
















	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Academic Quality							
1. Chemeketa students demonstrate academic outcomes competence within their chosen program.							
2. Chemeketa students are able to find employment after attending Chemeketa.							
Access							
3. Chemeketa students are representative of Chemeketa's service area.							
4. Chemeketa employees are representative of Chemeketa students.							
5. High school graduates in Chemeketa's service area recognize Chemeketa as a viable post-secondary option.							
6. Chemeketa offers opportunities for students who are not college ready.							
Community Collaborations							
7. Chemeketa is engaged with area high schools.							
8. Chemeketa ensures transferrable courses are accepted at Oregon public universities.							
9. Chemeketa's small business development center has a positive impact on our community's economy.							
10. Business industry leaders in Chemeketa's service area help inform Chemeketa's programs.							
11. Community members invest in Chemeketa.							
Student Success							
12. Students' experience at Chemeketa as measured by CCSSE benchmarks.							
13. Chemeketa helps students' gain momentum towards goals.							
14. Chemeketa helps students complete their educational goals in reasonable time.							

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

	Target	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
Academic Quality							
1. Chemeketa students demonstrate academic outcomes competence within their chosen program.							
a. Course or program outcomes assessment competency	80%	81%	77%	82%	85%	85%	
b. Certification and licensure exam pass rates	90%	98%	97%	91%	96%	96%	
2. Chemeketa students are able to find employment after attending Chemeketa.							
a. One-year employment rate	80%	73%	76%	75%	76%	74%	
b. Five-year earnings growth	20%	*	*	45%	39%	32%	
c. Chemeketa's impact on earnings	+15%	*	*	+17%	+17%	+25%	

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1a. Percent of students assessed who met or exceeded course or program outcome competency levels.

1b. Percent of students who passed their national certification or licensure exam (of the students who attempted the exam). Programs with individual Certification/Licensure Exams include: Dental Assisting; Emergency Medical Technology; Medical Assisting; Nursing; Phlebotomy Technician; Pharmacy Technician; Automotive Technology; Welding.

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.

2b. Difference between the average salary of students employed one year after leaving Chemeketa and the average salary of those students five years after leaving Chemeketa. Employment and salary information is gathered from the Oregon Employment Department and includes any type of employment. Students are matched by their social security number so they must have a valid social security number to be included in the analysis.

Target is based on the nominal wage increase target for the given time period according to the Economic Policy Institute.

2c. Difference between the average salary of students employed five years after leaving Chemeketa and the average salary for the Salem metro area among residents with no college experience. Employment information is gathered from the Oregon Employment Department and includes any type of employment. Students are matched by their social security number so they must have a valid social security number to be included in the analysis. Service area salary information is gathered from the Census Bureau: American Community Survey.








Target is based on the average difference in median earnings of individuals 25 and older in the Salem Metro Area with 'some college or Associates degree' and those with no college experience.






	Target	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
Access							
3. Chemeketa students are representative of Chemeketa's service area.							
a. BIPOC student to service area service equity gap	>=0% pts	+4%pts	+6%pts	+2%pts	+3%pts	+2%pts	
b. Hispanic/ Latinx student to service area service equity gap	>=0% pts	+6%pts	+6%pts	+4%pts	+5%pts	+6%pts	
4. Chemeketa employees are representative of Chemeketa students.							
a. BIPOC classified & exempt employee to student service equity gap	+1% pt increase each year	-13%pts	-11%pts	-10%pts	-9%pts	-8%pts	
b. Hispanic/Latinx classified & exempt employee to student service equity gap	+1% pt increase each year	-12%pts	-11%pts	-9%pts	-9%pts	-8%pts	
c. BIPOC faculty to student service equity gap	+1% pt increase each year	-20%pts	-19%pts	-19%pts	-19%pts	-18%pts	
d. Hispanic/Latinx faculty to student service equity gap	+1% pt increase each year	-19%pts	-18%pts	-18%pts	-19%pts	-20%pts	
5. High school graduates in Chemeketa's service area recognize Chemeketa as a viable post-secondary option.							
a. High school penetration rate	>=33%	34%	37%	36%	32%	34%	
6. Chemeketa offers opportunities for students who are not college ready.							
a. Academic Development program progress	80%			83%	79%	77%	

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- 3a. Difference between the percent of all students enrolled in the academic year (credit & non-credit) who identify as Black, Indigenous, and People of color (BIPOC) and the percent of residents in Marion, Polk, and Yamhill counties who identify as Black, Indigenous, and People of color (BIPOC). This includes anyone who identifies their race/Ethnicity as: Hispanic; American Indian or Alaska Native; Asian; Black; Hawaiian or Pacific Islander.
- 3b. Difference between the percent of all students enrolled in the academic year (credit & non-credit) who identify as Hispanic and the percent of residents in Marion, Polk, and Yamhill counties who identify as Hispanic.
- 4a. Difference between the percent of all classified and exempt employees who identify as Black, Indigenous, and People of color (BIPOC) and all students enrolled in the academic year (credit & non-credit) who identify as Black, Indigenous, and People of color (BIPOC). This includes anyone who identifies their race/Ethnicity as: Hispanic; American Indian or Alaska Native; Asian; Black; Hawaiian or Pacific Islander.
- 4b. Difference between the percent of all classified and exempt employees who identify as Hispanic and all students enrolled in the academic year (credit & non-credit) who identify as Hispanic.
- 4c. Difference between the percent of all current Chemeketa faculty (full & part time) who identify as Black, Indigenous, and People of color (BIPOC) and all students enrolled in the academic year (credit & non-credit) who identify as Black, Indigenous, and People of color (BIPOC). This includes anyone who identifies their race/Ethnicity as: Hispanic; American Indian or Alaska Native; Asian; Black; Hawaiian or Pacific Islander.
- 4d. Difference between the percent of all current Chemeketa faculty (full & part time) who identify as Hispanic and all students enrolled in the academic year (credit & non-credit) who identify as Hispanic.
- 5a. Percent of high school graduates in Chemeketa's service area (Marion, Polk, and Yamhill counties) who enrolled at Chemeketa within a year of graduation. Target takes into consideration the current graduation rate for Oregon high school students (according to the Oregon Department of Education) and the percent of Oregon high school students who go directly to college according to the National Center for Higher Education Management Systems.
- 6a. Percent of Title II participants with two or more barriers to employment who achieved their identified goal. Barriers to employment are self-identified by the student upon entry into the program. The identified goals consist of measurable skill gains, attaining a GED, or transitioning to post-secondary (credit-level) within one year of exit from the program.






	Target	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
Community Collaborations							
7. Chemeketa is engaged with area high schools.							
a. Percent of high school districts in our service area participating in dual credit or concurrent enrollment/early college programs	>=80%	82%	86%	82%	86%	86%	
8. Chemeketa ensures transferrable courses are accepted at Oregon public universities.							
a. AAOT courses that directly transfer to 4 or more universities	+ 1% pt increase each year	*	*	*	*	44%	
b. AAOT courses that transfer as an elective or a direct transfer to 4 or more universities	>=90%	*	*	*	*	97%	
9. Chemeketa's small business development center has a positive impact on our community's economy.							
a. Clients served	10% gain to 1,000	750	837	924	1,003	1,376	
b. Total capital accessed	\$3.7 Mil	\$1.2 Mil	\$3.1 Mil	\$3.7 Mil	\$2.5 Mil	\$1.9 Mil	
10. Business industry leaders in Chemeketa's service area help inform Chemeketa's programs.							
a. Advisory committee districtwide representation	>=90%	*	*	*	*	25%	
11. Community members invest in Chemeketa.							
a. Community donor representation	> Prev. Year	623	556	625	555	389	

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- 7a. Percent of all high school districts in Chemeketa's service area (Marion, Polk, and Yamhill counties) that participated in College Credit Now (CCN), Early College, or Expanded Options Programs in the given academic year.
- 8a. Percent of AAOT foundational or discipline studies courses that transfer as a **direct transfer** to 4 or more Oregon universities. PE185 courses are excluded from analysis.
- 8b. Percent of AAOT foundational or discipline studies courses that transfer as an **elective or a direct transfer** to 4 or more Oregon universities. PE185 courses are excluded from analysis.
- 9a. Clients could have attended an advising session or training event. Some clients may be counted twice if they attended both types of sessions.
- 9b. Any form of owner investment, debt, equity, or grant from all sources (e.g., savings, lines of credit, credit cards, SBA and commercial loans, angel investors, etc.) received by clients as a result of SBDC services. The new capital is funding that has actually come into the control of the client; not the promise of funding, such as a lender or investor commitment letter.
- 10a. Percent of all advisory committees with representation from all 3 counties in Chemeketa's service area (Marion, Polk, Yamhill).
- 11a. Number of donors who are not full-time, salaried Chemeketa employees.

	Target	2015-16	2016-17	2017-18	2018-19	2019-20	Trends
Student Success							
12. Students' experience at Chemeketa as measured by CCSSE benchmarks.							
a. Percent of CCSSE questions where Chemeketa has shown improvement	80%	*	*	*	*	*	
13. Chemeketa helps students' gain momentum towards goals.							
a. Percent of students completing college-level English in their first year		37%	42%	42%	44%	41%	
b. Percent of students completing college-level math in their first year	+1% pt increase each year	25%	25%	26%	26%	27%	
c. Percent of students completing college-level English and math in their first year		17%	17%	18%	19%	20%	
d. Percent of students who persisted to their second term or completed their goal		70%	75%	74%	76%	73%	
e. Percent of students who persisted to their second year or completed their goal		49%	52%	54%	53%	48%	
14. Chemeketa helps students complete their educational goals in reasonable time.							
a. Percent of students who complete degrees/ certificates within a 3-year window	+1% pt increase each year	17%	17%	19%	19%	17%	
b. Percent of students who transfer to a 4-year institution within a 6-year window		31%	30%	29%	29%	28%	

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12a. Percent of CCSSE questions that had a higher (or lower where appropriate) mean than the previous administration.

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.

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-seeking** entering students, who transfer to a 4-year institution within a six year window.