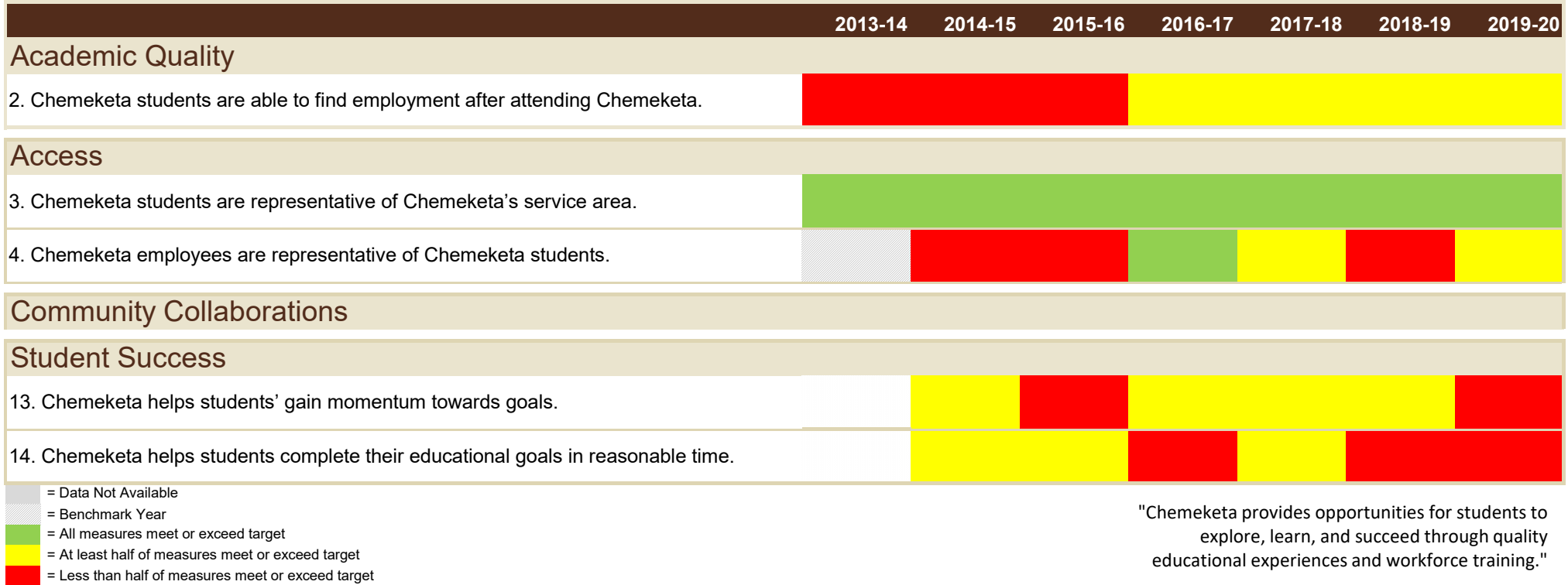







Chemeketa's institutional indicators evaluate mission fulfillment for the college. Chemeketa's equity scorecard takes some of those indicators and further disaggregates them by race and ethnicity to evaluate and assess institutional equity.



One indicator of academic quality is the ability of our students to find employment after leaving Chemeketa. A key metric associated with this indicator is the one-year employment rate for former students. When looking at this data by race and ethnicity, it is important to look at trends. Some races do not have a large number of completers, so it is possible to have an abnormal spike or dip for a year. A percentage that is highlighted red is lower than the average one-year employment rate for the reporting year. The following page depicts this information in a graph.

	Target	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
<b>Academic Quality</b>							
<b>2. Chemeketa students are able to find employment after attending Chemeketa.</b>							
						<b>Yr. 1 Avg Wages</b>	
<b>a. One-year employment rate</b>	80%	<b>73%</b>	<b>76%</b>	<b>75%</b>	<b>76%</b>	<b>74%</b>	<b>\$28k</b>
American Indian/ Alaska Native		75%	67%	74%	70%	84%	\$29k
Asian		68%	75%	67%	57%	78%	\$28k
Black/ African American		61%	73%	62%	69%	68%	\$24k
Hispanic/ Latinx		78%	83%	79%	78%	77%	\$25k
Native Hawaiian/ Pacific Islander		82%	67%	67%	57%	77%	\$32k
White		72%	75%	74%	77%	75%	\$29k
2 or More Races		76%	67%	76%	72%	68%	\$26k

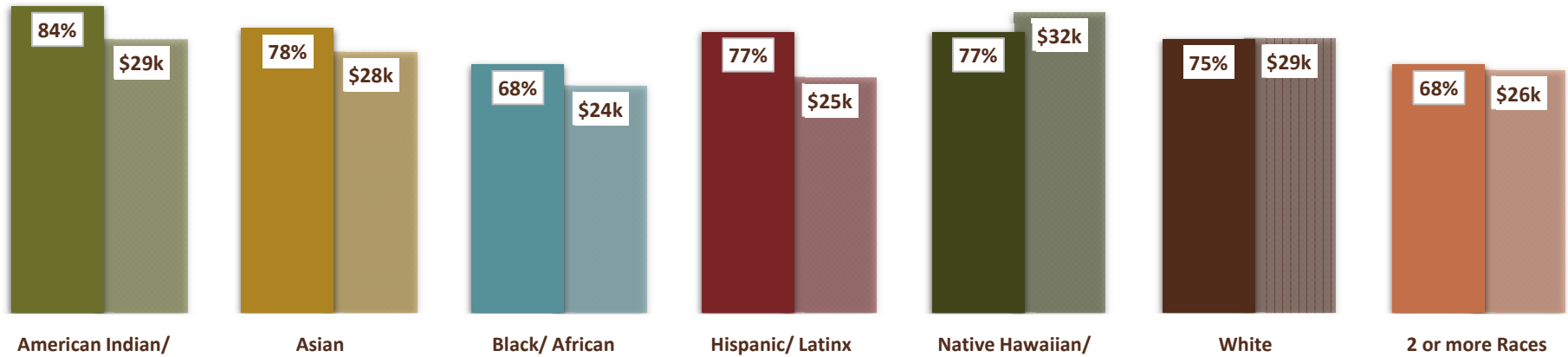
-  = Data Not Available
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"Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training."

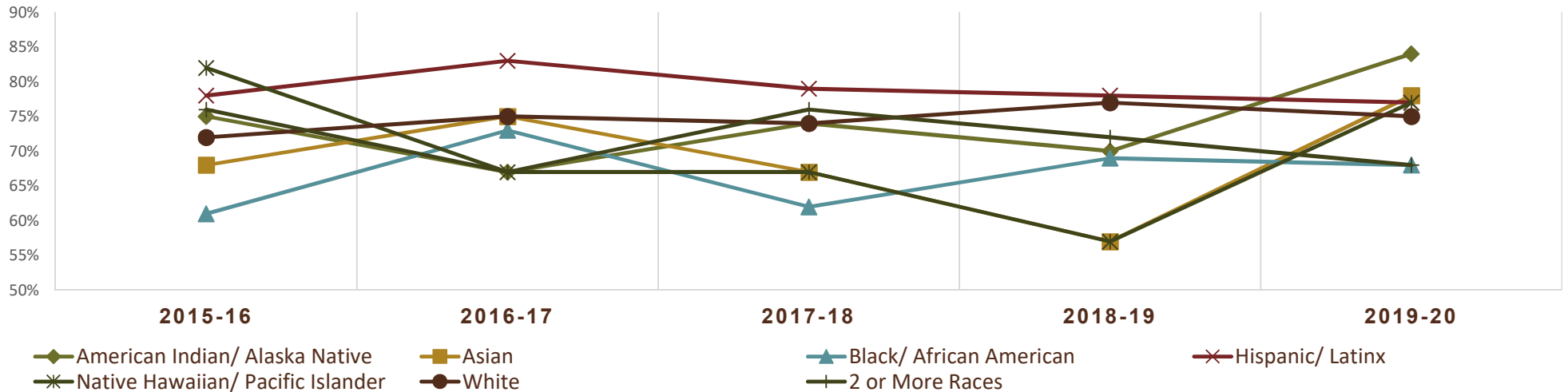
2a. Percent of students employed one year after leaving Chemeketa. To be included in the analysis, a student must have earned a credential or completed at least 24 credits and did not return to Chemeketa the next academic year. They also must have a valid social security number. Employment information is gathered from the Oregon Employment Department and includes any type/level of employment. Students are matched by their social security number.

Target is based on the national average employment rate for 25-34 year olds with 'some college' according to the National Center for Education Statistics.

**2a. One-Year Employment Rate & Salary**  
 Reporting Year: 2019-20





















**2a. One-Year Employment Rate Trends**



**2a. One-Year Employment Rate:** Percent of students employed one year after leaving Chemeketa. To be included in the analysis, a student must have earned a credential or completed at least 24 credits and did not return to Chemeketa the next academic year. They also must have a valid social security number. Employment information is gathered from the Oregon Employment Department and includes any type/level of employment. Students are matched by their social security number.













A contributor to student access and success is the representation of staff and faculty that racially and ethnically mirrors the student population. The table below shows the percent of each Chemeketa group that identifies as each race or ethnicity. A student percentage is highlighted red if it is below the service area percentage. An employee percentage is highlighted red if it is below the student percentage. In this indicator, there are also percentages that are highlighted green to show areas of overrepresentation.

		2015-16	2016-17	2017-18	2018-19	2019-20	Trends
<b>Access</b>							
<b>3. Chemeketa students are representative of Chemeketa's service area.</b>							
<b>4. Chemeketa employees are representative of Chemeketa students.</b>							
<b>BIPOC Population Percentage</b>		<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	
Service area		31%	29%	33%	33%	34%	
Students		35%	35%	35%	36%	36%	
Classified Staff		23%	24%	27%	29%	30%	
Exempt Employees		20%	21%	19%	19%	20%	
Full-time Faculty		14%	14%	15%	15%	14%	
Part-time Faculty		15%	16%	17%	18%	20%	
<b>American Indian/ Alaska Native Population Percentage</b>							
Service area		2%	1%	2%	2%	2%	
Students		1%	1%	1%	1%	1%	
Classified Staff		2%	1%	1%	2%	2%	
Exempt Employees		1%	0%	0%	0%	0%	
Full-time Faculty		1%	1%	1%	1%	1%	
Part-time Faculty		1%	1%	1%	1%	1%	
<b>Asian Population Percentage</b>							
Service area		2%	2%	2%	2%	2%	
Students		2%	2%	2%	2%	2%	
Classified Staff		2%	2%	2%	2%	2%	
Exempt Employees		1%	1%	0%	0%	1%	
Full-time Faculty		2%	2%	2%	2%	2%	
Part-time Faculty		1%	1%	2%	2%	3%	

A contributor to student access and success is the representation of staff and faculty that racially and ethnically mirrors the student population. The table below shows the percent of each Chemeketa group that identifies as each race or ethnicity. A student percentage is highlighted red if it is below the service area percentage. An employee percentage is highlighted red if it is below the student percentage. In this indicator, there are also percentages that are highlighted green to show areas of overrepresentation.

	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
<b>Access</b>						
<b>3. Chemeketa students are representative of Chemeketa's service area.</b>						
<b>4. Chemeketa employees are representative of Chemeketa students.</b>						
<b>Black/ African American Population Percentage</b>						
Service area	1%	1%	1%	1%	1%	
Students	1%	1%	1%	1%	1%	
Classified Staff	1%	1%	1%	1%	1%	
Exempt Employees	0%	0%	0%	0%	1%	
Full-time Faculty	1%	1%	1%	1%	1%	
Part-time Faculty	1%	1%	2%	2%	2%	
<b>Hispanic/ Latinx Population Percentage</b>						
Service area	21%	21%	23%	23%	23%	
Students	27%	27%	27%	28%	28%	
Classified Staff	17%	17%	20%	21%	23%	
Exempt Employees	12%	13%	12%	11%	12%	
Full-time Faculty	6%	7%	7%	7%	7%	
Part-time Faculty	8%	9%	9%	9%	10%	
<b>Native Hawaiian/ Pacific Islander Population Percentage</b>						
Service area	1%	1%	1%	1%	1%	
Students	1%	1%	1%	<1%	1%	
Classified Staff	<1%	<1%	<1%	<1%	<1%	
Exempt Employees	1%	1%	1%	1%	1%	
Full-time Faculty	0%	0%	0%	0%	0%	
Part-time Faculty	<1%	<1%	<1%	0%	<1%	

A contributor to student access and success is the representation of staff and faculty that racially and ethnically mirrors the student population. The table below shows the percent of each Chemeketa group that identifies as each race or ethnicity. A student percentage is highlighted red if it is below the service area percentage. An employee percentage is highlighted red if it is below the student percentage. In this indicator, there are also percentages that are highlighted green to show areas of overrepresentation.

		2015-16	2016-17	2017-18	2018-19	2019-20	Trends
<b>Access</b>							
<b>3. Chemeketa students are representative of Chemeketa's service area.</b>							
<b>4. Chemeketa employees are representative of Chemeketa students.</b>							
<b>White Population Percentage</b>							
	Service area	69%	71%	70%	69%	69%	
	Students	49%	52%	45%	41%	37%	
	Classified Staff	65%	64%	61%	60%	59%	
	Exempt Employees	60%	61%	64%	65%	64%	
	Full-time Faculty	74%	72%	71%	72%	73%	
	Part-time Faculty	75%	74%	74%	72%	71%	
<b>2 or More Races Population Percentage</b>							
	Service area	3%	3%	3%	4%	4%	
	Students	3%	3%	3%	3%	3%	
	Classified Staff	3%	3%	3%	3%	2%	
	Exempt Employees	5%	6%	7%	7%	6%	
	Full-time Faculty	3%	4%	4%	4%	4%	
	Part-time Faculty	3%	3%	3%	4%	3%	

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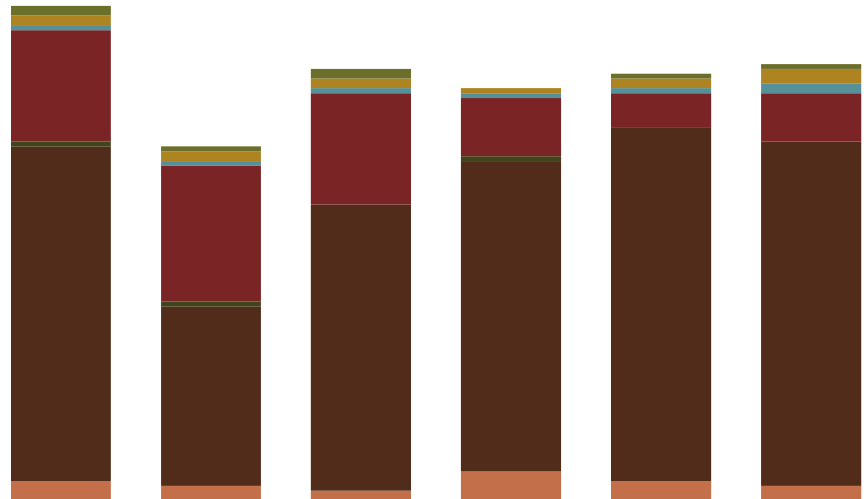
**Service area:** The percentage of residents in Marion, Polk, and Yamhill counties who identify as each race/ethnicity group.

**Students:** The percentage of students enrolled in the academic year who identify as each race/ethnicity group.

**Chemeketa employees:** The percent of all employees who identify as each race/ethnicity group by employee group.

### 3 & 4. Population Percentages\*

Reporting Year: 2019-20

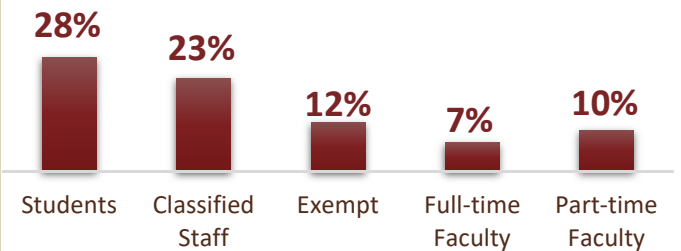


	Service area	Students	Classified Staff	Exempt	Full-time Faculty	Part-time Faculty
American Indian/ Alaska Native	2%	1%	2%	0%	1%	1%
Asian	2%	2%	2%	1%	2%	3%
Black/ African American	1%	1%	1%	1%	1%	2%
Hispanic/ Latinx	23%	28%	23%	12%	7%	10%
Native Hawaiian/ Pacific Islander	1%	1%	0%	1%	0%	0%
White	69%	37%	59%	64%	73%	71%
2 or More Races	4%	3%	2%	6%	4%	3%

The graphs on this page depict the most recent information from the previous pages. Along with the racial percentages for each population group for the most recent reporting year, there is also a graph for just our Hispanic/ Latinx populations. As a Hispanic Serving Institution, Chemeketa should ensure Hispanic/ Latinx representation with staff and faculty.

### 4. Hispanic/ Latinx Population Percentages

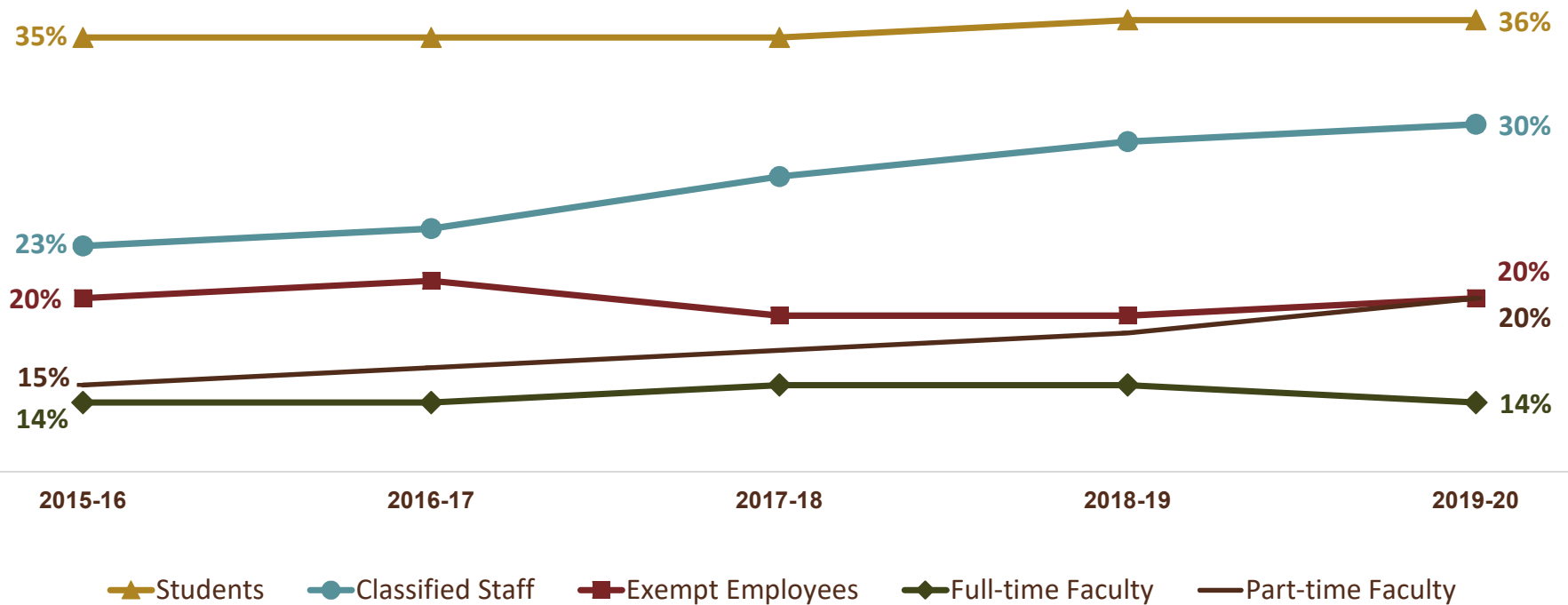
Reporting Year: 2019-20



\*Percentages may not add up to 100% due to rounding and those without an identified race or ethnicity.

The graph on this page shows the trend of the percent of each population that identifies as Black, Indigenous, and People of color (BIPOC). All employee groups are below our student representation, with Classified Staff showing the largest increase in BIPOC employees since 2015-16.

**4. Percentage of BIPOC Students & Employees Trends**
















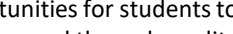









An important indicator of student success looks at a student's early momentum. Metrics that we are focusing on for early momentum include completion of gateway courses and persistence. When looking at this data by race and ethnicity, it is important to look at the trends. Some races do not have a large number of students in the cohort, so it is possible to have an abnormal spike or dip for a year. A percentage that is highlighted red is lower than the overall percentage for the academic year.

	Target	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
<b>Student Success</b>							
<b>13. Chemeketa helps students' gain momentum towards goals.</b>							
<b>a. Percent of students completing college-level English in their first year</b>		<b>37%</b>	<b>42%</b>	<b>42%</b>	<b>44%</b>	<b>41%</b>	
American Indian/ Alaska Native		25%	38%	54%	48%	39%	
Asian		42%	57%	44%	62%	48%	
Black/ African American		31%	36%	20%	26%	15%	
Hispanic/ Latinx		37%	47%	49%	46%	47%	
Native Hawaiian/ Pacific Islander		28%	35%	45%	32%	41%	
White		38%	42%	42%	47%	42%	
2 or More Races		46%	45%	54%	53%	35%	
<b>b. Percent of students completing college-level math in their first year</b>		<b>25%</b>	<b>25%</b>	<b>26%</b>	<b>26%</b>	<b>27%</b>	
American Indian/ Alaska Native		16%	13%	17%	14%	17%	
Asian		33%	43%	37%	44%	65%	
Black/ African American		6%	18%	3%	4%	9%	
Hispanic/ Latinx		23%	25%	26%	26%	28%	
Native Hawaiian/ Pacific Islander		24%	29%	14%	16%	14%	
White		27%	25%	29%	28%	28%	
2 or More Races		21%	26%	28%	31%	31%	
<b>c. Percent of students completing college-level English and math in their first year</b>		<b>17%</b>	<b>17%</b>	<b>18%</b>	<b>19%</b>	<b>20%</b>	
American Indian/ Alaska Native		13%	11%	17%	14%	17%	
Asian		25%	35%	21%	32%	48%	
Black/ African American		6%	18%	3%	0%	9%	
Hispanic/ Latinx		16%	18%	20%	18%	21%	
Native Hawaiian/ Pacific Islander		16%	24%	14%	11%	9%	
White		17%	17%	18%	20%	21%	
2 or More Races		14%	17%	22%	21%	18%	

An important indicator of student success looks at a student's early momentum. Metrics that we are focusing on for early momentum include completion of gateway courses and persistence. When looking at this data by race and ethnicity, it is important to look at the trends. Some races do not have a large number of students in the cohort, so it is possible to have an abnormal spike or dip for a year. A percentage that is highlighted red is lower than the overall percentage for the academic year.

	Target	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
<b>Student Success</b>							
<b>13. Chemeketa helps students' gain momentum towards goals.</b>							
<b>d. Percent of students who persisted to their second term or completed their goal</b>							
		70%	75%	74%	76%	73%	
American Indian/ Alaska Native		69%	69%	83%	57%	78%	
Asian		75%	84%	84%	88%	84%	
Black/ African American		50%	64%	50%	70%	55%	
Hispanic/ Latinx		63%	77%	76%	77%	74%	
Native Hawaiian/ Pacific Islander		60%	76%	64%	68%	73%	
White		74%	76%	78%	82%	74%	
2 or More Races		71%	77%	83%	83%	79%	
<b>e. Percent of students who persisted to their second year or completed their goal</b>							
		49%	52%	54%	53%	48%	
American Indian/ Alaska Native		41%	40%	67%	43%	48%	
Asian		60%	69%	60%	68%	48%	
Black/ African American		34%	32%	27%	35%	21%	
Hispanic/ Latinx		45%	58%	58%	58%	52%	
Native Hawaiian/ Pacific Islander		44%	53%	50%	47%	45%	
White		53%	53%	57%	57%	47%	
2 or More Races		47%	53%	65%	60%	44%	

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**Main Entering Student Definition: All incoming, first-time, fall students enrolled in any credit course.**

This means the specified fall term is the student's first term taking credit classes at Chemeketa. The student is not enrolled in College Credit Now, although they can have previous Chemeketa credits if they were earned while in high school. The student is not incarcerated. The student did not transfer to Chemeketa from another college. The student is not enrolled in 100% non-credit courses, but can have previously completed non-credit courses at Chemeketa. *Part time students are included in the main cohort.*

13a. Percent of entering students who complete college-level English in their first year at Chemeketa. College-level is defined as WR115 or higher.

13b. Percent of entering students who complete college-level math in their first year at Chemeketa. College-level is defined as MTH105 or higher.

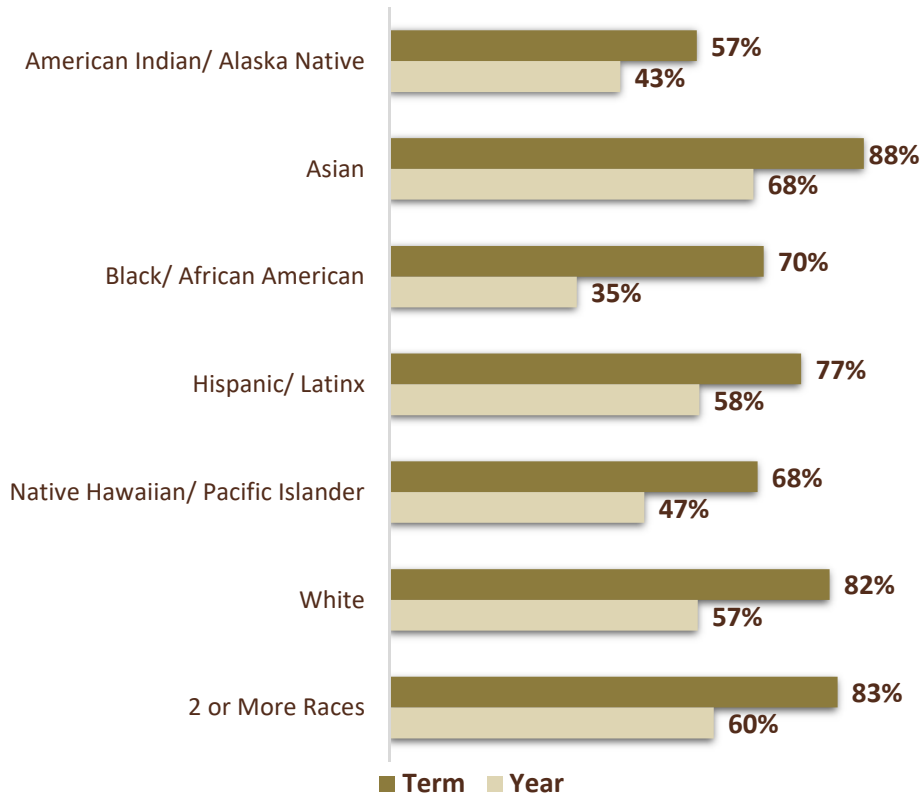
13c. Percent of entering students who complete college-level English and math in their first year at Chemeketa. College-level is defined as WR115 or higher and MTH105 or higher.

13d. Percent of entering students who persist from Fall to Winter. Persistence means that the student either enrolled for credit Winter Term or graduated from Chemeketa.

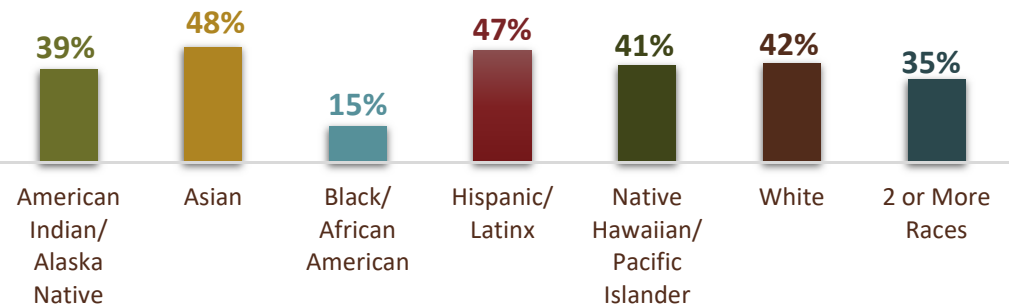
13e. Percent of entering students who either enrolled in at least one credit course the following Fall Term or graduated from Chemeketa.

The following graphs show the persistence and gateway course completion data for the most recent academic year. However, persistence data is looking at 2018-19 to look at an academic year not affected by COVID. This is to get a better picture of the gap between term and year persistence.

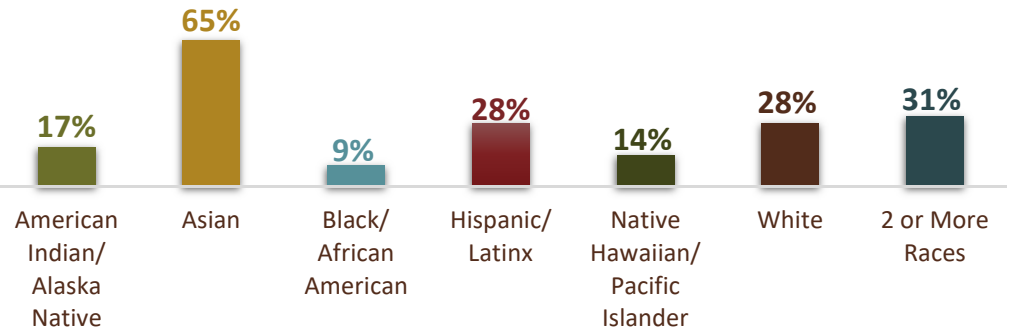
**13d & 13e. Persistence to Second Term & Second Year**  
 Academic Year: 2018-19



**13a. Completed College English in First Year**  
 Academic Year: 2019-20



**13b. Completed College Math in First Year**  
 Academic Year: 2019-20



**13a. Gateway Course Completion:** Percent of all incoming, first-time, fall students enrolled in any credit course who complete college-level English in their first year at Chemeketa. College-level is defined as WR115 or higher.

**13b. Gateway Course Completion:** Percent of all incoming, first-time, fall students enrolled in any credit course who complete college-level math in their first year at Chemeketa. College-level is defined as MTH105 or higher.

**13d. Term Persistence:** Percent of all incoming, first-time, fall students enrolled in any credit course who persist from Fall to Winter. Persistence means that the student either enrolled for credit Winter Term or graduated from Chemeketa.

**13e. Second Year Persistence:** Percent of all incoming, first-time, fall students enrolled in any credit course who either enrolled in at least one credit course the following Fall Term or graduated from Chemeketa.

A final indicator of student success looks at completion through our graduation rate and transfer rate. When looking at this data by race and ethnicity, it is important to look at the trends. Some races do not have a large number of students in the cohort, so it is possible to have an abnormal spike or dip for a year. A percentage that is highlighted red is lower than the overall percentage for the academic year.

	Target	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
<b>Student Success</b>							
<b>14. Chemeketa helps students complete their educational goals in reasonable time.</b>							
a. Percent of students who complete degrees/ certificates within a 3-year window		17%	17%	19%	19%	17%	
American Indian/ Alaska Native		20%	10%	7%	12%	10%	
Asian		23%	17%	32%	31%	21%	
Black/ African American		8%	6%	9%	8%	7%	
Hispanic/ Latinx		18%	17%	16%	18%	17%	
Native Hawaiian/ Pacific Islander		<1%	19%	21%	13%	5%	
White		16%	19%	20%	21%	21%	
2 or More Races		9%	19%	13%	22%	21%	
b. Percent of students who transfer to a 4-year institution within a 6-year window		31%	30%	29%	29%	28%	
American Indian/ Alaska Native		12%	18%	18%	30%	20%	
Asian		44%	49%	41%	52%	25%	
Black/ African American		30%	29%	25%	27%	18%	
Hispanic/ Latinx		28%	24%	28%	26%	27%	
Native Hawaiian/ Pacific Islander		29%	19%	5%	29%	6%	
White		33%	32%	30%	29%	30%	
2 or More Races		37%	31%	31%	24%	24%	

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**Main Entering Student Definition: All incoming, first-time, fall students enrolled in any credit course.**

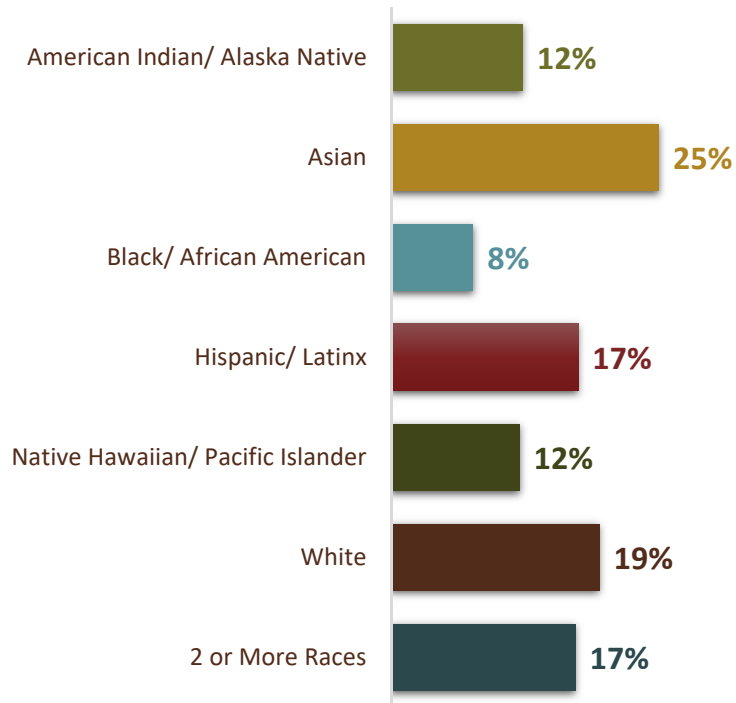
This means the specified fall term is the student's first term taking credit classes at Chemeketa. The student is not enrolled in College Credit Now, although they can have previous Chemeketa credits if they were earned while in high school. The student is not incarcerated. The student did not transfer to Chemeketa from another college. The student is not enrolled in 100% non-credit courses, but can have previously completed non-credit courses at Chemeketa. *Part time students are included in the main cohort.*

14a. Percent of **degree- or certificate-seeking** entering students who earn an award within a 150% window (three years for associate degrees and five terms (excluding summer) for certificates).

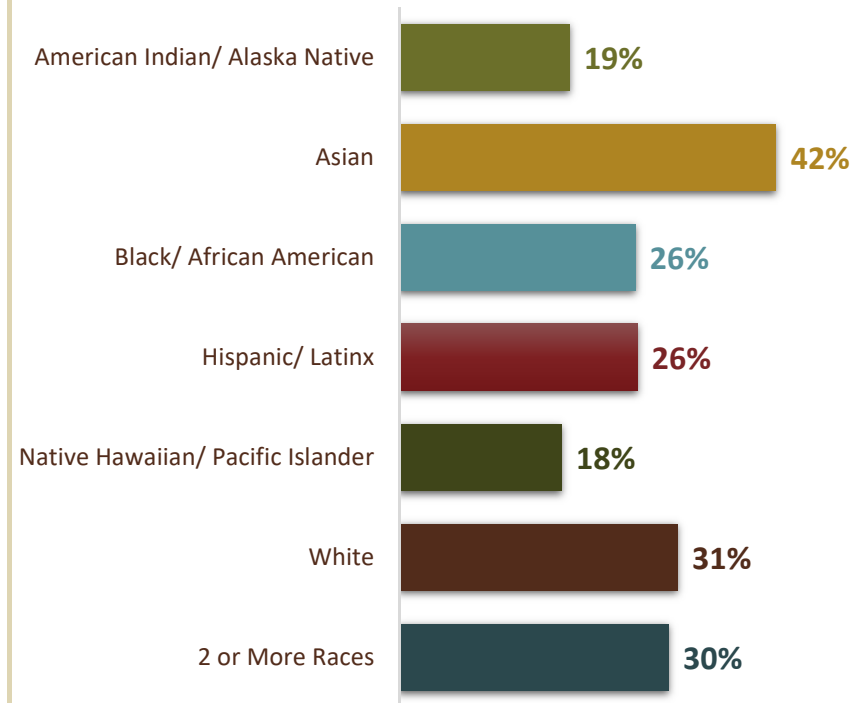
14b. Percent of **degree- or certificate-seeking** entering students, who transfer to a 4-year institution within a six year window.

The following graphs show the graduation and transfer rates for the combined cohorts of the past 5 reporting years. Since some racial groups have small numbers of students in their cohort, combining the 5 years allows us to better see the equity gaps that exist.

### 14a. Graduation Rates 5-Year Combined Rate



### 14b. Transfer Rates 5-Year Combined Rate



**14a. Graduation Rate:** Percent of *degree- or certificate-seeking* entering students who earn an award within a 150% window (three years for associate degrees and five terms (excluding summer) for certificates).

**14b. Transfer Rate:** Percent of *degree- or certificate-seeking* entering students, who transfer to a 4-year institution within a six year window.