and Rationale

Objective A: Non-limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates.

Cohort Definition: Non-limited Enrollment CTE - All full-time, first-time freshman who have expressed CTE intent.

Indicators	Measures
Access	% of the non-limited enrollment CTE students enrolled in WR/Com or Math within the first two terms
Access	% of the non-limited enrollment CTE students who took a CTE course within the first term
Progression	% of the non-limited enrollment CTE students successfully completing (C or better) a CTE course within the first term
Progression	% of the non-limited enrollment CTE students who successfully complete (C or better) 15 college-level credits within the first year
Completion	% of the non-limited enrollment CTE students who successfully complete (C or better) 30 college-level credits within the first year
Completion	% of the non-limited enrollment CTE students who are awarded a CTE certificate or degree within a 150% window
Completion	Number of CTE degrees and certificates awarded by year

Objective B: Limited-enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates.

Cohort Definition: Limited Enrollment CTE - All full-time, first-time freshman accepted through an application process to a limited CTE program. Measures are applied to multiple limited-enrollment CTE programs: Automotive, Dental Assisting, Hemodialysis, Nursing, Pharmacy Tech, Speech Pathology, Visual Communications, and Welding.

Indicators	Measures
Progression	Of the cohort, % of students who successfully complete (C or better) all CTE courses within the first term in the program.
Progression	Of the cohort, % of CTE students who successfully complete (C or better) 15 college-level credits within the first year
Progression	Of the cohort, % of CTE students who successfully complete (C or better) 30 college-level credits within the first year
Completion	Of the cohort, % of students awarded a CTE certificate or degree within 150% window

Rationale for Objectives/Measures A and B

The college looks at non-limited (Objective A) and limited (Objective B) enrollment cohorts separately, as these student populations have different requirements and are tracked differently. Only full-time students are measured under these objectives due to inconsistent enrollment patterns of part-time students in non-limited enrollment students.

Objective A measures follow cohorts of Fall first-time students who declare CTE majors (either degree or certificate) and attempt 12 or more credits Fall term. Objective B measures follow cohorts of first-time students admitted to programs that require a specific enrollment process. The college selected eight programs for this objective because of their 1) ability to track cohorts, 2) differing locations, 3) representative requirements, and 4) interest in reviewing outcomes for new programs.

A number of the measures for both objectives are based on Oregon's Achievement Compact measures for colleges and universities, milestones that statistically increase likelihood of student success. For example, students who declare intent to enroll as a CTE student and then enroll in both a CTE course and a math or writing course within their first two terms are more likely to go on to complete a certificate or degree. The same is true for those students who successfully complete their CTE courses within their first term, and those who successfully complete 15 or 30 college-level credits within their first year.

Completion measures for these objectives give students a 150% completion window; students are given 18 months to complete a one-year certificate, and three years to complete a two-year degree. Due to limited data available on degree and certificate awards within this Self-Evaluation time frame, the number of total CTE awards is tracked to give a picture of improvement in degree and certificate completion from the baseline over the assessment period.

Objective C: Workforce training supports jobs creation/retention and clients are satisfied with services

Indicators	Measures
Progression	# of new jobs created through clients receiving support from CCBI Small Business Development Center
Completion and Persistence	% of companies ranking their satisfaction with employee training received through CCBI Customized Training with either a #4 (good) or #5 (better).

Rationale

A healthy economy creates new jobs and supports existing business. Through its Center for Business and Industry (CCBI), Chemeketa addresses this core theme by providing guidance to businesses, organizations, groups, and individuals, and offering consulting services. To measure success, CCBI tracks the numbers of new jobs created in the businesses that consult with them. Job creation is an important measure of economic growth and vitality. When businesses are launched or expand, additional jobs are created. CCBI also conducts satisfaction surveys of those business leaders who have completed CCBI-sponsored training. Customer satisfaction is an important indicator that the training has met its outcomes. CCBI records show that those who score their experience with a 4 (good) or 5 (better) are more likely to return for more training, further strengthening their businesses and collectively, the regional economy.

Strategic Goals: Supporting the Core Themes

Role of Strategic Goals

Supporting Chemeketa's core themes are mission-derived strategic goals: **Student Success, Sustainability, and Quality**. Where Chemeketa's core themes individually manifest the essential elements of the college's mission and encompass the college's central work, Chemeketa's strategic goals serve as catalysts for focused change and continuous improvement in the implementation of the core themes.

The goals ensure that the college remains vigilant in focusing action on crucial areas that encourage a high standard of quality and effectiveness and promote student success throughout the core themes. We move in the direction of mission fulfillment by working to infuse the strategic goals into the work of our divisions:

- **Governance and Administration** oversees resource allocation and planning, and monitors quality for continuous improvement
- **College Support Services**, including Financial Management and Operations, provides and maintains the college infrastructure
- **Instruction and Student Services** provide instruction and student support across the college district as they implement or support the core themes.

Strategic goal committees, comprised of staff and faculty from across college divisions and locations, advance core themes and support divisions through targeted goal-focused activities. The committees review and revise their activity lists annually to maintain focus on mission fulfillment. Activities respond to external factors or emphasize areas where the college wants improvement, such as hiring a more diverse workforce, and are aligned with the college's Strategic Plan and Master Academic Plan

Strategic goals are implemented by various areas of the college in other ways as well, through goal-focused activities, projects, and initiatives identified in instructional and service unit plans. For example, an instructional program may identify specific assessment improvements at its level and indicate them in unit plans. These efforts support the strategic goal of Quality, and are measured at the program level.

Evolution of Strategic Goals

Our strategic goal work is evolving in two ways, as to how it advances our core themes. First, **Chemeketa's approach to measuring strategic goal implementation is in transition**. In the past, strategic goal committees tracked their progress through completion of activities that were designed in response to strategic objectives listed in our five-year strategic goals document. As the college matures in its internal assessment processes, it is transitioning to a system that uses meaningful, assessable, and verifiable objectives, measures, and targets to track and guide progress. Accordingly, spurred by the development of this accreditation Self-Evaluation Report, the college has begun developing improved approaches to assessing the impact of goal work and projects. The assessment approach will be twofold – assessment through analysis of goal project impact on core theme objectives and measures, and, where appropriate, assessment through meaningful, assessable and verifiable objectives and measures for strategic goals themselves.

Our current objectives for each strategic goal appear in the pages below. In this transition, where appropriate, goals groups have also developed measures for their current goals objectives. The

objectives, their evolving measures, and preliminary measure data are listed in the Scorecard. Work on this process is a focus for the 2014–15 and 2015–16 academic years.

Second, **our strategic goals themselves are evolving** in the sense that they are becoming increasingly integrated into Chemeketa's core themes through specific projects and new and revised college processes. The college set a five-year time frame for this integration in 2010. At this point, the goal of Student Success has become almost completely integrated into the work of the three core themes; Sustainability and Quality continue to become more integrated.

Each strategic goal's status in this transition period is reflected in the core theme objectives and in the strategic goals objectives. In many key respects, the goal of Student Success been integrated into the college's core themes; each core theme includes clear student success-focused objectives. Progress on remaining Student Success, Sustainability, and Quality objectives is assessed in a college-wide approach, across all three core themes:

- Recruitment is a remaining area of Student Success that has not been fully integrated into the core themes and is assessed college-wide
- Sustainability is assessed college-wide in three areas: economic opportunity, social equity, and ecological opportunity
- Quality is assessed college-wide as an institutional strategic goal

In this way Chemeketa promotes its strategic goals throughout the institution in support of the core themes.

Strategic Goal: Student Success

Description

The strategic goal of Student Success encompasses all of Chemeketa's processes and projects aimed at helping students to be successful from the point of access and entry to the point of departure from Chemeketa. Student Success is seen as a function of the following factors: successful enrollment for each student, engagement in the learning environment, effective learning, persistence and progression to goal, and satisfaction with the Chemeketa experience. From that base, Chemeketa adopted the following strategic objectives for fostering student success throughout the institution in support of its core themes:

- Offer and promote instructional programs and services that prepare students for success in a global society
- Support successful student transition into Chemeketa and on to further educational opportunities or employment
- Strengthen student engagement and access through innovative teaching techniques, flexible learning formats, and interactive technologies
- Ensure that students meet their goals and learning outcomes through quality instructional programs and student services
- Create a sustainable level of enrollment through effective recruitment, retention, and instructional programming

Chemeketa also uses nationally-normed student surveys to gather information regarding student satisfaction with the Chemeketa experience.

Student Success has been and continues to be an institutional goal. Chemeketa has worked in recent years to infuse a student success focus into the work to address each core theme. This work has largely occurred through a range of student support initiatives focused on progression and completion. Thus, many elements of the goal of Student Success have been infused into the work carried out through the core themes. This infusion is evident in the college's Strategic and Master Academic Plans.

Student Success: Recruitment

Student Success as it relates to access continues to be an area for improvement throughout the core themes at Chemeketa. Thus, Chemeketa has called out recruitment as a focus area within the strategic goal of Student Success in order to focus institutional-wide efforts toward improvement in this area.

Our student recruitment strategy employs a funnel model, where prospective students progress from inquiry to admission then enrollment. Student recruitment marketing communications drive future students to chemeketa.edu, where they can obtain more information and apply for admission. Once they have applied, they are entered into a database where we can communicate with them and track their progress toward enrollment.

Recruitment Objectives

A. Qualified prospective students submit admission forms
B. Admitted students successfully enroll at an increasing rate.

Strategic Goal: Sustainability

Description

At Chemeketa, sustainability encompasses three areas: economic opportunity, social equity of opportunity, and ecological opportunity. To institutionalize this strategic goal, we develop systems that allocate resources wisely and efficiently to fund our most important work, provide equitable access to opportunity, and apply ecologically sound principles to our curriculum and practice. This approach is manifested in our responses to the criteria for Standard Two—Resources and Capacity.

Sustainability: Economic Opportunity

Activities related to economic sustainability promote the short- and long-term financial health, sustainability and resiliency of the college. Chemeketa adopted the following strategic objectives for fostering this aspect of sustainability throughout the institution in support of our core themes:

- Carefully analyze new opportunities; allocate resources to our most important work
- Create a sustainable long-term funding and cost model for investments and operations partnerships
- Develop targeted business and community partnerships to strengthen instructional programs and services and contribute to regional economic development

Economic Opportunity Objectives:

To prudently manage the general fund resources to ensure the stability and health of the general fund and further the long term sustainability of the organization

Chemeketa maintains adequate reserves for facilities and long term debt to protect the college's infrastructure and ability to make debt payments

Chemeketa manages its public investment so that the college has a stable revenue flow from year to year.

Sustainability: Social Equity

Activities related to social equity of opportunity promote equal access to resources and opportunities for learning for all students, employees and the community. Chemeketa adopted the following strategic objectives for fostering this aspect of sustainability throughout the institution in support of its core themes:

- Develop systems that enhance equal access to opportunity within Chemeketa programs for qualified students
- Create an inclusive college profile in which our students and staff reflect the community we serve
- Create a welcoming, supportive, and inclusive college environment that fosters academic excellence and social equity

Social Equity Objectives:

A. All qualified students are provided equal access to educational opportunity at Chemeketa.
B. All students' educational experience is enhanced through a diverse college community
C. The college ensures an understanding of cultural diversity and fosters academic excellence and social equity by providing a welcoming, supportive and inclusive environment

Sustainability: Ecological Opportunity

Activities related to ecological sustainability manage and reduce the impact college activities have on the developed and natural environments. Chemeketa adopted the following strategic objectives for fostering this aspect of sustainability throughout the institution in support of its core themes:

- Practice environmental stewardship by expanding ecologically sound practices throughout the college based on thoughtful analysis of immediate and long-term impacts
- Develop a college curriculum which includes learning outcomes that reflect ecologically sound standards and practices

Ecological Opportunity Objective:

A. We will prudently manage our consumption of natural resources to further the long term sustainability of the organization

Strategic Goal: Quality

Description

At Chemeketa, quality involves the practice of learning and continuous improvement through effective leadership and employee development. Its goal is the talent development and engagement of individuals and teams to address organizational challenges at the level closest to the work. Its result is creation of organizational capacity through the development of high quality, efficient, and effective systems, processes, services, and programs.

Chemeketa adopted the following strategic objectives for fostering quality throughout the institution in support of its core themes:

- Adopt a regular cycle of program and service assessments /reviews to support continuous improvement of educational programs and all services (plan, do, check, act)
- Improve key college operations and services through the adoption of Lean core values: continuous improvement, respect for people, and a customer focus. Lean methods include value stream mapping, identification of performance metrics, and empowerment of individuals and teams to suggest, implement, and evaluate new practices
- Engage all employees in continuous improvement efforts through effective leadership behaviors and employee development.

Quality Objectives

A. Service areas of the college regularly measure performance and participate in continuous improvement activities to enhance the student or customer experience

B. Instructional areas of the college regularly assess performance and participate in continuous improvement activities to enhance the student experience

C. Chemeketa employees have positive perceptions, opinions, beliefs and attitudes about working at the college

ER 6.

Chapter Two
Standard 2: Resources and Capacity

Chapter Two
Standard 2: Resources and Capacity

Executive Summary of Eligibility Requirements

ER 4. Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

All Chemeketa's programs and services are predominantly concerned with higher education, as articulated in its mission and three core themes: College Preparation, Transition and Transfer Studies, and Workforce Education. Chemeketa serves as one of 17 decentralized comprehensive community colleges in Oregon charged with offering these opportunities to their regions. The institution, represented collectively by the College Board of Education, faculty, staff, and administrators, has sufficient independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

ER 5. Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission and its core themes.

The college is governed by policies, procedures, and guidelines that set standards of non-discrimination and respect for all individuals and are aligned with its mission and core themes. The following policies and corollary procedures are emblematic of Chemeketa's approach: #4010 Open Door, #5111 PRO, #5112, #5113 Special Admissions, #1720 Affirmative Action and Disability Programs, #1725 Students with Disabilities, #1750 Harassment/Discrimination, #1751 Sexual Harassment, #1752 Respectful College Community, and #1753 Consensual Relationships. The college also has such guidelines as Security of Confidential Information and College Property, ADA Guidelines, and Document Management Guidelines designed to protect the rights of all individuals.

The college's Affirmative Action statement notes: "It is the policy of Chemeketa Community College and its Board that there will be no discrimination or harassment on the basis of race, religion, color, sex, age, national origin, ethnic origin, sexual orientation, gender identity, marital status, citizenship status, pregnancy and related conditions, family relationship, veteran's status, disabilities and tobacco usage in any educational programs, activities or employment" (college catalog, p. 6 English; p. 7 Spanish). The Student Rights and Responsibilities document clearly states that "Chemeketa Community College provides an environment that celebrates the freedom to learn and the freedom to teach… it is appropriate that individuals and groups be viewed with regards to their potential to contribute within the learning environment. Each has dignity and value" (college catalog, Student Rights and Responsibilities, p. 252). The college's diversity initiatives guide the creation of a welcoming, inclusive climate that supports the attraction and retention of diverse employees and students.

Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

Chemeketa Community College adheres to high ethical standards in all its operations and relationships, ensured through fair and consistent application of its policies and procedures that are in strict accordance with state ethics laws and rules.

ER 7. Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Chemeketa is locally governed by a seven-member College Board of Education composed of non-paid, elected residents from the established geographic zones in the college's district. In order to serve, qualified board members may not be employees of the college (Policy #1010), must be a qualified voter in the district, a citizen of the United States and the State of Oregon, 18 years of age, and a resident of the district and the zone. Policy #1130 requires that College Board of Education members follow the Code of Ethics (ORS 244), not accept honoraria, and declare any actual or potential conflicts of interest. As such, board members are charged as duly elected, voting representatives that are in conformance with Oregon Administrative Rules and the state of Oregon related to community colleges and ethics. College Policies and Procedures (college policies and procedures #1010-1310) are aligned with all Oregon Revised Statutes and delineate the roles and responsibilities of the College Board of Education to ensure that the mission and core themes are being achieved.

ER 8. Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

The College Board appointed Julie Huckestein May 21, 2014, to serve as Chemeketa's interim district president/CEO. She replaced Cheryl Roberts, who became president of Shoreline Community College in Summer 2014 after seven years leading Chemeketa. The search for a new president began in the fall of 2014, and the college expects to select a new president by Spring 2015. Interim District President Huckestein's full-time responsibility is leadership of Chemeketa Community College, and she does not chair the institution's governing board. Operational/administrative authority is appropriately delegated by the board to the president as outlined in College Board Policy #2110. Additional policies (#1410 and #1420) further define the roles, responsibilities, and relationship of the CEO to the College Board.

ER 9. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

Chemeketa Community College retains a sufficient number of qualified administrators to lead and manage the college at all organizational levels. The organizational structure promotes collaborative work where appropriate; the Executive Team provides collective leadership and governance groups, integrating administrators, faculty, and classified employees, to help further move the college collectively toward mission fulfillment. To focus collaborative work, the college uses the Lean planning process to ensure resources appropriately support the college's core themes of College Preparation, Transition and Transfer Studies, and Workforce Education, and its strategic goals of Student Success, Sustainability, and Quality.

The college regularly reviews its resources regarding this eligibility requirement and adds to them as needed. For example, in 2013-14, a faculty coordinator position was created and filled for the General Education division, Health Professions in the CTE division, and the Academic Progress division to assist with administrative and logistical tasks. Additionally, an interim associate dean position was created to serve at the Brooks site because of a vacancy in the dean position.

ER 10. Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The college employed 225 full-time professionally qualified faculty in the fall of 2014. Faculty are involved in the review and development of academic standards and institutional policy, curriculum, sabbatical leaves, governance, and other college aspects that affect overall quality and mission fulfillment. Faculty members also advise students; develop and assess course, program, and degree outcomes; serve on grants projects (e.g., Career Pathways, Foundations of Excellence); and participate in developing annual unit level reports and budgets.

As noted in the Response to Recommendation section, Chemeketa's process for faculty evaluation underwent a complete overhaul in 2013-2014, with the initial implementation of the revised process, using paper forms, in Fall 2013. As a result, evaluation for full-time and part-time faculty now occurs at least once within every four-year period of service. Probationary faculty are evaluated at least yearly. The revamping of the faculty evaluation process, the work of a faculty-administrator task force, involved the development of guiding principles, essential standard components, and regular timelines. The second phase of the process is to put it online; that phase was undergoing pilot testing in Fall 2014. The online process uses software built on a single framework but flexible enough to be tailored to the individual faculty member's situation.

Procedures exist for Improvement Plans, if necessary, for both full and part-time faculty. Funding for professional development is provided for both full- and part-time faculty to enhance professional growth and enrichment. Additionally, a major feature of the new faculty evaluation process is the expectation of regular professional development and the determination of professional development goals through a negotiated process between faculty and supervisor.

ER 11. Educational Program

The institution provides one of more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational programs culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees with degree designation consistent with program content in recognized fields of study.

Chemeketa's instructional departments offer courses that fulfill its comprehensive mission and core themes of College Preparation, Transition and Transfer Studies, and Workforce Education. In addition to GED preparation, Adult Basic Skills, High School completion, High School Partnership, and English language learning programs, the college offers two transfer degrees and a transfer module—Associate of Arts Oregon Transfer (AAOT) degree, Associate of Science Transfer Business (ASOT-Bus) degree, and Oregon Transfer Module (OTM). It also offers the Associate of Science (AS) degree, the Associate of General Studies (AGS) degree, and 41 Associate of Applied Science (AAS) degrees and 51 related career and technical education certificates. Clearly identified student learning outcomes are associated with each course and certificate and degree program. The educational programs culminate in either college-level degrees or certificates consistent with the program content and in recognized fields of study.

ER 12. General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

In 2009, general education outcomes and criteria were adopted throughout Oregon community colleges and universities to guide the purpose and types of courses that comprise general education within the statewide program of study, the Associate of Arts Oregon Transfer degree (AAOT). Chemeketa endorses these outcomes and seeks to ensure that through regular and systematic assessment, students who complete their program of study are academically prepared for their next educational experience, thus meeting the core theme of Transition and Transfer Studies. The Oregon Transfer Module (OTM), transfer degrees, and college degrees all contain a substantial core of general education courses. Each applied associate degree and/or certificate contains a recognizable body of related instruction in communication, computation, and human relations along with recommended general education elective courses.

ER 13. Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever and however delivered.

The library serves as the information resource center for students and faculty. It provides access to collections that support teaching, learning, and research. The emphasis of these collections focuses on the instructional programs, courses, and curricula of the college in a variety of formats. The college is able to provide a high level of library service and resource access to all students, regardless of

instructional mode, through its digital collections, library courier system, in-person and virtual service strategies and participation in cooperative resource sharing agreements. Partnerships with the Orbis Cascade Alliance and the Chemeketa Cooperative Regional Library Service provide service outlets to students throughout the Pacific Northwest and access to extensive resources in support of lifelong learning and academic inquiry. Since the last comprehensive evaluation, the library has substantially enhanced its collection of electronic holdings to better serve the needs of the 21st century student. With the addition of the Yamhill Valley campus as of September 2011, significant planning and resources were put in place to ensure student and faculty instructional requirements and accreditation guidelines were met.

ER 14. Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

Chemeketa's college service area covers over 2,600 square miles and includes all or part of four counties. In order to better address the needs of various population centers as well as large rural areas, Chemeketa operates two campuses and five centers. All sites have the physical and infrastructure capabilities necessary to provide access to mission-driven, quality educational programs that address all three of the college's core themes. As part of its planned growth, the college opened the Brooks Regional Training Center, the Salem campus Health Science classroom complex (Building 8) and the Yamhill Valley campus in McMinnville; all include electronic classrooms and computer labs. The Computer and Classroom Technology Replacement Plan provides for planned replacement of equipment and the upgrade and/or addition of systems to provide ease of access to students and staff. (See Exhibits - Computer and Classroom Technology Replacement Plan.)

ER 15. Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

The college subscribes to the principles of academic freedom. In January 2015 the college board began to consider a formal policy on academic freedom. The policy is now under consideration and approval of a policy is expected in Winter 2015 regarding this important concept. The faculty contract (Faculty Collective Bargaining Agreement) between Chemeketa Community College and Chemeketa Community College Faculty Association, Article 27) affirms both intellectual freedom and professional responsibility to students. A participative governance structure supports an atmosphere of free expression for faculty and students. The Student Rights and Responsibilities document outlines student rights and responsibilities that reside within an academic environment (Student Rights—Part C), and specifically articulates students' rights to intellectual freedom and independence. Additionally, the college has developed Free Speech Agreement Guidelines, which are summarized and posted on the college website. In a related area, the college's Academic Honesty Policy is slated for revision March 2015 when it comes before the college board.

ER 16. Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

The College Board of Education Policy #5110 and Procedures college policies and procedures #5110–5114 establish admission policies. Consistent with its mission, Chemeketa has an "open door" policy to all students 18 years or over who are able to benefit from instruction. Previous academic status at other institutions does not constitute a criterion for denial of admission. College admissions policies and procedures are available in multiple publications and widely disseminated. They are presented in the college catalog (p. 6–7), and are on the public website, in quarterly course schedules, and in specific program brochures. Departments that work with international students and underage students without a high school diploma or GED, and some career and technical programs, follow a more specific admission process. Programs with special requirements advertise these criteria using a variety of methods including the college's public website, college catalog and information sessions.

ER 17. Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid, and the academic calendar.

The college catalog, which is provided free of charge, and the public website contain the college mission, vision, values, and promises (core themes); and the names, titles, and academic credentials of administrators and faculty. Also included are the admission requirements and procedures, grading policy, information on instructional programs and courses, rules and regulations for student conduct, rights and responsibilities of students, tuition, fees and other program costs, refund policies and procedures, opportunities and requirements for financial aid, accreditation information, and the academic calendar. Information is also available on college transfer, athletics, food service, transportation, and opportunities for college student leadership.

ER 18. Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

The college has an ongoing history of strong and deliberate financial planning focused on fulfilling its mission. On a monthly and quarterly basis, the vice president/chief financial officer reviews projected revenues and expenditures for the general fund.

The college maintains a target of 5–15 percent for the ending fund balance on an ongoing basis in the general fund. The reserves ensure adequate available cash flow for the first few months of the fiscal year prior to the receipt of most resources; it also provides the security to manage an unforeseen financial shock.

The college's budget process is established per Oregon Statute—ORS 294 Public Financial Administration. Annually, the college administration recommends a proposed budget for review by a budget committee comprised of local community representatives and members of the College Board of Education. The budget is continually monitored and updated throughout the year; monthly general fund financial status and investment reports are provided to the College Board of Education to provide a public record of financial activity. The college has a debt policy that requires it to follow Oregon Revised Statutes and to receive College Board of Education approval prior to the issuance of any debt instruments. Additionally, the college is limited in the amount of bonded debt it may incur by Oregon Statute 341.675 (Authority to incur bonded indebtedness; aggregate amount).

ER 19. Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable time-frame, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

The independent auditing firm of Kenneth Kuhns and Company performs an annual audit that includes an opinion on the overall financial reporting of the college with a separate opinion based on the college's compliance with its major federal award programs. The results of the audit presented by the firm are reviewed by the board and president annually as part of the December board meeting. Because of the college's strong controls, it has not received a management letter in over 15 years. The results of the audit are published in the college's comprehensive annual financial report. The college has been the recipient of the Government Finance Officers Association Certificate of Achievement in Financial Reporting for the last 20 years.

ER 20. Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Chemeketa provides the Commission with all necessary information it may require to fulfill its evaluation and accreditation functions. Included among these communications are substantive change proposals, annual reports, and documentation requested by peer evaluators.

ER 21. Relationship with the Accreditation Commission

The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Chemeketa Community College accepts the standards and related policies of the Northwest Commission on Colleges and Universities (NWCCU) and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the college agrees that NWCCU may, at its discretion, make known to any agency or member of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. Chemeketa understands that the Commission treats institutional self-evaluation reports and peer evaluation reports as confidential; however, Chemeketa itself may choose to release the documents.

Standard 2.A Through 2.G—Resources and Capacity

In addressing this and all other standards, Chemeketa Community College is mindful of the importance of articulating the quality and effectiveness expected of accredited institutions. Chemeketa's organizational structures and processes are designed to embody these characteristics and are guided by the college's strategic goals of Quality and Sustainability, with their ultimate purpose of achieving the third college strategic goal of Student Success. The responses to criteria listed in the following pages document that design and guidance.

Standard 2.A: Governance

2.A.1 ***The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.***

Chemeketa Community College communicates its system of governance in several ways. The college publishes on its internal and public websites its organizational charts. These charts are updated at least annually, as noted through electronic mail notifications from the President's office to the entire Chemeketa community. The charts define authority, roles, and responsibilities. Additionally, the college notes to the college community, through electronic mail, when administrative changes have occurred.

To support these existing channels of communication, the Executive Team in 2014 embarked on the Chemeketa Effectiveness Project. This project identifies through several task forces, impediments to widespread understanding of the governance system. Faculty, staff, and students also serve on a number of college-wide committees, including governance committees, such as the Curriculum Review Committee, the Instructional Technology Advisory Council, the Academic Standards committee, the President's Advisory Council, and the Diversity Advisory Council.

Chemeketa's decision-making structures and processes are regularly reviewed and enhanced to ensure consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest. Two significant additions to ensure this consideration are the 2013 implementation of the faculty-driven Program Review process for all instructional and service units, and the participation of faculty in the Accreditation Steering Committee, which advised on the preparation of this Self-Evaluation.

2.A.2 ***In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.***

Chemeketa is one of 17 decentralized community college districts in Oregon and is accredited by the Northwest Commission of Colleges and Universities. The Oregon legislature grants authority to Chemeketa and its governing board to operate and award degrees with three Oregon Revised Statutes: ORS 341.290, ORS 341.425, and ORS 341.465. Seven elected officials, representative of the college's district, serve as its board of directors (College Policies #1110, #1140). Community colleges are overseen by the Higher Education Coordinating Commission (HECC) and guided by a state agency, the Oregon Department of Community Colleges and Workforce Development, headed by a Commissioner for Community Colleges. The commissioner reports directly to the Higher Education Coordinating Commission.

2.A.3 ***The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.***

On a regular basis, Chemeketa monitors its compliance with that of its regional accreditation body, the Northwest Commission on Colleges and Universities (NWCCU), submitting annual and periodic comprehensive reports on adherence to accreditation standards. Evidence related to (a) the introduction of core themes, (b) submission of a major substantive change prospectus (i.e., Yamhill Valley Campus), (c) regular reporting of minor substantive changes related to certificates and degrees, (d) and thoughtful, comprehensive responses to Commission Recommendations provide verification of the seriousness with which the college monitors its compliance with NWCCU standards.

The college also carefully follows requirements and reporting for external accreditation bodies related to its career and technical programs. External mandates or legislative actions which might affect the College are discussed regularly at Executive Team as they impact accreditation compliance , and are reported broadly at group meetings such as the Program Chairs' meeting (designated faculty, deans and other supervisors), Administrative Team, and Resource Team (managers of academic and service areas). Additionally, the college carefully follows accreditation requirements when collective bargaining agreements with Chemeketa faculty and staff are developed and implemented.

Governing Board

2.A.4 ***The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.***

2.A.5 ***The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.***

The college is governed by the Chemeketa Board of Education, a seven-member board elected by a vote of registered voters from the seven zones that make up the college's service district. None of the board members have a contractual, employment, or financial interest in the institution and they are required by policy and law to disclose these interests if they existed. Although the Chemeketa Board of Education has committees, there is no hierarchical structure of multiple boards.

The following table provides a roster of current board members, their role, occupation, years on the Board and number of terms.

Table 2.1 College Board of Education (as of February 2015)

Name	Zone	Role	Occupation	Years on board	No. of terms
Ed Dodson	1	Chairperson	Retired Educator	16	4
Ron Pittman	2	Member	Retired Insurance Agent	9	3
Joe Van Meter	3	Member	Retired Director-Juv. Justice Training Academy	1	1
Ken Hector	4	Member	Legislative Advisor	1	1
Jackie Franke	5	Member	Nonprofit Consultant	1	1
Diane Watson	6	Member	Retired Educator	2	1
Betsy Earls	7	Vice Chair	Vice President & Counsel, Assoc. Ore. Industries	2	1

College policies define the duties and responsibilities of the Chemeketa Board of Education and give the board complete charge and control over all activities and programs. Through policy, the board delegates executive, supervisory, and instructional functions to the college president/chief executive officer. The board approves new programs, certificates, and degrees as well as the discontinuation of programs.

College Policy 1130 also states that individual board members have authority only when acting collectively as a part of the board and when the board is in session. While college Policy 1710 also binds individual board members to the Government Standards and Practices – Public Officers and Employees, in the State of Oregon's Code of Ethics contained in Oregon statutes.

2.A.6 ***The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.***

Institutional policies are reviewed by the board on a continual basis. New policies are proposed to the board by the college president/chief executive officer after review by appropriate groups. An example of how the board adopts policies is the recent adoption of a smoking policy that prohibits smoking on college property. The proposed policy was distributed to all employees and students during a period of public comment. The feedback received by the college was reviewed by the President's Advisory Council and the final policy that went to the board reflected many of the comments.

The college's board meets monthly and minutes of meetings are recorded and approved at the subsequent meeting. When board action is warranted related to the governance of the college, the Board takes action at a public meeting in accordance with Oregon's public meeting law.

2.A.7 ***The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.***

By policy, the Chemeketa Board of Education retains authority to select and evaluate the president/chief executive officer. In 2014, the board selected an interim president/chief executive officer, Julie Huckestein, when the former president/chief executive officer moved to another institution. The board evaluates the president annually with the written guidelines maintained in the President's Office. Additionally, the board reviews the process used to evaluate the president/chief executive officer.

2.A.8 ***The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.***

At the annual board planning meeting, an annual board evaluation process is administered. The board evaluates its performance as a group and as individual board members. The board evaluates its performance against the characteristics of an effective board and key board functions established by the Association of Governing Boards of Universities and Colleges and the board goals set by the board. The board uses results of the assessment to make improvements and establish board and individual goals for the following year.

Leadership and Management

2.A.9 ***The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.***

The Chemeketa Executive Team regularly reviews its leadership structure to ensure it is staffed by a sufficient number of qualified administrators. For example, since 2013, there have been additions of both coordinators and associate deans at the exempt level in instructional programs to assist deans in faculty evaluation, scheduling and program operations. These positions include coordinators in General Education Transfer Studies, Career/Technical Education, Academic Advancement, High School Partnerships, and a Dual Credit coordinator. An interim associate dean position was also added for the Brooks site. We have also added support staff in the areas of Corrections, Distance Education, and Health and Human Performance.

In recent years, Chemeketa has effectively used two common methods of succession planning: competitive recruitment and internal promotion. The latter method has been particularly used for executive-level leadership vacancies. The following are some examples:

- Interim District President Huckestein served several years as the college's Vice President of College Support Services/CFO before moving to her current role
- Interim Vice President of Instruction and Student Services/Yamhill Valley Campus President Jim Eustrom has over 28 years of experience at the college and previously served as Executive Dean for Student Development and Learning Resources
- Executive Dean Dr. Susan Murray has served the college for over 34 years as a faculty member, dean of High School Partnerships, and now as the Executive Dean for the Academic Progress and Regional Education Services Division
- Holly Nelson, formerly Associate Dean of the Yamhill Valley Campus (YVC) has moved to the position of Dean of YVC
- Johnny Mack, formerly a faculty member, dean of Fire Protection, and then Interim Executive Dean of Career and Technical Education was confirmed as Executive Dean of that division.
- Tim Rogers, formerly Director of Information Technology, has moved to the position of Chief Information Officer/Associate Chief Operations Officer.

Thus, the college has effectively used its internal human resources for succession planning, benefitting from the retention of institutional knowledge along the way. When the appropriate skills and experience are not available internally for an anticipated vacancy, the college engages in a competitive recruitment.

Chemeketa's system of leadership is intentionally staffed to ensure that the administrative structure is productive and provides for communication throughout the college. The college is organized into three divisions: Governance and Administration (President's Office), College Support Services Division (CSSD), and Instruction and Student Services (ISS).

Chemeketa's leadership team, the Executive Team (Table 2.2), includes interim district president/CEO Julie Huckestein, and senior staff representative of all sectors of the college. Jim Eustrom currently serves as both the Interim Vice President of Instruction and Student Services/CAO (Chief Academic Officer) for the Chemeketa district and as the Interim President of the Yamhill Valley campus. Executive Team members meet weekly with the district president on long-range institutional planning, operational issues, and the extent of mission fulfillment, as presented through analysis of measures related to core themes.

Table 2.2 Executive Team Membership

Name	Title	Division
Julie Huckestein	Interim District President/CEO	President's Office
Jim Eustrom	Interim Vice President of Instruction and Student Services (Chief Academic Officer)/ YVC Interim Campus President	Instruction and Student Services Yamhill Valley Campus
Vacant -* (CFO duties performed by Julie Huckestein)	Vice President/Chief Financial Officer	College Support Services Division
Andrew Bone	Interim Vice President-Governance & Administration	Governance and Administration (President's Office)
Vacant -* (Duties performed by Jim Eustrom)	Executive Dean/Student Development and Learning Resources	Instruction and Student Services
Greg Harris	Dean/Marketing, Public Relations, Recruitment	Governance and Administration (President's Office)
Dr. David Hallett	Executive Dean/General Education and Transfer Studies	Instruction and Student Services
Dr. Susan Murray	Executive Dean/Academic Progress and Regional Education Services	Instruction and Student Services
Tim Rogers	Chief Information Officer/Associate Chief Operations Officer	College Support Services
Johnny Mack	Executive Dean-Career and Technical Education	Instruction and Student Services
Jeannie Odle	Executive Coordinator	President's Office
Linda Herrera	Diversity and Equity Officer	President's Office

*Effective 7/1/14 these positions were left vacant when Julie Huckestein and Jim Eustrom filled interim positions.

The district president/CEO and vice presidents evaluate their direct reports, and executive deans evaluate instructional deans. Each position is responsible for planning, organization, and management

in their respective area as well as for contributing to the college's Strategic Plan. Members of Executive Team also lead/co-lead each of the college goals committees; e.g., Tim Rogers provides leadership to the Quality Steering Committee and Jim Eustrom leads the Student Success Steering Committee and chairs the Retention Advisory Team.

2.A.10 ***The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.***

Chemeketa employs Julie Huckestein, a seasoned administrator, as its Interim District President/CEO. As defined by her job description, President Huckestein has full-time responsibility to the college. She also serves as an *ex-officio* member and the sole employee of the College Board of Education. The College Board of Education delegates to the college president/chief executive officer its authority for administering the laws and board policies of the college and the responsibility to develop and administer procedures necessary to the operation of the college (Policies #1160, #1410, #1420, and #2110).

2.A.11 ***The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.***

To foster mission fulfillment and core theme objective achievement, Chemeketa employs a sufficient number of qualified administrators to a) provide effective leadership and management for individual divisions, and b) collaborate across the institution. The college's organizational structure reflects the college mission; it is built around its core themes and the operations and services that support them. The college's organizational chart shows there are sufficient qualified administrators associated with each of these divisions of the college; they both lead and manage their individual divisions and work collaboratively at every level. As noted in 2.A.9, since its last accreditation report, Chemeketa has added several administrative coordinator positions as part of its continuing commitment to ensuring effective, sufficiently supported leadership of the institution.

Within their divisions, the college's administrators advance the college mission through implementation of the core themes. This implementation includes planning, project work, evaluation, assessment, budget strategies, and regular communication. This work is informed by the college's strategic goals. In addition to regular division meetings, Administrative Team meetings are held quarterly for all exempt managers in order for executive administrators to communicate college direction and to provide training on key institutional issues to move the college toward mission fulfillment. Once per quarter, the chief academic officer (CAO) holds a meeting for all faculty program chairs and their direct supervisors to update and inform them on progress on college projects, to share data, and to discuss subjects related to the college's core themes and mission fulfillment. With issues of a critical nature, administrators hold open meetings to inform college employees of impacts affecting the college; e.g., budget plans and changes at the state level.

Collaborative work occurs alongside this division work, starting at the top administrative levels and on through multiple governance structures, moving the college in the direction of mission fulfillment through core themes and supporting strategic goals. The Executive Team, consisting of the college president and senior staff representatives of all sectors of the college, meets weekly to conduct long-range planning, address operational issues, and review measures of core theme objectives and progress

on strategic goals and related projects. Instruction and Student Services (consisting of the executive deans in charge of each core theme instructional area and student support services), Academic Work Group (led by the executive deans in General Education and Career and Technical Education with exempt academic managers to solve systems problems), and Resource Team (led by the CAO with exempt managers from all areas within the larger division to communicate college-wide issues and to receive input on planning processes) all meet weekly or quarterly for planning and problem-solving across divisions.

Administrators also work collaboratively, alongside faculty and staff, through governance groups, whose charges are derived directly from the college mission and goals. The Sustainability Advisory Council (SAC) recommends policies and practices that promote ecological sustainability as it fits within our triple-bottom line for sustainability - economic, ecological and social equity sustainability. SAC also supports the Sustainability Coordinator in advancing college sustainability efforts. The Diversity Advisory Council (DAC) leads Chemeketa's initiatives to assure we are welcoming, inclusive and making progress to diversify our student body and staff.

In support of all these efforts, the President's Advisory Council (PAC) counsels the president with a particular emphasis on policy review. Administrators support other collaborative task forces and committees to further the college mission, from the Curriculum Review Committee to the Instructional Technology Advisory group. These groups are listed on the Dashboard site "Committees and Groups."

Policies and Procedures - Academics

2.A.12 ***Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.***

Academic policies and procedures are available to staff electronically on the college Dashboard site "Policies, Procedures, and Guidelines." The electronic Faculty Handbook links to college academic policies and guidelines. Deans share the handbook with faculty, and it is available on the Human Resources Dashboard site. The Student Rights and Responsibilities and policies related to academic issues are available on the college's web site and in the college catalog. They are distributed (free of charge) at the Information Center (Student Rights and Responsibilities) and at all campuses and centers. Further, Chemeketa is guided by state-approved policies and procedures, as articulated in the Oregon Community College's Handbook and Planning guide, available online. These are the procedures the college follows, for example, when a program is slated for suspension or termination. Chemeketa's current Master Academic Plan calls for the development of a college policy regarding program suspension or termination, and the college will refer to these state guidelines when developing its own policy to ensure it is in alignment with them.

In addition to widely published policies and procedures, deans communicate with faculty regarding policies that affect their work, such as content that is required in a syllabus, or steps to take regarding academic honesty violations. Where applicable, procedures outline specific actions to be taken to ensure they are clearly communicated to students, faculty, administrators and/or staff.

Academic Standards Committee is the faculty governing body that acts in an advisory capacity on all academic rules and regulations for the college and gives special attention to the review and development of policies, procedures, and regulations that guide admissions and college academic regulations. The committee reviews the academic policies and procedures on a regular cycle to ensure maintenance of

a high level of consistency, fairness, and integrity. All reviews for changes and recommendations are submitted to the chief academic officer and college president. The college president brings all reviewed policies to the College Board of Education for final review and approval after which they are shared college wide.

2.A.13 ***Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.***

Policies governing access and use of library resources are published on the library's website under Library Services and Policies. Printed bookmarks highlighting checkout periods, fines, fees and contact information are available in the libraries at Salem and Yamhill Valley. Computer users must acknowledge the rules governing use of the electronic information resources prior to every computer session initiated in the library. This information is communicated during library instruction sessions, workshops, and other presentations to students, staff, and faculty. Under the direction of the library director, library staff and appropriate college departments (e.g., IT, business services, etc.) are responsible for enforcement. Major college policies related to library (Policy #4110) and electronic resources (Policy #1760) were updated in 2008 and 2011, respectively.

2.A.14 ***The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.***

Chemeketa follows the guidelines for transfer degrees outlined in the Oregon Community College's Handbook and Guidelines to facilitate efficient mobility of students between institutions. Information about transfer of credit from other colleges or universities is published in the college's catalog in both online and hard copy. Chemeketa accepts credits from other colleges or universities with regional accreditation, and transfers in courses that are required for the student's identified program of study. Courses must have passing grades to be transferred to Chemeketa. There are no time limits on any courses at Chemeketa, with the exception of sciences required for the Nursing Program.

For transfer of military credit, Chemeketa follows the American Council on Education (ACE) guidelines. Chemeketa also has articulation agreements with other colleges and universities that outline transfer of credit for specific programs. Cooperative Work Experience (CWE), seminars, project, thesis, exam, apprenticeship or Journeyman credits from other institutions are not accepted. Work from non-accredited schools is evaluated in accordance with the institutions and policies listed in Transfer Credit Practices published by the American Association of Collegiate Registrars and Admissions Officers.

Chemeketa also has articulation agreements with other Oregon colleges and universities which outline transfer of specific credit for specific programs. A complete list is available in the Teaching and Learning Department.

To further facilitate efficient mobility of students between institutions, the college has several dual credit agreements with Oregon public universities. These programs provide many benefits for students transferring to one of our four-year partner institutions including facilitated financial aid, shared student records as well as college resources available for students on both campuses. More detailed information is found on the college public website.

Students

2.A.15 ***Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.***

A number of policies and procedures are in place detailing students' rights and responsibilities. College Policy #5010—Student Rights and Responsibilities specifies that the college will maintain a document on student rights and responsibilities that is readily accessible to students. Student Rights and Responsibilities are published in the college catalog and can be found beginning on page 252. They can also be found on the college public website. The document addresses incorporation of a code of behavior, student's rights, conflict resolution process, student discipline, and the college appeals process. **Records of student complaints are kept in the office of the chief academic officer, per Oregon State Archive Division record keeping rules and NWCCU Record of Student Complaints policy.** College Policy and Procedure #5020 POL, #5020 PRO–Academic Honesty speaks to academic integrity, defines academic honesty, and clarifies actions or steps in the academic honesty inquiry process. The college strives to administer these policies in a fair and consistent manner.

College Policy and Procedure #1725 POL, #1725 PRO—Students with Disabilities speaks to the college's commitment to providing qualified students with disabilities programs and activities in the most integrated setting appropriate to the their needs to insure access to education and services.

2.A.16 ***The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.***

The college has developed policies and procedures which support a detailed admission and placement process designed for student success. College Policy #5110—Admissions and Procedures #5110-5114 outline the processes for a student to be admitted to the college. This information is published in the quarterly class schedule as well as in the catalog. This information is on the college website under Admissions process.

In general, Chemeketa is open to all students 18 years of age and over who are able to benefit from instruction. Previous academic status at other institutions does not constitute a criterion for denial of admission. The college has an open and non-discriminatory admissions policy and does not factor ethnic, socioeconomic, or religious diversity in its admissions process. Once admitted, students have access to support services. New degree and certificate seeking students are required to take the college placement test available at the Salem campus, the Yamhill Valley campus, and at identified outreach centers. The placement test assesses a student's math, reading, and writing levels. Counselors, advising specialists, and faculty then help guide students to the appropriate course enrollment.

Policies relating to a student's termination from educational programs, and the college appeals process, are detailed in the college's Student Rights and Responsibilities document on the public website and in the college catalog.

International Students

International students follow a specific admission process based on the requirements of the United States Bureau of Citizenship and Immigration Services (USCIS). This process is outlined on the college's web site and briefly described in the college catalog. The college's Primary Designated Student Official (PDSO) and secondary DSOs are housed within the International Programs (IP) unit of the Student Retention and College Life Department. The International Program's Primary Designated Student Official (PDSO) serves to update the college's SEVIS I-117 - the college's official record with the U.S. government that serves as the legal authorization to issue the documents needed to a potential international student. The Admissions Designated Student Officer (DSO) coordinates the admission, transfer, and employment processes for all international students.

2.A.17 ***The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.***

Policy #5210—Student Clubs and Organizations Funds states the provisions under which student clubs are to be organized, the roles and responsibilities of students, and the relationship of the co-curricular activities to the college.

Human Resources

2.A.18 ***The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.***

Chemeketa Community College maintains a Personnel Series, Section 3000 in its Policies and Procedures Manual on the College's Dashboard, college policies and procedures. The Personnel Series contains a section on General Personnel Policies and Procedures including Reduction of/or Temporary Release from Contract (Policy/Procedure #3010 POL / #3010 PRO), Employee Evaluations (Policy/Procedure #3020 POL / #3020 PRO),Job/Position Descriptions (Policy/Procedure #3030 POL / #3030 PRO), Salary (Policy #3040), Access to Personnel Records (Policy/Procedure #3060 POL / #3060 PRO), Inquiries for Employee Verification and References (Policies #3070 and #3071 respectively), Employee Development and Employee Retirement Tuition Waiver Benefit (Policies #3080 and #3090 respectively).The remainder of the Human Resources policy section includes definitions for each employee group including part-time and student employees and volunteers. All policies are regularly reviewed by college legal counsel, President's Advisory Council, or other appropriate advisory council and the College Board of Education to ensure they are consistent, fair, and equitably applied.

2.A.19 ***Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.***

Chemeketa Community College Human Resources has developed a structured process for informing employees of conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination. The process of informing employees starts at the very beginning with the job announcement. The job announcement describes work location, schedule, employee group, classification, salary, FTE, terms of employment, physical requirements, and minimum qualifications Human Resources—Job Announcements.

When the job posting period, screening, background check, and selection process are completed, a verbal offer of employment is conducted by telephone by the recruiter or a member of the Human Resources department management staff. A computerized check-list is used to track the process and document communication between the recruiter and finalist. (See Exhibits — Job Offer Checklist and Narrative.)

Offer letters are sent by the Director of Human Resources to each new hire that outline conditions of employment, title, position control number, department, division, salary terms, funding source (if necessary) and any other negotiated provision discussed during the verbal offer. New faculty employees are greeted personally by the Chief Academic Officer or sent a welcome letter. All new salaried staff, regardless of classification, participate in an orientation process to ensure they experience what every salaried employee needs to know for success. In our New Employee Orientation session for all new salaried hires, employees are guided through the New Employee Orientation Dashboard site, which includes links to key information; they are additionally given a blank binder in which to place any print outs they desire of materials referenced on this site or given to them during the orientation. Full-time faculty additionally participate in an orientation process that includes intensive initial sessions and follow-up sessions through the first year. (See Exhibits - Offer Letters, Welcome Letter.)

New full-time faculty and exempt employees receive probationary contracts after they have been approved through the College Board of Education. The contract outlines the employee's assignment position number, title, FTE percent, classification grade, step, length of contract, salary, probationary period, and whether the position is funded by general or non-general funds. (See Exhibits - Contracts.) Every March a letter of intent is sent to all non-regular status salaried faculty as defined by the collective bargaining agreement and exempt staff with contract changes. The letter of intent includes the same information that the contract contains and, if a step increase is approved or there are changes in the position, it is noted on the document. An email is sent to continuing exempt staff with Chemeketa Community College's intent to employ for the next fiscal year. (See Exhibits - Letter of Intent, Exempt Email.)

The classified and faculty employee groups at Chemeketa Community College are governed by bargaining agreements: Chemeketa Community College Classified Employees Association Collective Bargaining Agreement (July 1, 2013–June 30, 2016); Chemeketa Community College Faculty Association Collective Bargaining Agreement (July 1, 2014-June 30, 2017)); and the exempt employees have the Administrative Handbook for Exempt Employees (July 1, 2013–June 30, 2015). Each of these documents outline, in detail, the rights and responsibilities of the employees, criteria and procedures for evaluation, retention, promotion, and termination.

Chemeketa Community College maintains position descriptions for each position at the college. Position descriptions include information regarding Federal Labor Standards Act (FLSA) designation, essential and other functions of the job, qualifications, physical requirements, work schedule, conditions of employment, expected length of time to achieve proficiency, and signatures of the employee and supervisor.

New Employee Orientation (NEO) is scheduled every month and is mandatory. NEO is comprehensive and includes orientation to the college's culture, vision, mission, values, promises/core themes, and goals. New employees are welcomed by the college president or designee and meet representatives from key college areas. The agenda includes time to complete mandatory online training for Family Educational Rights and Privacy Act (FERPA), Preventing Sexual Harassment and Mandatory Reporting.

(See Exhibits - New Employee Orientation Agenda). Benefits orientation is presented twice during each month. This orientation covers in-depth the comprehensive benefits package that Chemeketa Community College offers to salaried employees.

2.A.20 ***The institution ensures the security and appropriate confidentiality of human resources records.***

Chemeketa Community College's policies and procedures manual includes a policy and procedure regarding access to personnel records, including the viewing of sensitive and confidential records. The procedure portion of this policy states that, according to Oregon Public Records Law, ORS 192.410505, that with proper written authorization, files can be viewed by the employee and anyone else that may be designated by the employee. Authorization forms are used to document employees and/or supervisors who view personnel files. (See Exhibits - Personnel File Review Request Forms.)

All current personnel/payroll files are housed in locking file cabinets in a room dedicated for personnel records with a locking door in the Human Resources office. Archived personnel/payroll records are stored in locking file cabinets in a designated area within a building on the Salem campus that is locked and monitored by a camera. Access is limited to very few who must have written authorization and a key card.

Institutional Integrity

2.A.21 ***The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.***

Chemeketa represents itself through clear, accurate, and consistent announcements, statements, and publications. The Office of Public Information, Marketing, and Student Recruitment, which is responsible for Chemeketa's representation, produces the college catalog, quarterly schedule of classes, and public website. The office also prepares and distributes news releases to media reporters. The Dean of Marketing regularly reviews college publications to ensure integrity in all representations

The college catalog, quarterly class schedule and public website are the primary sources of information to Chemeketa's various constituencies about academic intentions, programs, and services. The catalog is published annually both online and in paper copy and the review and updating of all of its content is supervised each year by the Dean of Teaching and Learning. The catalog contains instructional program descriptions and guides that outline a quarter-by-quarter plan for completing the certificate or degree in a timely fashion.

Quarterly class schedules are also reviewed usually by the dean or program chair prior to each publication and are available online from the public website. Printed copies are available at Chemeketa locations and 16 regional libraries. The public website is reviewed each quarter to assure its information is current and accurate.

2.A.22 ***The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.***

The college employs a number of policies and procedures to ensure high ethical standards for managing and operating the institution and to ensure all individuals will be treated fairly and with respect. Policy/Procedure #1750 POL / #1750 PRO, Harassment/Discrimination; Policy/Procedure #1751 POL/ #1751 PRO, Sex Harassment; Policy/Procedure #1752 POL / #1752 PRO, Respectful Workplace; and Policy/Procedure #1753 POL / #1753 PRO, Consensual Relationship represent several of these policies and procedures. In addition, the college maintains a Student Code of Behavior and an Affirmative Action Plan. In the hiring process all hiring committees participate in equity training every 18 months and special care is taken to approve every interview question. Both classified employees and faculty have collective bargaining agreements that establish procedures for employee grievances to ensure they are handled fairly and in a timely manner. The procurement and contracting department has defined policies/procedures (for Supplies, Equipment and Property—#6200 Series Policies /Procedures) for awarding contracts competitively while ensuring good value and quality for the institution.

2.A.23 ***The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.***

The College Board of Education adheres to Policy #1130, Authority of College Board of Education Members that sets forth their statutory authority and binds them to the Oregon code of ethics. Under this code and policy, board members are required to declare any actual or potential conflicts of interest and shall not accept honoraria. College Board of Education members actively participate in annual trainings at the state level regarding their board duties.

All employees are subject to ORS 244 and Policy #1710 which describes conduct and conflict of interest responsibilities as a public employee. All new employees are trained by college legal counsel during New Employee Orientation to recognize conflicts and apply the Oregon Code of Conduct. At that time, each new employee is given an abbreviated Code of Conduct and advised to contact college counsel of any issues or questions in the future.

2.A.24 ***The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.***

The faculty collective bargaining agreement Article 30, Ownership of Instructional Materials clearly sets forth the circumstances when the college or faculty own instructional materials. Additionally, circumstances are defined when the instructional materials might be jointly owned and how they might be transferred between the parties. The Faculty Handbook provides a synopsis of copyright law for the classroom and refers questions to the college's in-house attorney.

2.A.25 ***The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.***

Chemeketa accurately represents its accreditation status as conferred by the Northwest Commission on Colleges and Universities. This information is prominently stated in the college catalog (p. 4) and on the public website. Other pages on the website, (for example, for international students) also communicate this information. Internally, the letter for reaffirmation of accreditation from NWCCU is posted on the Accreditation website on Dashboard for availability to all staff.

2.A.26 ***If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.***

Chemeketa has standardized written contracts to ensure consistency and clearly defined scope of the work as well as terms and conditions for both contracts for service and for products. The College's Board of Education, acting as the Local Contract Review Board has adopted college policies and procedures for all contracts and services - Procurement Services.

Academic Freedom

2.A.27 ***The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.***

2.A.28 ***Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.***

2.A.29 ***Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.***

Chemeketa's mission articulates a strong commitment to access and diversity, and academic freedom is a central component of that commitment. Supporting our mission, our values detail our commitment to providing an open environment that welcomes "diverse perspectives" and "bold ideas." Our policies regarding academic freedom reflect these commitments. Two policies regarding the concepts described in these criteria - Academic Honesty and Academic Freedom - were under consideration by Chemeketa's board as of February 2015. It is anticipated that policies regarding these two areas will be approved in Winter 2015.

The Chemeketa Community College Board of Education recognizes the Chemeketa Faculty Association (CFA), affiliated with the Oregon Education Association and the National Education Association, as the exclusive representative bargaining unit consisting of all full- and part-time teaching and non-teaching faculty. The Faculty Collective Bargaining Agreement between Chemeketa Community College and the CFA (Article 27-Academic Freedom) details the specific tenets of academic freedom and the inherent responsibility to protect faculty members and the general college community in areas of teaching and student learning. The purpose of Academic Freedom at the college is to promote public understanding and support of academic freedom in the broadest sense in order to encompass the interests and common good of faculty, the community and the college. Other Chemeketa policies, approved by its board, relate to academic freedom at the college. These include:

- The Chemeketa Creed (college catalog, p. 8)
- Student Rights and Responsibilities I. Preamble and III.C.
- Academic Honesty, Policy #5020
- College Vision, Mission, Values and Promises, Policy #0010
- Affirmative Action and Disability Programs, Policy #1720
- Students with Disabilities, Policy #1725
- Harassment/Discrimination, Policy #1750
- Sexual Harassment, Policy #1751
- Respectful College Community, Policy #1752
- Alcohol and Drugs on College Property, Policy #2250
- Drug Free Workplace, Procedure #2252
- Harassment Network (College Public Website)
- Teaching and Learning Values (college catalog, p. 4)

Article 27-Academic Freedom of Faculty Collective Bargaining Agreement further outlines the responsibilities and corresponding rights of faculty members in particular. Together, the college's values and policies support the principles of academic freedom as established by the college governing board and affirmed by the college community.

Finance

2.A.30 ***The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.***

The college has clearly defined policies on oversight and management of financial resources that have been approved by its governing board. Board Policy #1010 designates the College Board of Education as the body responsible for adoption and oversight of the annual budget for all funds including operating, capital and reserve funds. The vice president/CFO reports the status of funds and investments monthly to the board per Policy #1540 (due to vacancies, the Interim President/CEO is currently also fulfilling the VP/CFO role.) The vice president/CFO under the direction of the college president/chief executive officer is responsible for investment of college funds under Policy #6040 and cash (Policies #1540 and #6010) and debt management (Policy #6050). Transfer of budget appropriations are authorized through Policy #6030 and interfund loans are allowed with board approval per ORS 294.468. Fundraising is the

responsibility of the Chemeketa Community College Foundation (Policy #7210) and gifts and donations are accepted per Policy #6280 POL and Procedure #6280 PRO.

Standard 2.B: Human Resources

2.B.1 ***The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.***

Chemeketa employs a sufficient number of well-qualified and dedicated staff to provide operational and support services to the students, employees and customers of the college. The college currently employs 686 salaried staff, including 225 faculty, 97 exempt, and 364 classified employees. The college also employs a dedicated group of part-time employees. Approximately 533 part-time faculty are employed per term (five-year average). Approximately 438 hourly and student employees are hired per year to meet the varying needs of students.

Staff are distributed appropriately among the divisions to support academic and operational functions. For example, the College Support Services division employs 32 exempt and confidential employees, and 150 classified employees. The number of support service employees has either reduced or leveled off in the last few years because of budget cuts due to a decrease in state revenue.

The Human Resources department, working with department administrators, is responsible for recruitment for all new employees. Chemeketa uses the NeoGov online application system housed in the Human Resources Department on the Salem campus for centralized hiring for faculty and staff. All recruitments are based on an approved position description that clearly defines the duties and qualifications for the position based on a classification system and the relevant decision-making authority. Position descriptions include essential and other functions of the job qualifications, physical requirements, knowledge skills and abilities, work schedule and other conditions of employment. As positions are opened, the requirements are posted on the college's Human Resources website.

Procedures and resources for selection of new employees are clearly defined on the college's Human Resources Dashboard site. Positions are opened upon approval by the college's Executive Team and openings are advertised on the college's website, through online publications and specialty publications. All search committee members are required to participate in a Recruiting and Equitable Hiring practices online training every 18 months. When the job posting period, screening, and selection process is completed, a verbal offer of employment is conducted by telephone by the Recruiter or a member of the Human Resources department management staff. A computerized checklist is used to track the process and document communication between the Recruiter and finalist.

The Director of Human Resources sends an offer letter to each new hire that outlines conditions of employment, title, position control number, department, division, any differential that may apply to the assignment, salary, and any other negotiated provision discussed during the verbal offer conversations.

Position descriptions are available at all times on the college's Dashboard, reviewed as a part of the evaluation process and included in each employee's personnel file. In 2014, the Human Resources office launched an effort to update and expand the number of descriptions, as the database was incomplete and outdated.

Job descriptions for exempt and classified personnel are reviewed regularly to ensure that the positions accurately reflect duties, responsibilities, authority, and reporting relationships.

2.B.2 ***Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.***

Chemeketa's policies and procedure manual includes Policy and Procedure #3020 POL and #3020 PRO, regarding performance evaluations. This policy states that performance evaluations will be conducted on a regular basis as specified in the current bargaining agreements as follows:

- **Classified Staff:** Probationary period is six months. Six weeks before the end of the trial period the supervisor is sent a notice and evaluation form, which is due to Human Resources two weeks prior to the end of the trial service period (Article 16, p. 7-8 in the Classified Employees Association Collective Bargaining Agreement). For regular status classified staff, notice of the annual evaluation and form are sent to the respective supervisor 30 days prior to due date for the annual evaluation.
- **Exempt Staff:** Probationary period is one year. Supervisors evaluate the employee prior to the completion of the probationary period. The evaluation form is available on the Human Resources Dashboard site. This expectation is also in the Exempt Handbook (Article 9, p. 3 and Article 10, p.45). Following their probationary period, exempt staff are evaluated annually.
- **Salaried Faculty:** All faculty are evaluated in a regular, systematic, substantive, and collegial manner. **The specific evaluation cycle is dependent upon a faculty member's status and length of service, but occurs at least once within a four-year cycle.** The evaluation process (a) specifies the timeline and criteria by which faculty are evaluated; (b) utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's role and responsibilities (including evidence of teaching effectiveness for faculty with teaching responsibilities; (c) contains a provision to address concerns that may emerge between regularly scheduled evaluations; and (d) provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern. The process, a result of intensive effort by a task force comprised of faculty and administrators from across the college, is web-based, providing access to administrators and faculty at any time (Faculty Evaluation Handbook).

2.B.3 ***The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.***

- **Full-Time Faculty:** Each probationary, grant, and regular status faculty member has $500 available for professional activities and travel through his or her department, which may be carried over from academic year to academic year up to a total of $2,000 per faculty member. A separate fund totaling $3000 (college-wide) per academic year is also available to full-time faculty for matching funds up to $500, on a first-come, first-served basis. An additional fund ($250 per faculty member) is available to faculty for attendance at professional development events from the Opportunity Center for Teaching and Learning. Full-time faculty are also eligible for educational loans and sabbatical leaves (leaves are granted up to the annual maximum FTE equivalent of four percent of full-time and probationary faculty and have criteria for eligibility).

- **Part-Time Faculty:** A dedicated training fund $15,000, managed by the Opportunity Center, is set aside by the college annually and is available to any part-time faculty member up to $500 on a first-come, first-served basis for professional development activities.

In addition to funding, specific job-related information and training are made available to all faculty. Distance Education offers hybrid and Quality Matters training and maintains a staffed Tech Hub to provide faculty teaching online with individual assistance. The Opportunity Center for Teaching and Learning is staffed by a full-time faculty member and a classified support person. The Opportunity Center provides orientation seminars for both full-time and part-time staff, seminars for new full-time and part-time faculty, a wide range of training and collegial information-sharing seminars, and a professional development library. Difference, Power, and Responsibility (DPR) seminars, sponsored by the Opportunity Center, provide training to faculty in curriculum development and revision methods to address state curriculum cultural literacy degree requirements.

The college provides a two-week inservice period for salaried faculty with multiple educational offerings available during that time; one day is set aside for an intensive faculty retreat (designed by faculty) with presentations and opportunities to dialogue on issues critical to teaching and learning. In 2014, 88 faculty were in attendance (See Opportunity Center). During Fall inservice, all part-time credit and non-credit teaching faculty are invited to attend a kickoff and dinner with welcoming remarks and updates by the president, followed by meetings with the deans and program chairs in their direct areas. In Spring, the Sara Varnum Institute for Instructional Excellence for part-time faculty, a statewide conference offered by Chemeketa with a keynote speaker and presentations from throughout the state on teaching and learning, is held. The conference annually draws adjunct faculty from within Chemeketa and across the state.

- **Exempt Employees:** Employees who have completed three years of continuous service with the college are eligible for professional renewal leave. Leaves (for up to three academic terms) require that the professional development be directly related to the employee's job responsibilities. In addition, salaried exempt employees are also eligible for any of the benefit programs offered to all staff. Exempt employee development is paid from department budgets.
- **Classified Employees:** Many departments and grant programs provide dedicated professional development money for classified staff. The classified employee development fund provides an opportunity for salaried classified employees to attend workshops, trainings, conferences and classes that enhance their ability to perform their job or promote career growth. An employee can receive up to $400 per academic year for eligible costs. Additional programs available to classified staff include:
    - Classified Educational Development Leave
      Offers salaried employees, in good standing, the opportunity to take advantage of leave time to gain more experience/education to enhance their knowledge base and benefit the college.
    - Classified Staff Development Training Matching Funds
      A matching fund of $2,000 annually is established for the use of classified staff to attend workshops, trainings, conferences and classes that enhance their ability to perform their work or gain a promotion.

The following is a list of programs that Chemeketa Community College offers for the benefit of its salaried employees:

- Tuition Waiver—Offered to all Salaried Employees
  Gives all salaried employees and part-time faculty the opportunity to attend Chemeketa Community College to start or complete some of their undergraduate degree work
- Education Assistance Program Bachelor's Degree—General Fund Positions
  Provides salaried employees the opportunity to complete an undergraduate degree
- Education Assistance Program Graduate Degree—General Fund Positions
  Provides salaried employees the opportunity to complete a graduate degree
- Educational Assistance Program Bachelor's and Graduate Degrees—Non-General Fund Positions Provides salaried employees that work in grant/non-general funded positions the opportunity to complete a bachelor's or graduate degree. Terms of this program are slightly different from the General Fund positions.

Reflecting Chemeketa's valuing of diversity, the Diversity and Equity Office also offers a variety of training opportunities for all salaried employees. Many of the activities are sponsored in collaboration with other departments and programs throughout the campus such as the Teaching and Learning Department, Employee Development, the Social Sciences program, the Spanish program and the Multicultural Services Center. Through these collaborative partnerships, the Office offers the following training opportunities:

- Strength in Diversity (SID) Seminar—a seven part seminar intended to support the college value of diversity and cultural competence among all employees
- Strength in Diversity (SID) Workshop—an intensive version of the SID seminar
- Ally training—Focuses on personal awareness, knowledge, skills, and actions as it relates to doing ally work.
- Spanish in the Workplace
- Navigating Poverty—is a simulation tool that enables participants to view poverty from different angles in an experiential setting and low-income volunteers to interact with leaders from their community.
- Dynamics in the Workplace—Examines demographic trends, our changing communities, and employer expectations for intercultural competency.

2.B.4 ***Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.***

Chemeketa employs qualified faculty to support its vision, mission and core themes. Faculty are hired and employed consistent with the Chemeketa Faculty Association bargaining agreement and in accordance with state and accreditation requirements.

Oregon does not have a state requirement for all community college faculty. Determination of some requirements rests with the individual college, with the exception of standards established for lower division transfer faculty. Chemeketa faculty qualifications requirements are in conformance with the criteria listed under the Oregon Administrative Rule (OAR) for Community College Personnel and Instructor Approval Policy 589-008-0100 , and the accreditation requirements established by the

Northwest Commission on Colleges and Universities. Quality faculty are hired to provide the following categories of courses, which allow the college to carry out each of its core themes:

- **General Education/Lower Division Collegiate Courses:** A Master's degree in a subject area closely related to that in which the instructor will be teaching. In subject areas in which individuals have demonstrated their competencies and serve in professional fields and in cases in which documentation to support proficiency and a high level of competency can be demonstrated, the master's degree may be waived at the discretion of the Chief Academic Officer and the College President.
- **Career and Technical Education Courses/Programs:** Subject matter competence with related credentials or degrees in the profession, professional experience, appropriately documented competencies and/or a defined combination of knowledge, skills, and credentials may be used as a standard for approval, as directed in Division 42 of the Teachers Standards and Practices Commission re: Career and Technical Education Teaching Licences (OAR 584-042-0060).
- **Academic Development Courses:** Subject matter competence with related advanced degrees qualify instructors in noncredit programs of Adult Basic Education, English for Speakers of Other Languages, High School Completion, General Educational Development, and Reading and Study Skills for assignment to specific instructional areas.
- **Non-credit Courses:** Subject matter competence supported by successful experience in the assigned area. The college may also require degrees or credentials that verify experience.

Despite the reductions in state funding, over the last two years, Chemeketa was able to hire several full-time faculty to address changes in enrollment and a higher rate of full-time faculty vacancies due to retirement. A few positions have been eliminated due to low enrollment (e.g., Theater, Building Inspection) in order to add positions in high demand areas (e.g., Science, Writing). To address the growth in demand at the new Yamhill Valley campus, a number of full-time faculty were either transferred to the YVC location or now split their teaching loads between the two campuses. In addition, three full-time positions were created under the core theme of Workforce Education in response to regional demand for increased educational opportunities in the wine industry and in the area of criminal justice. Building its base of full-time faculty bolsters Chemeketa's capacity to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs.

To assure the implementation of its academic policies and the integrity and continuity of its academic programs, wherever offered and how delivered, Chemeketa maintains its academic policies on its internal website for access to all employees. Key policies are also listed in the faculty handbook. Also described in the handbook are Chemeketa's Teaching and Learning Values as well as its expectations of all faculty. These values for and expectations of faculty are key to the integrity and continuity of the college's academic programs.

2.B.5 ***Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.***

Faculty responsibilities and workloads are recorded in the Faculty Bargaining Agreement and detailed in faculty position descriptions. The Faculty Handbook, available to faculty and managers on the Employee Dashboard, also describes these responsibilities, which are commensurate with the institution's expectations.

2.B.6 ***All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.***

Chemeketa received a Recommendation in 2012 from the Year Three evaluation team regarding this criterion. Since that time, Chemeketa has worked hard to respond to the Recommendation and the results of this work are detailed in the Response to Recommendation section of this document. Responding to the Recommendation provided an excellent opportunity to review the faculty evaluation process at Chemeketa. During the review process, a task force composed of faculty, classified staff, and administrators and chaired by an executive dean examined the existing system for strengths and areas for improvement. Following that review, the task force crafted guiding principles for faculty evaluation and revised, updated, and clarified the faculty evaluation process. The resulting process meets each of the criteria outlined in 2.B.6, as described below. Implementation of the revised process, using a paper process, began in Fall 2013. During Fall 2013 and Winter 2014, a subcommittee of the task force met regularly with a software developer to create an online version of the revised process. The online form of the faculty evaluation process was scheduled for pilot testing in Fall 2014.

All full- and part-time faculty are evaluated consistent with the faculty collective bargaining agreement according to Article 10 (Faculty Evaluation Handbook). The goals of evaluation, as agreed by the college and the association include identification of specific strengths and areas of improvement, provision for growth and professional development, and verification for pay and/or continuation of employment.

The revised evaluation process addresses:

- **Frequency of evaluation:** Distinctions are made between probationary and regular status faculty, full-time and part-time faculty, and grant status full-time faculty. All faculty are evaluated. **There are specific timeframes for each type of faculty position – full-time and part-time, regular status, probationary and grant status faculty.**
- **Evaluation tools:** Multiple indices of evaluation are identified for all faculty including supervisor, peer, or student evaluations that are specific to the faculty member's role. All evaluation tools are readily available to faculty online through the Human Resource Department link.
- **Criteria:** Upon hiring, faculty receive a written job description, an orientation to the faculty evaluation process, a link to the Faculty Handbook that further describes faculty responsibilities, and a link to the Faculty Evaluation Handbook, posted on the college's Dashboard site.

- **Timeframe**: Specific deadlines are described in the Faculty Bargaining Agreement and in the Faculty Evaluation Handbook to ensure that recommendations for continuing employment, salary placement, or promotional actions (as specified in Article 23) are completed in a timely manner and to maintain a collegial relationship. Timeframes are also provided for probationary faculty and for regular full-time faculty who may be involved in an Improvement Plan. The college supervisor works with the faculty member to develop and implement a plan for continuous improvement. Faculty are given sixty (60) calendar days to meet the expected level of performance; the period may be extended by mutual consent in thirty (30)day increments for a total maximum of 180 calendar days.

Components of the Revised Faculty Evaluation Process include:

- Evaluation of every faculty member (full-time or part-time) at least once every four years
- A structured process customized for all groups of faculty including faculty on regular status, probationary faculty transitioning into regular status, part time probationary faculty, prior to entering Step 5 and part time faculty at Step 5 or above, non-teaching faculty and those teaching online
- Clear timelines for evaluation specific to the individual faculty member's group
- Multiple indices of effectiveness available throughout the performance period, including the use of student feedback
- Multiple opportunities for self-assessment and collaborative dialogue over the evaluation cycle
- Clearly defined goals based on key areas for faculty responsibility and in collaborative discussions between faculty and supervisors
- Clearly defined roles and responsibilities for faculty, supervisors, and the college
- A system linked to Banner for accurate tracking of supervisor, faculty track and completion dates
- Documented evidence of faculty goal achievement recorded quarterly
- A procedure for identifying problem areas during the evaluation periods and for a supervisor and faculty to develop a plan for improvement when needed
- Access to evaluation information for faculty, supervisors and human resources to promote communication and clarity
- Training for faculty and administrators regarding the enhanced process and its appropriate use
- A process for updating supervisors and including input from multiple supervisors
- An alert system for faculty and supervisors to ensure timely evaluations
- A system for documenting supervisors at multiple locations and within multiple delivery systems.

A single framework will be used to evaluate the targeted areas of Student Support and Interaction, Instructional Responsibilities, Instructional Design and Delivery, Discipline and Subject Area Expertise, and College and Departmental Responsibilities. **The framework will be modified at several key points to adapt** the system to the particular individual's roles and responsibilities. **In Fall 2013 the new process was launched** and a phased rollout of the new process was implemented. The revised process is described in detail in the Faculty Evaluation Handbook.

Standard 2.C: Education Resources

2.C.1 ***The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.***

As a comprehensive two-year community college, Chemeketa offers a wide range of quality certificate and degree programs designed to align with its mission and core themes. Programs and courses go through a rigorous review process to ensure a high level of quality. Clearly identified learning outcomes guide both courses and programs of study. Program outcomes are listed in the college catalog, while course learning outcomes are found both in course syllabi and in the college's Curriculum Course Outlines developed for every course.

Chemeketa currently offers the statewide Associate of Arts Oregon Transfer degree and the Oregon Transfer Module which allow students to transfer to any of the state's seven public universities, an Associate of Science/Oregon Transfer degree in Business, an Associate of Science degree, an Associate of General Studies degree, 41 Associate of Applied Science degrees, and 51 certificates in Career and Technical Education.

Content and rigor are ensured through a careful process of program adoption. All certificate and degree programs are first approved by the Curriculum Committee —a college-wide standing committee led by faculty that reviews and recommends on the college's curricular content. Career and technical faculty are first guided by input from their program advisory committees comprised of currently employed business and industry professionals and the use of needs assessment surveys prior to developing certificates or programs to ensure job viability in the community. All new or significantly revised certificates and degrees are submitted to the College Board of Education for approval, and following this action, to the Oregon Department of Community Colleges and Workforce Development (OCCWD). New certificates or degrees are also submitted to the Higher Education Coordinating Commission for final approval.

The college catalog provides the following evidence of program integrity:

- Degrees, diplomas, certificates, and transfer information (college catalog p. 37–63)
- Student learning outcomes by program of study (college catalog p. 66–144)
- Course outlines—general education and career and technical education course outlines—samples)
- Assessment process (Faculty Handbook, p. 6 and Program Chair Manual, p. 9–10)
- Advisory Committees Membership.

The college also has a clearly described credit hour policy and procedure (#4075 POL, #4075 PRO) **in accordance with the federal definition of the credit hour** (section 600.2, **34 CFR 668.8**) **and NWCCU policy**. The college adopted this policy in May of 2013. A process for reviewing the application of its credit hour policy was adopted by the college in June 2013.

2.C.2 ***The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.***

Chemeketa identifies performance-based student learning outcomes for its career and technical education (CTE) degrees and certificates, and transfer degrees in the college catalog. When one-year certificates are contained within a CTE degree, increasingly complex program outcomes are identified for the degree. The Associate of Arts Oregon Transfer (AAOT) degree is a statewide transfer degree. Outcomes that guide the purpose and types of courses that comprise general education required for this degree, along with a college philosophy stating the value of enrolling in these discipline areas, are published on college web site and in the college catalog, p. 43.

Official course outlines contain course outcomes. In the case of general education courses, both statewide and college specific outcomes are stated on the outlines. In order to ensure that students are aware of the expectations of a course, course outcomes are listed in syllabi wherever and however the courses are delivered.

In 2014, the Curriculum Resource Center implemented a revised course outline application process that required documentation in the official course outline of clear connections between course outline elements and course outcomes.

2.C.3 ***Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.***

In order to ensure academic rigor and consistency, credits and degree programs, wherever offered and however delivered, are awarded according to established institutional policies and in accordance with state and federal requirements. Students are assessed through use of performance-based learner outcomes and are assigned letter grades as defined in the college's grading system(Policy #4070) These established outcomes and criteria for courses and degrees are regularly reviewed and updated by qualified faculty at the department level, in conjunction with advisory committees, where appropriate. State-wide outcomes for transfer degrees guide general education assessment and improvement strategies.

Each course has an official course outline that has been adopted by the college and approved at the state level. All instructors follow the approved course outline, which includes a course description, learner outcomes, prerequisites (as appropriate), textbook information, an outline of course content, and a statement concerning proposed assessment methods for the course. Course outlines serve as the basis for the development of individual course syllabi. The college has established a well-published set of criteria regarding academic progress and intervention approaches.

2.C.4 ***Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.***

Degree programs are state-approved and demonstrate a coherent design with appropriate breadth, depth, a coherent set of courses that provide students with the knowledge, skills, and abilities needed either to transfer to a four-year academic institution or to obtain workforce acumen required for their field. CTE degrees have a preponderance of field-specific technical skills augmented with both related instruction courses and general education courses to ensure that learning is diversified and has the required breadth, depth, and sequence needed for successful preparation.

Admission and graduation requirements for the degrees are clearly identified in the college catalog and online. If specific prerequisites are required (for example, in Nursing) or specific grade point averages to enroll in courses, these are also described fully in the information presented in the college catalog and online. Staff in the Advising and Counseling Department and Student Support Services are available to assist students with degree planning and assessment.

2.C.5 ***Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.***

Chemeketa faculty have clearly defined authority and responsibilities in several key areas. Governance structures (standing committee charters and rosters) and policies guide the authority and responsibilities of faculty in areas of curriculum, assessment, and on interview committees. Such standing committees as Academic Standards and the Curriculum Committee are faculty-led ; while faculty play significant roles on other committees and groups; e.g., Diversity Advisory Council, President's Advisory Council, Curriculum Committee, and Sabbatical Review Committee.

The design and development of new courses and programs or revisions to existing curricula follows a clearly established process that begins at the faculty and program level. The Credit Curriculum Handbook and the Non-Credit Curriculum Development Guidelines and Procedures on the Curriculum Resource Center (CRC) Dashboard site offer faculty clarification of specific roles and responsibilities in the design, approval, and implementation of new and revised curriculum for the college. Faculty work with their Program Chair (a faculty-designated position) at the department level to assess needs prior to completing the proposal. Curriculum development recommendations are submitted by the developers to the Curriculum Committee, which is comprised primarily of faculty. Programmatic curriculum audits and program reviews (every five years) are also conducted on an ongoing basis to ensure that courses are up-to-date and relevant.

Program faculty are actively involved in and are an essential part of the program review process for their program or discipline. This self-study process (scheduled every five years) takes a comprehensive and in-depth look at the program or discipline as to objectives, composition, structure, and processes to help students achieve program outcomes. Although initially introduced in 2006, the program review process underwent substantial revision in 2013, evolving into an opportunity for a comprehensive self-study. The new process, which is based on best practices, received its first use in 2013–14 with nine instructional programs. Results from the process are used by programs to inform planning and budget allocation decisions. A copy of the program review template is found on the college Dashboard site.

Faculty also take collective responsibility for assessing student outcomes and achievement and participate in the development of the program's assessment plan. As an outcome of the program review process, programs review and revise their existing assessment plans in consultation with the Assessment Coordinator. Assessment plans and projects become part of the program's planning and budgeting process for the short and long term. Assistance is also available at the Opportunity Center for Teaching and Learning in the assessment process and development of program outcomes.

Faculty are actively involved in the selection of new faculty at the college. Chemeketa faculty members serve on hiring committees and participate in the creation of recruitment notices, preparation of

screening and interview questions, interviews of candidates, and make recommendations to the appropriate hiring manager. Program Chairs make recommendations to their deans regarding the hiring of part-time faculty.

2.C.6 ***Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.***

In accordance with the revised AAOT curriculum requirements, Information Literacy (IL) proficiencies have been embedded in the writing series (WR121 and WR122/WR227). Librarians and writing faculty have been engaged in an intensive process to redesign IL skills treatment in these courses since 2008.

Librarians keep faculty informed about IL initiatives through email, roundtable conversations, course consultations, visits to program meetings and regular participation on statewide advisory committees (OWEAC and ILAGO). While the work with the writing program helps to integrate IL instruction within the academic transfer and career/technical programs, librarians work with faculty across the curriculum.

The library instruction program has been growing steadily and awareness of the importance of including research skills in the learning process is appropriately recognized. The Academic Standards committee recognizes information literacy as a requirement, as detailed in the 2014–15 college catalog (p. 44). Table 2.3 shows an increase of 71.7 percent in the number of students attending a library instruction session over the five-year period between 2006 and 2011. Statistics for the next five-year period will be available in 2015–16. Some of this increase has been attributed to the addition of a .75 FTE librarian in 2007. Instruction statistics for the last three years have remained relatively steady and reflect the impact of the shift from three- to four-credit classes across the Writing series. Results from faculty surveyed in 2013 indicated that 54.8 percent gave a research assignment during fall 2013 (Library Documentation #6). Results from the 2013 student survey indicate that 48.8 percent of students responding had an assignment that required using library resources during the same period (Library Documentation #6).

Table 2.3 Library Instruction Statistics, 2006–2013

Academic Year	Sessions	Students	5-year Change	Percent of Increase
2006–2007	144	2,863		
2007–2008	123	2,525		
2008–2009	166	3,396		
2009–2010	200	3,845		
2010–2011	228	4,916	+84/+2053	58.3%/71.7%
2011–2012	210	3,999		
2012–2013	219	4,186		
2013–2014	204	4,303		

2.C.7 ***Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.***

Credit for Prior Learning

Chemeketa has routinely offered Credit for Prior Learning (CPL) since the late 1970s for students interested in completing career and technical (CTE) certificates and degrees. Policy #4080 (Alternate Approaches to College Credit) and related procedures outline the criteria for CPL. A documented process is in place that requires successful completion of prior learning courses by enrolled students and portfolio development and evaluation by appropriately qualified faculty. (See Exhibits - Prior Learning Portfolio Handbook.) Criteria for assessing CPL credit follows the Council for Adult and Experiential Learning (CAEL) standards that include awarding credit for college-level learning and using content-specific academic advisors to assess that the learning is appropriate to the subject and meets course outcomes.

In 2001, the Joint Boards, comprised of the State Board of Higher Education and the State Board of Education, approved a policy that recommended credits completed through proficiency-based assessment methods be accepted for transfer as elective credits among all Northwest Commission on Colleges and Universities (NWCCU) accredited postsecondary institutions in Oregon provided there is compliance with NWCCU guidelines and CAEL standards. This policy allowed for a wider application of CPL credits.

A maximum of 25% of the total certificate or degree may be awarded through CPL and is identified as such on student transcripts. Credit is granted only for documented learning that falls within the regular curricular offering of the program. Full-time faculty from participating program areas are appointed as CPL evaluators and have ongoing communication with students and the CPL instructor. Faculty receive CPL training on college and CAEL standards. CPL courses are available in face-to-face and online formats and are offered during the academic year. Information on the course requirements and tuition and fees

is available in the schedule of classes. Information is available in the college catalog (p. 22), and on the public website.

Credit for Professional Certification

To support the pursuit of lifelong learning, Credit for Professional Certification is awarded for certified career and technical training. In spring 2005, the Academic Standards Committee reviewed College Policy #4080, and reaffirmed the same 25 percent credit standard for the award of academic credit and further defined the process for requesting credit by enrolled students. Students enrolling in such programs as Criminal Justice, Emergency Medical Technology/Paramedic, Early Childhood Education, Fire Science, or Apprenticeship may be eligible for a waiver of some basic preparation courses if defined criteria are met. Information is available in the catalog (p. 22) related to Credit for Professional Certification.

2.C.8 ***The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.***

In general, Chemeketa accepts college-level credits earned at a regionally accredited college or university. Work from non-accredited schools is evaluated in accordance with the institutions and policies listed in Transfer Credit Practices, published by the American Association of Collegiate Registrars and Admissions Officers. Credit given for a particular course will not exceed credit given for the equivalent corresponding Chemeketa course. The college also accepts education credits, according to the requirements of the student's program of study, from the military and the Community College of the Air Force. Guidelines from the American Council on Education Guide to the Evaluation of Educational Experiences in the Armed Services are followed in awarding credit for this coursework. Occupational Training credits are not accepted unless demonstrated in a Prior Learning Portfolio or challenge exam. Accepted transfer credits and test scores become part of the student's permanent record. Only course grades earned at Chemeketa are used to compute grade point averages.

Degree evaluations verify that students have met requirements set by the state, approved by the Chemeketa Curriculum and Academic Standards Committees, and approved by the College Board of Education. The Banner administrative system is used for the transfer articulation process (assessment of progress toward degree completion). Currently degree requirements are tracked in the Curriculum Advising Program Planning (CAPP) component of the Banner administrative system. The college has also implemented DegreeWorks – software that provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools to help students and their advisors negotiate curriculum requirements. Criteria used for evaluating student performance and achievement are appropriate to the degree level and are clearly stated and implemented.

When the college accepts credits from other institutions with Regional Accreditation, students can either submit sealed transcripts from former college(s) to Enrollment Services for evaluation or ask to have the official transcripts sent electronically. The college will transfer in courses that are required in the student's identified program of study, and courses must have passing grades. Chemeketa does not transfer CWE, seminars, project, thesis, exam, apprenticeship or Journey credits from other institutions.

For a direct equivalence, credits and course content must match. If there is no direct match, the course will transfer in as 1xx, 2xx, LAB, or ELE (elective). The college does not have time limits on any course at Chemeketa, with the exception of Sciences for the Nursing Program.

The college has dual enrollment agreements with Oregon public universities. This information is found on the college public website. Chemeketa also has articulation agreements with other Oregon colleges and universities which outline transfer of specific credit for specific programs, some of which are listed in the college catalog (p. 56); a complete list is available in Counseling and Student Support Services.

Undergraduate Programs

2.C.9 ***The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.***

Courses in general education at Chemeketa, as described in its philosophy statement written by faculty (college catalog, p. 43) are designed to foster intellectual growth and to build an understanding of the interdisciplinary nature of knowledge. General education courses offer students a coherent core of studies that develop the habits of mind that lead to thoughtful and productive global citizenship. Overall, general education provides opportunities for lifelong learning and the ability to integrate concepts and ideas across disciplines.

Transfer programs include statewide outcomes and criteria that guide assessment as well as the selection of courses that will allow for the breadth of study needed to ensure graduates have the depth of intellect required for further study. The college fully endorses these outcomes and seeks to ensure that through regular and systematic assessment, students are academically prepared for the next phase of their educational journey. The core of general education courses at the college is indicated in the table below.

Table 2.4 Associate of Arts Oregon Transfer Degree (AAOT)

Associate of Arts Oregon Transfer Degree (AAOT) *Completion of a minimum of 90 credit hours with a grade of "C" or better*	
Fundamental Requirements	
Writing	8 credits
Mathematics (for which intermediate algebra is a prerequisite)	1 course
Oral Communication/Rhetoric	1 course
Health/Wellness/Fitness	3 credits
Discipline Studies	
Arts and Letters	3 courses
Social Sciences	4 courses
Sciences/Math/Computer Science	4 courses

All of the college's applied degree and certificate programs of 45 quarter credits in length contain a recognizable core of instruction courses in computation (Mathematics), communication (Writing), and human relations (identified as Psychology or Sociology) that are appropriate for and support the program's goals (college catalog). In addition, applied degrees of 90 or related more credits also contain related instruction and general education courses in alignment with state requirements.

2.C.10 ***The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.***

In 2009, outcomes and criteria were adopted by all of Oregon's 17 community colleges and seven universities (Table 2.5) to guide the purpose and types of courses comprising general education.

Table 2.5 General Education Outcomes

General Education Outcomes
Arts and Letters • Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and • Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.
Cultural Literacy *(included in courses that meet the outcomes and criteria of a Discipline Studies requirement)* • Identify and analyze complex practices, values, and beliefs and the culturally and historically defined meanings of difference.
Mathematics • Use appropriate mathematics to solve problems; and • Recognize which mathematical concepts are applicable to a scenario, apply appropriate mathematics and technology in its analysis, and then accurately interpret, validate, and communicate the results.
Science or Computer Science • Gather, comprehend, and communicate scientific and technical information in order to explore ideas, models, and solutions and generate further questions; • Apply scientific and technical modes of inquiry, individually, and collaboratively, to critically evaluate existing or alternative explanations, solve problems, and make evidence-based decisions in an ethical manner; and • Assess the strengths and weaknesses of scientific studies and critically examine the influence of scientific and technical knowledge on human society and the environment.
Social Sciences • Apply analytical skills to social phenomena in order to understand human behavior; and • Apply knowledge and experience to foster personal growth and better appreciate the diverse social world in which we live.
Speech/Oral Communication • Engage in ethical communication processes that accomplish goals; • Respond to the needs of diverse audiences and contexts; and • Build and manage relationships.
Writing • Read actively, think critically, and write purposefully and capably for academic and, in some cases, professional audiences; • Locate, evaluate, and ethically utilize information to communicate effectively; and • Demonstrate appropriate reasoning in response to complex issues.
Information Literacy *(embedded in the Writing Foundational Requirements courses)* • Formulate a problem statement; • Determine the nature and extent of the information needed to address the problem; • Access relevant information effectively and efficiently; • Evaluate information and its source critically; and • Understand many of the economic, legal, and social issues surrounding the use of information.

These transfer degree outcomes actively support one of the college's core themes: Transitions and Transfer Studies. In essence, adoption of the degree guidelines reduces bureaucratic obstacles for students transferring from Oregon community colleges to the public Oregon universities. Any student having the Associate of Arts Oregon Transfer (AAOT) degree will have met the lower division general education requirements of baccalaureate degree programs. In this respect, the learning outcomes signal a standard that all students will be prepared to transfer as juniors to a public university in the state.

2.C.11 ***The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.***

Related instruction; e.g., communication, computation, and human relations is a critical component of all career and technical education (CTE) applied degrees and certificates and is described to students in the college catalog (p. 43). These courses are taught in standard format rather than being embedded into CTE programs, although the skills and knowledge acquired are used throughout the program of study. As a result, faculty teaching these discipline courses, for example, writing, mathematics, or psychology, are appropriately degree-qualified in their area.

All related instruction courses have identifiable and assessable learning outcomes that support the college mission and specific programs. Annually, CTE program faculty review not only their related instruction courses, but also the "Getting Started" or prerequisite courses to ensure alignment with program goals. CTE certificates and degrees are published in the catalog and online as are the Getting Started courses. This effort ensures that students are adequately prepared to engage in the academic demands of their certificate or degree.

Continuing Education and Non-Credit Programs

2.C.16 ***Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.***

C.17 ***The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.***

In accordance with its mission, promises, and the core themes derived from its promises, Chemeketa offers non-credit community and continuing education courses appropriate to the needs of its district residents and employers. The Community Education Department offers classes for personal enrichment and for lifelong learning and professional development. Classes are market-driven and address a variety of topics. Community and continuing education courses do not carry college credit, and are offered on a self-support funding model.

Community and continuing education courses are taught by part-time faculty who have specialized subject matter competency. In situations where certified instructors are required, additional credential

checks and/ or affidavits are collected to ensure the instructor is qualified to teach the subject. Instructors are highly involved in the development of course outlines, student learning outcomes and curricula. Community and continuing education courses are typically shorter in duration than credit courses, and usually present content at an introductory level. Student course evaluations are conducted as a part of the assessment process, and the Director for Community Education conducts periodic discussions with instructors to review the outcomes of the assessments.

Chemeketa also offers non-credit high school courses as well as ABS and GED courses. The standard for academic quality and for instructor qualifications is the same as for credit classes.

2.C.18 ***The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.***

As part of its Promises (Core Theme: Workforce Education), Chemeketa offers a variety of courses for students who need continuing education units (CEUs) to maintain their license or certification status. Credit is granted under the same state regulations and institutional curriculum review process as other credit courses. CEUs are awarded at the rate of one CEU per 10 hours of instruction for noncredit courses that meet specified criteria. Instructors of continuing education courses use the same processes as credit instructors to assign a grade for students based on the written learning outcomes for each course. All CEUs are administered consistently at its centers and campuses. Information on CEUs is available in the college catalog (p. 18).

2.C.19 ***The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.***

Chemeketa adheres to a consistent record keeping system where procedures are periodically reviewed to ensure that college and student needs are met. Courses that provide students with CEUs undergo the same curriculum review, approval, and cataloging processes used for credit courses; CEU courses are maintained using the same student management systems as credit courses. Upon request, and consistent with FERPA regulations, Chemeketa provides documentation meeting the requirements of the certification or license granting agency pertaining to instructor credentials, student attendance records, course outlines, course evaluations, and evidence of the student attainment of the identified learning outcomes.

Standard 2.D: Student Support Resources

2.D.1 ***Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.***

Chemeketa Community College is dedicated to providing student support resources consistent with its educational programs. These resources can be categorized by the populations served. Information below is available on the college public website and in the college catalog:

New/Prospective Students

- Marketing and Student Recruitment provides information sessions and prospective student tours, an annual conference for high school counselors highlighting opportunities at Chemeketa for area high school students, and presentations in area high schools.
- Counseling and Student Support Services provides career counseling, placement testing, advising, assistance with Steps for New Students, registration assistance, and CG100 courses including Career and Life Planning, Getting Started at Chemeketa, and New Student Orientation.
- Mandatory Advising, a new initiative, ensures that all new Chemeketa students who intend to earn a degree or certificate undergo placement testing, orientation, and advising. The placement testing and orientation became mandatory for all enrolling students in 2010; advising became mandatory for all new students January 2014.
- Financial Aid provides financial aid assistance in person and online with an in-depth online Financial Aid Tutorial to help guide students through the process. New in 2014, the college instituted student financial aid assistants. These student assistants are trained to help students complete their financial aid packets. This support resource was developed in response to data that showed up to one third of Chemeketa students who were eligible for financial aid never end up completing financial aid applications.
- All new students enrolled in credit classes are encouraged to enroll in a First Year Experience course.
- Chemeketa Online offers a range of orientation materials for online students.

Enrolled Students

- Counseling and Student Support Services provides help with career options, transfer options, testing services, GED and challenge exams, information about finding employment, and CG100 courses including Your College Experience, Career Life Planning, Focus on Careers and Four-Year College Transition. Staff are available to help students with educational, career and/or personal life questions and choices.
- Mandatory Student Advising for enrolled students is coordinated through First Year Programs. Students are assigned appropriate advisors who maintain connections with enrolled students at least until they complete 30 credits and have developed an educational plan, charting their course to completion of their goals.
- First Year Programs oversees Chemeketa Scholars, orientation, Welcome Days, academic advising, and testing, as well as the First Year Experience (Creating College Success) courses. These courses explore strategies for taking personal responsibility to create positive outcomes in college and in life, and foster self- awareness, personal responsibility, self-motivation and self-management. Students work with Chemeketa Student Planners in this course.

- Disability Services provides information about academic accommodations for coursework and testing, access to facilities, help with registration, alternate formatting, note-taking assistance, and other services to students with documented disabilities.
- The Office of Student Retention and College Life offers study groups, textbook lending, advising, mentoring, and tutoring. It also coordinates student government and leadership opportunities, clubs and organizations, and the college Food Pantry program, activities which support student learning and improve the likelihood that students will persist in their studies.
- CAMP and TRIO programs (for low-income, first generation college students, students with disabilities, and students from migrant backgrounds) provide services including advising, tutoring, tuition-free classes, scholarships, and computer availability.
- Library Services provides computers, netbooks, books, and media resources. There is also an extensive online catalog which connects students to other libraries in the region and allows students to request materials from CCRLS and Summit libraries.
- Computer Labs —Students have access to a large number of computers in the main reading area of the library, with staffing to assist them. In the lab, students can use software for course assignments and Internet research. This lab is adjacent to the Writing Center, which is located in the library as well.
- The Writing Center in the college library provides support to students working on writing projects. Faculty writing tutors are available to work individually with students in 30-minute sessions, addressing any aspect of their writing. The Center also features an online tutoring option for students.
- The Tutoring Center provides students with free professional tutors in a range of subjects including math and writing. Faculty, professionals and students all work as tutors in the Center. The Center provides online tutoring as well.
- The Language Center provides support for students developing their language skills, including a computer lab, audio tapes, CDs, textbooks and videos/DVDs.
- The Math Learning Center in Building 3/277 provides flexible individualized study sections to students.
- Study Skills Center provides free study skills' workshops and individual appointments, and courses to improve reading and spelling skills. Resources are available in the center and online.
- Chemeketa Online offers a range of student support services online, including information on advising and financial aid, as well technical assistance for issues and challenges specific to online learning.

Graduating Students

- Counseling and Student Support Services provides help with transfer options, testing services, and CG100 courses including Four-Year College Transition to support. Staff are available to help students with educational, career and/or personal life questions and choices. This information can be found on the college public website.
- The college Career Center and Career Services support students and alumni through all stages of their career development. Services include career counseling, job placement information, and certification testing.

- The Dual Enrollment Program provides students the opportunity concurrently enroll in both Chemeketa and one of our partner universities: Oregon Institute of Technology, Oregon State University, Portland State University, and Western Oregon University. Students who choose this option also may qualify for a full financial aid package that covers costs at both institutions.

2.D.2 ***The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.***

Provision for the safety and security of the students, staff and property of the college rests primarily with the college Public Safety Office. The Public Safety Office:

- Operates an emergency phone system
- Is where all campus crimes should be reported
- Accommodates access to campus facilities
- Provides safety tips
- Enforces campus policies and laws
- Supplies victim assistance and crime statistics
- Provides services such as Safety Escorts.

The college strives to comply with all state and federal legal requirements, including those relating to the safety and security of students. The Compliance Committee is chaired by the Director of Legal Resources and consists of administrators from the College Support Services and Governance & Administration divisions of the college. They track compliance with 39 areas of state and federal legal requirements; these include crime reporting required by the Clery Act, and safety and anti-violence and anti-harassment regulations associated with the Violence Against Women Act and Title IX. The team meets regularly to assure college compliance with reporting, recordkeeping, and outreach activities.

The Director of Public Safety is tasked with collecting Clery Act crime statistics, and the Director of Legal Resources creates the annual campus security Clery Act report, found on the college public website.

In addition, the Emergency Preparedness Committee serves to identify, prioritize, and develop strategies, systems and programs to prepare for, respond to, and recover from emergencies both natural and human made. The scope of work is to develop, maintain and test an all-hazards Emergency Operations Plan (EOP) and related functional annexes; to sponsor Prevention/Mitigation activities such as Threat Assessment and Crisis Response Teams; and to develop and test means of emergency communication.

The Emergency Preparedness Committee oversees three chartered teams to address key areas related to safety: 1) The Emergency Management Team oversees responses to natural disasters, inclement weather, school closure, and institution-wide system improvements to ensure safety of students and staff. This team meets monthly and is led by the Coordinator of Safety and Risk Management. 2) The Threat Assessment Team is an internal, multidisciplinary team dedicated to the prevention of targeted acts of violence. Through the cooperative sharing of information, resources and the knowledge gained through training with leading experts in the field of threat assessment, the team endeavors to identify, assess, and advise in situations where the risk of violence is imminent and/or anticipated. Depending on the level of the perceived threat, the situation may be referred to appropriate resources. This team

meets weekly, and is led by the Director of Public Safety. 3) The Crisis Response Team coordinates the college's response to critical incidents involving students and staff, helping to stabilize student and staff feelings of safety after a critical event. This team meets as needed, and is led by the Dean of Counseling and Student Support Services.

2.D.3 ***Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.***

Chemeketa's open door policy is consistent with its mission to provide access to student learning from pre-college to transfer or to the workplace and lifelong learning. Students who can benefit from the instruction offered may enroll in classes if they are 18 years of age or older. Students wishing to enroll at the college must follow admission procedures. The college has developed policy and procedures which support a detailed process designed for student success. College Policy #5110 and Procedures #5110, #5111, #5112, #5113, #5114 outline the process for a student to be admitted to the college. Procedure #5112 specifically speaks to special admission of those applicants not meeting minimum assessment scores to be placed in college-level courses.

Further in accordance with the college mission, Chemeketa "actively supports student learning" through processes designed to orient student thoroughly to their programs of study, to keep them on track with their plans through active, "intrusive" advising processes, and to assist them in transition upon certificate or program completion. Steps to enroll at Chemeketa are outlined online, in the course catalog, and in each schedule of classes. Students with disabilities connect with Disability Services for accommodations for any steps in the process for new students. Distance education students unable to come to Chemeketa in person receive their orientation and one-on-one advising through email. The steps to enroll are designed to ensure students understand the requirements related to their programs of study, and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

All new college certificate or degree seeking students:

- Apply for admission
- Complete an online orientation. This introduces students to the college, its outreach locations, offerings, student services, and policies for keeping students safe. The orientation has a flexible curriculum: students are directed to pages where they can read more about topics introduced in the basic orientation.
- Take a placement test
- Attend an in-person advising session. This covers such topics as interpreting placement test scores, selecting first term classes, registering for classes, financial aid, and other student services. Sessions are also offered for specific student cohorts, with specific information for students interested in particular programs, activities, or services, such as nursing, athletics, or applied technologies. At all advising sessions students are assigned to an appropriate advisor; students who are undecided about their educational goals are assigned to counselors trained in career counseling.
- Meet individually with an advisor appropriate for their educational goals

    - Students intending to earn a CTE certificate or degree connect with appropriate CTE faculty
    - Students intending to transfer and/or earn an AAOT degree connect with advising specialists
- Are cleared to register for classes once they have completed these first steps
- Are cleared to register for classes for each term once they have met with their advisor until they have completed 30 credits that are 100 level or above and developed an Educational Plan charting their educational path at Chemeketa.

These steps were developed to ensure students would become thoroughly oriented and well advised in the initial stages of earning college credit to transfer, or a full certificate or degree. Students seeking to enroll in non-credit courses or in programs that prepare them to earn GEDs or high school diplomas are similarly given clear steps to enroll in the programs appropriate for their chosen educational paths, or to explore what those paths might be with a college counselor, and are advised accordingly. Orientation and advising is already imbedded in our college preparation programs. These directions are outlined on the college website and in the course catalog and schedule of classes.

Graduation policies are published in the college catalog (p. 38) and are readily available online. Transfer information and guidance is also available in the catalog (p. 41); speaking with an advisor in the Counseling and Student Support Services area is always recommended to students.

2.D.4 ***In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.***

In order to be responsive to the emerging needs of external and organizational influences, programs are regularly reviewed collectively by their division dean, program chair, and faculty to ensure academic and workforce viability. CTE programs also receive input from their advisory committees. Such factors as changes in business and industry, career preparation, and successful transfer to four-year colleges and universities are some of the factors that guide its careful analyses and decisions to suspend or add certificates or programs.

Faculty play a role in the overall decision to suspend a program. The program supervisor working with the executive dean and chief academic officer meet with faculty to confirm discontinuation of the program. Another meeting follows with faculty to set a proposal for a “teach out” plan that minimizes disruption to students’ educational goals. In some cases, this plan may include retaining the faculty for an additional year to ensure student degree completion. The College Board of Education receives notice of the suspension and plan for students as an information item and, after thorough discussion at a regularly-scheduled board meeting, move to action at their subsequent meeting. Notification to students occurs as early as possible so that students can make arrangements to complete courses. This information is shared as broadly as possible, most often through direct mailings to students. Program faculty advisors are also available to provide one-on-one assistance.

A similar process occurs when statewide degrees are restructured or revised. Beginning 2010, summer term, there were changes to the Associate of Arts Oregon Transfer (AAOT) Degree across all 17 community colleges. This revision was communicated to students through the public website, the college catalog, and in Counseling and Student Support Services with flyers incorporating frequently asked questions. Multiple communication avenues were used to inform students of changes and to

review their transcripts to ensure degree completion in a timely manner. Information on this change was also shared with the College Board of Education and communicated to the Northwest Commission on Colleges and Universities.

2.D.5 ***The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:***

a) Institutional mission and core themes (catalog, p. 2) and on the college public website.

b) Entrance requirements and procedures in the (catalog, p. 5) and class schedule and on the college public website.

c) Grading policy (catalog, p. 17)

d) Information on instructional programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings (catalog, p. 37–143) and on the college public website Names, titles, degrees held, and conferring institutions for administrators and full-time faculty (catalog, p. 242–251)

f) Rules, regulations for conduct, rights, and responsibilities (catalog, p. 252–255) and on the college public website.

g) Tuition, fees, and other program costs (catalog, p. 9–11), class schedule, are on the college public website.

h) Refund policies and procedures for students who withdraw from enrollment (catalog, p. 10), class schedule, and on the college public website.

i) Opportunities and requirements for financial aid (catalog, p. 11–15), class schedule, and on the college public website.

j) The academic calendar (catalog, p. 3), class schedule , and in the PDF of the catalog posted to the college public website.

2.D.6 ***Publications describing educational programs include accurate information on:***

a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered are found in the catalog (p. 37–143) and on the college public website.

b) Descriptions of unique requirements for employment and advancement in the occupation or profession are found in the catalog (p. 37–143) and on the college public website.

2.D.7 ***The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.***

Policies and procedures regarding the secure retention of student records, including electronic records, comply with Oregon Secretary of State Archives Division record retention administrative rules (OAR 166-450-0000). College policy #5140 and procedure #5140, Student Records, addresses compliance with the requirements of applicable state and federal laws and guidelines.

Student records of admission and progress are maintained in the Registrar's office for ten years. These may include transfer credit evaluations, correspondence, course substitutions, and evaluation of progress toward graduation. Transcripts of Chemeketa courses are kept permanently. The entire database of student records is backed up nightly. Complete backups on tape are archived weekly in

a magnetically shielded, secure access location off-site. All backups of data containing confidential information are encrypted prior to local storage or off-site transfer. All student permanent records are archived. Comprehensive records include those for each term of attendance, course numbers and titles, grades earned, and indication of credit or non-credit classes. Access to electronic student records is granted by the Student System Data Custodian, the College Registrar.

All staff and student employees receive Family Educational Rights and Privacy Act (FERPA) training and up-to-date records of this training are maintained. Supervisors ensure that privacy laws are observed. Access to college data is granted and monitored through a formal process involving Information Technology, Human Resources, and relevant department managers and college officers (data custodians). Staff and faculty have access to information and training relating to Student Record Confidentiality on Chemeketa's Dashboard listed under FERPA. FERPA student records policy information is published in the Faculty Handbook and the quarterly Schedule of Classes. FERPA guidelines are also published in the college catalog (p. 16). This information can also be found on the college public website .

2.D.8 ***The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.***

Financial aid to students promotes access and diversity as articulated in the college's mission. In accordance with this mission, Chemeketa has developed an effective, accessible, and accountable financial aid system. The Financial Aid Office administers all federal, state and local financial aid funds for students in the form of grants, scholarships, loans and employment opportunities. As detailed in Standard 2.D.1, the office provides a thorough orientation and support for financial aid applicants, and has developed a cadre of student assistants to help students move forward with the financial aid application process.

The office further maintains compliance with the various complex regulations that govern these programs, and cooperates with scholarship donors and the Chemeketa Foundation to develop, coordinate, and administer private scholarships to students. In 2013-14, the office received 27,242 financial aid applications. This was a four percent decrease over 2012-2013. A total of 8,865 students were awarded $67,039,452 in financial aid from all sources. This figure reflects an 11 percent decrease in the amount of financial aid dollars over the previous year. The Financial Aid Office is audited annually by an outside auditing firm, Kenneth Kuhns & Company and there have been no audit findings.

Information about all financial aid programs, eligibility requirements, available amounts and special information is listed in the college catalog (p. 12 and 13). There is also information about financial aid and paying for college on the college public website.

The Chemeketa Foundation is also another source of information for students about scholarships and is online at the college public website.

2.D.9 ***Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.***

Students receiving financial assistance are informed of any repayment obligations due to early withdrawal (official or unofficial), a drop in credits, or compliance issues. They are notified of these changes by mail. Students also receive notice of Title IV Refund and Repayment policies with their Award

Notification as mandated by the U. S. Department of Education; students must "accept" and state they have read the policies before any financial aid is released.

The Financial Aid office monitors all student loan recipients and requires annual entrance loan counseling. The college considers this a proactive default management policy. Chemeketa converted to the Direct Lending Program in 2010–2011 and reconciliation is nearly complete. The FY2013 official cohort default rate was 21.7 percent and was 12.4 percent in FY2008. The official cohort default rate is reported annually to the Executive Dean of Students, the Chief Academic Officer, and the President as well as to the College Board of Education. This rate increased as the calculations moved from a two-year default rate to a three-year default rate calculation. The college has hired a Financial Aid Compliance Officer, who communicates directly with student loan borrowers regarding repayment options.

2.D.10 ***The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.***

Chemeketa has a history of systematic and effective academic advisement for its students. Based on developmental advising theory, advising at Chemeketa takes a proactive or "intrusive" approach with students, anticipating student needs as they arise, reaching out to students rather than waiting for students to come for help. Chemeketa's comprehensive Counseling and Student Support Services department provides advising and counseling services to students at all its campuses and outreach centers, delivered by well-prepared staff knowledgeable of college curriculum, program requirements, transfer information, and graduation requirements. Other advisors are located in offices that serve specific populations (TRiO, International Programs, CAMP, and Disability Services,) and an academic advisor has been recently hired to support academic transitions for students in developmental education. All counselors and advising specialists attend weekly training regarding current college and transfer requirements. They also work closely with the Career and Technical Education (CTE) programs and attend CTE advisory committee meetings. This partnership ensures the advisors have up-to-date CTE program information. Counselors and advisors support students with academic planning, financial aid, career planning, and general problem-solving. After the first term, students transition to CTE faculty as their advisers.

Building on its solid foundation and expertise, Chemeketa has over the last four years implemented a carefully structured Mandatory Advising system in response to current research and best practices for supporting community college students. The intent of this comprehensive effort is to provide wrap-around services to support student development and success. Under Mandatory Advising, all students are to work with trained advisors to chart and follow an appropriate and custom-designed course through Chemeketa to reach their individual educational goals.

In addition to the steps outlined in Standard 2.D.E for students new to Chemeketa, Mandatory Advising employs automated systems to help ensure students are adequately prepared for classes they register for, taking into account placement test scores and prerequisites, for example. It also makes use of DegreeWorks, an automated system that allows students and their advisors to view all necessary information for developing effective educational plans, including grade point averages, placement test scores, completed courses, prerequisites, degree audits showing remaining courses required for any range of certificate or degrees, and certificate and degree requirements.

The college began implementing parts of this system in 2012, and it became fully implemented in 2014. It is under evaluation to identify areas for improvement opportunities. Early data suggests that these comprehensive efforts are leading to increased rates of student retention and progression.

Student planners/handbooks are available to all students and include information on key student support services including advising. The Advising and Counseling Center also posts information each term on our public website that outlines advising requirements, important dates, advising sessions, and Getting Started workshops.

2.D.11 ***Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.***

Co-curricular activities at Chemeketa Community College play an important role in the daily lives of students, and offer them an opportunity to broaden their college experience. Campus clubs and organizations support the mission and core themes of the college through the access to opportunities they provide for learning and civic/social development outside of the classroom. Clubs tend to be interest-based and can be academic, curriculum-related, and activity-oriented or service-based. Student information is on the college public website at college life.

Clubs are organized and chartered through the Office of Student Retention and College Life and receive a bank account, a small amount of seed money, and a comprehensive Club Manual that outlines policies, guidelines, and procedures for campus organizations. Clubs and organizations also have access to the Council of Clubs, which distributes money for specific projects on an application basis.

Clubs are required to annually update their charter, roster, and a constitution that includes the roles of officers, members, and advisors. Each club activity is reviewed and supervised by a club advisor and by the Office of Student Retention and College Life for appropriateness.

2.D.12 ***If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.***

The college has one auxiliary operation: the Bookstore. The Bookstore is responsible for generating its own revenues through sales of goods and paying for its own personnel and other expenses. In addition to new and used textbook sales, the bookstore provides students access to electronics, software and college logo merchandise. The college has worked with faculty to reduce the cost of textbooks to students by offering textbook rentals as an option on more than 200 titles, by reducing the number of optional classroom materials and by providing students with the price comparisons of purchasing textbooks through other sellers.

Food service is provided at several Chemeketa campuses through a management agreement between the college and Northwest Innovations, Inc., a separate entity. The Bookstore and Northwest Innovations seek student and customer input regularly through surveys and feedback opportunities and make adjustments whenever possible.

When the college added the new Yamhill Valley campus, a bookstore and food service operation were added to serve the students at that new campus location. The addition of the new classroom building at Brooks Regional Training Center made it possible to add a small food services operation for safety and

emergency services program students at a location where very few other options are available. Both the Bookstore and the food service operations exist to support the mission of the college, its students and employee. The bookstore expands student access to the resources they need to be successful in college through its innovative approaches to helping them find affordable options. Northwest Innovations does the same; access to sustenance on campus allows students to remain on site to take advantage of other resources that support their success, such as tutoring, computer labs, library services, and faculty office hours.

2.D.13 ***Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.***

The Chemeketa Athletic Program is a sanctioned member of the Northwest Athletic Association of Community Colleges (NWAACC). The NWAACC is composed of community colleges in the states of Oregon, Washington, and the Canadian province of British Columbia. The organization governs intercollegiate athletic programs in 15 sports at 35 member community colleges where more than 3,600 student-athletes compete yearly. Chemeketa has seven intercollegiate athletic programs, women's volleyball and softball, men's baseball, men's and women's basketball and soccer. Approximately 140 student-athletes participate annually in the intercollegiate athletic programs at the college.

The Chemeketa Athletic Program is an integral part of the college's comprehensive mission, promises, and educational success plan (Policy #5220, Intercollegiate Athletics). The program is designed to provide all student-athletes with a comprehensive educational lifetime learning experience developing the mind, body, and individual character, thus reflecting the college's vision: We are committed to transforming lives and communities through exceptional learning experiences.

Student-athletes must follow the college's admission procedures, are required to be enrolled full time, and must have satisfactory academic progress toward completion of their educational goals. Student-athletes must adhere to all eligibility guidelines set by the college, and the NWAACC. Chemeketa's intercollegiate athletic department is supervised by the Dean of Health, Human Performance and Athletics, who reports to the Executive Dean of General Education and Transfer Studies.

Student-athletes are granted eligibility to represent Chemeketa in NWAACC-sanctioned athletic contests provided they meet the provisions as documented in the NWAACC athletic code book. Financial assistance for participating student-athletes is available through scholarships, tuition waivers, and work-study employment as governed and regulated by the college and NWAACC. All athletic programs, as mandated by NWAACC, limit the financial assistance that can be awarded to student-athletes based on athletic participation. Athletic financial assistance is monitored by the Chemeketa Financial Aid department. Annual athletic financial assistance reports are sent to the Department of Education-Equity Reporting, and the NWAACC office for compliance review.

2.D.14 ***The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.***

Chemeketa verifies student identity during the established admissions process. At the time any potential student applies for admission, the college requests information that is uniquely known to the student. The unique information provided during admission is used to generate a secure username and password for the student to access My Chemeketa, an online site used to conduct business with the college. To ensure both privacy as well as identity verification, the college has inserted security questions into its application and admissions processes.

Additionally, the college only communicates with distance education students via My Chemeketa or eLearn. Both of these communication channels are via closed systems that are protected by secure username and password access. As there are no charges associated with the verification process, it is not applicable for the college to notify students at the time of enrollment.

Standard 2.E: Library and Information Resources

2.E.1 ***Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.***

"Chemeketa library services exist as a major resource for the college and community" (Policy #4110) and are guided by the college's mission and core themes. To that end, Chemeketa's library services invests in library and information resources that support its college preparation, transition and transfer studies, and workforce education programs, and tools that further support student success such as study rooms, student computers, and library support services.

The main library, located on the Salem campus, is a 36,000 square foot facility with approximately 600 study seats, 12 group study rooms, 115 student computers, and printing/photocopying services. Library instruction is primarily offered in a 40-seat classroom located in the library. The main library serves more than 250,000 patrons a year. A branch library and tutoring center serving the Yamhill Valley campus (YVC) opened in September 2011. This 2,018 square foot service point has enabled the delivery of several key services; e.g., academic reserve, document delivery (courier), and onsite material and equipment circulation that the library was not able to offer previously. A 27-workstation computer lab located directly adjacent to the YVC library doubles as a teaching space for Information Literacy (IL) instruction. Printing and photocopying services are shared by lab and library. Study facilities include seating for individuals and groups, tutoring tables, and two technologically-enhanced group study rooms.

Both locations offer a full range of circulation and reference services, including 24/7 access to a librarian via Answerland's chat reference service. Many other library services are available remotely to students and faculty from the library's website. A complete collection of library exhibits compiled from the 2003 accreditation standards is available for review and includes information about library hours, staffing, and evaluation of library services and resources.

The library collection in all formats supports the teaching and learning needs of all Chemeketa instructional programs. Partnerships with other libraries provide access to extensive resources in support of lifelong learning and academic inquiry and help to supplement the local collection located in the main library in Salem. Chemeketa is a member of the Chemeketa Cooperative Regional Library Service (CCRLS) and the Orbis Cascade Alliance. These resource sharing agreements give Chemeketa patrons access to the collections of the 17 public libraries in the college district and 37 academic libraries across Idaho, Oregon, and Washington. The 28.7 million items owned by Alliance libraries are represented in the Summit catalog. Chemeketa patrons can request items from CCRLS libraries and from Summit for pick-up at either location with daily delivery from the library courier Monday thru Friday. Library privileges are available to eligible Chemeketa patrons at Alliance libraries. Chemeketa's libraries serve CCRLS cardholders. Chemeketa has been a member of the Cooperative for over 40 years, supporting literacy and access to libraries throughout the college district. CCRLS funds and maintains a shared library catalog and integrated library system for CCRLS members, including Chemeketa. The college library has migrated to a new integrated library system (ILS) [Alma/Primo by Ex Libris] with the Alliance in January 2015. The new ILS will allow greater cooperation and efficiencies between Alliance libraries (see Strategic Agenda). A transition plan is under discussion currently with CCRLS. Chemeketa will continue to be a member of the CCRLS consortium, but will no longer share an ILS with the public libraries. Resource sharing and reciprocal borrowing agreements will ensure that public and college patrons still have access to local materials throughout the district. Chemeketa will also continue as the fiscal agent for CCRLS. The college

actively participates in the governance activities of both CCRLS and the Alliance. The library maintains holdings in the Online Computer Library Center (OCLC)and participates in other member services (cataloging and resource sharing) and Chemeketa's holdings are discoverable through WorldCat.

Table 2.6 shows a breakdown of library holdings by format. Since 2006 the library has undertaken an aggressive effort to migrate to electronic formats. Changes in the expenditure patterns exhibit this shift well (Table 2.7). As of February 2014, ebook holdings exceed 115,0 00 volumes.

Table 2.6 Library Collection 2012

Format	Holdings
NCES Academic Library Survey, 2012	
Books, Serials Backfiles and other Printed Material	139,521
eBooks	79,161
Microforms	7,284
Audio Visual	7,918
Locally Compiled Data, 2012	
eSerials	20,299
Electronic Databases	88
Reference Books (print)	6,485

Table 2.7 depicts Longitudinal Expenditures on Electronic Materials (Source: Locally Compiled Data)

Table 2.7 Longitudinal Expenditures on Electronic Materials

Format	2008	2010	2011	2012	2013
eBooks	$7,748	$6,159	$10,129	$25,444	$23,253
eSerials/Databases	$30,655	$31,037	$37,002	$63,775	$73,263

Digital collections help prevent unnecessary duplication, extend access beyond normal service hours, and are a better format for Chemeketa's online and outreach students. Alma/Primo includes tools for electronic resource management locally and at the consortial level. The Alliance is preparing new shared technical service workflows that promise a great reduction in redundant processes across member libraries. With these factors in mind, the Yamhill Valley branch was planned as a digital library from its inception. A collection of roughly 109,000 academic ebooks was licensed from ebrary to support the Yamhill Valley campus. Most of the periodicals are now available online and approximately two-thirds of the college's monographs are electronic. In addition, CCRLS subscribes to Library2Go, which provides access to thousands of downloadable audiobooks, ebooks, and streaming videos appropriate for public libraries.

Chemeketa adopted YBP Company as our primary acquisitions service to enable participation in important Alliance initiatives intended to make collection dollars go further and expand access to unique titles within the region (e.g., cooperative collection development, a groupwide copy threshold, and group purchasing of ebooks).

2.E.2 ***Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.***

The library conducted user surveys during 2013–14 (Library Documentation #14). Data was collected from students and faculty regarding satisfaction and use of library services during fall 2013. Much of this data is used to develop library service measures for unit plans. Findings inform service and funding decisions, e.g., expansion of Saturday hours. Funding requests are supported by data as part of the unit planning process. Surveys were distributed by email to all students and faculty, providing more comprehensive feedback about library needs than previous efforts distributed to library users only. Due to return rates, results for the student survey can only be generalized to the Salem campus. Another survey was conducted in 2014; data analysis of the results will be completed in Winter 2015.

Peer comparisons drawn from the NCES Academic Libraries Survey demonstrate that Chemeketa's collections are in line with those at similar institutions in the Far West (Library Documentation #6). Analysis of the collection conducted in 2005 (Table 2.8) revealed that the largest percentage of library materials were published in the 1970s. A regular program of weeding has been implemented to address the issues of currency in the collection. A total of 5,986 items were withdrawn from the collection between 2005 and 2011. Adding the ebrary collection also had a significant impact on the average age of the collection. Table 2.8 has been updated to show the age of collection profile for the ebrary collection. Updated information on the print collection will be available to the team during the site visit.

Table 2.8 Age of Collection, 2005 (eBooks Updated 2014)

Decade of Print Publication	Number of items	Percentage of Print Collection*
<1960s	3,265	5%
1960–1969	6,733	10%
1970–1979	20,526	32%
1980–1989	12,233	19%
1990–1999	13,233	21%
2000-	4,140	6%
No date	4,263	7%
Decade of eBook Publication	**Number of items**	**Percentage of eBook Collection***
<1960s	401	<1%
1960–1969	332	<1%
1970–1979	429	<1%
1980–1989	1907	2%
1990–1999	12,951	12%
2000–2009	66,751	62%
2010–2014	25,587	24%
No date	14	<1%

*Percentages do not equal 100 due to rounding off

The library has received $50,000 in supplemental collection funding annually since the last accreditation visit to update the book collection and address increases in periodical costs due to inflation. This funding, plus strategic electronic acquisitions and cancellation of print serials have helped to offset reductions in the collection budget made between 2008 and 2010. Faculty are regularly consulted to determine needs for the collection. Broad faculty involvement always occurs as part of cancellation projects and database selection. User feedback and requests for purchase can be submitted through the library's catalog, the website, email, and the suggestion box. Electronic use statistics are reviewed regularly to identify funding priorities.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Consistent with Chemeketa's mission to support student learning through quality practices, staffing investments have been made to improve the quality and effectiveness of library services. In anticipation of an increased cataloging workload due to weeding, new acquisitions, and membership in the Alliance, cataloging support was increased by .25 FTE. A .75 FTE librarian was added to increase capacity to support library instruction and improve access for distance and outreach students. The addition of an exempt library supervisor and evening/weekend lead provided improved oversight and coordination for circulation and technical services and helped to support service on Saturdays (Salem). Further restructuring in 2014 enabled the addition of an exempt Library Technology Coordinator to provide leadership for migration to Alma/Primo and ongoing efforts toward collaborative technical services with the Alliance. A Library/Tutoring Lead position was added at Yamhill Valley in 2013 to provide better continuity of services across locations and a librarian is available approximately 30 hours a week. Reference needs at other times are being met remotely by phone and chat service. The library also received a 1.0 FTE faculty position for a Digital Assets Curator. This position is creating a digital repository to support rich media and other learning objects used in online and traditional classes.

Students are introduced to basic library services in the required new student orientation. Many programs tour the library as part of their orientation (i.e., High School Programs, TRIO, CAMP) and the libraries are regular stops on campus tours. Other required IL elements are embedded in the Writing series. Instructors from all sites and modes of instruction may schedule library instruction for their class. CCN instructors meet with a librarian at the annual orientation to discuss needs and services. Librarians will also provide IL instruction for CCN classes at off-campus sites as staffing and resources permit. Specialized research guides and tutorials are available from the library website. Chemeketa participated in a grant-funded project to develop sharable, web-based tutorials to assist in library instruction and enhance asynchronous access to IL instructional content and a faculty member developed additional learning objects to support students in online classes as a sabbatical project. Librarians are available to assist students and provide individual and classroom instruction in the use of library resources when classes are in session. Librarian staffing includes 3.75 FTE full-time faculty, approximately 700 hours of part-time faculty coverage for Salem and the equivalent of .75 FTE in part-time faculty coverage for Yamhill Valley.

Additional information about IL instruction is addressed in standard 2.C.6. The Writing Center relocated to the main library in 2009 to provide a more central location for this service. Tutors and instructional assistants are available to assist students in using the productivity and instructional software in the libraries.

2.E.4 ***The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.***

The library ensures the quality and adequacy of library resources and services through regular assessment and monitoring. Collection development guidelines specify means for evaluating the quality of resources for selection and deselection and procedures are in place to ensure a balanced, curriculum-focused process for evaluating challenged materials. Statistics are collected throughout the year to

track use of key services (Library Documentation #3, #5, #6 and #14). Resource sharing data is reported quarterly by CCRLS and monthly by the Alliance.

As part of the college-wide effort to develop measures for all service areas, the library researched and proposed a set of service measures to use for systematic assessment (Library Documentation #5). Many of these data points are derived from our user surveys. In Fall 2013, users reported very high levels of effectiveness for library services with 96% of students and 95% of faculty library users finding what they need all or most of the time. However, survey responses also indicated a need to improve awareness of library resources. Unit plan assessment measures will be developed to better analyze and respond to this finding.

Data is reported biannually to NCES for the Academic Libraries Survey and annually for the ACRL Trends and Statistics Survey. NCES data is also examined for benchmarking purposes. The services at three regional peers, Clark College, Glendale Community College and Pierce College , were examined to help set service goals and assist with planning for the new branch library at the Yamhill campus. These colleges were selected because of their similarity in size, mission and regional profile. Peer comparisons show that Chemeketa's library staffing and use of services are in line with those at similar institutions in the Far West for institutions with a single library (Library Documentation #5). The same 2010 NCES data revealed notable differences between Chemeketa and peers with a branch library in four categories (staffing per 1,000 student FTE, expenditures per student FTE, IL instruction, and gate count). These differences should be largely addressed by the projected enrollment growth and proposed permanent staffing and budget requests for Yamhill Valley. Table 2.9 shows an improvement in staffing per 1,000 student between 2010 and 2012. Some of this gain can be attributed to changes in enrollment within the peer group, but results still demonstrate the impact of local investments in library staffing.

Table 2.9 Library Staffing Rates

	Librarian and Professional Staff per 1,000 Student FTE		**Library Staff per 1,000 Student FTE**	
Institution	2010	2012	2010	2012
Chemeketa Community College	0.59	0.81	1.60	1.91
Clark College	0.92	0.88	3.02	2.79
Glendale Community College	0.64	0.89	1.95	2.17
Pierce College	1.44	1.67	3.40	3.96

Library staff engage in regular emergency preparedness activities to protect and secure library resources and facilities. A tabletop exercise was conducted in 2012 to test the library's emergency operations recovery plan (Library Documentation #2). The Dean of Students and key personnel from CCRLS and Risk Management participated, providing an important opportunity to share information about service and resource needs in the event of a real disaster.

Standard 2.F: Financial Resources

2.F.1 ***The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.***

Financial stability measures: The college has written financial guidelines to protect the college's assets. The guidelines direct the college to: 1) focus on the long-term fiscal health of the college by conducting multi-year planning, 2) build and maintain prudent reserves, 3) develop long-term strategies to reduce unfunded liabilities, and 4) provide enough financial flexibility to take advantage of opportunities and allow for innovation. These guidelines underscore the importance Chemeketa places on maintaining financial stability.

Chemeketa has adopted a risk-based strategy for managing reserves to ensure financial stability. This is an approach recommended by the Government Finance Officers Association (GFOA) and is a comprehensive assessment designed to buffer against unexpected issues or financial shocks. The college's financial risks are associated with one of four categories: revenue volatility, infrastructure risks, extreme events and secondary risk factors. The funds established to cover these risks are both rolling funds and permanent reserves for large one-time expenditures.

Risk Management: The risks identified under revenue volatility include:

- The need for stability in General Fund revenue; Chemeketa has a Target Range of ten to fifteen percent of budgeted revenues for the General Fund to maintain as an ending fund balance. The General Fund ending fund balance for fiscal year 2013–14 was 11.2% of budgeted revenues.
- The ability to ensure college-funded debt payments; the college has a target of 3-5 years' worth of upcoming payments to be held in reserve so operating funds would not have to be used to fund debt service. The college has obligations to pay two series of limited tax pension obligation bonds maturing in 2028 and one series of certificates of participation maturing in 2022. The three series combined are currently about a $5.0 million annual obligation that grows each year. At the end of fiscal year 2013-14, the college had a debt service reserve fund equal to 4.25 years of future debt service payments.
- The ability to properly fund technology and equipment; the college has several rolling funds to allow for periodic replacement of technology and equipment as needed plus two permanent reserves, totaling approximately $928,000 at the end of fiscal year 2013–14, to fund necessary information technology investments.
- Unforeseen insurance needs primarily in employee benefits. These funds were established several years ago to provide a small degree of self-insurance or to buffer against spikes in unemployment costs; at the end of fiscal year 2013–14, the college had approximately $6.4 million of permanent reserves to use for this purpose.

The risks due to the unexpected failure of infrastructure assets or due to extreme events are covered by the same reserve funds. The college has a significant investment in infrastructure made up primarily of buildings, roadways, parking lots, and utilities. Chemeketa has several rolling funds to provide for the acquisition and ongoing maintenance of facilities, which lessens the likelihood of unexpected failure. There are also two permanent reserves, totaling approximately $1.6 million at the end of fiscal year 2013–14, to fund large unforeseen facility costs or uninsured losses. The college also typically has a

significant ending fund balance in its Capital Development fund for capital acquisitions and development that could be used in emergencies to cover unexpected losses. The administratively restricted balance of the Capital Development fund at the end of fiscal year 2013–14 was $11.1 million.

The potential risks identified under secondary risk factors are:

- The need for safety and emergency preparedness; the college established a rolling fund approximately five years ago to develop the related programs and build a small reserve to fund larger projects.
- Unfavorable lawsuit judgments; this is a recommendation of GFOA but the college is insured and has not had any significant unfavorable judgments to date.
- Pension liabilities beyond those already bonded; although the college does have an unfunded pension liability, this valuation has been reduced significantly with the above average investment returns of the past few years.

Reserves: The varied reserve funds are designed to ensure the college's solvency in the short run and also protect the operating funds in the long run. These funds allow the college to manage its cash flow very effectively. Typically, colleges and universities receive little to no revenues in the first few months of the fiscal year which requires some to rely on short-term borrowing to meet their cash flow needs during this time. The college has not had to rely on short-term borrowing to meet cash flow needs in over thirty years.

2.F.2 ***Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.***

The college has an ongoing history of strong and deliberate financial planning. The process flows from long-range planning to budgeting to implementation to assessment. Beginning with long-range planning, both revenues and expenditures are projected for the upcoming four to five years. The years of projections are extended to match the end of the state's biennium. The multiple-year projections help define any potential long-term negative trends and highlight vulnerabilities. The current-year budget is continually monitored and updated throughout the year, and the revised budget becomes the basis for the subsequent year as well as the long-range projections. The proposed budget for the general fund is built based on the current year with known changes in personnel expenditures due to contractual obligations and strategic redesign. Materials and services and capital expenditures are also adjusted for any expected changes. Each major revenue source is projected independently based on its unique characteristics and known changes. When comparing projected revenue versus projected expenditures, if there is a shortfall, it is addressed that year and not allowed to become a systemic problem.

From the initial revenue assessment to final adoption, the budget evolves frequently as a result of many changing circumstances in such areas as enrollment, state revenue forecasts, or negotiations with employee groups. For the past several years, budget development has resulted in several negative gaps in funding. The college takes a strategic approach to creating a balanced budget. Rather than an across-the-board approach, programs and services are reviewed for both cuts and needed investments. Revenues are also reviewed for opportunities to increase them. **The college incorporates significant changes in the budget each year, as the ability to evolve and adapt quickly is essential at the community college level since needs can change rapidly.**

Like most community colleges, Chemeketa's enrollment is influenced by the direction and magnitude of the unemployment rate. If unemployment goes up, enrollment will increase and vice versa. The

level of enrollment and the amount of tuition and fees are watched closely to both expand offerings when enrollment increases and sensibly reduce offerings when enrollment declines. Tuition revenue is approximately one-third of the operating revenue.

State sources contribute 34.8% to General Fund resources, property taxes 24%, and miscellaneous revenues 2.8%. During the budgeting process, these resources are estimated, based on our best information, while being conservative. For the past several bienniums, state funding has had a range of possible outcomes while being determined by the legislature, since our budget must be completed before the legislature finishes its work. Chemeketa projects state funding budgets based on the lower end of the range while providing a budget capacity in contingency, should the funding be higher. Property taxes are a very stable revenue source, so an accurate projection of this funding can be made. The primary contributor to miscellaneous revenue is administrative charges on grants. Grants are budgeted in their own fund, referred to as the Special Projects Fund. The budgeted amount of grants is usually considerably higher than the amount that exists to allow for excess capacity, in case additional grants are awarded after the budget adoption. Revenue for the General Fund from grant administrative charges are estimated using existing and continuing grants only. Chemeketa currently holds several large federal grants, including a HEP grant, and a CASE grant (from the U.S. Department of Labor), as well as a TRIO grant, and CAMP grant. The college also holds two multi-million dollar state grants (from the Oregon Departments of Corrections and Education).

2.F.3 ***The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.***

Both long-range planning and the annual budget are focused on implementing the mission and core themes of the college. The college also has a comprehensive set of written financial guidelines that direct long-range financial planning for the college as a whole and the development of the annual budget. The guidelines are based on a broad set of goals aimed at managing financial pressures, maintaining long-term fiscal stability, and enabling the college to implement strategic goals. The guidelines provide direction for managing operating funds, grants, capital projects, debt service, auxiliary activity, fiduciary funds, and levels of reserves. There is also direction on revenues, expenditures, and inter-fund transfers and loans. The college's Executive Team uses a statement of budget principles as guidance to formulate the basis for budget decisions each year. The statement of budget principles are reviewed each year to make sure they remain relevant and effective.

The college has a broad set of written policies related to financial management and the development of the annual budget. These policies explain the role of the Board of Education, their duties and responsibilities (Policy #1150), the college budget committee and the appointment of a budget officer for the college (Policy #1170 and Policy #1530). Additional policies also govern the management of revenues and expenditures, and detail additional internal controls.

The college's budget process is established per Oregon Statute (ORS 294 Public Financial Administration). Internally, the budget process begins in October. The Budget Office projects the revenues and expenditures and provides the information to the vice president/CFO who reviews the information with the Executive Team. The Executive Team determines if reductions or investments are necessary based on the most current information, then begins working within individual departments to prepare the budget based on information from their unit plans. Unit plans focus the future efforts of each department's planning toward addressing the college's core themes/fulfilling the college's promises. Budget requests

are tied to planned future projects. Budget investments (or reductions) are tied to the mission and core themes of the college and submitted to the appropriate division vice president, executive dean or the president. Summarized budget requests are presented to Executive Team as a whole and Executive Team makes a recommendation to the president on investments or reductions for the budget, keeping in mind that a balanced budget is required. The president (as the budget officer) then presents the proposed budget to the College Budget Committee for deliberations.

The College Budget Committee is comprised of the seven voter-elected College Board of Education members and seven appointed members from the college district. The Budget Committee analyzes the budget as proposed by the administration, makes recommendations, receives public comment, and approves the proposed budget and the tax rate to be levied. The college publishes the budget and provides public notice of budget hearings via local newspapers and the college's public website. A complete copy of the proposed budget and any presentation material is made available on the college's public website.

Following approval of the proposed budget, the College Board of Education holds a public hearing, receives public testimony, makes any adjustments within their authority, and adopts the budget prior to June 30. The budget office monitors any budget changes subsequent to the adoption of the budget and appropriate board action is taken according to ORS 294 and board policy.

2.F.4 ***The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.***

The college uses the Banner Finance system which provides a comprehensive, integrated financial management approach that enables the college to track, maintain and process all financial data. It meets Generally Accepted Accounting Principles (GAAP) requirements and addresses the latest Federal Accounting Standards Board (FASB) and Government Accounting Standards Board (GASB).

The college follows the Committee of Sponsoring Organizations (COSO) GASB positions on accounting and financial reporting. The college regularly installs updates and upgrades to the Banner system in order to maintain compliance with new or changing laws or regulations. Information in Banner Finance is available real time to budget managers and college finance staff and allows for accurate and timely retrieval of financial information through queries and reports. The annual financial statements for the college are prepared using Banner system financial data. The statements are prepared on an accrual basis and are based on the GASB 35 business-type reporting model, as required by the framework for identifying, documenting and assessing internal controls. Reliable financial reporting, compliance with applicable laws and regulations, and efficiency of operations are key to the college's internal control processes and are readily supported by the Banner system. Internal controls and the assessment of these controls are part of the daily work of college staff. Particularly in the financial arena, separation of duties, documentation of assets, compliance with college policy and procedure, and review of processes and procedures occurs on a daily basis. New controls are put into place as necessary. A desk review of the college's internal control processes takes place at least annually with a follow-up review by college auditors.

The college's accurate financial reporting and effective systems of internal controls have contributed to its success in being awarded the Government Finance Officers Association (GFOA) Certificate of Achievement in Financial Reporting award for the past 20 years.

2.F.5 ***Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.***

Chemeketa has established plans and procedures to ensure the facilities and equipment are capable of supporting its mission and core theme objectives. The college uses a long-range, capital master plan to project facility needs and requirements for several years. The master plan is reviewed on an annual basis. There is also a Capital Projects Steering Committee (CPSC) plan and a five-year instructional equipment plan. All three of these plans are matched with long-range funding plans. The college currently has 1.39 million square feet of buildings and 303 acres of land to maintain and preserve.

For the acquisition, renovation, and furnishing of facilities, there are four primary resources: General Obligation bonds (GO bonds), Certificates of Participation (COPs), allocated funds received from the State, and the college's internal, administratively restricted resources. In addition, some of the ongoing maintenance for the facilities is funded through the universal fee, charged to students during registration. This allows the college to repair many issues when they are small and not let them grow into larger problems. The universal fee also funds the purchase of instructional equipment. This process ensures a dedicated and consistent source of funds to provide updated equipment. For larger maintenance needs, for example, a new roof, one of the four sources listed above is generally used. Any time net additional square footage is increased due to a construction project, the operational impacts are also carefully considered. Funding sources are dedicated for both the facility operations, such as utilities and custodial, as well as the increase in educational programs.

Chemeketa has a debt policy that requires administrators to follow Oregon Revised Statutes and to receive College Board approval prior to the issuance of any debt instruments (Policy #6050). Additionally, the college is limited in the amount of bonded debt it may incur by Oregon Revised Statute 341.675; the limit is 1.5 percent of the real market value of the taxable property that resides within the college's taxing district. The college is well below its statutory debt allowance. The two types of debt instruments the college issues for capital projects are GO bonds and COPs. GO bonds are fully paid through the taxing authority of the district. COPs are used when the college does not have any available GO bond authority but has needs for facility additions and improvements. They are issued on the college's full faith and credit. The college has a history of repaying all of its COPs prior to the final maturity date. The debt for projects funded by COPs is repaid with lease revenue from partnership agreements and other dedicated, non-operational sources to ensure there is no drain on resources needed for educational purposes.

2.F.6 ***The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.***

The college has one auxiliary operation: the bookstore. The bookstore is responsible for generating its own revenues through sales of goods and paying for its own personnel and other expenses. Annually, the bookstore pays the college $150,000 for the use of the facility. These funds are dedicated to repaying debt issued on the college's full faith and credit (COPs). College operating funds are not used to support bookstore operations. The college's financial guidelines state that any profits realized on the bookstore

funds are administratively restricted and are to be used exclusively to purchase and/or provide enhancements that will benefit students.

2.F.7 ***For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.***

The independent auditing firm, Kenneth Kuhns and Company, performs an audit annually. Every five years an audit firm is selected by the College Board of Education through a request for proposal process and the firm reports directly to the Board. The audit includes an opinion on the overall financial reporting of the college with a separate opinion based on the college's compliance with its major federal award programs. The auditors review the internal controls during the annual audit and additionally provide a report on the college's control over financial reporting. The results of the audit, including all opinions and findings, are published in the college's comprehensive annual financial report.

At the conclusion of the audit, the audit firm provides a letter to the Board of Education and senior management addressing their scope of work, any difficulties encountered, and material findings. The audit report is then presented to the college Board of Education at the December board meeting. Any findings would be addressed by the lead auditor with the Board of Education at this time. College administration would then be responsible for following up on the findings and making the necessary changes.

The college continues to receive unmodified/unqualified opinions, the highest opinions possible, on its financial statements, thus reflecting high-quality practices. The college has not received a management letter in over fifteen years because of its diligence in maintaining sufficient controls and providing accurate financial reporting.

2.F.8 ***All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.***

The Chemeketa Community College Foundation is a 501c(3) non-profit, public corporation organized under the laws of the State of Oregon and the United States. Even though the college provides office space and equipment to the foundation along with foundation staff salaries, the activities of the foundation are governed by a separate board of directors. In turn, the board of directors is guided by its own bylaws and policies. The foundation reports its income annually on IRS Form 990 and pays for an annual audit of its financial statements. The foundation is authorized in Oregon to transact business in charitable gift annuities.

The Chemeketa Community College Foundation has developed policies and procedures to administer endowment, life-income, and other gifts to the foundation. The executive director of the foundation is chief administrator of these funds. The college provides accounting services for the foundation, and, together, the college and foundation keep complete records of gifts. The foundation contracts with an investment management firm to direct the investment of foundation funds. The investment manager's activities are guided by an Investment Policy Statement that is monitored and updated from time to time by the foundation's board of directors.

Oregon is one of about a dozen states that closely monitor organizations involved in charitable gift annuities. The foundation is registered with the state to transact business in these annuities, and the foundation reports its annuities' business annually to the state.

Since its founding in 1973, the foundation has enjoyed a clear and productive relationship with the college. The foundation raises funds for the college and for student scholarships. Chief executives of the college and the foundation report back and forth to each other's boards at least quarterly. A member of the College Board of Education and the college president currently sit as a member of the foundation board, providing liaison between the two bodies.

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure

2.G.1 ***Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.***

Facilities

Chemeketa notes in its mission statement that it values access to educational opportunities for the community that it serves. To that end, the college serves its four-county service area - Marion, Polk, Linn, and Yamhill - with campuses in Salem and McMinnville (Yamhill Valley campus), regional centers in Woodburn, Dallas, and Brooks, and specialized centers in Eola and downtown Salem (Center for Business and Industry). Specialized centers offer education and training for specific programs or populations, as is the case with the Northwest Viticulture Center at Eola, the Center for Business and Industry in Salem, and the Regional Training Center at Brooks.

Chemeketa's diverse facility offerings plan is based on a forecast of enrollment growth and necessary facilities expansion in most locations throughout the Chemeketa Community College district. The urban areas along the Interstate 5 corridor are widely projected to grow faster and more consistently than state populations in general. Data from the 2010 Census (http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml) show the population of the tricounty area to be 489,931. Projections by the Oregon Office of Economic Analysis indicate that by 2040, the population will be 726,165, a 48% increase over Census 2010. The Oregon Office of Economic Analysis also forecasts that the largest percentage of statewide population growth will be in the portion of the population ages 18–24 and ages 45–64.

(http://www.oregon.gov/DAS/OEA/Pages/demographic.aspx#/h)

College enrollment growth generally follows population growth, as indicated by historical gross participation rates (total enrollment divided by total population). College enrollment rates are higher for persons ages 18–24 and ages 50–70, the same age groups that are projected to grow the most rapidly. For all of these reasons, it is prudent that the college takes a long-term approach with regard to facilities planning. Major facilities projects can take many years from conception to completion, not to mention the time required to demonstrate need and secure funding to support facilities development.

The increase in Chemeketa's accessibility to the four-county community has been greatly facilitated by the construction of approximately 250,000 square feet of new facilities since 2009, not including over 50,000 square feet of remodeled academic and academic support area during the same period. The square footage increase has been distributed across the college district at five outreach locations and has allowed Chemeketa to offer more educational and training opportunities, increasing both the breadth and depth of the college's offerings. Chemeketa currently holds approximately 303 acres of property having 1.39 million square feet of building area, with approximately 53,000 additional square feet to be added in 2015. (Table 2.10, Chemeketa Building History).

In terms of the quantity of Chemeketa facilities, the biggest challenge in the coming years will continue to be gaining a better understanding of resource utilization, specifically related to classrooms. As facility operational budgets and capital construction budgets become increasingly strained under state

economic shortfalls, the college is assessing how efficiently and effectively existing square footage is being used. It appears that currently existing space could be better utilized, but extensive data and analysis is necessary to completely understand the issue. During this past year, the college contracted services from our scheduling software provider to take final steps towards decentralizing scheduling. This will allow facilities of the college that are currently identified as dedicated or prioritized to a specific instructional program, to use the same scheduling software tools as those used by the primary scheduler. This process will allow the college to start gathering more complete data on classroom utilization.

Simultaneous to this effort, Capital Projects, Facilities & Operations has undertaken a task of building a Facilities database. To date, the college has utilized a Facility Inventory, which tracks basic information related to square footage, categorization, and usage of space. The Facilities database will incorporate a new Facilities Asset Coding system developed to accommodate the present and future growth of the college, and the diversity and range of the college's facilities and assets. This system will allow the college to capture detailed data, both qualitative and quantitative, on facilities and link those facilities to other assets at that location, including mechanical equipment, technology, infrastructure, furnishings, etc. When complete, the system will allow the college to more readily and accurately assess the complete value of facilities, anticipate remodels and asset replacements, assist in the scheduling of classes and events by providing more detailed information on amenities and quality, assist in the coordination of maintenance and repairs, reduce maintenance and repair costs, and provide another important data source for understanding space utilization. This effort is closely linked with simultaneous developments in the college's CMMS (Computerized Maintenance Management System) which is being integrated with the Facility Asset Coding System. Facilities & Operations has added a Technical Development Manager position this past year who works closely with the department's Director to develop technical solutions which will enhance the quality, sustainability, access, and efficiency of facilities and services.

Table 2.10 Chemeketa Building History, 2008 to Present

Year	Fac. Code (Bldg #)	Description of Facility Change	Leased Space	Acres	Total Acres	Bldg Sq Ft	Total Sq Ft
2015	SLC 020	Machining/Drafting/Engineering Bldg - UNDER CONSTRUCTION			303.195	53276	1,395,756
2014	SLC 042	Automotive Storage Bldg - UNDER CONSTRUCTION			303.195	6920	1,342,480
2014	SLC 040	Fac & Ops Office Bldg - UNDER CONSTRUCTION			303.195	9872	1,335,560
2013	SLC 041	Fac & Ops Shop Bldg			303.195	6000	1,325,688
2013	99	Demo Fac & Ops Maintenance Bldg			303.195	-3065	1,319,688
2013	SLC 040	Demo/Rename/Remodel Fac & Ops Bldg			303.195	-9200	1,322,753
2014	SLC 025	Welding Bldg Remodel & Addns - UNDER CONSTRUCTION			303.195	15686	1,331,953
2013	SLC 025	Demo/Remodel Welding Bldg			303.195	-11789	1,316,267
2011	YVC 001	Yamhill Valley Campus			303.195	56318	1,328,056
2011	BRC 002	Brooks Emerg Services Clsrm Bldg	Partial		303.195	30000	1,271,738
2011	SLC 008	Salem Health Sciences Complex, some demo of existing, new 71,700	Partial		303.195	56965	1,241,738
2011	32	Eliminate Bldg 32			303.195	-3820	1,184,773
2011	30	Eliminate Bldg 30			303.195	-3610	1,188,593
2011	29	Eliminate Bldg 29			303.195	-4834	1,192,203
2011	28	Eliminate Bldg 28			303.195	-6136	1,197,037
2011	23	Eliminate Bldg 23			303.195	-3610	1,203,173
2011	21	Eliminate Bldg 21			303.195	-630	1,206,783
2010	42	Demo 'Paint Shop' Bldg 42			303.195	-2561	1,207,413
2010		Brooks 8820 Pueblo shop bldg*			303.195	2160	1,209,974
2010		Brooks 8820 Pueblo old office*			303.195	918	1,207,814
2010		Brooks 8820 Pueblo metal bldg			303.195	9000	1,206,896
2010		Brooks 8820 Pueblo, Office bldg		11.08	303.195	1920	1,197,896
		Eliminate Lease, TED Center			292.115	-4495	1,195,976
2009		Eola Classroom/Office Bldg			292.115	3460	1,200,471
2009	54	Demolish 'Red Barn'			292.115	-1382	1,197,011
2009	55	Demolish 'White Barn'			292.115	-1800	1,198,393
2009	43	Add on to Bldg 43			292.115	6000	1,200,193
2009	no No.	Retain old MCFD mod. Dorm			292.115	0	1,194,193
2009	143B	Build MCFD #1 Brooks Dorm Bldg			292.115	4562	1,194,193
2009	143A	Build CCC Brooks Dorm Bldg			292.115	4511	1,189,631
2009		Construct new Brooks Fire Station			292.115	6000	1,185,120
2009	142	Demolish old Brooks Fire Station			292.115	-5120	1,179,120
2009		CCBI Building, 626 High St. NE, Salem, OR 97301			292.115	53374	1,184,240
2009		Eola Bare Land 4th st		0.71	292.115		1,130,866
2009		Eola bare land 2nd Riggs lot		-0.4	291.405		1,130,866
2009		3990 Lancaster Dr NE		0.9	291.805		1,130,866
2009		Eola bare land vacated 4th St.		0.46	290.905		1,130,866
2008		Eola bare land Riggs St. Lot		-0.35	290.445		1,130,866
2008	146	Brooks Burn Tower			290.795	2618	1,130,866
2008	145	Brooks Logistics Building			290.795	7390	1,128,248

Note: Items in shown in gray represent facilities that no longer exist in the college's active inventory.

Accessibility

Fundamental to the college's efforts to keep college facilities accessible to the entire community are the operational procedures for maintaining facilities compliant with the "Americans with Disabilities Act" (ADA) accessibility requirements. In addition to designing and constructing all facilities in compliance with governing code, the college employs a Disability Services Coordinator who acts as a point of contact and advocates for persons with special needs concerning ADA accessibility.

Construction and maintenance activities are ongoing. The construction of new facilities and the reconstruction, renovation, and repair of existing facilities offer an opportunity to review ADA compliance in the context of the project, incorporate new or revised code provisions, and make general enhancements in the accessibility and compliance of its facilities. For example, during the winter of 2011, the college performed a survey and analysis of all Salem campus parking lots to assess compliance with ADA-accessible parking requirements. As part of this effort, the college requested a variance from the county that will allow the college to be governed under the "2010 ADA Standards for Accessible Design." This code generally represents the most current and accepted philosophies of accessible design, but was not officially adopted by the county until March 2012. Chemeketa Community College has been proactive in providing facilities that comply with the most current and accepted standards.

In 2012, striping adjustments were made and new signage was installed, primarily related to increasing the number of van accessible stalls in the parking lots. Also in 2012, the college performed a survey and analysis of ADA-accessible routes across campus. The intent of this effort was to more clearly define and map the intended access routes, to facilitate better communication with members with disabilities in our community, and to allow facilities to better anticipate maintenance activities and repairs that could present challenges to users.

In 2014, the college commenced an ADA Self-Evaluation Study to be used in the preparation of a major update to the college's Transition Plan which will present the college's strategy for bringing non-conforming facilities and services into conformance with current ADA standards. The Facilities & Operations Department developed an advanced evaluation system including an array of custom specialty evaluation tools; a cloud based, mobile device enabled, data collection system; and a comprehensive database of evaluation results. This effort will help the college prioritize needs, identify needed resources and funding, and more efficiently interweave accessibility related improvements into facility remodels and reconstructions.

Safety and Security

All Chemeketa facilities are constructed in conformance with governing codes and regulations related occupant safety. In addition, since 2005 several measures have been adopted by the college to enhance facility safety and security:

- The college is in the process of converting its aging magnetic stripe card access control system with a modern proximity card system which offers more reliable entry to secure areas, and the opportunity for improved management access rights and lower reliance on keys.
- In 2015, new technologies and protocols were adopted to allow for local push-button lockdown for sensitive areas (office suites, child care, High School Programs) without requiring the intervention of Public Safety.

- All classrooms have been equipped with emergency telephones, public address speakers, and lock mechanisms that can be locked from inside the room.
- In the three most recently constructed multi-story buildings, the proximity card access control system was installed on all classroom doors which allows classrooms to be safe and secure during class time with the added benefits associated with keyless entry and remote locking/unlocking ability.
- Since 2005, the college has continued to add security cameras at most facilities.
- The college entered a lease agreement with the Marion County Sheriff for an existing building at the Brooks center. The building now serves as a Sheriff substation.
- In 2014, the College reconstructed the Yellow Parking Lot on the North end of the Salem campus as part of the ongoing, multi-phase Applied Technology Capital Project. Previously, the Yellow Parking Lot suffered from very poor lighting and degraded asphalt paving, presenting significant travel safety and pedestrian security improvement opportunities. The completion of this project resulted in a significant enhancement to the overall safety of the college's parking facilities.

Sustainability

Since 2005, Chemeketa has constructed five multi-story buildings, all of which were designed, constructed, and monitored to a LEED Silver Equivalence level. In addition, the College has completed 4 major building renovations, all of which included significant energy savings enhancements. The college made the determination to get LEED certification on one of these buildings, the Center for Business and Industry. These efforts reflect Chemeketa's strategic goal of Sustainability and resource conservation. Beyond energy and resource efficiency, our sustainable buildings are enduring, efficient, and designed with special attention to occupant enjoyment and satisfaction. Chemeketa's four recent additions to the college district exemplify these qualities.

Quality

Facility quality comes from many sources:

- Capital Projects, along with representatives from Procurement Services and the Chemeketa Legal Department, meet routinely to refine and improve professional design services and contractor agreements. These agreements are critical to maintaining quality and cost control on building projects.
- In 2010, the Facilities & Operations Department adopted Lean principles to improve the quality and efficiency of operational processes and the delivery of services.
- In 2011, the college began development of a Uniform Design Standard Document, and added the first section related to the labeling of all electrical components. Poorly labeled electrical systems are difficult and costly to troubleshoot and often result in lower performance and accelerated system degradation. The Uniform Design Standard, now comprised of several sections, has become an ever growing and evolving tool to promote consistency and exceptional quality in the construction of college facilities.
- In 2011, Facilities & Operations made significant strides in the improvement of its campus utility drawings, converting to a full digital format. In 2012, these drawings became more readily available to Facilities staff and contractors using tablet computing devices. Complete and accurate utility drawings improve utility reliability, prevent outages from contractors digging into unmapped utility lines, and will help conserve valuable maintenance funds for quality and rehabilitation related work.

- In 2014, the Facilities & Operations Department made staffing adjustments which resulted in the hiring of two new positions that will allow college Facilities to strive to exceptional standards of performance and quality. The first, a Technical Development Manager and civil engineer/surveyor by trade, whose duties include the development of operational processes, documents, and technology related systems. The second, a Specialty Trades Supervisor and licensed electrician by trade, whose duties include the oversight of all HVAC, electrical, and special construction services.
- In 2014, the Facilities & Operations Department commenced GIS mapping of the Salem Campus to support the college's asset coding and tracking system. In the future, a point and click map linked to an asset database will facilitate quick recall of maintenance records, part numbers, condition evaluations, replacement values, etc. This will allow enhanced planning activities, more diligent maintenance activities, and quicker service and repair response.

2.G.2 ***The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.***

Annually, and as deemed appropriate to react to significant changes in regulations, policies, and best practices, Chemeketa updates its Hazardous Waste Management Compliance Guidelines (HWMCG). The purpose of the approximately twenty-page document is to establish standards of practice regarding: (a) the proper management and disposal of hazardous chemical waste; (b) the protection of laboratory employees from hazardous chemicals in the workplace; (c) the education of employees about hazardous chemicals in the workplace; (d) and the prevention of employee work-related injuries and illness from hazardous chemicals.

The HWMCG is written in compliance with The United States Environmental Protection Agency, Title 40, Code of Federal Regulations (paragraphs 260271), and The Oregon Department of Environmental Quality Small Quantity Hazardous Waste Generator Handbook, and includes guidelines pertaining to the safe use, storage, tracking, and disposal of hazardous or toxic materials.

The HWMCG is available to all staff and faculty through the Employee Dashboard, now located at the Capital Projects, Facilities and Operations page under EH & S and is also distributed to staff and faculty as appropriate to their duties, responsibilities, and proximity to hazardous or toxic materials. The document is administered by the safety specialist in the Facilities Department, with the technical support and oversight of the college's risk manager.

2.G.3 ***The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.***

Planning of all facilities has traditionally occurred within the context of the Chemeketa Community College Facilities Master Plan (CCCFMP). The master plan, also previously referred to as the Facilities Long Range Plan, is a document which describes the college's future activities related to facility development that will support the college's mission, core themes, and financial plans. It is our intent as an institution to provide state-of-the-art teaching space conducive for learning for all three of our core themes within the institution's means, as determined through its long-range financial planning processes, described above. We stay current with industry so that we are using the same equipment used in the workplace that also meets Occupational Safety and Health Administration (OSHA) standards and other safety requirements. In alignment with our mission, we integrate sustainable practices into all our CCCFMP projects.

The CCCFMP also intersects with our Master Academic Plan, which identifies future building plans or "Next Wave of Projects" to align with Chemeketa's academic directions. The CCCFMP is prepared and managed by the Capital Projects and Real Property department, but is the culmination of work by many across the college; including the Facilities department, the Capital Projects Steering Committee, the Executive Team, the College Board of Education, and various design professionals including architects, engineers, and planners.

In 2013, the College Board of Education was presented with an updated Facilities Master Plan, which described the future development, and anticipated work necessary for continued development, at each of the college's campuses and outreach centers. The master plan has traditionally been a "living document" that is periodically updated in response to such factors as funding, property acquisitions, changing program needs, and facility condition discoveries and changes. This approach has enabled Chemeketa to respond quickly to funding and market opportunities and deliver several exciting new projects in recent years. The 2013 Facilities Master Plan Update included a full review and re-write of all sections to fully capture historical information critical to the future development of each facility, as well as the future development assumptions for each of the college's outreach campuses and centers. The college is currently in a unique situation, having nearly exhausted a $92 million bond levy approved in May 2008 which contributed, along with other funding sources, to the delivery or imminent delivery of several major projects since 2011:

- Salem Campus Health Sciences Complex, Building 8
- Yamhill Valley Campus, Building 1, College Center
- Yamhill Valley Campus Building 2, Career and Technical Education Center Expansion Remodel
- Brooks Regional Training Center Classroom Building #2
- Salem Applied Technology, Welding Bldg 25 Remodel and Additions
- Salem Applied Technology, Bldg 4 Remodel - Under Construction
- Salem Applied Technology, Automotive Storage Shed - Under Construction
- Salem Facilities, Bldg 40 Reconstruction - Under Construction
- Salem Applied Technology Apprenticeship, Bldg 33 Remodel - Under Construction
- Salem Applied Technology, Machining/Drafting/Engineering Bldg - Under Construction

Given the circumstances with respect to bond funding, after the completion of the 'Under Construction' projects the college will have generally satisfied the immediate objectives of the Facilities Master Plan and will focus on the planning, development, and funding of the next wave of projects. The college intends to take a more comprehensive and far reaching perspective for the next major Master Plan update, which will include the services of a professional Landscape Architect and/or Planning Consultant in collaboration with key personnel of the college and the community. The college anticipates this update to occur within five years, with minor updates annually.

Facilities Master Plan Drawing—Salem Campus— Revision 2/2012; CCCFMP—Revision 2013—ALL SECTIONS

2.G.4 ***Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.***

Chemeketa's mission identifies sustainability as a central focus, and the college's systematized approaches to ensuring equipment is sufficient in quantity, quality, and management reflect that focus. The process also speaks to the college's commitment to access and its strategic goal of quality.

Instructional and Student Services (ISS), consisting of the vice president, executive deans, and chief information officer prioritize equipment needs to address accomplishment of core theme objectives and achievement of goals of Chemeketa's programs and services. Chemeketa dedicates a portion of its Universal fee - approximately $500,000/year - towards a fund to purchase new and repair/replace existing instructional equipment. Instructional faculty, program chairs, and deans submit instructional equipment requests on an annual basis during the unit planning process. This process allows for immediate and long-range (up to five years) instructional equipment planning. With the rapid changes occurring in technology and instructional programs, an instructional equipment planning cycle of more than five years has not proven to be reliable. The college also has a Classroom Advisory Team (CAT), which audits classrooms to ensure technology and furniture are adequate. Recently, the team has worked on developing four standardized models for furnishing and equipping classes to support different teaching styles, accommodate ADA and address specific technology needs. Instructors are helping to design these models.

Executive deans collaborate with their respective deans to approve the annual instructional equipment budget. Funds are then allocated from the CAO's office. Instructional equipment funds are also available for unexpected or emergency needs that occur during the year and between planning cycles. In addition,many college instructional programs have a strong history of acquiring grants and private donations for instructional equipment.

Equipment funding for programs moving into newly constructed buildings -- e.g., the new Health Sciences addition, the Brooks Regional Training Center, and Yamhill Valley campus -- are built into the bond budgeting process. When new programs (outside of bond funding) are proposed, the initial equipment needed for the program is identified in the planning budget. The Yamhill Valley campus Hemodialysis Technician program, for example, utilized instructional equipment funds and private donations as part of its equipment planning process.

Chemeketa Business Services department, in collaboration with other college departments, keeps a schedule of all capital assets of the college. The document is entitled "FY14 Fixed Assets" and is used to track all college vehicles, equipment, art, library collections, land, buildings and building improvements that meet the college's capitalization thresholds. The document is saved annually in the Auditor Documents folder within the Business Services shared drive.

Technological Infrastructure

2.G.5 ***Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.***

Chemeketa has appropriate and adequate technology systems and infrastructure to carry out its mission, core themes, and strategic goals. The college provides a complete range of technology solutions

designed to support the academic needs of faculty and students, the business needs of the college staff and administration, and the extended needs of its community of partner organizations.

Since 2006, Chemeketa has made substantial upgrades to its technological infrastructure. All locations within the college's district received network upgrades. These upgrades provide local network speeds of up to 10 GB. Additionally, all wide-area-network links were upgraded to at least 10Mb, and in many cases, 100 MB. In 2012, the college upgraded its Internet connection to a full 1 GB to better accommodate the use of streaming media and high definition video conferencing, as well support for a "bring your own device" campus culture.

In 2008, Chemeketa also upgraded its telephone system to VOIP (Voice Over Internet Protocol) - based technology. The new telephone system provides advanced call distribution (ACD) capability which has enhanced the college's ability to route phone calls, and provide a better experience for those contacting the college. The system allows access to voice messages via email and mobile devices. Chemeketa's new telephone system also serves an important role as the backbone for the college's emergency public address system. The college enhanced the system in 2013-14 with the installation of reader boards and strobe lights to address the needs of students with disabilities. Since 2009, text messaging has also been an integral part college's emergency communication capabilities.

Other recent technology improvements include: an expansion of Wi-Fi availability across the district, the addition of power upgrades and technology friendly furnishings in student study areas, the modernization of additional multimedia classrooms bringing the district total to 240 rooms, an upgrade to the MyChemeketa student portal, the addition of single-sign-in for student systems, and a complete upgrade of the college's Banner SIS hardware and software.

In 2013-2014, Chemeketa's Information Technology Department (IT) continued its collaboration with various areas to assist in the creation of new software applications and business processes to meet critical college needs. Two examples of this are the "ChemekNet" project, and the "Faculty Evaluation System." The outcome of "ChemekeNet" has been a new set of tools for faculty and advisors to track students through the mandatory advising process. Included with these tools is one that allows the creation of individual student academic plans. In response to a recommendation from Chemeketa's Year Three accreditation findings, Information Technology partnered with Human Resources and stakeholders in the Instruction and Student Services Division to create a new faculty evaluation system. This system provides a guided method for documenting faculty evaluations and routing them through review and approval processes.

2.G.6 ***The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.***

Technology support for students, faculty, and staff is provided through several different support services. Chemeketa's Information Technology Department operates the college's Help Desk. The Help Desk processes or routes calls for IT, Media Services Support, Distance Education, and Facilities. In 2008, the Help Desk implemented an automatic call distribution (ACD) system. The ACD system helps route calls to appropriate support channels, which improves response time and minimizes the transferring of calls. The Help Desk also processes support requests and delivers automated status updates by email.

A recently-implemented Help Desk feature is the "Work Stoppage System." The work stoppage system allows unit managers to shortcut the typical Help Desk process by submitting a "Work Stoppage" alert.

Work stoppage alerts email and text the IT management team and the Help Desk simultaneously. The management team immediately responds to work stoppage alerts to evaluate and assign the necessary resources to address the issue.

Online and distance education technology support is provided by the Distance Education and Academic Technology department. Dedicated technical support is available to faculty and students through the "Chemeketa Online" support desk during business hours. Outside of business hours, the college utilizes contracted services through Blackboard Support Services to extend support to 24/7/365. The Distance Education and Academic Technology Department also staffs the "Technology Hub", which provides college faculty support for the development of online course and media material.

Media Delivery handles requests for the delivery and setup of classroom technology. It also provides direct training and support to faculty for the use of the college's high-tech classrooms. Training on the use of Chemeketa's administrative computing and telephone systems occurs as part of "New Employee Orientation (NEO)." The college has installed a staff-training lab for NEO that includes 32 computer and telephone training stations. Additional administrative software support is provided through the IT Help Desk's "Option Two." Option Two provides staff and faculty the opportunity to work with externally contracted software support experts. Option Two provides services that range from simple "how-to" questions all the way to customized online training materials.

2.G.7 ***Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.***

Technology infrastructure planning occurs through a well-defined process that involves technology support staff and college stakeholders. The process varies between administrative technology infrastructure planning and academic technology infrastructure planning.

Administrative Technology Infrastructure Planning

The Service Unit Resource Forum (SURF) conducts planning for Chemeketa's administrative technology infrastructure. SURF is comprised of two subgroups: a strategic planning team, and a tactical planning team. The strategic planning team includes IT leadership, department heads of the student and business service areas, instructional deans, and college executives. The group's charge is to coordinate IT and service area resource planning and prioritization for the execution of the college's projects under its strategic goals. This group provides a link between mid-level management and Chemeketa's Executive Team.

The units represented in the SURF tactical planning team are the same as those in the strategic planning team, with the membership being a combination of unit managers and senior staff. The purpose of the group is to plan and execute the projects and priorities identified in the SURF strategic planning team. This team also provides a venue to communicate operational issues and needs, and conduct research and problem solving tasks.

Academic Technology Infrastructure Planning

Oversight for Chemeketa's academic technology infrastructure planning is coordinated by the Instructional Technology Advisory Group (iTAG). This group includes the college Chief Information Officer (CIO), the Dean of Distance Education and Academic Technology, the Executive Dean for Student Development and Learning Resources, an Executive Dean from Instruction and Student Services, the

Director of Library Services, and the Distance Education Support Services Manager. The iTAG advisory group reports to the CAO/Vice President of Instruction and Student Services, and makes strategic recommendations relating to the college's academic technology infrastructure.

The Instructional Technology Advisory Group also provides coordination and support for the work of the many stakeholder sub-groups working on a variety of academic technology initiatives. Some example topics for iTAG subgroups include: rich media, digital grade books, mobile strategy, online student services, and instructional innovation through the use of technology. Beginning in 2014, iTAG began offering faculty innovation grants to encourage infusion of new technology into instruction.

2.G.8 ***The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.***

Technology updates for core infrastructure systems such as the college network, telephone system, and student information system are coordinated and funded through Chemeketa's Information Technology Department. The replacement cycle for these systems varies, and upgrades are planned on an as-needed basis in response to college initiatives, to address technological obsolescence, in support of best practices, and to support innovation. Chemeketa uses a set of maturity model benchmarks for monitoring and planning (See Exhibits - Technology Plan.)

Classroom technology upgrades are currently planned and funded on a four-year replacement cycle. Classroom technology includes instructional podium computers, digital projectors, document cameras, and media equipment. Funding for classroom technology is provided from the college's general fund, based on a fixed calculation (number of electronic classrooms X annual maintenance amount). Review and prioritization of classroom implementation is managed through the Classroom Advisory Team.

Full-time faculty office computers and part-time faculty resource room computers are also replaced on a four-year cycle. Adequate funds are reserved to assure technical currency for all faculty computing equipment. Standards for faculty technology are reviewed and revised by ISS. Traditionally, non-instructional business units have been required to fund their own computer replacements. Some areas have struggled to fund new computers, resulting in obsolete computers remaining in service, and generating efficiency and support problems. Beginning 2012, college funding was established for the replacement of non-instructional computers on a four-year cycle, bringing the process in alignment with that for faculty computer replacement.

Computers in instructional labs are replaced on a variable cycle depending on the needs of the program area. Through the strategic use of roll-down methods, computers are often relocated rather than replaced. For example, the Computer Science program requires more frequent upgrades to stay instructionally current and as a result, it receives new computers biennially. When the these computers are replaced, their two-year old computers are reallocated to the Business Administration labs, which do not require the most current technology. This strategy provides updated computers to multiple program areas without purchasing a full complement of new computers each year. The maximum planned replacement cycle for instructional lab computers is five years. Funds to support this effort are provided from the college's Universal Access Fees. Standards for academic technology replacement are reviewed and revised by the Instructional Technology Advisory Group (iTag).

Conclusion for Standards One and Two

The previous pages detail Chemeketa Community College's revisions to its 2012 Year Three Self-Study Report. These revisions primarily represent the updating of information and the college's responses to Recommendation One regarding the Year Three Report. The revisions also reflect the college's adaptation to the changes in its internal and external environments to ensure its sustainability, enhanced community access to its services, continuing attention to quality and focus on student success.

Chapter Three
Standard 3A: Institutional Planning

Chapter Three
Standard 3A: Institutional Planning

Standard Three: The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

Introduction

Chapter Three describes the Chemeketa Community College planning process, including the ways in which Chemeketa uses planning to meet its mission. The chapter will address the inclusive nature of that planning, the use of evidence in planning, and how the college plans and prepares for emergencies, broadly defined.

Institutional Planning

3.A.1 ***The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.***

3.A.2 ***The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.***

Chemeketa Community College uses the planning process as the vehicle to implement and fulfill the College's mission:

Chemeketa Community College values access and diversity, which is affirmed by how we care, collaborate, and innovate with each other and the community. We promise to actively support student learning from pre-college to transfer or to the workplace and lifelong learning by focusing on student success, quality, and sustainability in all of our practices and by being responsible stewards of our resources.

The college's mission statement identifies the college's promises, which describe the diverse educational needs and goals of our community. These promises are captured in Chemeketa's core themes of College Preparation, Transition and Transfer Studies , and Workforce Education. Chemeketa's mission-derived strategic goals of Student Success, Quality, and Sustainability are integrated into how the college addresses its core themes and shape the ways in which the college approaches its work and actively supports student success.

The strategic goals focus effort as to how we accomplish our core themes by emphasizing projects and activities that increase program quality and sustainability while encouraging student success.

Planning at Chemeketa aligns all college activities toward mission fulfillment. The planning process (a) sets objectives and measures for the college's core themes and strategic goals, (b) determines projects and activities to meet those objectives, (c) tracks the success of those activities and the achievement of objectives, and (d) provides avenues for continuous improvement over a five-year period.

Planning occurs at four organizational levels of the college:

- **Strategic Planning** by Executive Team and the College Board of Education. Documents used include the Strategic Plan itself, the Master Academic Plan (MAP), and other such institution-wide plans as the Academic Technology Plan and Facilities Master Plan
- **Operational Planning** by Instruction and Student Services (ISS), College Support Services Divisions (CSSD), goals committees and standing committees (e.g., Advising, Achievement Compact)
- **Department Planning**, which may involve a large number of programs, and
- **Unit Planning** at the program or unit level.

The Strategic Planning Process

Strategic planning at Chemeketa, or Level 1 planning, begins with Chemeketa's board, which provides direction through the mission, vision, core themes/promises, and strategic goals; it is carried out by the college's Executive Team (ET) and Instruction and Student Services (ISS). Strategic planning to implement the core themes is influenced by two key teaching and learning vehicles, the Master Academic Plan and accreditation. The strategic planning process is facilitated by the work of the Lean/Quality Improvement department through streamlined, informative tools and guidance for improving process and communication effectiveness. College priorities related to the core themes and strategic goals for mission fulfillment are influenced by and determined through input from the instructional and service units (bottom up) and Executive Team interpretation of information from the college's external and internal environments, such as the needs of the community, changing state mandates (such as the Oregon Achievement Compact), economic and financial trends, and student demographics (top down).

Each executive dean sponsors objectives within each core theme and the corresponding measures. The executive deans work with their divisions and programs to analyze data from the Office of Institutional Effectiveness in order to determine key areas within their purview to enhance in order to better support and carry out the college's mission. Executive Team reviews objectives and sets targets for all college-wide measures based on trends and patterns (e.g., employment, student enrollment) utilizing baseline data along with recommendations from core theme objective sponsors. The Executive Team modifies or identifies new projects and initiatives that will improve progress toward these targets. During the budget cycle, resources are allocated to activities in support of enhancing attainment of core theme objectives.

Institutional Effectiveness collects and distributes data measuring progress toward these targets on a term-by-term and/or annual basis within and across the core theme and goals groups and the data is reviewed quarterly by the sponsoring dean or committee. Data collection on each objective provides the necessary information for decisions on focusing resources or projects for college-wide priorities. Analysis performed at this level also provides richly detailed information to Executive Team.

Infusion of Core Themes and Strategic Goals into Chemeketa's Work

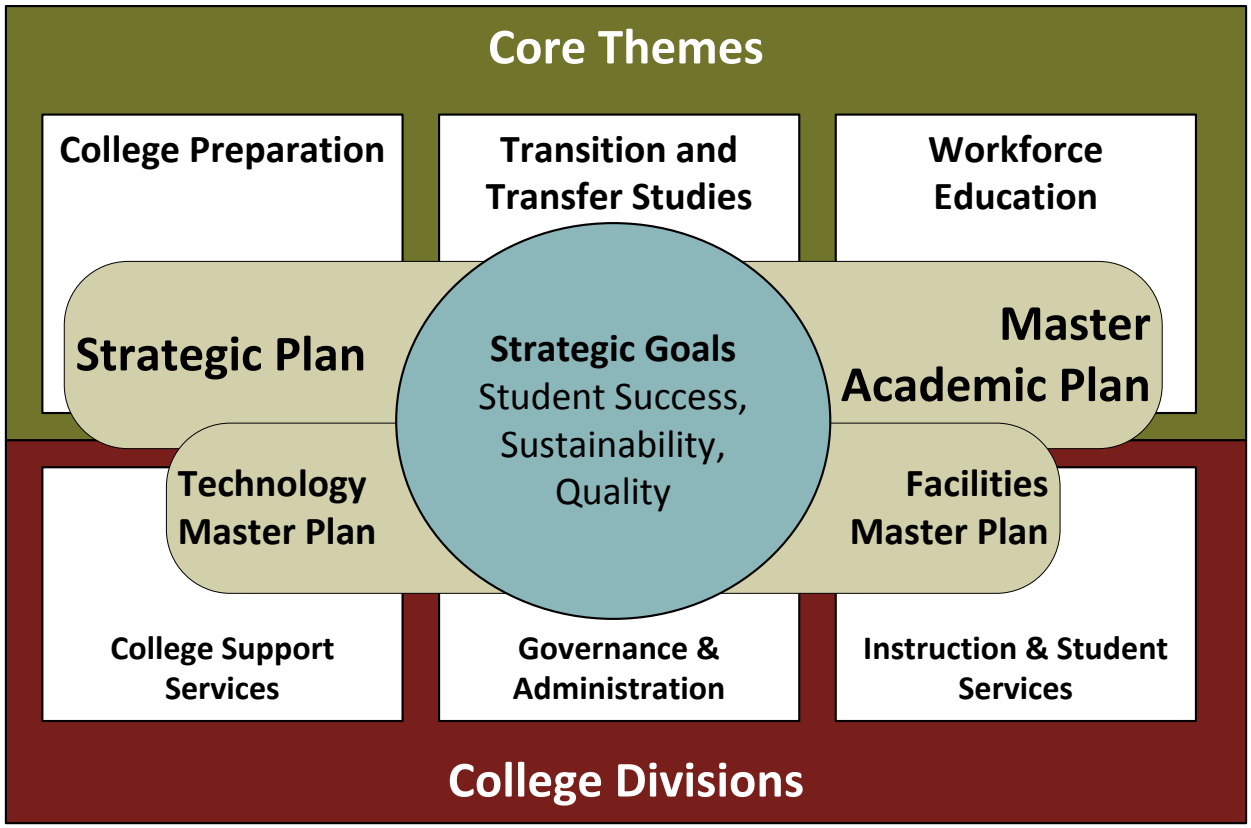

Figure 2

Executive Team assigns primary monitoring for each measure to the group most invested in and closely tied to the data/measure/objective for the core theme, thus ensuring thoughtful and informed interpretation and analysis. Using data to identify areas for improvement, each group, as appropriate, proposes or implements changes, and continuously monitors results to assess the effectiveness of the changes. The Executive Dean leading each of these groups, who reports progress to the Executive Team and the Board, then analyzes the progress towards long-term performance targets. Goal committees determine activities for each goal that will support the implementation of the core themes and continuous improvement.

Strategic Plan. The Strategic Plan itself is developed and reviewed by the Executive Team. Although strategic planning is a dynamic process, the college has captured the key components of its core themes, strategic goals, and targets for mission fulfillment in its Strategic Plan . The Plan also incorporates goal initiatives and projects to reflect key institutional changes supported by the Executive Team and the board in order to better carry out the college's mission and implement the core themes. Thus, the Strategic Plan guides decision-making and resource allocation to support implementation of the college's strategic five-year plan to carry out its promises through its core themes, and, as a result, fulfill its mission.

Chemeketa's Continuous Improvement Process

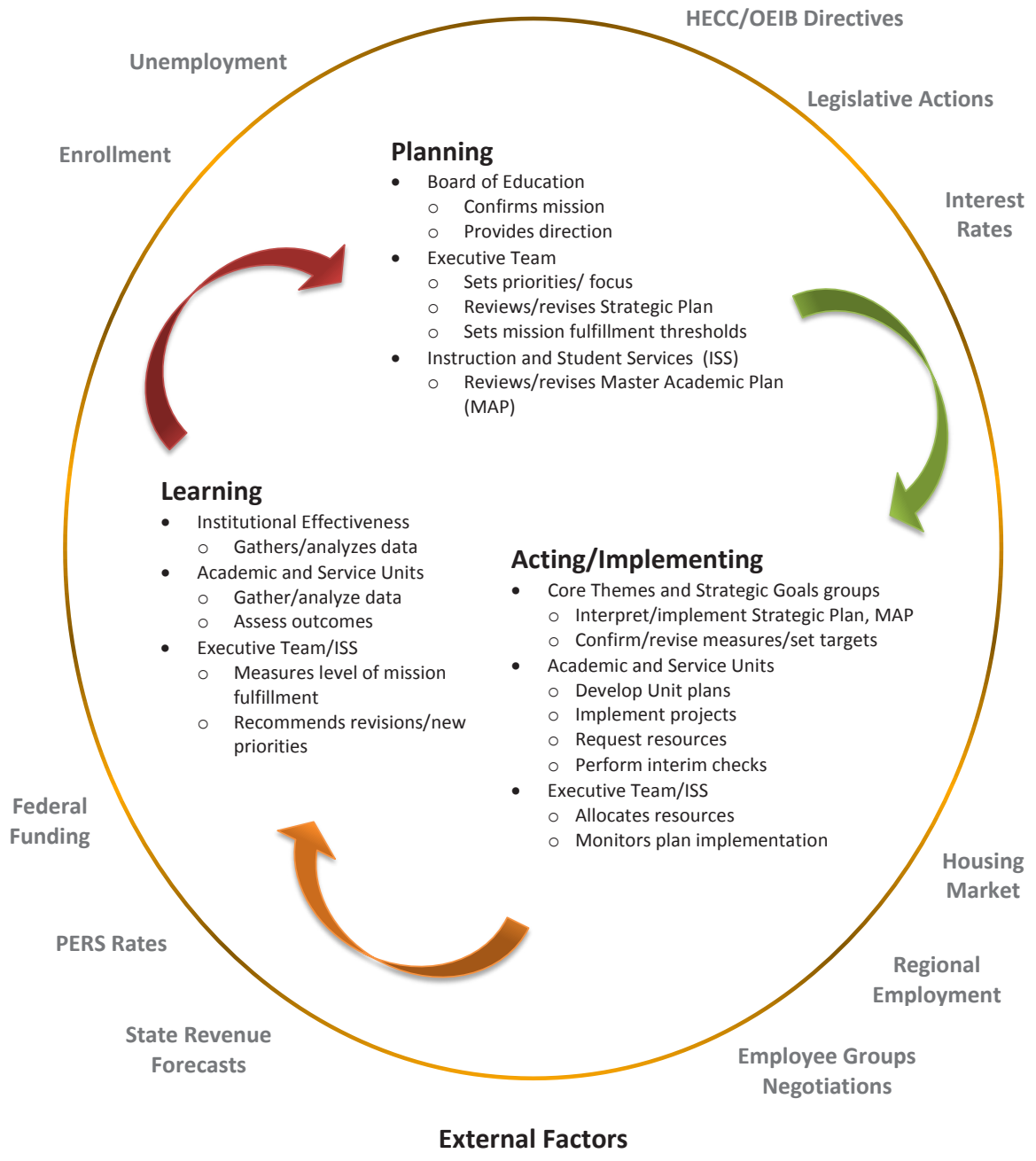

Figure 3

Preparation for the Year Seven report provided an excellent opportunity for the Executive Team to review both the content and the format of the existing (2012-2017) Strategic Plan for Chemeketa. As a result of that review, objectives were clarified for the strategic goals of Student Success, Quality, and Sustainability (which support implementation of the core themes) and targets were set for the measures developed for these objectives. Additionally, college-wide projects that addressed the strategic goals were confirmed and scorecards were developed to track achievement of these projects and progress

toward goal fulfillment. The formatting of this document was also improved to allow for improved readability and comprehension.

Master Academic Plan. The Master Academic Plan (MAP), prepared and overseen by Instruction and Student Services (ISS), serves as a roadmap for ISS for strategic action in support of the core themes and

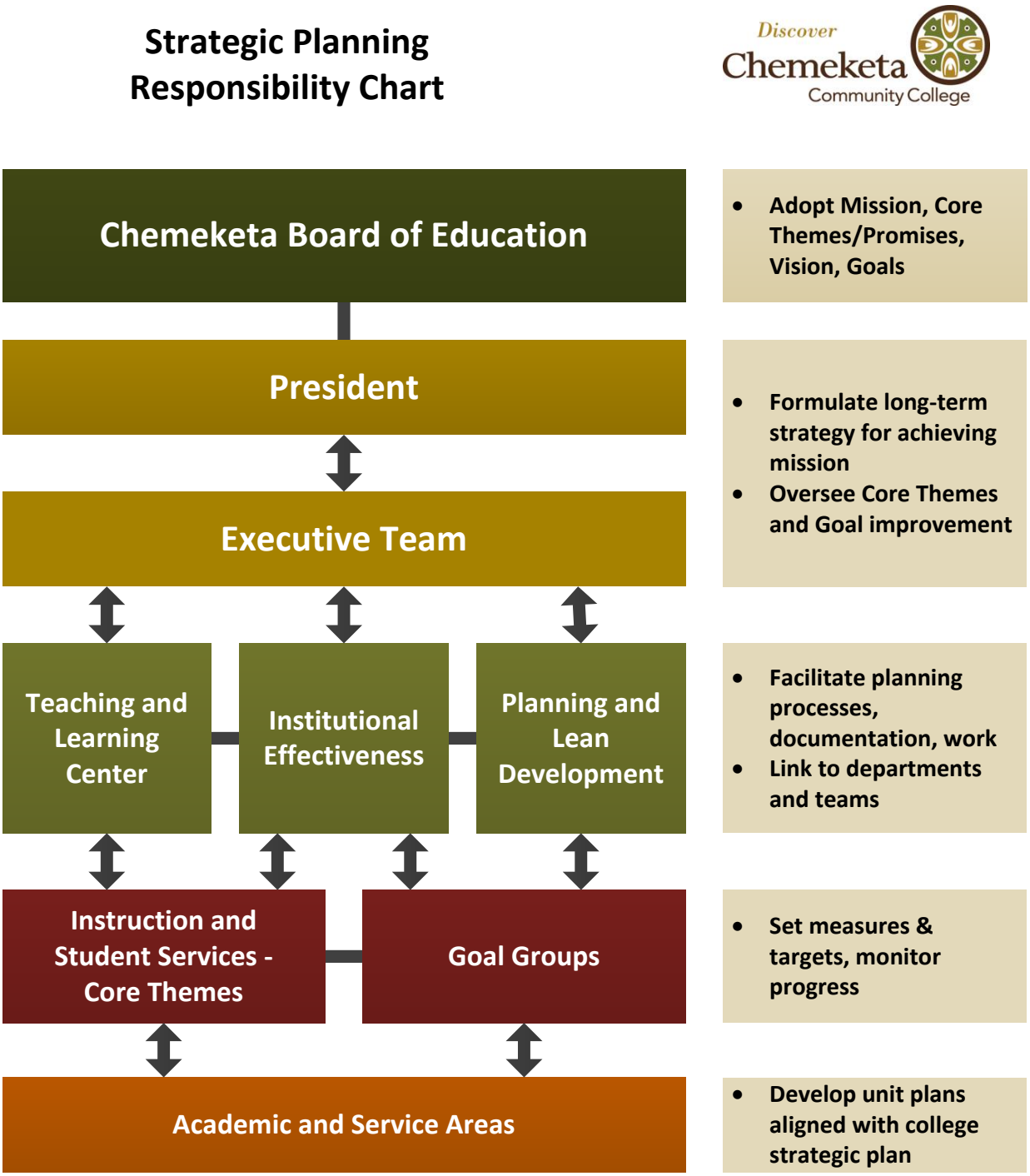

Figure 4

strategic goals of the college and guides evidence-based decision-making. The MAP is directed by the Strategic Plan, but also informs and supports it. The MAP determines direction for other institution-wide planning efforts, such as the Facilities Master and Academic Technology plans, and focuses resources in key areas to create exceptional learning experiences for students. (See Exhibits - Facilities Master Plan, Academic Technology Plan).

Framed within a five-year cycle, the MAP addresses Key Performance Areas of the college through the identification of strategic actions, initiatives, and implementation strategies intended to improve current instructional practices, anticipate future needs and focus on Chemeketa's key goal of Student Success. The Key Performance Areas are:

- Academic Access
- Instructional Quality
- Academic Support
- Academic Infrastructure.

All Key Performance Areas include strategies for evidence-based decision-making, continuous improvement, and strategic flexibility. Each area is tied to at least one core theme and/or strategic college goal. For each area, initiatives and/or a list of activities serves as a general focus for action and decision-making in support of the MAP.

Both the Strategic Plan and the MAP are informed by a number of sources, including longitudinal data from the Office of Institutional Effectiveness, internal and external opportunities, challenges and mandates, program and operational unit plans, and goal committee plans. In addition, direction set by the Strategic and Master Academic Plans shape the planning process for all other areas of the college.

Operational Planning

While the Master Academic Plan (MAP) serves as a roadmap for strategic action, Instruction and Student Services (ISS) ensures that core themes are identified and operationalized in the instructional programs offered at Chemeketa. Goal committees also align projects and their objectives to reflect college strategic goals. Each core theme group focuses broadly on all aspects of its theme's objectives and the ways in which they pertain to objective indicators such as access, progression, retention and completion. In this way, core theme groups monitor progression toward mission fulfillment. Each goal committee maintains a narrow focus on a single aspect (such as quality) as it is applied throughout the college.

Measurable objectives for the college's core themes of College Preparation, Transition and Transfer Studies, and Workforce Education allow for clear tracking of progress. Data collection on measures related to each objective provide the necessary information for decisions on focusing resources or projects. Planning at this level serves to provide focused interpretation of college-wide priorities to each sector of the college. In turn, analysis performed at this level provides richly detailed information to Executive Team.

Other areas of the college, such as Facilities and Instructional Technology, which support all college activities, also have operational plans with measurable objectives and targets. They also collect and analyze data as to how their areas further the purpose of the college and help it to progress toward mission fulfillment. Each goal committee plan relates to a specific area where the college feels a compelling need for college wide focus.

Department Planning

Planning also occurs at the department level at Chemeketa. Each department is responsible for a number of programs. For example, the Humanities and Communications Department is responsible for the Art, Communication and Performing Arts, English/Writing, Languages, and Visual Communications programs. In many instructional departments, more than one core theme may be addressed through the offerings of the department's programs. Department-level planning thus becomes critical in clearly linking the focus of each program's planning efforts to addressing a specific core theme and, ultimately, progress toward mission fulfillment.

Unit Planning

Instructional and Service Units all complete annual unit plans that align front-line activities with core theme or goal committee plans, and ultimately, the college's Strategic Plan and Master Academic Plan. The unit plan includes a "look back" section that records measurement of and reflection on unit level instructional and/or service performance outcomes, a "vitality" section, which gives instructional units immediate access to outcomes data, and a "look forward" section where the unit lists planned continuous improvement projects linked to the college's strategic goals and core themes and therefore, to mission fulfillment. The unit's immediate supervisor reviews each plan before its contents are aggregated for analysis by the core theme or goal committees.

The Planning Cycle

Unit Plans are initially brought forward to the appropriate deans and supervisors in October. Discussions, modifications, and prioritizations at the unit and division levels occur in November and December. Goal committee plans are also compiled and analyzed. In January and February, the Executive Deans and Executive Team continue to prioritize investment requests and analyze implications of proposed cost reductions. In February, the next year's tuition and fees are set by the Chemeketa Board. Based on this collected information, Executive Team develops a budget aimed at increasing the College's level of mission fulfillment by prioritizing and allocating resources for activities to support core themes. The budget proposal for the board is also finalized by Executive Team in February. In March, Human Resources notifies, as needed, affected employees. In April, the budget committee – which includes the seven-member Chemeketa Board and a community representative from each zone – meet and discuss the proposal. In June, the Chemeketa Board takes final action on the budget. All finalized planning documents for each organizational level are stored on the college Strategic Planning website, available to all employees. Revisions based on unanticipated internal and external influences are discussed and added to the Strategic Plan in an effort to adapt to unanticipated circumstances important to the college's mission and sustainability. (Planning, Budget and Assessment Calendar-2014–15)

Progress toward Strategic Plan outcomes is monitored by Executive Team; ISS monitors progress on MAP outcomes. Facilities, Technology and other operational plans are monitored by the sponsoring executive dean or administrator, with input from their committees, programs, and departments. Changes identified throughout the year as necessary are marked for later incorporation in the Strategic Plan or MAP as a future focus, although initial work might occur within the current academic year.

The planning process outlined above is thus purposeful, systematic, inclusive, integrated and comprehensive and leads to fulfillment of the college's mission. The process is also ongoing, as data collection occurs throughout the year, as does the collection of information regarding the changing needs of students and community members.

3.A.3 ***The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.***

During each of the stages of planning, the Office of Institutional Effectiveness (IE) provides data on enrollment, progression, completion, and transfer at the college-wide and core theme levels. In the implementation phase of planning, IE can provide this data for instructional and service unit plans. In addition, IE tracks information and generates data for the state-mandated Achievement Compact. In fact, the key indicators for the college's measures of student persistence (e.g., progression, completion) are modeled on the Compact's indicators.

The college's Office of Institutional Effectiveness also collects data defined by the measures assigned to every objective for each of the college's strategic goals and core themes. This data is reported at the Executive Team level to assess progress toward mission fulfillment. Additionally, in recent years, service and instructional areas have begun to document and preliminarily analyze data obtained through assessment of instructional outcomes (e.g., student achievement of learning outcomes), service outcomes, and project completions. This information and analysis is reported to deans and is documented in unit plans. The resulting data is aggregated and "rolled up" to the executive level and used to help determine levels of effectiveness.

Each strategic goal or core theme sponsor also shares results and analysis of various projects. Results of a specific student support initiative, for instance, might be reviewed by the Student Retention Advisory Team as well as more than one core theme committee if the project affects different groups of students.

A Program Review process based on best practices and implemented in 2013 adds considerable depth to the data used to determine the level of mission fulfillment. To be completed by every instructional and service unit over a period of five years, the self-study format of the program reviews is yielding considerable information about the achievement of both program and student learning outcomes as well as the effectiveness of student support services. A more detailed discussion of Program Reviews is found in Chapter Four.

3.A.4 ***The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.***

Chemeketa's Strategic Plan, Master Academic Plan, and overall planning process illustrate how the college mission as well as strategic goals guides both strategic directions and the allocation of resources to carry out those directions. Thus institutional capacity is appropriately applied through a guided, data-driven, thoughtful process.

This process is also iterative; initial recommendations regarding the allocation of personnel, materials and supplies are made at the unit plan level, tied to the core themes and the core theme-supporting strategic goals. Requests are prioritized first at the unit level, then again at each supervisory level, and ultimately presented for consideration by Executive Team. Executive Team considers these requests within the framework of college priorities and strategic directions. Executive Team considers this range of information, develops key budget assumptions, reviews potential investments and potential cost reductions, and decides on the best courses of action to produce a balanced budget. The president of the college then makes a recommendation to the Chemeketa board. This process effectively aligns resource allocation with priorities at every level of the college and organizes these resource allocations to effectively utilize organizational capacity.

3.A.5 ***The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.***

The Chemeketa Community College Emergency Preparedness Committee is an internal, multidisciplinary team dedicated to identifying, prioritizing and developing strategies, systems and programs for responding to and recovering from emergencies, both natural and human made.

The committee develops, maintains, and tests an all hazards Emergency Operations Plan (EOP) and related functional annexes, A, B, and C. The EOP utilizes the Incident Command System (ICS) and identifies the key personnel and the roles they may assume in preparing for and/or responding to an emergency. The annexes provide for the directed activity to achieve the EOP's concept of operations, which is to manage an emergency operations center (EOC), evacuate buildings and facilities and provide for emergency communications.

In addition to the district-wide all hazards plan, outreach locations facilities/operations and public safety have developed Departmental Operating Center (DOC) plans. DOCs are established and activated to coordinate and control actions specific to that area of responsibility during an emergency event. These plans identify the incident command structure within the department and, based on the situation, may respond either independently or in coordination with the EOC.

The Continuity of Operation Plans (COOP) describe how specific departments or units will operate during and recovering from an emergency that has a significant effect on the normal operation of the department and unit. These plans identify critical functions and critical internal and external dependencies necessary to complete the functions.

Plans identify continuity strategies using a three-pronged test; how do they achieve the critical function if: there is limited or no access to technology, limited or no access to the regular work area or a significant reduction in available staffing. The following critical services have developed COOP's: Business Services, Enrollment Services, Information Technology (Application Development Team, System Administration Team & Web Services), Public Safety, Facilities (Custodial & Maintenance), Regional Library Service, Financial Aid, Payroll.

In preparing for and/or responding to an interruption to instruction, the Instruction and Student Services division has developed an Academic Recovery incident command structure. This structure identifies the leadership and departments that may be needed to develop a situation specific response and recovery plan.

The Emergency Preparedness Committee conducts quarterly exercises to test and identify improvement strategies for the college's preparedness. At least annually, the exercises include DOCs, COOPs and Academic Recovery for the same purposes. The committee's most recent initiative is Department/ Area Specific Response Plans (DASERP). These plans are similar to the DOCs, but on a micro scale. The plans coordinate and control actions specific to that area during an emergency event. The Plan may be utilized independently by the department/area in response to localized events such as power failure, fire alarm, etc., or as directed by college announcement such as severe weather warning, lockdown, etc. They also address area specific procedures for evacuation, securing the area as necessary, lockdown, communication and any other operationally specific procedures.

The committee sponsors and provides budgetary support for prevention/mitigation activities such as Threat Assessment and Trauma Response Teams.

Chapter Four

Standard 3.B. 4.A, 4.B: Core Theme Planning, Assessment and Improvement

Chapter Four
Standard 3.B. 4.A, 4.B:
Core Theme Planning, Assessment and Improvement

Executive Summary—Eligibility Requirements

Chemeketa Community College is in compliance with the Commission's eligibility requirements as indicated below.

ER 22: Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Chemeketa publishes the expected learning outcomes for each of its degree and certificate programs in its annual catalog, which is available electronically on the college web site and in paper form at many locations on each campus and center.

Regular and ongoing assessment is carried out regarding student achievement of these learning outcomes. Assessing student learning and development is integral to Chemeketa's commitment to student success. Students in both general education and CTE programs undergo regular assessment in relation to certificate and degree outcomes. Typically, a variety of assessment methods are used to determine student progress in achieving course outcomes. These methods are outlined in the syllabus for each course. The results of these assessments are used to (a) determine students' progress in achieving course outcomes, (b) determine if and where students may need assistance in meeting course outcomes, (c) determine if adjustments may be needed in the curriculum to help students more successfully achieve the outcomes, and (d) used, through a process of continuous improvement, to determine the consistent validity of the assessment tools in measuring student achievement of learning outcomes.

ER 23: Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Chapter Three of this report describes the planning process that shapes Chemeketa's work to achieve its objectives and fulfill its mission. The college's clearly defined planning processes focus on the fulfillment of its mission through its three core themes, which are enacted through its strategic plan and operational plans. All of these plans are published on the Employee Dashboard, the college's internal website.

A core feature of Chemeketa's planning process is its iterative nature. The college regularly elicits evaluation information from many sources through organized processes to inform its annual planning process as well make necessary operational adjustments throughout the year. These sources of

information include the scorecards for each core theme, Office of Institutional Effectiveness Indicators Reports, and reports from goal committees, governance committees, individual program and service unit plans, program reviews, and its many external constituencies. These sources provide valuable information on student progression and achievement of outcomes, changes in student demographics and needs, changes in the external environment, and the effectiveness of student support services. This cumulative information is used to assess the extent to which the college is achieving its mission and core themes, make changes to effect institutional improvement, and determine circumstances that may impact the institution and its ability to ensure its viability and sustainability. The college publishes this information through annual reports to its Board and to the Chemeketa community.

The college is actively engaged in department-level assessment, which helps the college meet student needs in instructional and support services. Chemeketa has also begun to implement assessment through non-instructional areas of the institution as well. In 2012, Chemeketa developed and implemented a program review process to be used with all instructional units. This process involves a self-study for each college unit, including an extensive review of both program level and student assessment processes. A similar program review process for service units was launched in Fall 2014. Various planning and assessment activities are detailed later in this chapter, but the types of changes made as a result of these assessment efforts include:

- Adjustments to curriculum and teaching delivery methods
- The addition of new curriculum or deletion of outdated curriculum
- Additional staffing for administrative support (i.e., coordinators and associate deans)
- Redesign of services in student support areas
- Implementation of campus-wide student support programs
- Improvement of information technology services.

Data used for assessments is meaningful and verifiable and provides the institution with both longitudinal and point-in-time perspectives. The discussion of standard 3.B.3 in the next section of this chapter provides details on key data tools. The combined planning (both strategic and operational), data gathering, and assessment work have allowed Chemeketa to regularly and effectively monitor progress toward core theme objectives and ultimately, its institutional mission.

Standard 3.B Core Theme Planning—Overview

Chemeketa addresses its three promises to the community through its planning for and implementation of core theme activities. Core theme planning also guides the selection and design of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme objectives.

As outlined in Chapter One, Chemeketa's core themes address the college's promises:

- We promise to actively encourage and support college preparation, workforce readiness, and lifelong learning—**College Preparation**.
- We promise to actively encourage and support successful transition from high school to college and university study—**Transition and Transfer Studies**.
- We promise to actively encourage and support the economic vitality of our community through excellence in technical training, workforce development, and business support—**Workforce Education**.

Primary core theme planning responsibility falls to Chemeketa's academic leadership, consisting of the Chief Academic Officer and executive deans. This group, referred to as ISS (Instruction and Student Services), works collaboratively to use an orchestrated core theme planning process that is responsive to the college strategic plan, specific to each core theme, but cohesive as a whole. The members of ISS are all members of the college's Executive Team (ET), which oversees the college's comprehensive planning process.

3.B.2 ***Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.***

Executive deans ask service and instructional units to align projects and resource requests with core theme objectives and their supporting strategic goals via the unit plans, which are annually submitted by both instructional and service units. Goal committees prepare plans to support achievement of core themes. In turn, work performed by each unit is intended to achieve or help support achievement of core theme objectives and improve core theme measure results over time. Resource requests and student support efforts are focused on areas of greatest need as indicated by data collected by the Office of Institutional Effectiveness and analyzed by each unit. Allocations are thoughtfully prioritized by applying core theme objectives as guidelines.

3.B.3 ***Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.***

The Office of Institutional Effectiveness (IE) collects appropriately defined data for analysis and develops annual reports on this data. The core theme measures and the Achievement Compact data are updated regularly by IE. Progress towards core theme targets is updated and communicated by IE to the executive deans in ISS. One or more executive dean(s) leads the planning and takes responsibility for progress on each of the core themes. Core theme data is collected for measures regarding student entry, progress, and completion of courses, degrees, and certificates. The data regarding each measure is used to specifically determine whether the previous year's results have met, exceeded, or fallen below expectations for the previous year. Based on the analysis of trends and patterns displayed in that data

regarding the achievement of core theme objectives and consideration of anticipated environmental factors, target projections are developed for the following year.

Core Theme Planning- The Cycle

Planning and continuous improvement are ongoing, but largely follow a yearly cycle. As each academic and budgetary year comes to a close in June, the data and projections in unit plans for the upcoming year are already being updated. Unit plans containing the previous year's data and the coming year's projections are distributed in the spring. Data in the unit plans derive from the measures used on the goals and objectives of the core themes. These data, which report on performance against each core themes' measures and targets, are analyzed and used to evaluate accomplishment of core theme objectives.

As faculty and staff convene for the college-wide inservice in September, the results of these analyses and evaluations and goals for the coming year are discussed at the unit level to inform the unit plan. Employees at all levels of the college have a chance for input in their particular unit in the development of the unit plan. The unit plan provides an opportunity for each instructional and service unit to examine its goals and objectives as well as the previous year's achievements relative to projections and targets. Data is provided by the Office of Institutional Effectiveness to each unit regarding those achievements (i.e., progression, retention, and completion data) so that programs can analyze patterns and trends, develop targets, and plan projects or interventions for continuous improvement.

Simultaneous to compilation of the unit plans at the faculty and staff levels, Executive Team members are compiling relevant information from the state, which is used to shape a comprehensive plan. For example, as the State of Oregon moved towards funding colleges through completion of degrees and certificates and away from access, an Achievement Compact was established at secondary and postsecondary institutions throughout the state. As noted by the Oregon Education Investment Board, "The compacts focus on measures of student progress and target-setting around those measures, with several core goals:

- To align the education system toward achievement of Oregon's 40/40/20 goal and college and career readiness
- To focus and inform state investment and local budget and program decisions to achieve these outcomes
- To showcase "best practices".

The goals established in the Achievement Compact were infused into the goals and objectives of the core themes. As the executive deans make the deans, faculty, and support services aware of the targets for the year, work on the unit plans takes into account the new information. Thus, effective core theme planning at Chemeketa is informed by data from all levels of the institution in order to determine program effectiveness and achievement of core theme objectives.

Parallel planning structures occur in the Instruction and Student Services, College Support Services and Governance areas of the college. At the end of October, the unit plans are forwarded to the dean and director level and then to the executive level. Resource requests and action plans are consolidated and prioritized. In January, prioritized requests and plans go to Executive Team where college-wide prioritizations are made. Budgetary decisions are taken to the board, where the budget process is completed at the Board meeting in June. Budget allocation is determined by core theme to achieve mission fulfillment. For example, a focus on increasing the number of students who complete

pre-college courses with a C or better meant allocation of additional resources to the redesign of pre-college reading, writing and math courses and delivery. Monitoring of progress towards core theme objectives occurs regularly to determine the efficacy of such activities. Throughout the year, resource allocation decisions are communicated back to the units for plan implementation or adjustment.

The college is also able to adapt to unforeseen budgetary allocations that are crucial for mission fulfillment. For example, last year a number of retirements from full time faculty and staff occurred after budget decisions were made. Positions were critical in providing adequate instruction. Temporary positions were funded outside of the budget cycle and will be finalized in the 2015–16 budget allocation decisions. These decisions were communicated through division meetings and presidential emails. They are also noted in Board minutes.

Core Theme Planning at the Unit Level

The units conduct planning sessions and review promising practices in their areas to make changes to curriculum, teaching strategies, and delivery. This is particularly evident in pre-college writing, reading, and study skills courses where incorporation of best practices is established as a student success goal. The program review process allows for careful analysis of data and identifies areas of strength and weakness. A program review was completed this year, for example, for the Reading and Study Skills program. Because of this process, visible change is evident over the last two years in the number of students in pre-college who pass with a C or better in reading and writing. This is a noteworthy marker towards eventual completion of a degree or certificate.

Assessment information is part of the unit plans so programs can review what they measure and use that information to help them determine how they can improve student learning. Programs in all three core theme areas use assessment information to assist them in their planning efforts.

Core Theme Planning and Support Services

All three instructional divisions partner closely with Student Services, Facilities, Instructional Technology, Business Services, Public Relations, Scheduling, Human Resources and other services to determine adequacy and sustainability or to identify needed resources for improvement and support. Executive and other deans from these support areas either report to ISS or are on the Executive Team. A recent example of such collaborative efforts included the revision and implementation of the faculty evaluation process. The instructional divisions have also partnered with the college's bookstore to focus on ways to reduce textbook costs for students; a student-identified barrier to enrollment, progression, and completion. A range of committees at the college inform ISS and the Executive Team and provide input to planning. One example is SURF (Service Units Resource Forum), which is comprised of staff from service and information technology departments and focuses on approaches to improve systems delivery.

Standard 4.A: Core Theme Assessment—Overview

4.A.1 ***The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.***

Chemeketa engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data as the basis for evaluating the accomplishment of its core themes. The results of that collection and analysis are found in the following section. More detailed summary sheets regarding the data for each measure can be found in the Accreditation Data Summary Document (See Exhibits - Accreditation Data Summary Document). The college also maintains an overview of its core themes, strategic goals, objectives, measures and data in its Scorecard.

Chemeketa evaluates at the strategic, division, and unit level the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives. The data is collected at the program level by the Office of Institutional Effectiveness (IE) and is disseminated to the individual programs for use in program review. Several years ago, the Office developed indicators of achievement based on Oregon Achievement Compact indicators and the specific data needs of the college regarding core themes and goals. The Office annually publishes reports of results concerning these measures. Over the last two years as efforts increased regarding the preparation and writing of the current Self-Evaluation Report, these indicators have been reviewed and revised to better align with data needs for evaluating the accomplishment of core theme objectives.

4.A.2 ***The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.***

Instructional Program Review

Instructional Program Review at Chemeketa is a faculty-driven self-evaluation activity that was initiated in 2012. Program reviews occur on a five-year cycle; all instructional and service units at the college complete a program review within a five-year period. Based on research regarding best practices, the program review guidelines encourage programs to reflect as a group on program performance in relation to the college's mission, core themes, and strategic goals. The process is coordinated by the Teaching and Learning Department, which assists programs through guided discussions, editing, and writing. As one of the initial steps in the process, IE sends student profile data to the programs for analysis. This action allows programs to closely examine the aggregate profiles of students they serve, compare that data with college-wide data, and identify areas of strength and challenge as to serving within the program a student group that reflects the population in Chemeketa's service area. The Office of Institutional Effectiveness also provides programs with quantitative data regarding results on indicators of achievement (which are attached to each core theme objective) in order for the program to determine the accomplishment of its core theme objectives. This data is also provided annually to programs to assist them in developing their unit plans.

Program review reports are submitted to the respective division dean as well as the Executive Dean. The division dean also provides an administrative response to the recommendations of the program review.

Topics to be discussed in Academic Program Reviews include:

- Student profile: headcount and FTE (data for past 5 years: classes, gender, students of color)
- Program's purpose, objectives, alignment with college mission
- Faculty profile
- Program outcomes
- Summary of courses; degrees and certificates
- Student progression and completion patterns
- Budget factors that impact student success
- Trends and issues in program's field
- Use of feedback from constituency
- Assessment of student achievement of program and course outcomes
- Analysis of program strengths, challenges, structure, student outcomes, etc.
- Recommendations for program improvement.

Programs present their findings in an open session and the respective division dean writes a response to program recommendations. Program reviews serve as the basis in subsequent years for unit planning and the development of formal program assessment plans.

4.A.3 ***Assessment of Student Achievement***

The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

At Chemeketa, Program Learning Outcomes are defined in the following categories:

- **Distribution requirements for the Associate of Arts/Oregon Transfer (AAOT) Degree and the Associate of Science/Oregon Transfer Degree in Business (ASOT-Business):** Arts and Letters, Mathematics, Science and Computer Science, Social Science, Speech/Oral Communication, Writing, Cultural Literacy, and Information Literacy.
- **Associate Degrees (other than the AAOT and ASOT-Business):** Associate of General Studies and Associate of Science.
- **Career and Technical Education Programs:** Accounting, Administrative Office Professional, Apprenticeship, Automotive Technology, Computer Aided design/Computer Aided Manufacturing, Computer Assisted Drafting, Computer Information Science, Cooperative Work Experience, Criminal Justice, Corrections, and Law Enforcement, Dental Assisting, Early Childhood Education, Electronics Technology, Emergency Medical Technology/Paramedic, Employment Skills Training, Fire Protection Technologies, Health Information Management, Health Informatics, Hemodialysis Technology, Horticulture, Hospitality Management, Human Services, Management, Procurement and Supply Chain Management, Medical Assisting, Nursing, Occupational Skills Training, Pharmacy Management, Speech Language Pathology Assistant, Tourism and Travel Management, Vineyard Management, Visual Communications, Welding Technology, Wine Business, Wine Making.

- **Academic Transitions:** Adult Basic Education, General Educational Development, Basic Skills Development, Alternative High School Programs, English for Speakers of Other Languages, English as a Non-Native Language, Chemeketa Language and Culture Institute, English Now, and the Reading and Study Skills Program.

The following paragraphs describe how program and course-level outcomes are assessed in the above programs.

a. Course-Level Learning Outcomes

Courses at Chemeketa are designed around learning outcomes identified for each course. In order for a course to be approved and offered, the course must pass a rigorous approval process by the college's faculty-driven Curriculum Committee. This process includes the alignment of the course content outline with the course outcomes. The course learning outcomes are then aligned to the respective Program Learning Outcomes (PLOs).

Evaluation of student learning for each course measures the achievement of the course learning

outcomes. Each course outline must include a proposed assessment method for determining student progress toward the course outcome. The method may be quite clear for CTE courses, due to national or state requirements. Achievement of course level learning outcomes is not as easily documented for general education courses, although statewide general education outcomes have been developed for the Oregon Transfer (AAOT) degree.

Instructors use various methods to assess course learning outcomes, but the results have not consistently been collected or reported in aggregate form. While faculty typically use outcome information to improve their own courses, comprehensive collection and use of data is still inconsistent. To improve consistency in this area, Chemeketa has launched a process to develop formal assessment plans for every program. These plans derive their focus and data from a comprehensive program review process, in which programs describe and review their program-level assessment processes for areas to improve and revise.

Advisory committees to Chemeketa's Career/Technical programs provide input on curricular matters, including course, program, and degree outcomes and make recommendations regarding course revisions as well as the initiation of new courses and programs. The Curriculum Coordinator maintains records of all course outlines and the faculty-led Curriculum Review Committee oversees all significant course revisions and recommendations for new courses and programs.

b. Learning Outcomes Assessments

Input from college constituencies at the operational level comes primarily from faculty assessment of learning outcomes and input from advisory committees. Course, program, and degree learning outcomes provide a framework for assessing whether the program curriculum serves students in ways that address the college's core themes.

Common assessment methods at Chemeketa are written exams, solution of a higher level problem, capstone projects, research or lab projects, demonstrations or applied exams, and artwork or a finished product. The results of assessments in key courses are reported on unit plans and this data is aggregated to present a college-wide snapshot. A summary list of methods (by program) to assess student achievement of program outcomes is found here.

Although, as indicated in earlier sections, Chemeketa collects and uses extensive amounts of data regarding student progression and completion, much work remains to be done regarding the documentation of student achievement of course and program learning outcomes in general education subjects. Instructional units are asked to report on their unit plans both their assessment method for determining student progress or achievement of program learning outcomes, and the number of such assessments that were actually conducted. This data is then aggregated to produce a college-wide report. Data for the 2013–14 year indicates that 149 assessments were conducted in CTE programs, while only 29 assessments were conducted in general education programs. This low level of documenting the use of program assessment is an area of concern and will be a major area of emphasis of the Master Academic Plan in the immediate future. As noted earlier, student assessment is widely performed, but not widely reported.

In order to develop an effective, regular, and comprehensive system for assessment of program outcomes, Chemeketa launched two major efforts since its Year Three Self-Study report submission:

- A process to assist programs in the development of formal assessment plans. During Program Review, programs are asked to address and analyze their student learning assessment processes, including methods and their validity and use of assessment results. This information, along with plans for any necessary improvements, becomes a formal assessment plan for the program, to be reviewed annually. The plan also informs the annual unit plan.
- Participation in the Multi-State Collaborative. "The MSC is an initiative designed to provide meaningful evidence about how well students are achieving important learning outcomes. The initiative foregrounds a distinctly different form of assessment than the traditional standardized test. Instead of producing reports about average scores on tests, the project is piloting the use of common rubrics applied by teams of faculty to student's authentic college work—including such things as projects, papers, and research. The MSC is designed to produce valid data summarizing faculty judgments of students' own work, and also seeks to aggregate results in a way that allows for benchmarking across institutions and states. The primary goal of the initiative is to provide assessment data that will allow faculty and institution leaders to assess—and improve—the levels of student achievement on a set of cross-cutting outcomes important for all disciplines." Over 15 states across the nation, including Oregon, now have faculty teams developing expertise in using national rubrics for assessing student achievement regarding key outcomes such as critical writing skills in multiple subject areas. Led by two faculty members, a team of Chemeketa faculty is developing this expertise and will soon engage in national discussions with colleagues across the country regarding these rubrics, for eventual peer-to-peer knowledge-sharing with their Chemeketa colleagues.

At the individual program level, there are also several promising practices underway. For example,the Math program sought to explore the extent to which its Math 111 students were meeting course outcomes related to numerical concepts. They piloted an assessment in Spring 2012, and revised the tool based on results. In Summer 2013, 128 of the revised assessments (based on course outcomes and using a four-question test) were collected from students who finished MTH 111 with a grade of C or better. There was broad representation across modalities, time periods, and campuses. The assessments were scored by full-time faculty, using a four-point rubric. Faculty analyzed the results to determine success rates and validity of the assessment tool. Math instructors drew two conclusions based on the results: 1) the tool was valid and showed high percentages of students meeting the outcomes assessed

and 2) the tool did not assess the equally important question of whether students were learning to be able to apply math concepts they learned in MTH 111 to situations in their daily lives. As a result, the Math program this year is piloting a second assessment tool to explore this question.

Another example can be found in the assessment processes used by the Psychology program. Students in all sections, across modalities and campuses, of PSY201 respond to a battery of multiple-choice questions relating to research methods. The standardized battery is embedded in an exam and the results are submitted electronically to ensure anonymity on the part of the instructor. Quantitative results are analyzed against the department's target. If results fall below the target, faculty meet to generate solutions for improvement. The battery of questions is reviewed periodically for accuracy and relevance to this rapidly changing discipline.

For ABS/ESOL, CASAS testing is used at all locations and in all classes. Scores are set by the National Reporting System for Adult Education (NRS), a national outcome-based reporting system for federally-funded Adult Education programs, so that the scoring is fairly standardized. In the GED program, the testing is evident, but faculty work on a levels assessment, similar to CASAS, to determine skill progression. In high school programs and Early College, learning assessment occurs both by course and through statewide testing - OAKS (Oregon Assessment of Key Skills). Soon, the Smarter Balance Test, a new statewide test based on nationally defined Common Core Standards, will be piloted in 2015. Students are assessed in terms of Common Core Standards embedded in high school courses. Students in CTE courses are often assessed according to state licensing or accreditation standards or through applied demonstration of skills.

4.A.4 ***Holistic Evaluation of Programs, Services***

The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives

Chemeketa, in several ways, evaluates holistically the alignment, correlation, and integration of programs and services with respect to the core theme objectives. The college does so primarily through its institution-wide planning, budgeting, and assessment processes. At the program level, the program review process provides the opportunity to evaluate the alignment of programs and services to the core theme objectives. The unit plans, which are reviewed at the unit level and provide information to all levels of administration, annually provide opportunities for programs to check on this alignment, correlation, and integration of services. This holistic evaluation is essential at the Executive Team level in order to develop projects to further institutional strategic goals; it is also essential to the budgeting process.

4.A.5 ***Holistic Evaluation of Planning, Resources, Capacity, Practices, and Assessment***

The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Several sources, such as advisory committees, student input, and community feedback, provide the college with data to evaluate holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment toward achievement of the intended outcomes of its programs and services. They include: 1) Chemeketa's annual review of Strategic Plan projects and initiatives, 2) annual unit plans from every program and service unit, 3) Office of Institutional

Effectiveness reports, and 4) annual analyses from major elements of the college (e.g., Facilities). Program reviews also serve to provide information for this holistic evaluation. Additionally, reports from goals and other committees provide the information to conduct this evaluation.

4.A.6 ***Review of Assessment Processes, Achievement, and Improvement***

The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

At Chemeketa, faculty have reviewed assessment processes and achievement for many years. However, the documentation of these processes have been inconsistent and incomplete. As noted in 4.A.3, since its last accreditation report, Chemeketa has launched a process to develop formal assessment plans for every program. These plans derive their focus and data from a comprehensive program review process.

Discussion of student achievement is an important feature of the program review process. Program-level assessment processes are both described and reviewed for areas of improvement or revision. The results of this analysis are incorporated into the program's formal assessment plan. Program faculty work collaboratively with the college Assessment Coordinator to develop the plan, which includes a description of current practice, a rationale, and a projection of future developments and improvements in assessment.

Core Theme Planning, Assessment and Improvement
A Closer Look at the Process

Standard 3.B.1-3—Core Theme Planning

Each of Chemeketa's core themes was derived from the college's promises, as part of a comprehensive plan for mission fulfillment. The core themes guide college-wide decisions and the allocation of resources and services. Each core theme and commensurate objectives and measures lead to mission fulfillment. **Core theme planning is data-driven; performance targets are informed by appropriately-defined data that is analyzed throughout a five-year assessment cycle to assess progress toward accomplishment of objectives.** When needed, interventions to improve achievement of target outcomes are designed and implemented. College activities and resource allocation are thus driven by outcomes to bring about desired progress. Additionally, intervention outcomes are reviewed for efficacy. Through this continuous improvement process, the college focuses on core theme targets and works to improve outcomes.

Standard 4.A.1-2—Assessment

Chemeketa engages in ongoing, systematic collection and analysis of data appropriate to core theme objectives and measures; that data is compiled in the college's Institutional Indicators of Effectiveness annual report. For the purposes of this Year Seven Self-Evaluation, five-year data for each core theme's objectives and measures have been summarized in the Accreditation Data Summary Document. (See Exhibits - Accreditation Data Summary Document.) Two methods were used to create targets to assist in evaluating the data; the method used in each case depended on appropriateness to the measure involved. Target Ranges were used to assess student cohort progress. Target Numbers were used to assess Chemeketa's performance in meeting or exceeding its capacity for service.

Assessment Protocol

1 - Target Range Formula

A Target Range formula was systematically applied to all data for each measure where outcomes were tracked regarding a cohort of students over the five-year assessment period 2009–13.

- Baseline data for 2009 was identified and a five percent Target Range for achievement of the outcome was set. An initial Target Range was not set higher than 80–85% in order to allow for growth and program enrollment fluctuations. A Target Range does not exceed 90–95%, which reflects a realistic objective goal ceiling. The Target Range was never decreased during the five-year period in response to negative outcome data.
- After the baseline was set, for each subsequent year, if the data fell within the Target Range, the target was "met" for that year, and the same range was applied to the next year. If outcomes fell below the projected Target Range, the Target Range continued for the next year. If actual outcomes were above the Range, then actual outcomes exceeded expectations; the Target Range was then subsequently increased for the next year by five percent. Thus, Chemeketa adapted its expectations regarding performance to raise outcome expectations as targets were met. This process was followed in order to support continuous improvement over the five-year time span.

- Data from the five-year assessment period of 2009–10 to 2013–14 was averaged, taking into account high and low outcomes. A summary of the five-year data was reviewed and measured against the final Target Range to determine if the measure met, fell below or exceeded outcome expectations. The five-year average was rounded up or down as needed to describe results within half a percent. If the average was .4 or below, it was rounded down; if it was .5 or above, it was rounded up. A similar formula was applied to the objective summary average. For example, if an average summary score was 2.5 or above, it was labelled “Exceeded”; if it was 2.4 or below, it is labelled “Met”.
- A score was assigned for the outcomes (Below=1, Met=2, Exceeds=3) for the measures under each core theme objective. Each time a Target Range was increased under a measure, an additional .1 was added to the objective summary score. This is noted in the Core Theme Objective Summary.

For example

Core Theme 1: College Prep
Objective B: Students enrolled in pre-college math, reading and writing courses complete coursework with C or better

	2009-2010	2010-2011		2011-2012		2012-2013		2013-2014		**Five Year Average**		**Target Range Increase** *(weighed factor)*	**Score**
	Headcount	Headcount	Target Status	Headcount	Target Status	Headcount	Target Status	Headcount	Target Status	% Pass Rate	Target Status		
% of students enrolled in pre-college reading courses who complete with a C or better													
Cohort Size	1,245	1,430		1,566		1,447		1,209					
Passing Grades	793	1,006		1,101		1,006		871					
Pass Rate Percentage	63.7%	70.3%	EXCEEDS	70.3%	MET	69.5%	MET	72.0%	EXCEEDS	69.3%	MET = 2	+1	2.1
Target	Baseline	60-65%		65-70%		65-70%		65-70%		65-70%			

2 - Target Number as Compared to Outcomes

For measures where a cohort was not identified, a Target Number was identified and data was compared against that number. The Target Number was identified for each measure based on capacity for service, outcomes from past assessments and factors influencing service, such as advisory group or constituency feedback. For example, the college used historical data to set a Target Number of 1,000 awards for GED and High School Diploma completion based on the capacity for this service.

For example

Core Theme 1: College Prep
Objective C: Students complete high school diplomas or GED certificates

	2010-11		2011-12		2012-13		2013-14		**Five Year Average**		**Target Range Increase** *(weighed factor)*	**Score**
	Headcount	Target Status	Headcount	Target Status	Headcount	Target Status	Headcount	Target Status	**Headcount**	**Target Status**		
# of Adult HS diplomas/Winema High School diplomas and GED certificates awarded	1162	EXCEEDS	1046	MET	1515	EXCEEDS	986	BELOW	1144	EXCEEDS = 3	+2	3.2
Target	Baseline		1000		1000		1000		1000			

Factors influencing the measure score are considered in the Discussion of Data section. These factors may include cohort size, changes in state standards, specific interventions or demographic shifts. The discussion also focuses on the outcomes data for specific years in the assessment period. A summary is also presented below regarding outcomes for each objective. A compendium of data averages for all objectives and measures is summarized by core theme.

Standard 4.B.1—Improvement

The above-described planning and assessment process was used regarding data covering the period 2008–13; it is expected that the same process will be used for the near future. As progress towards outcomes is reviewed and intervention efficacy analyzed, the college has an opportunity to learn where focused effort is necessary or system enhancements or changes need to support objective outcomes. The analysis conducted regarding the below-described assessment data provided such an opportunity and spurred planning to improve processes, systems and programs. A discussion of future plans gleaned from data analysis is discussed under each objective.

Core Theme: College Preparation

Narrative: The core theme of College Preparation grows out of several aspects of Chemeketa's mission, values, and connections to its community. It supports the following Chemeketa promise to its community:

> *We promise to actively encourage and support college preparation, workforce readiness, and lifelong learning.*

The four objectives that motivate planning, assessment, and improvement for this core theme - their rationales, and the measures for determining success - are described in Chapter One – Standard 1B. These objectives and success measures are presented below, along with the Target Range, a summary of results, and contribution to mission fulfillment. Detailed results for each objective are presented in Exhibits - Accreditation Data Summary Document.

Objective A: Students enrolled in Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) courses progress to higher literacy levels.

Rationale for Objective and Measures

Chemeketa Community College is committed to serving students who require skill development in order to enroll in college-level coursework or to enter the workforce. Measuring progression of Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) from one level of literacy to the next within two terms, as indicated through CASAS testing, supports academic skill development and workforce readiness for the most vulnerable and under-represented populations served by the college.

Chemeketa's Academic Development department monitors literacy level progression for ABS/ESOL students, as measured by CASAS testing. Percentages indicate students who gained at least one NRS functional level within two terms over a five-year period from 2009-2013. NRS educational functional levels identified through CASAS test scores indicate a student's readiness to progress to higher skill levels. CASAS levels include beginning literacy, low beginning, low intermediate, high intermediate/low adult secondary, and advanced ESOL or high adult secondary.

Planning: Rationale for Target Projections

Chemeketa has reliable data compiled for Title II and departmental reporting and has reviewed data outcomes from 2009-13 for ABS and ESOL using National Reporting System (NRS) educational functional levels identified through Comprehensive Adult Student Assessment Systems (CASAS) test scores. The Target Range formula was applied. Baseline data established the initial Target Range in 2009 and data is evaluated over a five-year period. Summary data is used to determine if outcomes meet the identified Target Range to indicate achievement of outcomes.

Assessment

Assessment Protocol: Target Range Formula

Cohort Definition: Students enrolled in Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) courses for more than one term with completed CASAS testing

Objective A: Students enrolled in Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) courses progress to higher literacy levels			
Measures	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% of students enrolled in an ABS course who increase an NRS educational functional level within two terms	25–30%	31%	Exceeded/3
% of students enrolled in an ESOL course who increase an NRS educational functional level within two terms	35–40%	37%	Met/2
Target Range Increases	**2+**		**.2**
Objective Summary Score			**Exceeded 2.7**

a. Discussion of Data

Chemeketa has been systematically collecting and reviewing data that indicates ABS/ESOL progression levels over many years for both Title II and departmental reporting. Baseline data on students vary according to progression by literacy rate and measure.

For Adult Basic Skills students, in 2009–10, 70% of ABS Beginning Literacy level students progressed to higher levels. However, in following years, progression rates at the lowest levels fell between 29% and 40%. In the baseline year, only 16% of ABS students progressed at the High Adult Secondary level. In following years, the progression rate varied between 10–27%, In general, data indicates that each year the percentage of progression was higher at the lower levels than at the highest literacy levels for ABS students. Mid-level literacy ABS students made the most consistent progress in progression over the five-year period, falling within the 25–35% range. In particular, the Beginning Basic level indicated the highest percentage of progression over each year over the assessment period.

Interestingly, for ESOL students, the same progression rate pattern was true. Most students progressed more quickly in the mid-range literacy levels for ESOL; students progressed at a rate of 30-55% with some variance per year. Cohort enrollment by literacy level in both ABS and ESOL indicated that the mid-range levels had more students enrolled and made more consistent progress.

For the five-year summary, ABS students progressed at an average of 31% overall literacy levels, exceeding the 25–30% Target Range. For this measure the Target Range advanced twice from 15-20% in 2009 (the baseline year) to 25–30% in 2013–14. ABS progression rates exceeded targets and Target Ranges were adjusted upward.

ESOL five-year summary data indicates that 37% of students overall literacy levels progressed to higher levels and fell within the 35–40% Target Range. Target Ranges did not change over the assessment period in ESOL from the initial Baseline in 2009 due to a fairly consistent progression rate.

In general, assessment of outcomes over all literacy levels indicated that ABS and ESOL progression rates exceeded the designated final Target Range.

b. Analysis and Factors Influencing Outcomes

A number of factors may have influenced progression rates for both ABS and ESOL. For ABS, students enrolled in lower levels enter with negligible literacy skills and have difficulty progressing. Many students with special educational needs and with varied abilities populate these courses and may not actually have the ability to benefit from coursework in order to increase literacy levels. This, in part, contributes to slow progression rates.

Students in mid-range levels demonstrate incremental skill development and move forward consistently. This is due in part to the need for initial skill development as review when students have been out of school and need skill refresher courses that occur in the mid-range literacy courses. For ABS students enrolled in High Adult Literacy level, progression rates are also lower than mid-level, but for different reasons. First, for progression at higher literacy levels, students have to demonstrate higher reading, writing and critical thinking abilities on assessment. It takes longer to acquire these new skills. Second, students have had to prepare for additional skills including computer literacy due to the changes in Oregon's GED testing process as part of their course of study. Students at higher literacy levels take longer to develop these analytical and technological skills before they can move to the next educational level.

For ESOL, students at lower levels enter with literacy skills in their first language and then progress to mid-range levels or have limited literacy skills in their own language progress much more slowly. Again, mid-range students move to higher levels consistently. Higher level students have to demonstrate a specific range of higher level skills including critical thinking and writing to progress to higher levels. Again, these skills take more time to master.

Additional changes in how ABS and ESOL courses are offered influence outcomes. In 2010, changes to curriculum and instructional practices precipitated a jump in ABS progression rates. In ABS, career and college orientation sessions were added to encourage student skill acquisition in order to enter GED and pre-college courses. In addition, a combination of pre-college courses in reading and writing were offered to ABS students moving into the higher levels of literacy, free of charge to students as a substitute for the higher adult secondary level ABS. Finally, computer literacy has been added to the curriculum to assist students in the attainment of the GED.

Changes in enrollment and cohort size may also have influenced outcomes. Due to the economic downturn in 2009-10, more students who tested into non-credit skill development courses enrolled in developmental education. Progression levels were higher in 2010 and then leveled off. Given the profile of students enrolled in 2010, faculty indicated that competition for employment necessitated higher skills, and students went back to school to upgrade their language acquisition and academic skill levels.

Generally, progression rates for ABS students, particularly mid-level students, remained stable except for a significant decrease in progression rates in High Adult Secondary levels in 2013–14. Anecdotal evidence suggests that two factors influenced this decrease. First, high-level ABS students transitioned to GED levels more rapidly in order to take GED tests in anticipation of the states' changes in GED testing. This meant higher-skilled students transitioned out of the cohort. Second, requirements were added in the program, including computer literacy, as part of the statewide pre-GED redesign effort and this reduced the number of instructional hours focused on skill development. This sudden decrease in progression is

under review to determine interventions needed. Literacy progression for ABS students remained fairly stable at the lower levels.

In 2009, a redesign and restructuring of ESOL instruction resulted in higher levels of progression in lower to mid-levels of literacy in the following years. Progression in higher levels met expectations, but the Target Range did not move upward because student progression was less than hoped for. To improve services to lower-level students, a non-credit program (English Now) was expanded for ESOL students interested in functional English skills for work and day-to-day life. This action changed the profile of ESOL students entering the ESOL program who take the CASAS test and changed the student profile of the cohort. In addition, pre-college level courses in writing and reading have been offered to higher level ESOL students who show progression with the hope of incentivizing progression rates.

c. Summary of Outcomes

Data indicated that students at multiple literacy levels made sufficient progress in increasing literacy levels over the five-year period in Adult Basic Skills and English Speakers of Other Languages. For ABS, 31% of the students progressed, exceeding the 25–30% Target Range. For this measure, the Target Range was increased twice over the baseline, indicating outcomes had been met in the five-year assessment period; higher level expectations will be set for future assessment. For ESOL, 37% progressed to higher literacy levels and met expectations within the 35–40% Target Range. Overall, Outcomes regarding this objective exceeded expectations.

Improvement: Planned Changes

Several instructional changes (i.e., redesign of ESOL instruction, addition of functional English skills course) were implemented over the last three years and data will be monitored to determine if interventions have resulted in improved outcomes. In addition, a special focus on enhancing progression rates in the ABS/ESOL lower and higher literacy levels to increase outcomes will be discussed and interventions designed.

The Academic Development program faces significant challenges in the future. Oregon is mandating a redesign in the developmental education area, and funding at both the state and federal level may be reduced for this target population. Planning is underway to restructure services so that, despite anticipated reductions in funding levels, services to ABS and ESOL students will remain a focus of the college's work.

Objective B: Students enrolled in pre-college math, reading and writing courses complete coursework with a C or better.

Rationale for Objective and Measures

As part of the national effort to provide pathways from literacy development to college and career readiness (AACC-Empowering Community Colleges), Oregon focused efforts on tracking the progression of pre-college level math, writing and reading students as part of the Oregon Achievement Compact. Chemeketa has focused efforts on increasing pre-college level (sub-100 level) reading, writing and math course completion since 2009. Based on college placement test scores, students who need additional skill development prior to entering college-level courses enroll in pre-college. Nationally, data indicates that students enrolled in pre-college courses are the least likely to complete these courses with a C or better and to progress to college levels. A number of factors influence this lack of progression, including additional time and expense added to college enrollment, math and writing anxiety levels and the lack

of connection between skill development curriculum with a student's desired course of study. Nationally, it is evident that students who have to expend time and resources in courses before they enter a graduation track are less likely to succeed. For these reasons, tracking and improving completion rates for students enrolled in pre-college math, reading and writing is crucial for moving students towards degree completion.

This objective supports the college promise to provide college preparation and the workforce education core theme. It also reinforces the college's commitment to provide access to educational opportunities for all students despite initial skill level.

Planning: Rationale for Target Projections

As part of Chemeketa's Achievement Compact, the college's Office of Institutional Effectiveness compiled reliable data and data outcomes from 2009–13 were reviewed. This information was used to establish baselines and plan Target Ranges for achievement. The Target Range Formula was then applied. Data is assessed throughout a five-year period to determine if outcomes met the identified Target Range to indicate achievement of outcomes.

Assessment

Assessment Protocol: Target Range Formula

Cohort Definition: Students enrolled in pre-college math, reading and writing courses

Objective B: Students enrolled in pre-college math, reading and writing courses complete coursework with a C or better			
Measures	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% of student enrolled in pre-college math who complete with a C or better	60–65%	58.1%	Below/1
% of students enrolled in pre-college reading who complete with a C or better	65–70%	69.3%	Met/2
% of students enrolled in pre-college writing who complete with a C or better	70–75%	71.3%	Met/2
Target Range Increases	5+		.5
Objective Summary Score			**Met/2.2**

a. Discussion of Data

Pre-college math progression:

In pre-college math courses, a baseline of 50–55% was set in 2009 and in the following year, outcomes of 57.9% were recorded, exceeding expectations. As a result, the Target Range was increased for the following year and outcomes remained within the increased range (57.8%) from the baseline set in 2009 of 54.7%. In 2012, progression rates improved to 60.8%, again exceeding expectations. The Target Range was thus increased again. Unfortunately, in the following year, outcomes fell (59.9%) below the increased Target Range by 1.8%. The five-year summary outcome of 58.1% suggests that there has been

some improvement (as suggested by two Target Range increases) over the assessment period; outcomes improved slightly from the baseline of 54.7% to 58.1% but remained below expectations.

Pre-college reading progression:

As the data indicates, a significant improvement occurred in pre-college reading from the baseline set in 2009 of 63.7% pass rates; rates increased to 70.3% in 2010, thus exceeding expectations. The Target Range was increased. This improvement was maintained in 2011. Outcomes exceeded expectations in 2013, with the pass rate increasing to 72%. The Target Range was increased twice in this measure due to improved outcomes. Compared to the baseline of 63.7%, the five-year average of 69.3% indicates improved outcomes from the baseline year.

Pre-college writing progression:

In pre-college writing completion, the 64.9% baseline was exceeded in 2010 with a 70.6% outcome; the Target Range was subsequently increased and outcomes were essentially the same in 2011. Actual outcomes exceeded the Target Range again in 2012 (73.2%) and in 2013 (75.6%). Target Ranges moved upward twice for this measure. The rate of improvement in completion rates was significant in this measure as indicated, by the five-year average (71.3%)over the baseline year (70.6%).

b. Analysis and Factors Influencing Outcomes

Interventions in pre-college courses have been a major focus for college efforts and resource allocation. Changes occurred at a number of levels. First, mandatory placement testing and vigorous follow-up advising efforts were implemented. These actions meant that students enrolled in courses that were appropriate for their skill level. As a result, completion rates increased. In conjunction with these efforts, college advising encouraged lower-level students into appropriate course levels. Mandatory prerequisites and more rigorous academic advising efforts increased the number of students taking appropriate developmental math, reading and writing courses.

These interventions meant that students with lower skill levels were advised into pre-college courses. Because this group of students is less likely to complete courses, this action could have resulted in lower completion rates; however, data suggests this was not the case. Completion rates still increased. This is due, in part, to additional skill development interventions. For example, in pre-college reading and writing, an additional one-credit skill enhancement course was added to the curriculum. As mentioned above, skill development interventions made significant differences in pre-college completion rates.

The Math and Reading, Writing and Study Skills departments also reduced the number of lower-level math and writing courses offered online following an analysis of pass rates. The Math Hub, which serves low-level math students, was redesigned and faculty increased office hours in the hub to focus on students in lower-level courses.

An additional assessment test in pre-college reading and writing was systematically applied to students testing into the range of pre-college. This assessment provided a new means of sorting higher-level and lower-level students and directing their enrollment appropriately. Due to this intervention, some students who did poorly on the college placement test were reassessed and, if scores indicated, were able to move past pre-college courses to take college-level work, which reduced the length of time in pre-college. This test also gave insight into some of the specific skill deficits common among pre-college reading and writing students and resulted in additional focus on these particular skills in course redesign efforts. Curriculum redesign added a skill development credit to RD080 courses, thereby accelerating

movement from pre-college to college-level progression. A compressed RD080/RD090 course was developed and piloted that targeted skill deficits and gave more time for skill development to lower-level students.

In 2010, pre-college writing courses moved to the Academic Development department. With a change in teaching approaches to writing more in line with developmental education strategies taught by developmental education faculty, significant increases in pass rates occurred. The college allocated additional funding for curriculum development. An additional compressed WR080/WR091 course was developed to focus on skill deficits, allowing some students to move to transfer level courses more rapidly. Redesign of the curriculum and teaching methodology can be linked to improved course completion rates.

c. Summary of Outcomes

With few exceptions, outcomes data showed annual improvement on identified measures, and outcomes met or exceeded expectations. Pre-college math rates increased from the baseline Target Range of 50–55%; Target Ranges moved up twice in this measure. Math completion rates fell 1.8% below the increased target rate expectations with completion rates at 59.9% in 2013–14, up from the 54.7% 2009–10 baseline.

In pre-college reading, a consistent improvement in progression outcomes is evident. The initial baseline of 60–65% was exceeded twice and measured against a higher Target Range, ending with a 72% completion rate from the initial 63.7%.

Pre-college writing also showed significant outcome improvement. The Target Range increased twice over the five-year assessment period. Completion rates rose to 75.6% 2013–14 over the initial 64.9% indicated in baseline data in 2009–10.

Outcomes regarding this objective exceeded expectations.

Improvement: Planned Changes

In recent years, all developmental-level courses have been a major focus of the college and pre-college level faculty. Efforts already in place will continue and efficacy will be monitored. In addition, new initiatives are planned. In math, the redesign of the Math Learning Center continues and a review of new math placement test instruments is underway. Supplemental instruction in math success strategies will be integrated into the Math Hub serving the lowest-level math students in 2015. A major planning effort in the math program is underway to develop a Math Emporium model and to co-locate math faculty offices in a common area near classrooms, tutoring and the Math Hub. In addition, the reading, writing and study skills faculty will be included in this plan to focus instruction using adult learning theory applicable to all pre-college areas.

The math faculty is participating in a statewide Developmental Education Redesign. This initiative will develop a MTH 105 for non-STEM majors as a substitute for MTH 111, required for the AAOT. This change impacts pre-college math levels in that the learning outcomes of these courses have focused on MTH 95 leading to MTH 111, which has had an algebraic focus. With the development of a non-STEM math course at the 100 level, pre-college math learning outcomes will change focus. These improvements will be phased in over the next three years.

Pilots of the compressed reading and writing courses will be completed this year and results analyzed with an eye to implementing changes to all pre-reading and writing courses. A combined pre-college reading and writing course is in development. A proficiency assessment is being designed to ensure that students transitioning from lower-level writing courses are ready to enter transfer-level courses. A number of reading and writing courses will focus instruction to integrate contextual learning for Chemeketa's version of I-BEST (Integrated Basic Education and Skills Training model), which is a nationally recognized process that boosts students' literacy while they are enrolled in professional technical or academic courses by integrating math, reading and writing into CTE or general education courses.

Skill review sessions to prepare students for the placement test are in the planning stages for implementation in 2015. This initiative will allow students who need a skills brush-up before taking placement tests to identify skill deficits and get assistance in reviewing these key areas, thereby testing into higher level courses. All of these efforts are making a difference in completion and progression rates for pre-college reading and writing.

Objective C: Students complete high school diplomas or GED certificates.

Rationale for Objective and Measures

Chemeketa offers GED skill development courses and testing access as well as the Adult High School Diploma throughout the college's service district. In addition, high school diplomas can be earned through Winema High School, an alternative high school designed to retrieve at-risk students in partnership with local high schools to increase high school graduation rates.

Although the college offers information on college programs, particularly Career Technical Education degrees and certificates, the majority of these students complete a GED or high school diploma with the expressed interest in developing academic skills, achieving a GED certificate or high school diploma, and entering the workforce. This objective supports Core Theme: College Preparation in preparing students with workforce readiness skills, both academically and in terms of "soft skills" indicated by employers in Chemeketa's service district as important to workforce entry. These skills include reliability, time management, and willingness to learn new skills.

Planning: Rationale for Target Projections

GED certificate completion and high school diploma awards are part of Oregon's Achievement Compact. Data on GED certificate completion is provided to the college by the state of Oregon. Prior to 2010, GED completion rates are not available. These data are collected as a composite number, including those students who take GED tests and complete at a college site and those who take courses at the college and complete tests. It is not possible to separate the completion rate of GED students who have taken Chemeketa classes from general public completion rates from data provided by the state. For this reason, GED test completion rates are measured based on a Target Number, indicating capacity from year to year.

Regarding high school diploma completion, Chemeketa offers two options. One is the Adult High School Diploma, where college students complete high school graduation requirements while in college programs. Adult High school diplomas (AHSD) are granted through the college. The other option involves an unusual partnership with local high schools in order to serve at-risk students who have or are in danger of dropping out of school. Students attend an alternative high school, Winema, located at the college's Salem campus, to complete coursework and testing. High school diplomas are awarded through

local high schools. This process was developed so that high school drop-outs could be re-enrolled in a program specially designed to serve students who were unsuccessful in a traditional high school setting. The number of students enrolled in the Winema program is determined by referrals from local high schools and this determines high school diploma completion to a large extent. Numbers of diplomas granted in the Winema HS program are tracked by the college and verified by the contracting high school.

Due to issues of confidentiality and data recovery, the measures of high school diplomas granted as well as GED completion rates cannot be tracked as a cohort. Instead, outcomes data are compared against projected capacity (Target Number) for service as evidence of yearly data on high school diploma and GED certificate completion rates. Capacity for instruction and testing services are projected to be approximately 1,000 GED certificates and high school diplomas awarded per year. The college compares this number against actual completion rates to determine if appropriate service levels are provided.

Assessment

Assessment Protocol: Target Number Formula

Cohort Definition: Not Applicable

Objective C: Students complete high school diplomas or GED certificates			
Measure	**Ending Target Range**	**Five-Year Average**	**Status/Score**
# of Adult HS diplomas/Winema HS diplomas and GED Certificates awarded	*1000 completions	1202.2 completions	Exceeded/3.2
# of years exceeding Target Number	+2		
Objective Summary Score			**Exceeded/3.2**

*Capacity for instruction and testing services (Target Number) is projected to be approximately 1,000 GED certificates and high school diplomas awarded per year. The college measures this number against actual completion rates to determine if appropriate service levels are provided.

a. Discussion of Data

In the baseline year, 1,162 GEDs and high school diplomas were awarded. This number exceeded the projected target number by 162 completions. In the following year and in 2012–13, that number was exceeded by over 500 students. This increase will be discussed in the section below discussing factors influencing outcomes. In 2013–14, completions missed the target number by four students. In the summary data, yearly completion rates met or exceed the target number identified. Completion rates exceeded the target number twice during the multi-year assessment period. This target number will be reviewed and revised upward in the future. Expectations were exceeded for this objective.

b. Analysis and Factors Influencing Outcomes

A number of external factors influenced outcomes in this objective and may continue to impact outcomes. A number of internal changes have occurred regarding GED preparation and testing services. Chemeketa's two campuses and two outreach centers now offer additional GED testing opportunities to

local communities. Additional computer skill courses and college/career orientations have been offered to encourage work readiness and college career technical degree and certificate program enrollment. Changes in the curriculum for Winema High School courses now reflect new state standards for high school diploma completion. In addition, arrangements have been made for Smarter Balance Testing (testing of achievement against Common Core standards) to occur at the Winema site.

The state of Oregon adopted a new national GED test format and protocol in January 2014. The academic level of the GED test was increased, and a moderate degree of computer literacy is expected. During the years leading up to this change, the number of students studying for and completing the GED increased significantly in order to complete prior to the new GED standards and process. This rush to complete is evident in 2012–13, the year prior to implementation of the new protocol. As is also evident in the data, the number of students testing in the following year dropped significantly. Obviously, many students who had been working on GED completion for years accelerated their work to finish and left the system. For others, the new standards and required computer literacy skills dissuaded them from testing. Another factor has influenced completion rates in 2013–14; increased employment opportunities historically reduce the number of GED testers. In addition, the number of agency-sponsored GED students has decreased from 2012–13, with trends for this year following a similar pattern. Data for the 2014–15 school year are not yet available, but it will be interesting to see if test completion remains down. Current enrollments in GED courses indicate this will be the case.

Expectations for the number of high school diplomas awarded through Winema HS and the Adult High School Diploma is anticipated to increase as more students struggle to meet Common Core requirements at local high schools within a four-year window. However, capacity to serve additional students remains static, despite increased demand for alternative high school options. Increased enrollment and waiting lists are evidence of this trend. The college is considering increasing facilities in this area. If capacity allows, more students will be awarded diplomas through the Winema High School program. While high school diploma attainment has increased through Winema, the Adult High School Diplomas granted by the college have decreased due to changes in financial aid. Both GED and high school completion rates were impacted by changes in state standards and protocol.

c. Summary of Outcomes

GED certificates and high school diplomas awarded have consistently exceeded the Target Number designated for the measures under this objective.

Improvement: Planned Changes

The college anticipates that how GED courses and testing services are offered may be reviewed if enrollment continues to decline. A review of the outcomes resulting from current curricular changes and technology courses in GED courses will be reviewed for continuation and improvement. Winema High School expansion is planned in order to accommodate the increased number of early school leavers indicated by current waiting lists. The focus will be on Career Technical training. Analysis of need has started and this expansion will be considered for the 2015–16 Chemeketa Master Academic Plan.

Objective D: Students access courses for lifelong learning, professional development and personal enrichment.

Rationale for Objective and Measures

As noted in its mission statement, Chemeketa is committed to providing lifelong learning opportunities to students within the college's diverse service district. The college defines this opportunity as providing students with options for coursework leading to personal or professional enrichment or degree completion. The promise of access to lifelong learning opportunities is accomplished in a number of ways, including offering courses in a traditional schedule at the Salem and Yamhill Valley campuses and in outreach centers located in communities throughout the college's service area. In addition, evening and weekend courses and online options provide education to students unable to enroll and complete degrees during the day or onsite. Professional development and business support are also offered through Chemeketa's Center for Business and Industry. Personal enrichment courses through community education are offered at local venues in the community. Efforts to increase student access to courses and degree completion and professional and personal enrichment support lifelong learning within Chemeketa's service district.

Planning: Rationale for Target Projections

The target for this objective is determined by the number of access points by which a student can enroll in educational opportunities, which includes multiple locations, alternative schedules and modalities. It measures the college's ability to sustain and increase access points, regardless of fluctuations in FTE, over a number of locations, modalities and non-traditional scheduling options. This approach allows students, based on personal needs, to access educational opportunities. Access is not defined as number of sections offered. Rather, it focuses on providing varied options for students through the college's service district to achieve a degree or certificate, upgrade professional skills or take courses for personal enrichment. Thus, this objective measures options for achieving student goals in multiple locations (Outreach center and shared community locations), through different schedules (Evening and Weekend) or modalities (On-line) and a Target Number was applied.

Assessment

Assessment Protocol: Target Number

Cohort Definition: Not Applicable

Objective D: Students access courses for lifelong learning, professional development and personal enrichment			
Measure	**Ending Target Range**	**Five-Year Summary**	**Status/Score**
Access to courses offered at locations within the service district - day, evening, weekends on campuses, outreach centers and community locations as well as on-line	*Access points maintained or increased	Increased	Met/2
Objective Summary Score			**Met/2**

*This objective measures **numbers of options** for students to achieve their goals in multiple locations (outreach centers and shared community locations) and through different schedules (Evening and Weekend) and modalities (Online).

a. Discussion of Data

Although enrollments have declined slightly over the last five years, the number of access points for students to take courses has increased as identified in the Accreditation Data Summary Document. Despite the challenge of serving the diverse needs of students over a four-county area and the challenge of declining enrollment, Chemeketa demonstrated its commitment to providing lifelong learning by increasing access points over the last five years. This action indicates Chemeketa's commitment to serving students within the college's service district.

b. Analysis and Factors Influencing Outcomes

Chemeketa provides numerous access points for students by offering courses at the Salem and Yamhill Valley campuses, Woodburn, Dallas, Brooks, Eola and Monmouth-Independence locations. New locations have been added since Chemeketa's last accreditation site visit. In 2011, Brooks Center opened, the Northwest Wine Studies Center expanded and Salem area programs offered additional programs. In addition, shared facilities, such as the new College site at Central High School and Chemeketa partnership with Pacific University in Woodburn, added access for students in outreach locations. Although Career Technical Education and limited enrollment programs are not offered at all locations or modalities, expansion and improvement of facilities at the Salem and Yamhill Valley campuses since 2012 have increased access. Chemeketa's Center for Business and Industry (CCBI) offers robust and expanded professional development opportunities to individuals and businesses in its downtown Salem location; services extend beyond this location. Coursework through evening and weekend programs and online coursework provide options for the many part-time students enrolled at Chemeketa who are unable to attend day classes. Personal enrichment and noncredit skill development and high school classes are offered throughout the service district. Multiple locations, schedules and modalities thus allow students to complete a GED, high school diploma, AAOT degree or pursue personal and professional enrichment throughout the college's service district. The college continues to explore and implement new access points for learning opportunities.

The college's ability to offer access points is somewhat determined by capacity, facilities, enrollment, state initiatives, and funding. A bond measure was passed in 2008, allowing the college to improve infrastructure and add buildings at different locations. Partnerships also influence access points. For example, programs such as Early College provide growth opportunities in outreach areas in partnership with school districts. Despite external challenges, Chemeketa has been able to fulfill its commitment to offer residents in the service district lifelong learning, professional and personal enrichment and access to degree completion through a number of access points.

c. Outcomes Summary

Despite a reduction in FTE and state funding, access points have increased over the last five years, indicating that the measures in this objective have been met.

Improvement: Planned Changes

As mentioned above, a number of new access points have been developed over the five-year assessment period. Partnerships with school districts have increased course offerings at rural locations. Two new sites for Early College programs are in development. Although funding for new facilities will not likely occur without a bond measure, Chemeketa is planning expansion of key CTE programs such as the

Agriculture/Horticulture and considering extension programs in partnership with community partners throughout the region.

Core Theme: College Preparation Performance Summary

Corresponding Promise: We promise to actively encourage and support college preparation, workforce readiness, and lifelong learning.

Core Theme Performance Summary	**Status/Score**
Objective A: Students enrolled in Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) courses progress to higher literacy levels	Exceeded/2.7
Objective B: Students enrolled in pre-college math, reading and writing courses complete coursework with a C or better	Met 2.2
Objective C: Students complete high school diplomas or GED certificates	Exceeded/3.2
Objective D: Students access courses for lifelong learning, professional development and personal enrichment	Met/2
Core Theme Summary Score	**Exceeded/2.5**

Core Theme: Transition and Transfer Studies

Narrative: The core theme of Transition and Transfer Studies supports the following Chemeketa promise to its community:

> *We promise to actively encourage and support successful transition from high school to college and university study.*

The following objectives represent key focus areas that support this core theme.

Objective A: Early College students enroll in appropriate-level math, writing courses and progress.

Rationale for Objective and Measures

This objective supports Chemeketa's promise to encourage successful transition from high school to college. It also emphasizes increases in college enrollment to support Oregon's 40/40/20 initiative to significantly increase the educational attainment levels of Oregonians by 2025, and in particular for 80% of Oregonians to hold some level of college-level degree or certificate. Although this objective has not been part of Chemeketa's Achievement Compact, the state has indicated all dual-credit options will be tracked in the future. Program data has been compiled for reporting purposes over the last five years and tracked by cohort code so these data are reliable for the five-year self- study assessment cycle.

Early College programs at Chemeketa were developed in partnership with local school districts to identify "high potential, low opportunity" high school students and encourage college enrollment. These students are those least likely to enter college due to various factors, including language barriers, poverty and lack of exposure to a college-going culture. Early College is open to all high school students from any school district in the four-county area served by Chemeketa. The Early College program was designed for dually-enrolled high school students to attend college full-time at a Chemeketa campus. However, with the development of a high school site on the college campus, approximately one-third of the students take college-level classes half-time in their junior year and continue in them during their senior year. Students receive college credit and high school credit for course completion and receive their high school diploma through their local school district. Based on placement test scores, appropriate placement in reading, writing and math as well as course completion rates and progression is tracked for this objective.

Because Early College is designed to help high school students successfully transition to college, factors considered in this objective include measures identified as key to college completion, as identified in Oregon's Achievement Compact and based on nationally identified best practices. Measures focus on enrollment in appropriate levels of math, writing within the first two terms of enrollment, completion of courses, and progression to higher-level courses with the benchmark of 15 credits and 30 credits within the first year.

Planning: Rationale for Target Projections

Eleven measures from Chemeketa's Achievement Compact were identified as appropriate outcomes for this objective. A baseline was established in 2009 upon which a yearly Target Range was set for each measure indicating expected outcomes. The Target Range formula was applied. If outcome data exceeded expectations, the Target Range was increased.

Assessment:

Assessment Protocol: Target Range Formula

Cohort Definition: Early College – All full-time and part-time students enrolled in Early College program at Chemeketa, regardless of placement level.

Objective A: Early College students enroll in appropriate-level math, writing courses and progress.			
Measures	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% of Early College cohort students who placed in pre-college math and enroll within first 2 terms	90–95%	86.6%	Below/1
Of the above group, % who pass pre-college math (C or better) within the first 2 terms	55–60%	57.8%	Met/2
Of the above group, % who progress to college-level math within 3 terms	55–60%	57.1%	Met/2
% of Early College cohort students who placed into pre-college writing and enroll within the first 2 terms	70–75%	75.8%	Exceeded/3
Of the above group, % who pass pre-college writing (C or better) within the first 2 terms	70–75%	71.7%	Met/2
Of the above group, % who progress to college-level writing within 3 terms	80–85%	79.8%	Met/2
% of Early College cohort students enrolled in college-level MTH or WR within in the first 2 terms	90-95%	90.5%	Met/2
% of Early College cohort students who pass (C or better) college-level MTH or WR	50-55%	54.5%	Met/2
% of Early College cohort students who enroll for second consecutive term	85–90%	84.8%	Met/2
*% of Early College cohort students who complete 15 college-level credits within the first year	60–65%	62.4%	Met/2
*% of Early College cohort who complete 30 college-level credits within the first year	25–30%	24.5%	Met/2
Target Range Increases	17+		1.7
Objective Summary Score			**Exceeded/3.7**

a. Discussion of Data

Eleven measures, a number of which are part of the Oregon Achievement Compact, were used to track Early College completion rates. This cohort is comprised of both pre-college and general education students. As students enter the program, a crucial factor is enrollment in appropriate math and writing within the first two terms. For students who tested into pre-college math, 81.8% (Target Range set at 80-85%) were enrolled in sub 100 math classes. Even with this high Target Range, the range was exceeded twice and outcomes improved to a high in 2012 of 94.1%. The Target Range was increased again in 2012, but outcomes did not reach expectations for the higher Target Range of 90-95%.

For pre-college writing, the baseline was set at 50.0% with a Target Range of 50-55%. Outcomes in this measure improved significantly with the Target Range advancing three times, due to outcomes exceeding expectations in 2010 (79.6%), 2012 (80.8%) and 2013 (88.9%). Of students testing in a 100 level math or

writing course, 93.7% enrolled in the appropriate level course in 2009, with a five year average of 90.5%. The Target Range in this measure increased three times, ending 90-95%.

The baseline pass rate (C or better) for pre-college math, set in 2009, mirrored the general population rate of 54.5% with a Target Range of 50–55%. After two years of falling below expectations, in 2012 rates rose to 72.7% and leveled off the following year. In pre-college writing, the pass rate baseline of 63.6% moved up rapidly and exceeded expectations in 2010 (79.6%) and in 2013 (77.1%). Of the pre-college math and writing students who passed their initial class, both groups progressed to a 100-level course at rates above the general population average: math at 57% and writing at 79.8%. Pass rates (C or better) in 100 level math and writing courses started with a baseline of 45.7% and increased in 2011 (46.6%), 2012 (62.9%) and 2013(70.3%), with the Target Range increasing twice during the assessment period.

Early College (EC) outcomes were high in the area of appropriate placement and completion of math and writing courses in the first term. One statewide predictor of success for students testing into pre-college levels is their enrollment in and completion of pre-college courses in their first two terms. Eighty-nine percent of Early College students tested into pre-college levels in math and 81.8% enrolled in math courses within their first two terms. In Writing, 37.7% of EC students tested into pre-college levels and in that year, 50% of that number took pre-college writing courses within their first two terms. The percentage of students taking pre-college courses in their first two terms over the five-year assessment period increased each year and exceeded projected outcomes.

Early College students enroll for a consecutive term at high rates, thus the baseline Target Range was set at the high level of 80–85%, This percentage exceeded expectations in 2012 (89.9%) and again in 2013 (85.8%), with the Target Range increasing twice during this assessment period.

Early College student data regarding completion of 15 and 30 credit hours in the first year was substantially lower than anticipated, indicating a problem that is discussed below. The baseline for completion of 15 credit hours was set at 63.4% in 2009 and improved minimally to 63.2%. The completion rate of 30 credit hours was set at a 20-25% Target Range and again, remained constant.

b. Analysis and Factors Influencing Outcomes

For Early College students enrolled in college-level math and writing, a baseline of enrollment in these courses within the first term was high (93.7%) and these levels were maintained except for 2013, where it dropped to 77.4%. Interventions such as required tutoring, an “early alert” system, and weekly time with faculty, instituted the following year, increased enrollment rates to 90%. Target Ranges increased a number of times for these measures during this five-year assessment period, raising expectations for outcome completion and indicating high levels of achievement.

Pass rates for pre-college math started at a baseline of 54.5% and initially, improvement was not made. However, interventions occurred in 2010, and pass rates exceeded projected ranges. Interventions included an increase in bilingual staff and faculty, institution of an “early alert” system and mandatory tutoring. Pass rates for pre-college writing showed improvements in pass rates to 79.6% with a dip in the following year to 60.3 in 2011. This dip was due to an increase in the enrollments at the Woodburn Center, which primarily serves second language students. Pass rates jumped in 2012 to 72.8% and remained unchanged the following year.

For Early College students transitioning into college-level writing or math courses, pass rate baselines started at 45.7%, with increases exceeding outcomes in the following years up to 2013. Regarding the

measure of achieving 15 and 30 credits of the first year of enrollment, outcomes data is not reliable. As stated above, this cohort is comprised of both full and part-time students. Part-time students can only enroll in six credits in their first year of enrollment due to contracts with the school district. In 2015, these measures will only apply to full-time Early College students. Attainment of 15 and 30 credit hours for Early College cohort students are measures that have to be modified in the future. They did not take into account that one-third of the cohort is part-time students who can only complete six credits in their first year of enrollment. However, because full-time Early College students exceeded these measures, the Target Ranges were still met. Specific measures tracking part-time Early College students are being considered.

From 2009 to 2014, Early College expanded to include five additional cohorts. As stated above, factors influencing outcomes include increased diverse populations needing college support to complete college coursework. For example, an increase in the number of ESOL students in the Woodburn Early College cohort influenced writing and reading progression rates for one year. The emphasis on enrollment of "high-potential, low-opportunity" populations has increased the number of support services offered. A number of student success initiatives have been added when Target Ranges fell below expectations, including an "early alert" system, mandatory tutoring and a revised college orientation, which simulates the pressure and academic requirements necessary in college classes. Results indicate that these efforts increased outcomes. In addition, there was increased focus on hiring diverse faculty and staff to reflect the student demographic served.

A change in the Early College orientation stressed critical thinking and emphasized the compressed academic pressure in college, as compared to high school. Increased career and college exposure and degree tracking was improved with the addition of advising specialists.

Parents and families are not always aware of the importance of college. As a result of mandatory parent orientations, more students are experiencing parent and family support. In addition, increased availability of classes at a shared location (Salem, Dallas, Central) or within five miles of the school district (Woodburn) have made transportation less cumbersome for students.

Outcomes Summary:

Overall, Early College enrollment and progression rates remained high and met or exceeded the projected Target Range for measures during the five-year assessment period. Target Ranges increased at least once in all but one measure over the assessment period. With this evidence of continuous improvement in all but one measure, outcomes regarding this objective exceeded expectations.

Improvement: Planned Changes

To assist students in Early College, the student success strategies that have been developed and implemented such as an "early alert" system and mandatory tutoring will be continued and expanded. In addition, a focus of college hiring has been an increase in the number of full-time faculty and support staff representing the ethnographic student population. This effort will be a major focus for the future. Additionally, new CTE Early College partnerships are in the planning stages.

One factor influencing the 15 and 30 -credit hour attainment was discussed above, namely part-time students, one-third of the cohort, can only take six credits per year. Measures regarding completion of 15 and 30 credits will be tracked for full-time Early College students only in the future. New measures will be added for the part-time student cohort.

Objective B: Dually-enrolled College Credit Now (CCN) high school students access college courses and successfully complete and transfer to college.

Rationale for Objective and Measures

College Credit Now (CCN) represents another of Chemeketa's efforts to encourage transition from high school to college through the offering of college courses at local high schools. These offerings are reported as part of Chemeketa's Achievement Compact. Qualified high school faculty are trained and mentored by college faculty and teach required learning outcomes, as specified by Chemeketa's course outlines, in order to award college credit. This program supports Oregon's 40/40/20 initiative to significantly increase the educational attainment levels of Oregonians by 2025. The number of college courses offered in local high schools as well as course completion rates indicates progress in meeting Target Ranges for Core Theme: Transition and Transfer Studies.

Planning: Rationale for Target Number

Because CCN outcomes are not tracked by cohorts, it is impossible to compare cohort progression rates. However, the number of credits completed by CCN students as well as percentage of course completions can be tracked and gives evidence of success in this objective. A designated target number of 20,000 college credits completed each year was assigned, based on the previous assessment cycle averages. A Target Range has also been identified for the % of CCN students who pass (C or better) their courses and for the % of CCN students who transfer to a college or university after high school graduation.

Assessment

Assessment Protocol: Target Number and Target Range

Cohort Definition: Not Applicable

Objective B: Dually-enrolled College Credit Now (CCN) high school students access college courses and successfully complete and transfer to college.			
Measures	**Ending Target Range**	**Five-year Average**	**Status/Score**
# of credits completed by CCN high school students	*Number of credits completed increased (target number: 20,000)	22,000	Exceeded/3
% of CCN students who pass (C or better) their courses	90-95%	97%	Exceeded/3
% of CCN students who transfer to college or university	80-85%	80.5%	Met/2
Target Range Increases	+4		.4
Objective Summary Score			**Exceed/3**

*The number of credits completed by CCN students is used to measure success in this objective.

a. Discussion of Data

College Credit Now (CCN) is offered throughout Chemeketa's service district. Between 19,000 and 26,000 credits are awarded yearly, saving families the cost of tuition and encouraging a college-going culture. Credit completion rates are high and range between 95% and 98%. Both the number of courses attempted and the completion rate remained high over the five-year assessment period. Students completing college credit now courses consistently transfer to college or university after high school graduation according to National Student Clearinghouse (NSC). Outcomes for this objective are consistently met or exceeded expectations over the five-year assessment period.

b. Analysis and Factors Influencing Outcomes

A number of factors impact CCN course offerings and enrollments. The number of high school faculty qualified to teach college courses at local high schools varies, and this influences what courses can be offered at each high school. Students eligible to take college courses are determined by high school staff. Although enrollment and completion outcomes are responsibilities shared between the college and school districts, the number of courses offered and students enrolled in these courses as well as the pass rate in college courses has remained stable. Pass rates are significantly higher than the state average for college courses.

In 2013, legislation (SB222) increased efforts to increase college course offerings and expand the number of students taking college courses, including pilot projects based on proficiency measures and STEM and CTE expansion. To encourage access for lower-income students, College Credit Now fees were reduced to increase access for lower-income students. Blended advising, an effort to align high school and college planning, was implemented as a pilot program during 2014–15.

c. Outcomes Summary

College Credit Now has met or exceeded projected targets with a stable number of courses offered, high completion rates, and high transfer rates.

Improvement: Planned Changes

Statewide initiatives in dual enrollment are changing the services and courses offered. With the Oregon's 40/40/20 initiative, a push to have all high school students complete nine college credits for high school graduation will significantly increase enrollment in CCN. There is increased emphasis on offering college credits to all high school students at all high schools, in particular, CTE and STEM courses. This change will impact number of courses offered and completion outcomes in the future. New measures will be considered in this area to assess impact.

Mentor teacher programs as well as hybrid course delivery are in the planning stages to offer additional courses to rural school districts. Chemeketa is participating in proficiency-based course delivery and STEM and CTE revitalization in order to encourage college transition to Career Technical programs. In support of Oregon's 40/40/20 initiative to significantly increase Oregonians' educational attainment levels, a new statewide initiative will encourage additional college access through dual enrollment. Additional legislation is pending. These developments may have an impact on the number of courses delivered and the pass rates of students over the next five-year assessment period.

Objective C: Program-ready Transfer Studies students enroll in appropriate level of math and writing , progress and complete degrees/certificates or transfer.

Rationale for Objective and Measures

A number of the Transfer Studies measures have been identified in Oregon's Achievement Compact as crucial elements leading to successful progression and degree completion. Data follows cohorts of fall first-time, full-time students. To be included in the cohort, the student needs to declare a Transfer Studies major and needs to place in MTH 111 or higher or place in WR 121 or higher. The student also needs to attempt 12 or more credits Fall Term. For the credit milestones, college-level is defined as enrollment in 15 and 30 credits at the 100-level or higher. The graduation rate is for earning a degree in the Transfer Studies area and the students are provided a 150% window for completion. So, for a two-year degree, students are allowed three years to complete. In addition, the college tracks the number of awards completed each year to determine successful outcomes in this objective. This objective supports the Core Theme of Transition and Transfer Studies: supporting student progression to degree completion and transfer to college or university.

Planning: Rationale for Target Projections

Several measures from Oregon's Achievement Compact were used to set objective outcomes. Projected targets for Achievement Compact measures are determined using a formula applied to a number of measures where cohorts could be determined; this information was used in setting Chemeketa's targets for this objective. In addition, to plan Target Ranges, degree and certificate completion by year over the five-year assessment period was compared. The Target Range Formula was applied. Because enrollments have been steady over the assessment period, the number of Transfer and Oregon Transfer Module awards from the baseline year in 2009 to 2013 is a good indicator of success for this objective.

Assessment

Assessment Protocol: Target Range

Cohort Definition: Students who declare a Transfer Studies major and place into in MTH 111 or higher or WR 121 or higher, and attempt 12 or more credits Fall Term

Objective C: Program-ready Transfer Studies students enroll in appropriate level of math and writing, progress and complete degrees/certificates or transfer.			
Measures	**Ending Target Range**	**Five-year Average**	**Status/Score**
% of Transfer Studies cohort students who placed in MTH 111 or higher or WR 121 or higher who enrolled within first two terms	85–90%	83.6%	Below/1
Of the above group, % who successfully completed all MTH or WR with a C or better	75–80%	76.1%	Met/2
% of full-time program-ready Transfer Studies students who enroll for a second consecutive term	90–95%	93.6%	Met/2
% Transfer Studies cohort students who complete (C or better) 15 college-level credits within the first year	85–90%	86.9%	Met/2
% Transfer Studies cohort students who complete (C or better) 30 college-level credits within the first year	65–70%	63.8%	Below/1
% Transfer Studies cohort students who graduate with a Transfer degree within a 150% window	25–30%	28.5%	Met/2
% of non-awarded Transfer Studies cohort students who transfer within a 200% window	35–40%	39.0%	Met/2
% of awarded Transfer Studies cohort students who transfer within a 200% window	70–75%	75.0%	Met/2
Total degrees and certificates awarded by year	*Increase in degrees awarded	939	Met/2
Target Range Increases	6+		.6
Objective Summary Score			**MET/2.4**

* Due to the limited data available in the 150–200% completion windows for cohorts in the assessment period, a clearer picture of improvement is indicated by also noting the number of certificates and degrees awarded each year, compared to a baseline number.

a. Discussion of Data

Measures from Oregon's Achievement Compact were used to determine progress on this objective. In addition, degree and certificate completion by year as compared to FTE was compared.

The baseline, set in 2009, for Transfer Studies-ready student enrollment in math or writing (100 level) enrollment within their first two terms was 84.8%. Outcomes for the next five years met or exceeded the Target Range, which was increased for this measure during the five-year period.

Of these students, the baseline pass rate (C or better) was 78.6%. In 2010, this rate was maintained. In 2011, the pass rate fell slightly below the projected range but increased again in 2012 to 78.8%. The pass rate decreased for 2013 slightly to 74.3%. This fluctuation is being reviewed.

The baseline for full-time, Transfer Studies-ready students who enroll for a second consecutive term was set high at 94.7%. The rate remained at high levels, exceeding the Target Range twice with an ending rate of 93.1% and a five-year average of 93.6%. **For these measures, baseline Target Ranges were high, yet Target Ranges were increased over the five-year period in three of the four measures, indicating high outcome rates.**

Regarding student progression data, outcomes indicated that a high rate of cohort students complete 15 college credits within the first year. Compared to the 2009 baseline (84.8%), in 2010, 85.5% of students completed 15 credits within the first year. The Target Range subsequently increased in 2011. Outcome rate increases remained consistent over the five-year assessment period. The baseline of 59.1% set in 2009 is lower for completion of 30 college credits. However, a significant increase in the rate of completion occurred in the following year to 61.3%, which exceeded the Target Range. A higher range was applied in the following year. Target Range expectations were met in 2011 and exceeded again in 2012, to 68.1%. In 2013 the completion rate decreased to 64.6%. Although this outcome is still an improvement over the initial 2009 baseline and the Target Range increased twice over the five-year assessment period, the ending percentage of progression did not significantly improve over the baseline rate.

Baseline FTE for Transfer Studies-ready students completing degrees, set in 2009, indicates 5,912.59 and the number of degrees and certificates awarded was 628. In subsequent years, FTE increased at a slow rate, with a low FTE documented in 2013 at 6,314.18. However, the number of degrees and certificates awarded increased over the years, with a significant increase starting in 2012, to 1,215 and 2013 to 1,255.

b. Analysis and Factors Influencing Outcomes

Oregon's Achievement Compact tracks enrollment in writing and math courses for entering freshmen cohorts within the first two terms. This action serves as a good predictor of future completion rates. Chemeketa's Transfer Studies cohorts have consistently been advised to take these courses, as indicated by the five-year data on enrollment. In addition, an effort to ensure college advising for entering freshmen over the last four years has resulted in high enrollments in these courses. Pass rates in college-level math and writing courses were high (above 75%) and remained consistent from the baseline through the five-year assessment period. Following this trend, students are more likely to progress to a consecutive second term if they successfully complete foundational writing and math courses, as evidenced by the consistently high rate of progression in the data collected. Additional focus on completion of math and writing courses will be considered in the future to increase rates to 80% and above.

Transfer Studies-ready students were able to complete 15 college credits within their first year at rates above 85% during the five-year assessment period. Interestingly in the same five-year assessment period, there was a drop off in the completion of 30 or more college credits within the first year. There was also a drop off in enrollment throughout a three-term timeframe; out of 171 students tracked in the initial cohort, only 101 completed 30 college credits within the first year.

Factors contributing to this interruption in progression from 15 to 30 college-level credits completed are not entirely self-evident. There may be multiple influences. Students may have to take a pre-college math or writing course to progress into 100-level courses, impacting the number of transfer-level classes completed. A problem with declaration of degree intent during Chemeketa's admission process could be part of the problem. Also, students may transfer before attaining a degree. Students may begin attending part time for financial or personal reasons. Further analysis of causes is required to better formulate interventions.

The interruption in progression from 15 credits completed to 30 college-level credits completed clearly impacts degree completion or transfer rates within the three-year completion window. Although these findings are consistent with statewide data across community colleges in Oregon, this area is of concern and will be a focus for future intervention. The 15 and 30 credits completion rates are currently being considered by the state of Oregon as one of ten possible funding outcomes, yet not all CTE programs use college-level courses. In any case, these data suggest that further analysis is necessary to determine impediments for students in completing 30 college credits within the first year, thereby impacting degree completion within the three-year window.

The data sets for 2012 are not available and cannot be tracked for the measure tracking program-ready transfer study students who graduate with a Transfer degree within a 150% window. This is also the case with data for the 200% window for the years 2011 and 2012. Those data will be tracked when available.

Students are provided a 150% to 200% window for completion for earning a transfer degree or certificate, so, for a two-year degree, students are allowed up to three years to complete. For this reason, limited data is available for completion rate by cohort. Although tracking progression and pass rates using a cohort model is useful, it is also important to review the number of degrees and certificates awarded each year as compared to the FTE in Transfer Studies. This gives a full picture of success rates. Baseline FTE for Transfer studies set in 2009 indicates 5,912.59 and the number of awards and certificates was 628. In subsequent years, FTE increased at a slow rate, with a low FTE documented in 2013 at 6,314.18. However, the number of degrees and certificates awarded increased over the years, with a significant increase starting in 2012 to 1,215 and 2013 to 1,255. This change was positively influenced by two factors: (1) the increased focus for faculty and academic advising staff on degree completion as a college-wide goal, and (2) implementation of DegreeWorks, a student self-service degree audit system that provides a comprehensive set of web-based academic advising, degree audit, and transfer articulation tools to help students and their advisors track certificate and degree requirements. The increase in Oregon Transfer Module completion was significant.

The number of Transfer and Oregon transfer Module awards, from the baseline year in 2009 to 2013 has significantly increased, despite fairly consistent enrollments. This improvement is attributed to a number of factors: 1) increased emphasis on degree completion by the state and college's Board; 2) implementation of a DegreeWorks program and removal of impediments to application for a degree; 3) access to required classes and a consistency in course scheduling, resulting in improved student ability to complete key courses in sequence; and 4) additional academic advising resources and improvements in student support services are also factors leading to increased awards.

c. Outcomes Summary

Outcomes for all but two of the measures met expected Target Ranges. The initial baseline Target Range was set high in one of the measures (80-85%) and Target Ranges increased in these two particular measures. This action was due to outcomes exceeding expectations in previous years. The scores in these measures indicate the college's resolve to measure against high Target Ranges over the five-year assessment period rather than a lack of achievement. This approach is in alignment with the value of continuous improvement. Results regarding this objective met expectations.

Improvement: Planned Changes

A number of changes are planned or have been implemented to ensure appropriate placement in writing and math courses Winter term. Mandatory placement testing ensures correct placement in appropriate-level college courses. In addition, mandatory advising for first-term freshmen is being phased in. A system change in the way degree intent information is collected, updated, and supported with additional college advising is in the planning stages in order to more accurately track students' progress towards their stated intent over a three-year period.

One area that has been identified through student feedback and an informal degree audit as an impediment to consecutive progress in courses leading to degree completion is the difficulty students have had in identifying and enrolling in key courses in the correct sequence. Three planned activities will ameliorate this problem. First, Chemeketa has been developing DegreeWorks to assist students in identifying and tracking courses required for degree completion. Second, a two-year, coordinated schedule is being developed and will be published this year to ensure that students from all locations and those who access online and evening/weekend courses have access to courses needed for degree completion. Third, the college will focus on additional data collection, and analysis to determine impediments to completion of 30 college credits within the first year and degree completion or transfer to colleges or universities.

Core Theme: College Transition & Transfer Studies Performance Summary

Corresponding Promise: We promise to actively encourage and support successful transition from high school to college and university study.

Note: In this table, scores are rounded up or down a .5 percentage point. If a score is 2.5 or above, it is deemed Exceeded; if it is 2.4 or below, it is deemed Met. Similarly, if the Core Theme summary score is 2.5 or above, it is deemed Exceeded; if it is 2.4 or below, it is deemed Met.

Core Theme Performance Summary	**Status/Score**
Objective A: Early College students enroll in appropriate level math, writing courses and progress	Exceeded/3.7
Objective B: Dually-enrolled College Credit Now (CCN) high school students access college courses and successfully complete and transfer to college	Exceeded/3
Objective C: Program-ready Transfer Studies students enroll in appropriate level math and writing, progress and complete degrees/certificates or transfer	Met/2.4
Core Theme Summary Score	**Exceeded/3.0**

Core Theme: Workforce Education

Narrative: The objectives for this core theme support the following Chemeketa promise to its community:

> *We promise to actively encourage and support the economic vitality of our community through excellence in technical training, workforce development and business support.*

Objective A: Non-limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates.

Rationale for Objective and Measures

A number of the CTE measures have been identified in Oregon's Achievement Compact as crucial elements leading to successful progression and degree completion. Measures have been formulated to track different CTE cohort students who declare intent to pursue a CTE degree or certificate in a non-limited CTE program and attempt 12 or more credits Fall Term. For the credit milestones, "college-level" is defined as a credit course at the 100 level or higher. Tracking students by cohort in non-limited enrollment CTE programs is somewhat misleading in that it identifies cohorts from degree intent at time of application to the college. It also does not include students who apply to limited-enrollment CTE programs who do not begin fall term of their first year. For this reason, additional measures tracking CTE students in limited enrollment programs beginning in different terms are identified separately. This approach gives a more complete picture of CTE progression and completion.

Students are given a 150% completion window in the measures for this objective. So, for a two-year degree, students are allowed three years to complete. Because limited degree and certificate completion cohort data is only available for three years of the assessment cycle, degrees and certificates awarded by year is also measured to provide a better picture of progress in this area.

Planning: Rationale for Target Projections

A number of the measures for this objective are also based on the Oregon Achievement Compact measures, derived from research regarding milestones that indicate likely academic success. For these measures, a projected target for each measure is determined by a pre-determined formula applied to a number of measures where cohorts could be determined. From initial baseline data, the college projected targets based on the Target Range Formula (as explained in the opening to this section "Core Theme Planning, Assessment and Improvement: A closer look at the process," beginning on p. 139.) To recap: the projected target can be influenced by intentional intervention that may increase successful completion of a target:

- Data from the self-study assessment period is averaged and takes into account high and low outcomes. The five-year average is rounded up or down to determine outcome status. This process is applied to all measures with a Target Range percentage.
- Outside factors influencing successful completion of the target are considered. Some outside factors influencing projections may include cohort size, changes in state standards, or program delivery or demographic shifts.
- For degree and certificate completion measures both cohort data and yearly awards are noted.

Assessment

Assessment Protocol: Target Range

Cohort Definition: Non-limited Enrollment CTE - All full-time and part-time entering first-time freshman who have expressed CTE intent.

Objective A: Non-limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates.			
Measures	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% of the non-limited enrollment CTE students enrolled in WR/Com or Math within the first two terms	85–90%	88.1%	Met/2
% of the non-limited enrollment CTE students who took a CTE course within the first term	55–60%	53.1%	Below/1
% of the non-limited enrollment CTE students successfully completing (C or better) CTE course within the first term	70–75%	71.4%	Met/2
% of the non-limited enrollment CTE students who successfully complete (C or better) 15 college-level credits within the first year	65–70%	65.3%	Met/2
% of the non-limited enrollment CTE students who successfully complete (C or better) 30 college-level credits within the first year	30–35%	32.4%	Met/2
% of the non-limited enrollment CTE students who are awarded a CTE certificate or degree within a 150% window	10–15%	11.2%	Met/2
Number of CTE degrees and certificates awarded by year	*Increase in degrees awarded	569	Met/2
Target Range Increases	3+		.3
Objective Summary Score			**Met/2.2**

*Because CTE degree and certificate completion cohort data is only available for three years of the assessment cycle, the total number of degrees and certificates awarded is also measured against a baseline number to provide a better picture of progress in this area.

a. Discussion of Data

For non-limited-enrollment CTE programs, performance on all measures except one met expectations in the five-year summary. Outcomes for non-limited CTE students indicated that students enrolled in appropriate levels of math and writing in their first two terms at a high rate (89.4%) and continued to meet or exceed expectations over the five-year assessment period (2010 at 86.4%, 2011 at 86%, 2012 at 86.6% and 2013 at 90.1%).

Students enrolled at lower rates in a CTE course in their first term. With the baseline set at 57.7% (Target Range of 55–60%) and a five-year data average of 53.1%, student outcome data showed outcomes that were static or slightly declining in this measure over the five-year assessment period. However, for non-limited CTE students who enrolled in a CTE course in their first term, successful completion rates (C or better) in that course were high, with a baseline Target Range set at 65-70% in 2009 and progressive improvement each year from 2011 indicated (2011 at 73%, 2012 at 74.4%, 2013 at 70.7%) with the Target Range increased once during the assessment period.

For non-limited enrollment CTE students attaining the 15 credit completion rate, baseline Target Range was set at 60–65% with an actual 63.9% rate in 2009. The outcome exceeded expectations in 2011 (65.5%) and the Target Range was raised. The Target Range was exceeded again in 2013, with an actual outcome of 70.3%. Regarding completion of 30 college credits, the baseline was set significantly lower (32.1%) and remained consistent over the five-year assessment period, ending at an average of 32.4%. As with Transfer Studies, this is an area identified for further analysis and intervention.

Students are provided a 150% to 200% window for completion for earning a CTE degree or certificate, so, for a two-year degree, students are allowed up to three years to complete. For this reason, limited data is available for completion rate by cohort. To get a better picture of degree and certificate completion for CTE programs as a whole, it is useful to review the total number of CTE degrees and certificates awarded each year. The baseline for number of degrees and certificates awarded was set in 2009 at 450. In subsequent years, FTE steadily decreased, going from 3,823.96 in 2010 to 3,063 FTE in 2013. However, the number of degrees and certificates awarded increased over these same years: 2010 (573), 2011(574), 2012 (665) and in 2013(584).

b. Analysis and Factors Influencing Outcomes

Non-limited CTE students identify their major at time of admission. They do not complete a special application to a specific program and are not required to take a CTE course in their first term nor a specific sequence of courses in their first year. This situation is in direct contrast with limited CTE program students. For this self-study period, identified measures have tracked non-limited CTE students separately from their counterparts in order to determine the liability and benefits of each approach in admission and scheduling.

Outcomes indicate that non-limited enrollment CTE students take and pass appropriate levels of math and/or writing at high rates in their first two terms. This is not the case with enrolling and passing a CTE course in their interest area in their first term. Although this is not a deterrent to completion, national research used in deriving Oregon's Achievement Compact measures indicates that a student is more likely to progress to degree completion when they become involved early on in their degree intent area. However, to date, a CTE course is not required for cohort students in their first term.

Related to this finding, it is interesting to compare the number of students identified in the cohort (833 in 2009) as compared to the number in that cohort who actually enroll in a CTE course in their first term (57.7%). Thus, a disparity exists between students identified with degree intent at admissions and actual enrollment in CTE over the five-year period. This information points to a significant issue for non-limited CTE students, which influences all measure data. That is, this cohort of students may identify degree intent at time of admission and a major code is assigned, but they may not actually enroll or complete a non-limited CTE degree or have the intent to do so past admissions. A better indicator or intent would be completion of the first non-limited CTE course. Current practices regarding identification of the cohort through requirement of an entry course are under review.

Other measures that could impact the way in which the cohort is identified have to do with completion of the 15 and 30 credit milestones. Non-limited CTE students complete 15 and 30 credits at a lower rate than their counterparts. Indications are that requiring a CTE courses in the first term may be a factor in encouraging student success. The data suggests that consecutive progression to the next term is enhanced for students when they enroll in CTE courses in their interest area early on. In limited

enrollment programs, this has proven to be the case. Considerations for this requirement may be instituted in the future.

Completion of degrees and certificates were tracked within a 150% window. **Data for the full five-year assessment period is not available.** However, data was available to track the number of degrees and certificates awarded yearly over the assessment period and these increased despite a reduction in FTE. Indications are that non-limited enrollment CTE students take longer to complete their degree or may change their degree intent, noted at time of admission, without changing their major code, thus remaining as part of this cohort. Thirty-three percent of the students, according to available cohort data, completed degrees or certificates. However, many community college students do not continue classes in consecutive terms. Because course sequences in non-limited-enrollment CTE programs are somewhat flexible, a student may "stop-out" and return in a different term or year to complete degrees. Cohort degree and certificate completion rates reflect outcomes from other community colleges and are, in fact, higher than the state average.

This increase in the number of awards was influenced by a number of factors: 1) the increased focus for faculty and academic advising staff on degree completion as a college-wide goal; 2) implementation of DegreeWorks, a program used to identify college students close to degree completion where additional intervention and support yielded results; and 3) the increased enrollment and access to CTE programs throughout Chemeketa's service area. These data suggest that completion rates are above the state average and are increasing despite reduced FTE.

Students enrolled in non-limited enrollment programs are not as likely to continue in a program as those who have to complete special admissions for limited enrollment. One proviso for the definition used for the measures under this objective is important to consider. Because students identify degree intent at time of admission and no additional admissions criteria are applied, as with limited-enrollment CTE programs, the cohort identified and tracked may not accurately represent non-limited enrollment CTE students. Many students change their degree track but do not change their major code. Thus, they remain in the cohort. A better indication of inclusion in the cohort is when they complete a CTE course in a program. The cohort definition will be revised in the future. In addition, there are fewer restrictions on required courses for first completion in a student's first or second term. For this reason, students may declare a major intent in a non-limited CTE area, but after exploring other options, may change direction without changing their degree intent.

c. Outcomes Summary

For non-limited-enrollment CTE programs, performance on all measures except one met expectations, according to the five-year summary. For the measure regarding cohort students enrolling in a CTE course their first term, the Target Range was 55–60% and the outcomes indicated a 52.1% rate. These data highlighted an area of concern. Although close to meeting expectations, interventions are planned. Outcomes for the five-year assessment period generally are within or exceed fall with projected ranges. However, baseline data setting Target Ranges in CTE is generally very high. This means that it is difficult to maintain these levels. Other issues emerged in the analysis of data.

Improvement: Planned Changes

A number of changes will be planned in the future for non-limited enrollment CTE programs. The definition of the cohort will be revised and may be based on a new admissions process, which will improve identification of students in this cohort. A CTE course for entry into a non-limited CTE degree

program is under consideration. More rigidly tracked course sequences similar to limited-enrollment CTE programs will be developed to ensure students begin CTE courses early to improve retention and progression.

Objective B: Limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates.

Rationale for Objective

Similar to the measures for Objective A above, a number of measures for this objective are based on Oregon's Achievement Compact measures, representing crucial elements leading to successful progression and degree completion. Measures have been formulated to track different CTE cohort students who declare intent to pursue a CTE degree or certificate and attempt 12 or more credits Fall Term. For the credit milestones, "college-level" is defined as a credit course at the 100 level or higher. This approach gives a more complete picture of CTE progression and completion. Limited enrollment CTE data is tracked through the Office of Institutional Effectiveness. Because limited enrollment CTE programs differ greatly from those that do not have an admission process specific to the area, it is useful to compare outcomes from these two groups. Although there are many more limited enrollment CTE programs offered at Chemeketa,eight programs have been identified for study under this objective. These programs were selected from the larger group of limited-enrollment CTE programs offered at Chemeketa based on a number of factors: 1- ability to track cohorts, 2- differing locations, 3- representative requirements, and 4-interest in reviewing outcomes for new programs.

In addition to Achievement Compact measures, the measure for the graduation rate for earning a CTE degree or certificate includes a 150% window. So, for a two-year degree, students are allowed three years to complete. Because limited degree and certificate completion cohort data was only available for three years of the assessment cycle, degrees and certificates awarded by year was also measured to provide a better picture of progress in this area.

Planning: Rationale for Target Projections

As with the above objective, a number of the measures for this objective are based on the Oregon Achievement Compact measures, derived from research regarding milestones that indicate likely academic success. Also as with the above objective, the Target Range Formula was applied (as described at the opening of this section, beginning on p 139.) Targets were set using baseline data and projections that were in part influenced by intentional interventions that might increase successful completion of a target.

For degree and certificate completion measures both cohort data and yearly awards were noted.

Assessment

Assessment Protocol: Target Range

Cohort Definition: Limited Enrollment CTE - All full-time and part-time entering first-time college students who have been accepted through an application process to one of the eight limited enrollment CTE programs indicated below.

Objective B: Limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates.

Measure	Ending Target Range	Five-Year Average	Status/Score
Automotive			
% cohort students who complete (C or better) all CTE courses within the first term in the program	85–90%	83.5%	Below/1
Complete 15 college-level credits within the first year with a C or better	85–90%	88.4%	Met/2
Complete 30 college-level credits within the first year with a C or better	65–70%	65.9%	Met/2
Complete degree or certificate within 150% window	40–45%	46.7%	Exceeded/3
Target Range Increases	3+		.3
Automotive Summary Score			**Met/2.4**
Dental Assisting	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% cohort students who complete (C or better) all CTE courses within the first term	80–85%	78.5%	Below/1
Complete 15 college-level credits within the first year with a C or better	90–95%	91.5%	Met/2
Complete 30 college-level credits within the first year with a C or better	85–90%	86.2%	Met/2
Complete degree or certificate within 150% window	80–85%	82.9%	Met/2
Target Range Increases	4+		.4
Dental Assisting Summary Score			**Met/2.2**
****Nursing***	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% cohort students who complete (C or better) all CTE courses within the first term	90–95%	93.2%	Met/2
Complete 15 college-level credits within the first year with a C or better	90–95%	91.0%	Met/2
Complete 30 college-level credits within the first year with a C or better	85–90%	80.0%	*Below/1
Complete degree or certificate within 150% window	85–90%	82.0%	*Below/1
Target Range Increases	5+		.5
***Nursing Summary Score**			**Met/2.0**
Visual Communications	**Ending Target Range**	**Five-Year Average**	**Status/Score**

% cohort students who complete (C or better) all CTE courses within the first term	80–85%	76.9%	Below/1
Complete 15 college-level credits within the first year with a C or better	85–90%	83.3%	Below/1
Complete 30 college-level credits within the first year with a C or better	65–70%	67.9%	Met/2
Complete degree or certificate within 150% window	25–30%	32.3%	Exceeded/3
Target Range Increases	+4		.4
Visual Communications Summary Score			**Met/2.2**

Pharmacy Tech	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% cohort students who complete (C or better) all CTE courses within the first term	90–95%	98%	Exceeded/3
Complete 15 college-level credits within the first year with a C or better	90–95%	99%	Exceeded/3
Complete 30 college-level credits within the first year with a C or better	90–95%	97%	Exceeded/3
Complete degree or certificate within 150% window	80–85%	88.5%	Exceeded/3
Target Range Increases	7+		.7
Pharmacy Tech Summary Score			**Exceeded/3.7**

Hemodialysis	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% cohort students who complete (C or better) all CTE courses within the first term	85–90%	91.8%	Exceeded/3
Complete 15 college-level credits within the first year with a C or better	90–95%	93.5%	Met/2
Complete 30 college-level credits within the first year with a C or better	NA	NA	NA
Complete degree or certificate within 150% window	70–75%%	69.3%	Below/1
Target Range Increases	3+		.3
Hemodialysis Summary Score			**Met/2.3**

Speech Pathology	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% cohort students who complete (C or better) all CTE courses within the first term	90–95%	93.5%	Met/2
Complete 15 college-level credits within the first year with a C or better	80–85%	82.7%	Met/2

Complete 30 college-level credits within the first year with a C or better	20–25%	20.0%	Met/2
Complete degree or certificate within 150% window	25–30%	33.1%	Exceeded/3
Target Range Increases	6+		.6
Speech Pathology Summary Score			**Exceeded/2.9**
Welding	**Ending Target Range**	**Five-Year Average**	**Status/Score**
% cohort students who complete (C or better) all CTE courses within the first term	75–80%	74.2%	Met/2
*Complete 15 college-level credits within the first year with a C or better	NA	NA	NA
*Complete 30 college-level credits within the first year with a C or better	NA	NA	NA
Complete degree or certificate within 150% window	35–40%	38.3%	Met/2
Target Range Increases	1+		.1
Welding Summary Score			**Met/2.1**
Objective Summary Score			**Exceeded 2.5**

*Indicates special circumstances impacting outcomes, addressed in narratives below.

a. Discussion of Data

Eight limited-enrollment CTE programs have been included for analysis in this evaluation report. Factors for selection of these particular programs included 1) ability to track cohorts, 2) differing locations, 3) representative requirements, and 4) interest in reviewing outcomes for new programs. Outcome data was summarized in comparative tables and patterns are discussed in the data analysis below. For specific data on each measure by program, see Exhibits - Accreditation Data Summary Document.

% of cohort students who complete (C or better) all CTE courses in the first term

Program	Baseline Target Range 2009	Five year average%	Final Target Range 2013	Score
Automotive	80–85%	83.5%	85–90%%	Below
Dental Assisting	80–85%	78.5%	80–85%	Below
Nursing	80–85%	93.2%	90–95%	Met
Visual Communications	70–75%	76.9%	80–85%	Below
Pharmacy Technician	80–85%	98.0%	90–95%	Exceed
Hemodialysis	80–85%	91.8%	85–90%	Exceed
Speech Language Pathology	80–85%	93.5%	90–95%	Met
Welding	70–75%	74.2%	75–80%	Met

For the measure tracking pass rates for students in all CTE courses, except Automotive, in which they are enrolled in their first term, it is evident that all the eight limited enrollment CTE programs started at a very high baseline Target Range. With the Automotive program, increases in the Target Range meant the expected outcomes fell below by 1.5% but still indicated improvement over the baseline of 81.1%. Target Ranges for a number of programs were increased due to outcomes exceeding expectations in multiple years, as evident from the higher final Target Range. Two programs fell below expectations. The five-year data summary indicated that Dental Assisting missed the Target Range in by 1.5%, despite having met expectations in a number of the five years assessed. In the case of Visual Communications, the Target Range was moved up twice, due to outcomes exceeding Target Ranges within the five-year period, which influenced their overall score. Actual outcomes missed meeting higher Target Range by 4.1%, thereby not meeting expectations for the five-year average. The overall score for this program does not mean the program hasn't achieved outcomes overall. It simply points out that tracking Target Range increases helps put outcome data into perspective. Although the program fell below expectations in this measure, it was evident outcomes were measured against an increasing standard. Pharmacy Tech and Hemodialysis exceeded expectations. From the data, it is apparent that students enrolled in limited-CTE programs complete CTE courses in their first term at a high rate in each year of the five-year assessment period. Outcomes were assessed against high expectations, based on Target Ranges that started at a fairly high percentage and increase over the five-year period.

Completion (C or better) of 15 college-level credits within the first year

Program	Baseline Target Range	Five year average%	Final Target Range	Score
Automotive	80–85%	88.4%	85–90%	Met
Dental Assisting	80–85%	91.5%	90–95%	Met
Nursing	80–85%	91%	90–95%	Met
Visual Communications	80–85%	83.3%	85–90%	Below
Pharmacy Tech	80–85%	99%	90–95%	Exceeded
Hemodialysis	80–85%	93.5%	90–95%	Met
Speech Language Pathology	75–80%	82.7%	80–85%	Met
Welding	NA	NA	NA	NA

For the measure regarding completion (C or better) of 15 college-level credits within the first year, limited-enrollment CTE students completed at a high percentage rate. This result is in contrast to non-limited-enrollment CTE programs and will be taken into consideration for future changes. Outcomes were met or exceeded except in the case of Visual Communications. This result is again due to outcomes exceeding expectations over multiple years of the assessment period, necessitating the Target Range increases. Visual Communication outcomes were assessed against a very high standard in the final year. Pharmacy Tech exceeded expectations in this measure and their Target Range was increased twice in the assessment period. For Welding, courses in that program were numbered below 100 level. Obviously, students could not complete the 15 college-level credits in their first year while in the program. This problem has been rectified and courses were renumbered for 2014–15.

Completion (C or better) of 30 college-level credits within the first year

Program	Baseline Target Range/%	Five year average%	Final Target Range	Score
Automotive	60–65%	65.9%	60–65%	Met
Dental Assisting	80–85%	82.9%	85–90%	Met
Nursing	80–85%	80%	85–90%	Below
Visual Communications	60–65%	67.9%	65–70%	Met
PharmacyTech	80–85%	97%	90–95%	Exceed
Hemodialysis	NA	NA	NA	NA
Speech Language Pathology	10–15%	20.0%	20–25%	Met
Welding	NA	NA	NA	NA

Completion of 30 college-level credits in the first year did occur, but not at the high percentage rates of other measures. Pharmacy Tech again exceeded expectations. Two programs, Speech Language Pathology and Nursing, did not meet expectations in this area. For Nursing, two issues within their cohort during one year in the assessment period influenced outcomes and is discussed below. Hemodialysis starts winter, rather than fall, so accomplishment of 30 college-level credit completion rate is unlikely in two terms. Again, Welding cannot meet this measure in this assessment cycle, but will be tracking student progress over the next five years. Generally, it is evident that limited-enrollment CTE programs have greater completion rates in this measure than their non-limited enrollment counterparts.

Degree or certificate completion within 150% window

Program	Baseline Target Range/%	Five year average%	Final Target Range	Score
Automotive	35–40%	46.7%	40–45%	Exceed
Dental Assisting	80–85%	82.9%	80–85%	Met
Nursing	80–85%	82%	80–85%	Met
Visual Communications	25–30%	32.3%	25–30%	Exceed
Pharmacy Tech	80–85%	88.5%	80–85%	Exceed
Hemodialysis	65–70%	69.3%	70–75%	Met
Speech Language Pathology	20–25%	33.1%	25–30%	Exceed
Welding	35–40%	38.3%	35–40%	Met

Degree completion for limited-enrollment CTE programs is comparatively high. All programs met or exceeded expectations. Most started with an exceptionally high Target Range, indicating high success rates in years prior to the assessment period for this evaluation report. In most programs analyzed, Target Ranges increased on multiple measures, again indicating high outcomes and affirming the college's commitment to continuous improvement.

Completion of degrees and certificates in limited enrollment CTE programs are tracked within a 150% window. Data for the full five-year assessment period is not available. However, completion data indicated the number of degrees and certificates awarded is within the expected range. Welding and Visual Communications are the exceptions, due to high numbers of students able to find well-paying employment with the skills gained in the first year of enrollment.

b. Analysis and Factors Influencing Outcomes

For the most part, outcomes for limited-CTE enrollment programs consistently met or exceeded projected Target Ranges. Of particular note, are the high levels of CTE course completion in the first term in the majority of limited-enrollment CTE programs. This result differed from its counterpart in Objective A. Target Ranges were consistently moved upward because outcomes exceeded the Target Ranges. In addition, for many of these programs, baselines for the five-year study were high. This situation means that programs were already achieving high levels of success. In addition, Target Ranges often moved upward.

In the spirit of continuous improvement, in cases where Target Ranges fell into the 80 to 90% range, Target Ranges were increased when actual results exceeded the existing Target Range. As mentioned above, with new CTE programs there were instances where the first cohort was small and outcomes hit the 100% target in the baseline year. To measure progress against this level of outcome when cohort size increased, was not useful for real analysis and program improvement. For this reason, baseline ranges were reduced. However, in instances where the baseline was high (90%), ranges were not changed. The result was that many of the limited-enrollment CTE programs were measured against very high standards.

In three areas, outside factors have negatively impacted program outcomes. In the Nursing program, a student made bomb threats to the college and was expelled. In the same year, a number of students were removed for cheating. Because the cohort in Nursing is small, these incidents negatively impacted outcomes. For Welding, last year the college realized that the course numbering (sub-100) for welding courses meant this program could never meet the 15 and 30 college-level course completion measure. Courses have been revised and approved for inclusion in the 2015-16 college catalog. However, within the self-study period, the program could not meet expectations for these measures.

A significant factor influencing limited-CTE programs is the loss of students to the workforce. In Welding and Visual Communications, for example, the skills provided by these programs in the first year make students eligible for high-paying jobs. This, of course, is a mixed blessing. Despite this factor, both programs met expectations regarding completion of degrees and certificates.

c. Outcomes Summary

Limited-enrollment CTE measures met Objective expectations. Of the four measures tracked for eight limited-enrollment programs, outcomes for the majority of programs met or exceeded Target Ranges. Target Ranges were increased over the assessment period in the majority of programs. For those areas

where outcomes fell below the Target Range, action has either been taken or is planned to improve outcomes. This objective exceeded expectations.

Improvement: Completed and Planned Changes

Systematic analysis of data over the five-year assessment cycle has been useful in identifying areas for change. These data indicated a need for course numbering changes in the Welding programs. This activity has been completed and new courses have been approved at the 100 level. This change will dramatically improve the 15 and 30 college-level credit completion rate for this program. Discussions with advisory committees are on-going regarding the issue of students leaving limited-CTE programs to enter the workforce. A new measure tracking employment as a viable outcome rather than degree completion is being considered for future assessment studies. **In comparing limited and non-limited CTE program outcomes, it is clear that requiring a CTE course in the first term of enrollment increases progression**. Discussions are underway to add requirements.

Objective C: Workforce training supports job creation/retention and clients are satisfied with services.

Rationale for Objective and Measures

Another important aspect of Workforce Education at Chemeketa involves work with the business community. Non-credit courses, seminars and consulting are provided to businesses and individuals for professional skill development through Chemeketa's Center for Business and Industry (CCBI). This objective supports Core Theme: Workforce Education by measuring outcomes resulting from services offered to business and industry throughout Chemeketa's service district.

Planning: Rationale for Target Projections

Each measure for Objective C looks at a different aspect of workforce training through CCBI. The first measure assesses the business advising and training Chemeketa provides through CCBI. It tallies job creation in those businesses that have consulted with CCBI. Job creation is an important measure of economic growth and vitality; this measure allows the college to gauge the health of businesses CCBI has worked with and their impact on our district's workforce. The college's target number for this measure - 100 new jobs - is derived from several data points and environmental factors: historic totals, outreach service capacity, expanded program visibility, and the health of the region's economy. Baseline data was formed in 2009. CCBI's capacity to deliver services has not significantly increased or decreased since that time, but it has a new building, increasing the college's visibility, and the economy has gone through a recession from which it is slowly recovering. The second measure looks at satisfaction with the training CCBI has provided to businesses. The target for this measure mirrors the targets set by the State of Oregon Department of Community Colleges and Workforce Development. The target for at least the past five years has been for 95% of companies to rank their satisfaction with employee training as either 4 (good) or 5 (better). Customer satisfaction is an important indicator that the training met their outcomes. Historically, CCBI records show that if companies are satisfied with the training it provides, they are more likely to return for additional training.

Assessment

Assessment Protocol: Target Number

Cohort Definition: Not Applicable

Objective C: Workforce training supports job creation/retention and clients are satisfied with services.			
Measures	**Ending Target Range**	**Five-Year Summary**	**Status/Score**
Number of new jobs created through clients receiving support from CCBI Small Business Development Center	*100 new jobs	Average 118 new jobs /yr	Exceeded/3
Percentage of companies ranking their satisfaction with employee training with either a #4 (good) or #5 (better) on BITS report	90-95%	100%	Exceeded/3
Objective Summary Score			**Exceeded/3**

*Target is a number, derived from several data points and environmental factors: historic totals, outreach service capacity, expanded program visibility, and the health of the region's economy. Baseline data was formed in 2009.

a. Discussion of Data

Data for the first measure is collected through a form given to businesses that have come to CCBI for mentoring and support. The form asks respondents for information about job creation and other economic measures. Outcomes for this measure showed significant fluctuations over the last five-years, from 74 jobs created to 171 and back down closer to 100, ending in 2013–14 at 106 jobs. At no time in the last four years have the total number of jobs created in businesses who have consulted with CCBI fallen below the target of 100. Outcomes for the second measure showed that CCBI trainings maintain over time a high rate of satisfaction among its clients. They consistently rate their level of skill improvement as a result of the training at 4 (good) or 5 (better).

b. Factors Influencing Outcomes

Several factors have played a role in the recent success with this core theme objective. First, CCBI five years ago moved into a much larger, more visible space in downtown Salem to serve businesses. The program moved from a leased space of 5,000 square feet to a new college facility of 50,000 square feet. In addition to being able to support businesses through trainings, a library, and office support for businesses, CCBI leases out offices in its building to economic development partners including Strategic Economic Development Corporation (SEDCOR), serving Marion and Polk County, and Job Growers. This action allows clients of these organizations easy access to each other's resources and clients, creating a synergy of economic development training and support in this facility.

The first measure's large fluctuations of reported job creation parallel changes in the economy as well; 74 new jobs were created in businesses that had consulted with Chemeketa in 2009–10, but 171 jobs were created in 2010-11. The earlier result was not only soon after CCBI moved into the new building, but also right at the beginning of the national recession. Many people lost their jobs at that time and came to CCBI to begin the process of starting their own businesses. Many of the numbers in that total reflected new business startups. As the economy has slowly begun to stabilize, CCBI is seeing that

number level off. At the same time, CCBI's increased capacity and visibility due to the new facility, continues to impact its success in connecting with businesses; it has not dropped back down to 2009–10 levels, but rather maintained job creation totals closer to 100, CCBI's target.

Results regarding the second measure indicated a continued level of strong customer satisfaction with CCBI services related to customized trainings. CCBI has found that while it has a continuous core of training topics that new businesses call for, there are trends of interest in additional training that change over time. Several years ago, for example, there was a great deal of interest in approaches to excellent customer service. More recently, businesses have been particularly interested in business writing and the use of social media. CCBI is responsive to its community, and builds new trainings to meet expressed interests. No matter the topic, CCBI strives to provide its clients with high quality trainings that inspire them to come to CCBI for more training.

c. Outcomes Summary

Measures of the progress toward mission fulfillment in the area of workforce training for businesses demonstrate consistently successful efforts. These measures indicate recent success with supporting jobs creation/retention and client satisfaction. This objective exceeded expectations.

Improvement: Completed and Planned Changes

To continue to move in the direction of mission fulfillment as it pertains to workforce development, CCBI seeks always to improve its ability to be a catalyst for economic development in Chemeketa's service district. The data collected for the measures under this objective indicates two key directions CCBI would like to pursue to that end.

First, CCBI would like to expand those services it provides that are making a difference in the number of jobs that regional businesses are providing. It has been successful in outreach and support activities for area businesses, and now there is more interest in its services than CCBI has the capacity to provide. CCBI knows that its Small Business Management Program in particular has the capacity to grow. The data from the first measure shows that this program has an excellent return on investment in terms of both the stability of current businesses in the community as well as the number of jobs generated as a result of this service. CCBI is exploring how it might be able to increase faculty hours for this purpose.

CCBI is also interested in how data might enhance its ability to respond to regional workforce training needs. CCBI currently develops trainings from its read of business trends and from requests from businesses and other organizations. CCBI is well connected to both these trends and to leaders in the regional economy through its active membership in the Salem Chamber of Commerce, as well as in regional and national organizations in our field. CCBI also knows that it is able to develop quality trainings that businesses value when it knows of specific training needs. To expand its ability to identify those needs, CCBI is joining other Oregon community colleges in a grant proposal to adopt an analytic application for identifying labor trends and needed job skills. Southwestern Oregon Community College is taking the lead on this proposal to implement the use of Burning Glass Labor/Insight, an application that allows users to "analyze, trend, and compare real-time jobs data… that highlights skills, knowledge, experience, and education in demand," according to the Burning Glass company website. This information would allow CCBI to be more proactive in its approach to developing trainings for the region's businesses.

Core Theme: Workforce Education Performance Summary

Corresponding Promise: We promise to actively encourage and support the economic vitality of our community through excellence in technical training, workforce development and business support.

Note: *In this table, scores are rounded up or down a .5 percentage point. If a score is 2.5 or above, it is deemed Exceeded; if it is 2.4 or below, it is deemed Met. Similarly, if the Core Theme summary score is 2.5 or above, it is deemed Exceeded; if it is 2.4 or below, it is deemed Met.*

Core Theme Performance Summary	**Status/Score**
Objective A: Non-limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates	Met/2.2
Objective B: Limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates	Exceeded2.5
Objective C: Workforce training supports jobs creation/retention and clients are satisfied with services	Exceeded/3
Core Theme Summary Score	**Exceeded/2.6**

Standard 4.B: Improvement

High-performing institutions focus on improvement of systems, such as planning, implementation, assessment, and improvement to better fulfill institutional mission and better implement core themes. Using the college's strategic goals of Student Success, Quality, and Sustainability as the framework for its service delivery, Chemeketa's Strategic Plan identifies projects that focus on college improvements on the implementation of its core themes. The projects span a variety of college departments in all divisions and address various stages of the service delivery cycle. These projects and other efforts at the division, department, and program level demonstrate Chemeketa's strong commitment to continuous improvement in the implementation of its core themes and fulfillment of its mission.

4.B.1 ***Use of Results for Improvement***

Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Objectives with indicators of achievement were developed for each core theme in order to assess the degree of mission fulfillment. Achievement of the respective core theme objectives determines whether the related core themes have been realized and the college mission fulfilled. The college measures results associated with each core theme objective by specifying measures grouped by indicator and collecting and analyzing explicitly defined data related to each measure. Thus, the objectives are measurable, and progress can be determined longitudinally. Chemeketa uses data regarding achievement of core theme objectives in its annual planning process and allocates time, effort, and resources to areas identified for priority improvement.

As indicated earlier, the Strategic Plan, through the framework of the college's strategic goals of Student Success, Quality, and Sustainability, identifies initiatives and projects tied to one or more goals and one or more core themes, for continuous improvement. As described in Standard 1B, these continuous improvement efforts are evolving from a project basis to the development of objectives and indicators of achievement for each strategic goal.

To encourage continuous improvement efforts at the unit level, each administrative unit and instructional program:

- Identifies annual unit/program goals that support one or more of the college's core themes and strategic goals
- Develops strategies for achieving each unit/program goal
- Establishes measurable criteria to determine when goals are successfully achieved
- Assesses at the beginning of the unit planning cycle whether the unit/program goals for the previous year were accomplished at the expected level for success.
- Indicates how the results of the activity will be used to bring about future improvement.

Efforts are made to ensure that student learning assessment results are used by instructional programs to demonstrate achievement of learning goals and to identify gaps in targeted outcomes. Thus, during the year, at the end of each planning cycle, and through program review, analysis of data is used to make improvements and develop future plans. Additionally, beginning in Spring 2014, instructional programs,

using their program reviews as a starting point, began to develop formal assessment plans. The goal is to ensure that assessment methods are reliable and valid, and plans exist for using assessment results for improvement.

Since the submission of its Year Three Self-Study Report in 2012, Chemeketa has used data to identify systems gaps and instructional and resource needs for continuous improvement and initiated and implemented projects to address these gaps and needs:

- Instruction
  - A more clearly articulated Master Academic Plan that focuses on key areas
  - Rewriting curriculum for pre-college coursework to better align with new Common Core standards
  - Rewriting Developmental Education curriculum to reflect new GED standards
  - Rewriting high school curriculum to reflect new Common Core standards
  - Revision of sequencing for several Reading and Study Skills courses to increase student accessibility
  - Development of new CTE programs and courses to reflect changing industry needs (i.e., Viticulture Management certificate; Procurement certificate, Corrections certificate)
  - Revision of existing courses or deletion of courses or programs to reflect changing industry needs
  - Analysis of the Social Sciences department to develop a clearer articulation of the alignment of the programs with the college's mission and core themes. (See Exhibits - Social Services Accreditation Document.)
- Student Support
  - Mandatory advising for all new degree- or certificate-seeking students
  - DegreeWorks - a software program used to determine when students have completed the requirements for degrees and certificates
  - Implementation of a First Year Experience course to improve students' initial college experience
  - Student mentoring programs -For example, the Woodburn center has a collaboration with Pacific University to provide student mentoring. Chemeketa students mentor Woodburn School District middle and high school students as to college preparation and academic success
- Governance and Administration
  - New recruitment system for part-time and adjunct faculty positions
  - New guidelines for faculty hiring, with a particular focus on increasing the diversity of the faculty
  - A revised faculty evaluation process
  - Revisions in the guidelines for curriculum development and review
  - Improved communication and transparency through college Effectiveness Project work
  - Development of College Data Marts to improve data access, retention, and analysis
  - Enrollment comparison reports
  - Numerous facilities improvements, detailed in Standards 2.G and 5.B.

Chemeketa has also demonstrated its commitment to continuous improvement college-wide through its adoption of Lean improvement methodology, which focuses on examining organizational processes and improving them. The goal of the Lean approach is to improve quality and reduce waste. Lean core values are:

- continuous improvement of processes
- respect for people
- customer focus.

At a fundamental level, the Lean approach emphasizes the development of problem-solving systems and people at all levels of the institution. The approach focuses on enhancing customers' experience through streamlined, efficient processes; empowering staff to systematically effect change. Since its adoption of the Lean approach in 2009, Chemeketa has funded two staff positions with responsibilities that primarily focus on improving systems and processes across the college, using Lean principles. The Lean approach is closely tied to the college's planning and budgeting processes; it has also been applied to many other systems and processes within the college. Some examples of lean projects include:

- Student admission and enrollment attrition study
- Student Financial Aid processing
- Foundation Student Scholarship application process
- Procurement contract processing
- Veterans' Services enrollment process
- Human Resources hiring, recruitment and payroll processes

Thus, Chemeketa has demonstrated its commitment to continuous improvement both through the adoption of the Lean approach and through individual projects at all levels of the college.

4.B.2 ***Communicating Results to Stakeholders***

The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner

As demonstrated throughout this chapter, Chemeketa plans and assesses fulfillment of the core themes and their related objectives using meaningful, institutionally identified indicators and measures of achievement and mission fulfillment. The college shares both plans and results with the college community through an open, participatory planning and assessment process at all levels. Results are used to identify improvement needs. The Strategic Plan and Master Academic Plan target specific areas for improvement based on these results. Additionally, divisions and departments identify performance gap resource needs through program review and unit action plan formation. Both of these processes use data, supplied by the Office of Institutional Effectiveness, regarding performance measures to identify those resource needs. These needs are then communicated through the unit plans, which are reviewed by division deans, then executive deans, and sent to the Executive Team for review and recommendations to the board regarding budget allocations.

Chapter Five

Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Chapter Five

Standard 5: Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirements

Chemeketa Community College is in compliance with the Commission's eligibility requirements as indicated below:

Scale and Sustainability. **The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its missions and achieve its core themes in the present and will be sufficient to do so in the foreseeable future (Standard 5.B).**

Standards 5.A Through 5.B

Standard 5.A.1

The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

As described in Chapter One regarding Standard One and further discussed in Chapters Three and Four regarding Standards Three and Four, Chemeketa engages in regular systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments related to its Mission Fulfillment targets. This work is accomplished through a multiple-level approach.

In order to assess Chemeketa's fulfillment of its mission, the college measures its work regarding the three core themes that relate directly to that mission:

- College Preparation
- Transition and Transfer Studies
- Workforce Education.

Thus, by determining mission fulfillment through achievement of core theme objectives, the college ties its ***purpose*** to its ***efforts*** regarding its core themes. The strategic goals support these efforts. The assessment of that achievement takes place at the following levels:

Board of Education Level

The Chemeketa Board of Education reviews the college's identified core theme and strategic goal activities throughout the academic year (Board retreat, board reports, and budget allocation and audit/yearly review.) Each year at an annual Board retreat, evidence-based data is reviewed and core theme achievement is discussed to identify areas of strength and opportunities for improvement. This action drives development of additional focus areas for the Strategic Plan and Master Academic Plan.

Executive Team Level

In support of mission fulfillment, Chemeketa's Executive Team (ET) reviews progress on core theme/strategic goal objectives. Institutional Effectiveness provides in-time data to review progress towards targets. ET sets future targets for the instructional and operational divisions of the college after reviewing outcome data from the previous year, reviewing division and unit input, and considering

external and outcome factors impacting the college's work. Unit plan templates are changed based on identified areas of focus. This work drives revision of the Strategic Plan's areas of focus.

Outcomes regarding the objectives for each core theme are reviewed yearly and revised if needed, and interventions are planned in key areas to improve outcomes. Targets are identified based on the formula described in previous sections. Each year, target outcomes are assessed and action taken if outcomes have not improved. Measures and objectives are reviewed and revised as needed. In this way, a cycle of continuous improvement channels effort and resources to key areas, and data-based decision making drives the system at all levels of planning.

Instruction and Student Services and College Support Services Level

Data on measure outcomes from instructional units are analyzed and new targets set based on the formula described in Chapter 4 - Standards 3B, 4A. College Support Services division (CSSD) identifies operational initiatives for strategic goal measures, which support core themes. Outcomes are assessed. These CSSD operational initiatives are included in the Facilities Master and Academic Technology plans and also in each of the goal committees that oversee Strategic Goal activities. (See Exhibits - Facilities Master Plan, Academic Technology Plan.)

Department and Program Level

Annually, programs and departments review unit plans based on analysis of program outcomes. Targets and resources are identified to determine resource allocation, budget for activities leading to Mission Fulfillment. This process ensures that direct service to and in support of students occurs, is evaluated for efficacy, and is improved as needed. In addition, a five-year cycle of Program Review, initiated in 2013, requires additional data analysis. Program and departmental evaluation, both internal and external, encourages program and department administrators and faculty to reassess their programs and services.

The use of assessment data for improvement is illustrated in the following examples: Developmental Education faculty reviewed "progression" data in both their annual unit planning cycle and in their Program Review, and key areas for work were determined. Pilot programs were initiated and data was provided quarterly to track improvements. In developmental writing and reading courses, student progression levels significantly improved as new delivery methods were implemented. This program also enacted structural changes to adapt to both external and internal challenges. These changes ensured that a new approach to teaching and providing skill development was institutionalized. Developmental math did not have the same level of improvement in meeting targeted outcomes, so the math faculty have developed a new strategy, a Math Emporium model, to improve math outcomes. Involvement of faculty in setting targets, analyzing data, and designing interventions is part of the on-going cycle that occurs systematically at the college.

At Chemeketa, through a systematic analysis of outcomes data and in response to internal and external factors, a cycle of continuous improvement channels effort and resources to key areas, and data-based decision making drives the system at all levels of planning towards achieving Mission Fulfillment.

Standard 5.A.2

Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

As described in Chapter One regarding mission fulfillment, objectives have been defined for each core theme, and achievement of each core theme is determined from an assessment of core theme measures. That rating is derived from analysis of data and of contextual information. Outcomes for each measure receive a rating. These are aggregated to determine an overall rating for each objective. In turn, the objective ratings are aggregated to determine each core theme's rating. The college's performance regarding all three core themes must achieve ratings of "meets expectations" or "exceeds expectations" for the college to meet its threshold - the achievement of an acceptable level of mission fulfillment.

The college publishes an annual scorecard on its progress in achieving the objectives of its core themes. This scorecard is used both at the institutional level (for operational budget planning) and at the unit level (for administrative and academic program planning). Scorecard data is used to answer the following basic question: Is the college meeting and/or exceeding performance thresholds by core theme? The answer to this question is needed to support evidence-based assessment of mission fulfillment and set the the next year's targets. Performance indicators that fall below mission fulfillment targets are analyzed and discussed at the Executive Team level and appropriate action plans, such as new initiatives or reallocation of resources, are taken.

Mission fulfillment threshold for the college is more specifically defined as a summary of the average score for each Core Theme objective vis-a-vis a pre-determined range or target number for each measure. Ranges are not static but rather, in the spirit of continuous improvement, Target Ranges increase for each measure when the outcomes exceed expectations. This means programs assess results based on high standards. Each measure result is rated as below expectations, meeting expectations, or exceeding expectations. Points are assigned to the summary of each objective. Scores for core theme Objectives are averaged and a determination of mission fulfillment by core theme is determined. The overall rating for the college's attainment of mission fulfillment is determined by the point average for all objectives. The point total must fall within the "meets or exceeds expectations" range to confirm that the college has met its threshold and thus achieved Mission Fulfillment.

Rating Scale: Below expectations = 1 point; Met expectations = 2 points; Exceeded expectations = 3 points

Scoring Matrix

Core Theme: College Preparation	Status	Score	Mission Fulfillment Threshold
Objective A: Students enrolled in Adult Basic Skills (ABS) and English Speakers of Other Languages (ESOL) courses progress to higher literacy levels	Exceeded Expectations	2.5	
Objective B: Students enrolled in pre-college math, reading and writing courses complete coursework with a C or better	Met Expectations	2.2	
Objective C: Students complete high school diplomas or GED certificates	Exceeded Expectations	3.2	
Objective D: Students access courses for lifelong learning, professional development and personal enrichment	Met Expectations	2	
Summary	**Met**	**2.5**	**Exceeded**
Core Theme: Transition and Transfer Studies	**Status**	**Score**	**Mission Fulfillment Threshold**
Objective A: Early College students enroll in appropriate level math, writing and progress	Exceeded Expectations	3.7	
Objective B: Dually enrolled College Credit Now (CCN) high school students access college courses and successfully complete and transfer to college	Exceeded Expectations	3.0	
Objective C: Program-ready Transfer Studies students enroll in appropriate level math and writing, progress and complete degrees/certificates or transfer	Met Expectations	2.4	
Summary	**Exceeded Expectations**	**3.0**	**Exceeded**
Core Theme: Workforce Education	**Status**	**Score**	**Mission Fulfillment Threshold**
Objective A: Non-limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates	Met Expectations	2.2	
Objective B: Limited enrollment CTE students enroll in appropriate level courses, progress and are awarded degrees or certificates	Exceeded Expectations	2.5	
Objective C: Workforce training supports job creation/ retention and clients are satisfied with services	Exceeded Expectations	3	
Summary	**Exceeded Expectations**	**2.6**	**Exceeded**
Core Themes Summary	**Exceeded Expectations**	**2.7**	**Exceeded**

The above results indicate that Chemeketa has met or exceeded its targets for the objectives set for each core theme. Based on these results and the earlier definition for mission fulfillment, as of Fall 2014, **Chemeketa has fulfilled its mission.**

Summary

Core Theme: College Preparation

In this core theme, the college has demonstrated improvement in meeting the Target Range designated for each measure. External focus from the state of Oregon and nationally has driven change in the delivery of developmental education offerings with the expressed intent of improving progress and skill level/course completion, and decreasing the amount of time spent in pre-college level courses. Regarding the objectives for ESOL/ABS and pre-college over the five-year span considered for this report, improvement has been noted on most measures and a number have exceeded expectations. Additional services to support workforce development and skill acquisition in non-credit GED and high school completion programs is demonstrated in the increased numbers of certificates and high school diplomas awarded;thereby exceeding expectations. The college has also demonstrated its commitment to lifelong learning by adding access points for personal enrichment, professional development and degree or certificate completion throughout the college's service district. This expansion of access meets college expectations.

Core Theme: Transition and Transfer Studies

In support of the college's promise to support transition to college and to universities, objectives strongly indicate achievement of objective outcomes. Students in high school are provided opportunities to take college courses and experience the rigor of college through Early College and College Credit Now. Outcome data indicates that measures have exceeded expectations. In Transfer Studies programs, Chemeketa provides students the structures, offerings and support they need to transition into higher education and move through their chosen course of study to their next goal through Transfer Studies. That may be earning a certificate or degree and/or transfer to another higher education institution. **Degrees and certificates awarded each year have increased significantly despite reduction in FTE.** Several measures for this objective are **identified in Oregon's Achievement Compact data outcomes and show this objective meets expectations.**

Core Theme: Workforce Education

Workforce Education encompasses Chemeketa's work to promote workforce and economic development: 1) **training** - providing career- focused programs and support structures that best enable students to enter and complete career/technical programs and launch or expand fruitful and enduring careers; 2) **connecting with employers** - connecting with employers through advisory committees and community involvement to ensure Workforce Education programs align with the region's needs; 3) **serving as a catalyst for economic development** - joining regional efforts to attract employers, developing customized and future-focused training, and supporting and advising small businesses.

Workforce Education objectives focus on three areas critical to this core theme: non-limited enrollment CTE programs, a sample of limited enrollment CTE programs, and workforce training. Measures for each objective indicate that expectations for this core theme were met or exceeded. The value of conducting systematic analysis and assessment of data to encourage improvement is evident in this core theme. Evidence suggests that the structure of limited enrollment programs encourages progression and completion. Changes to non-limited enrollment CTE programs to reflect this structure will be implemented in the future. In addition, it is clear that the way in which cohorts are identified in CTE may not reflect actual numbers of students (see Core Theme: Workforce Education-Objectives A and B, Standard 4.B.). This process will be improved. Workforce training and support to businesses in Chemeketa's service district successfully saved or created jobs through the college's Center for Business

and Industry (CCBI). Employers served through the center indicated high rates of satisfaction. CCBI's performance exceeded expectations.

Standard 5.B Adaptation and Sustainability

5.B.1 ***Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.***

5.B.2 ***The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.***

5.B.3 ***The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.***

Chemeketa regularly evaluates the adequacy of its resources, capacity and effectiveness of operations to document ongoing ability to fulfill its mission and accomplish core theme objectives and strategic goals. More specifically, Chemeketa Community College assesses and evaluates resources, capacity and effectiveness of operations in multiple ways and on various regular schedules and takes action to ensure sustainability. For example, Instruction and Student Services assessed Building Inspection program viability and workforce needs in the region. Based on employment trends, CTE advisory group recommendations, and other factors, this program was discontinued. Other programs, such as those in the Health Sciences area, were added or expanded, as was the case with Hemodialysis and Dental Assisting after the college worked with health professionals and assessed cost, facilities capacity and employment trends.

Other examples of Chemeketa's adaptability abound. For example, Oregon has focused a state-wide initiative on redesigning Developmental Education, which is the primary focus of Core Theme: College Preparation. Chemeketa supported a team of faculty to participate in this redesign, and funded innovative planning to revise curriculum and instructional delivery to shorten the time pre-college level students spend in sub-transfer level courses. In addition, faculty revised the college placement test process to include a skill development session, and an additional level of testing to ensure correct placement. Based on best practices, a number of other initiatives are being developed, including contextualizing learning content to better integrate skill development courses. These will be offered as co-requisites so students can begin programs of study while improving academic skills. These efforts were funded as a priority for the college in support of the Student Success goal and Core Theme of College Preparation.

Adaptability to external forces occurs at all levels of the college. Recently a national initiative was launched to explore the implementation of the VALUES assessment rubric for norming assessment standards in all subjects. The State Higher Education Executive Officers Association recruited faculty from Oregon and other Liberal Education and America's Promise (LEAP) states. Leadership from two

Chemeketa faculty galvanized a group of 30 instructors to begin collecting artifacts for scoring. This work has fueled conversations campus-wide on instructional assessment, which is crucial to academic quality goals.

In another example of adaptability, since the adoption of the core themes, several programs and services have been implemented with deference to the core themes. The programs and services listed in the table below are discussed at greater length in the core theme sections later in this chapter.

Program or Service	**Core Theme**	**Objective**
Developmental Education Redesign	College Preparation	Objective B
Early College	Transition and Transfer Studies	Objective A

An example of both resource sustainability and adaptability was evident last year in the college's approach to grappling with projected enrollment declines. In last year's budget recommendations after analysis of downward statewide enrollment trends despite Chemeketa's flat enrollment, the Executive Team recommended a 10% decrease in budget for the 2014-15 academic year as a conservative, judicious response to the projection. Then in an effort to proactively address and possibly mitigate the anticipated decline, a group of staff members called students who needed assistance completing financial aid applications. Another group went out into the community to recruit students. In the end, enrollment decreased only 5% Fall term, suggesting that staff actions served to improve the college's financial circumstances, and Chemeketa was able to avoid program cuts and layoffs evident in other colleges in Oregon that same year. The college administration and board has assiduously taken care to be good stewards of college resources to sustain activities leading to mission fulfillment.

In Oregon, there has been significant flux at the state level in governance of community colleges and universities. Decisions regarding the formulas determining funding to community colleges have also been unpredictable. With this in mind, the Executive Team and Board of Education have embarked on a conservative budget allocation and have, over the last four years, been able to develop a contingency fund for later use if enrollments or state funding allocations are reduced.

Ecological Adaptability and Sustainability

Chemeketa Community College anticipates that rising energy costs and legislation related to carbon neutrality, energy efficiency, and other environmental issues will continue to influence the college's curriculum and operating costs. As such, the college is paving the future of our sustainable development by gathering critical data, identifying energy efficiency opportunities, and promoting increased awareness and acceptance of sustainable practices. These practices will allow us to adapt to an ever-changing sustainability landscape.

The Sustainability program worked with the Office of the President in 2014 to transform the Sustainability Advisory Council into a steering committee. The new committee now oversees three working groups in the areas of sustainability curriculum, greenhouse gas emissions reductions, and staff literacy. Volunteer membership was replaced with appointed key stakeholders and decision makers across Support Services. This change increases the college's capacity to enact sustainability measures across departments, while strongly embedding sustainability throughout college operations.

As a signatory to the American Colleges and University Presidents' Climate Commitment (ACUPCC), Chemeketa Community College is committed to stronger data collection and reporting, which enhances the college's ability to respond to new challenges. For example, when the college anticipated that the largest contributing factor to our greenhouse gas emissions would come from student commuting, the Sustainability program worked with Institutional Effectiveness Office to survey students and employees on their commuting habits. The college has also created sustainability measures and enhanced data collection around greenhouse gas emissions, energy efficiency and waste management.

Ecological sustainability is one of the three primary sustainability goals of Chemeketa Community College. Our robust recycling program and commitment to low chemical use have contributed to recognition for the college as a leader in Sustainability. Over the past seven years, both the Salem campus and the Center for Business and Industry have become EarthWise certified (a certification available from Marion County for green businesses). The Northwest Wine Studies Center has certified the vineyard as Salmon Safe and Oregon LIVE (Oregon Low Input and Viticulture). Capital Projects, Facilities and Operations have made several green improvements to the college's campuses and centers.

Chemeketa Community College recently expanded its recycling program to classroom hallways and is working with its catering company on a pilot composting program. Work with college classes and the Office of Student Retention and College Life led to a campaign promoting our filtration stations over bottled water. More significantly, in April of 2014, Chemeketa became a signatory to the American Colleges and University Presidents' Climate Commitment (ACUPCC) and has adopted it as an initial framework for the sustainability program. In planning to sign the ACUPCC, the college took several measures to ensure that the program would be a success, including promoting public transportation. The college has regularly participated in community discussions around public transit options and has an Emergency Ride Home program.

Chemeketa has also demonstrated sustainable practices in its use of low-power consumption computing technologies. For academic computing environments, the college utilizes Next Unit of Computing (NUCs) technology. This low-power computing technology uses only 10% as much energy as a typical PC.

A thoughtful approach to ecological sustainability continues to evolve at Chemeketa. Chemeketa's sustainability coordinator recently noted:

> We are tracking our greenhouse gas emissions as a way to measure our ecological sustainability. While not a complete picture of the college's ecological sustainability, our greenhouse gas emissions encompass our largest environmental impacts in terms of direct consumption of energy resources (through heating, lighting and transportation). In addition, the imminence of climate change demands our focus on greenhouse gas emissions reductions. Tracking greenhouse gas emissions also has the advantage of tracking other major contributors to global climate change, such as the use of refrigerants and fertilizers. Most of our immediate progress will be made by reducing our consumption of the electricity and natural gas used for lighting and heating.

Adaptability and Sustainability in Facilities

Adaptability is at the foundation of Chemeketa's operational approach and the Facilities & Operations Department's success. The college holds paramount both public and private partnerships and tenancies, of which the college currently has more than 30, at seven different campuses or centers. This situation offers the college enhanced educational opportunities for our students, helps build financial resources to fuel continued facility development and adaptation, builds collaborative relationships with other

institutions, and increases real property and facility holdings, which are critical to the continued growth of the college. These real property and facility holdings have allowed the college to grow and adapt to ever-changing educational and funding paradigms, and to react quickly to the changing needs of the communities and industries we serve.

The college recognizes the indisputable advantage of closely integrating sustainability into the development of our facilities and the operations used to maintain them, and therefore coordinates it's sustainability efforts from a unit within the Facilities & Operations Department. Over the past seven years, as a result of a major bond funding capital projects, the college has constructed five new LEED or LEED-equivalent facilities. These include: Salem - Building 8, Salem - Building 40, Yamhill - Building 1, Brooks - Building 2, Downtown Salem - Center for Business & Industry. The college has also performed two major energy conservation-related reconstructions, including Salem - Building 4 and Salem - Building 25, and the imminent completion of a new Building 20 on the Salem Campus, which will be home to the Machining, Drafting, and Engineering programs. Similar to Building 8, this facility will include passive cooling design elements for substantial energy conservation potential.

In the past year, the college has also implemented an energy metering system at the Salem campus that will be used to inform the college on energy usage conservation and energy efficiency projects in the future. In 2013, power requirements for the college's data center were reduced through the use of new HVAC technology that utilizes outside air for heating and cooling. This project was completed through an Energy Trust grant. The college has also completed two major stormwater improvement projects within the past seven years, which include a detention pond that serves as an outdoor wetland laboratory for educational use, and an underground detention and treatment facility located under the newly reconstructed Yellow Parking Lot.

General Conclusion

Since the submission of its last comprehensive Self-Study Report in 2006 and its Year Three Self-Study Report in 2012, Chemeketa Community College has remained true to its mission:

> *Chemeketa Community College values access and diversity which is affirmed by how we care, collaborate, and innovate with each other and the community. We promise to actively support student learning from pre-college to transfer or to the workplace and lifelong learning by focusing on student success, quality, and sustainability in all of our practices and by being responsible stewards of our resources.*

Yet since its last comprehensive self-study, Chemeketa has experienced significant changes in its systems and processes for fulfilling that mission; it has also experienced significant changes in its leadership team. In its external environment, like other Oregon community colleges, Chemeketa was strongly impacted by changing economic and student enrollment trends.

Student access and success remain Chemeketa's primary purpose. The changes in systems and processes have focused on maintaining or improving the college's ability to carry out that purpose, chiefly by adapting to a changing environment and continuing to enact practices that enhance the college's sustainability as well as the level of quality in its practices. This report documents not only the college's current situation, but also those changes enacted for the college's continuous improvement.

In the recent past, the college had concentrated on fulfilling its mission by focusing on its strategic goals of Student Success, Quality and Sustainability. Mission fulfillment was largely viewed through the completion of projects. The shift in the focus of accreditation standards to an emphasis on mission fulfillment through core themes provided an opportunity for Chemeketa to re-think its prior approach to determining and assessing mission fulfillment. While maintaining its purpose of student access and success, Chemeketa's approach to mission fulfillment has evolved from a focus on goals to a focus on its core themes that reflect the promises described in its mission statement. As noted in the introduction to this report, the college's promises focus on its commitments to the community and manifest fundamental aspects of its mission. These promises are captured within Chemeketa's core themes:

- We promise to actively encourage and support college preparation, workforce readiness, and lifelong learning ***(Core Theme: College Preparation)***.
- We promise to actively encourage and support successful transition from high school to college and university study ***(Core Theme: Transition and Transfer Studies)***.
- We promise to actively encourage and support the economic vitality of our community through excellence in technical training, workforce development, and business support ***(Core Theme: Workforce Education)***.

Chemeketa's core themes of College Preparation, Transition and Transfer Studies, and Workforce Education are now more clearly defined, and have clear objectives and indicators of achievement that are both meaningful and assessable.

While the core themes focus on what educational areas Chemeketa can offer students, the college's strategic goals of Student Success, Quality, and Sustainability have not disappeared, but continue to provide the framework as to how Chemeketa's mission will be fulfilled: with a focus on student success, using high-quality, sustainable practices. The interaction of the work on the core themes and the work on the strategic goals thus represent a union of content and process.

The evolution of thinking regarding the goals included the realization that the measurement of success regarding goal implementation cannot be limited to the enactment of projects. As with the core themes, goal progress and success is best determined using clear objectives and measurable, meaningful indicators of achievement. In the spirit of continuous improvement, the work to develop these objectives and indicators is well underway.

As noted in this report's early pages, the new accreditation process provided an opportunity to validate areas of strength at Chemeketa and identify areas of needed improvement. The standards of quality also provided the college with an opportunity to clearly document high-quality current practices and guidance for the development of new or revised practices in important areas. Areas of strength, documented in this report, include the following:

- Access to lifelong learning opportunities throughout a large and diverse service area
- A strong and committed Board of Education
- A hard-working faculty and staff
- High-quality programs and services focused on student success
- Well-developed plans for financial sustainability
- Focused attention on systematic planning, data analysis and assessment for continuous improvement
- A structured approach to accomplishment of institutional priorities and mission fulfillment (e.g., Strategic Plan, Master Academic Plan)
- Solidified commitment to the college's mission, despite changes in college leadership, economic challenges for the region, and the uncertainty of governance/policy changes at the state level
- Adaptability to those changing circumstances
- A commitment to continuous improvement in order to fulfill the college's mission.

The development of this Self-Evaluation Report helped focus Chemeketa's work to improve many of its systems and processes. This work resulted in the following:

- The evolution and alignment of planning and assessment processes
- Core theme objectives and measures aligned clearly to the mission
- Clear, meaningful measures in the core themes that
    - have been used to collect longitudinal data that has been assessed systematically
    - align, when appropriate, with state-wide initiatives and measures, such as the Oregon Achievement Compact; others were added to adapt to outside factors such as the Developmental Education Redesign or the state's 40/40/20 initiative
    - track what is important to the college, as stated in our mission
    - reflect student success goals including access, progression, completion
- Data analysis based on a continuous improvement model. Target Ranges adapt to outcomes and move up when there is evidence that we have met a standard; we challenge ourselves to improve.
- A planning process that
    - focuses on achievement of core themes, especially in alignment of the Strategic and Master Academic Plan.

- includes everyone who works at the college. Their knowledge and understanding of their work informs planning for the whole.

At the same time, the preparation of this Self-Evaluation Report assisted the college in identifying areas of challenge and processes needing improvement. For example, we have been ambitious in identifying so many measures for our core themes. A more specific focus for each core theme objective and related measures may be important for the future. More broadly, the role of strategic goals and core themes needs to be further refined. Additionally, a number of issues became apparent in our analysis of data, such as how non-limited CTE program cohorts are identified; this knowledge will lead to changes in practice. Overall, we undertook a careful review of our assessment processes and implemented several changes to enable the college to collect cleaner data and set measurable targets for improvement. We also identified and addressed such progression measurement challenges as students enrolling both CTE and general education courses. However, significant work remains to be done regarding the assessment, collection and analysis of student learning outcomes in general education courses.

The accreditation standards of quality, with their emphasis on the connections between planning, assessment, and improvement, helped to highlight the importance of using meaningful data for program improvement and guide further efforts related to the uses of assessment methods for that improvement. More specifically, Chemeketa's efforts to respond to the criteria in this area highlighted the need for more consistent use of valid assessment methods to gather data to determine effectiveness, set realistic targets, and make improvements, if needed.

Finally, the standards and related criteria encouraged the college to examine more closely how it might further implement two values identified in its mission statement: access and diversity. By offering multiple sites, time periods, and modalities, Chemeketa has demonstrated its commitment to access to learning opportunities for individuals in its service area. As a result of efforts to clarify objectives regarding social equity, this self-evaluation has helped the college identify what it is currently doing to increase access in terms of equity, and other initiatives it can pursue in this area. Chemeketa has, for example, established an Office of Diversity and Equity with specific initiatives to promote equity; it is also working to provide a learning environment that is more welcoming and inclusive to all individuals in the service area. The college is also pursuing an initiative to be designated a Hispanic-serving institution, as approximately 20% of its student population is Hispanic, and recently implemented a hiring process to increase the diversity of its faculty.

Chemeketa will continue to collect data to determine level of success in these areas. One instrument for doing so is to use research on student satisfaction and engagement through such tools as the Community College Survey of Student Engagement (CCSSE) survey. As noted by the CCSSE website:

> While CCSSE data are not direct measures of student outcomes, they are direct measures of student behaviors. That is, the CCSSE instrument measures the extent to which students are engaged in educationally meaningful activities that are empirically linked to student success…….CCSSE results help answer key questions related to institutional policies and programs associated with high levels of student engagement and learning.

This research will inform both the Student Success and Sustainability goals.

Community colleges in Oregon are facing many changes at the state level, financially, structurally, technologically, and demographically. Although Chemeketa has demonstrated adaptability as a general characteristic, external demands could dissuade us from our mission. We will remain cognizant of our mission's priorities and true to our vision to transform lives and communities through exceptional learning experiences.

Appendix A

Chemeketa Community College Response to NWCCU Policy on Credit Hours

In response to NWCCU's policy regarding credit hours, Chemeketa Community College adopted on May 15, 2013, the following policy:

Policy #4075 POL

Educational Program Series—4000

CREDIT HOUR POLICY

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

On June 19, 2013, the college adopted the following procedure:

Procedure #4075 PRO

Educational Program Series—4000

CREDIT HOUR PROCESS

President's Advisory Council:

1. Reviews the academic calendar annually to ensure instructional time.

Curriculum Committee:

1. Reviews each new and revised course outline to align contact hours, classroom instruction time, and awarded credit hours so that the scheduling of credit-bearing courses in all formats reflects the credit-hour definition established by federal regulations and board policy.

Instructional Deans:

1. Review to ensure that:

A) Credit-bearing online courses require student participation in instructor-led asynchronous or synchronous online learning activities that are equivalent to:

1) a minimum of one hour per week

2) out-of-class student work equivalent to a minimum of two hours per week for each credit hour

B) Credit-bearing hybrid courses require a combination of in-person faculty instruction and online, instructor-led, asynchronous or synchronous learning activities equivalent to a minimum of one hour per week and out-of-class student work equivalent to a minimum of two hours per week for each credit hour.

C) Laboratory and studio work, internships, practica, and other academic work require at least the equivalent amount of classroom and/or direct faculty instruction and student work.

Appendix B

Chemeketa Community College Response to NWCCU Record of Student Complaints Policy

Per Oregon State Archive Division record keeping rules, complaints from students that are presented to the office of the Executive Dean of Student Development are recorded and handled according to practices outlined in the Students Rights and Responsibilities college document. This document also describes how student complaints are processed and how that process is in alignment with the college's policies and procedures on the handling of grievances or complaints. This document reflects the following college policy:

Policy #5010 POL

Student Services Series—5000

STUDENT RIGHTS AND RESPONSIBILITIES

The college shall maintain a student rights and responsibilities document which is readily accessible to students. This document addresses student rights of access to education and facilities; provisions of confidentiality, association, and expression; code of conduct; procedure for academic honesty; and student responsibilities.

(Adopted September 18, 1991; revised March 21, 2007)

Complaints regarding instructors are routed to the appropriate instructional dean and the record of the complaint is maintained in that office.