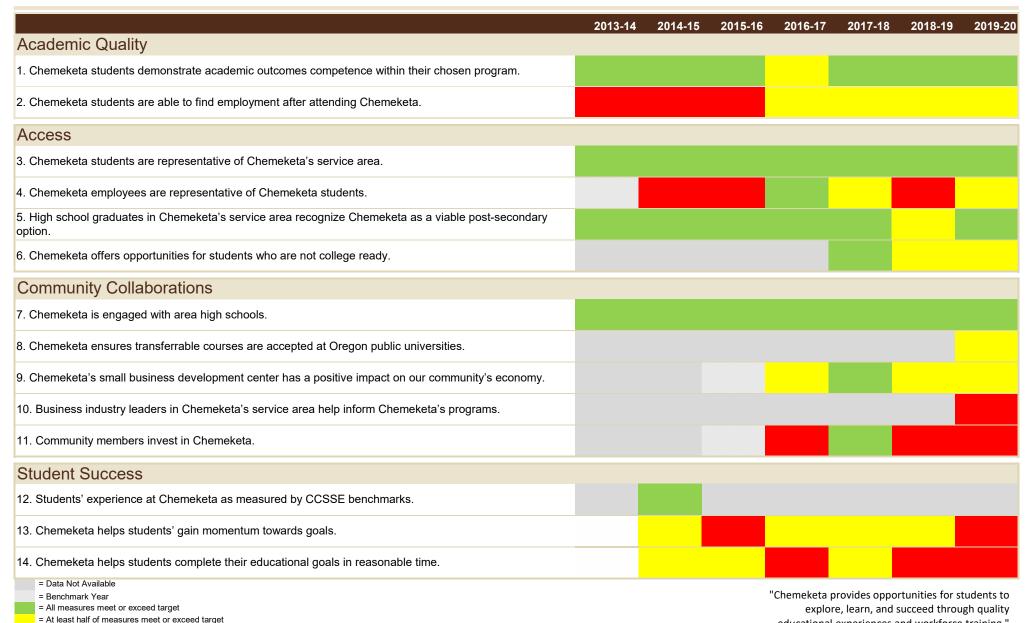


= Less than half of measures meet or exceed target

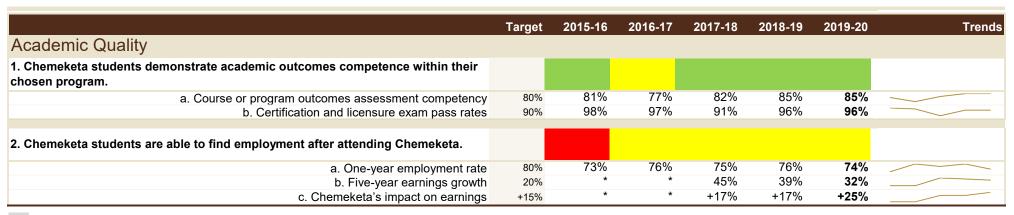
Chemeketa Community College Institutional Indicators Scorecard

educational experiences and workforce training."





Institutional Indicators Scorecard: Academic Quality



= Data Not Available

= Benchmark Year

= All measures meet or exceed target

= At least half of measures meet or exceed target

= Less than half of measures meet or exceed target

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

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.

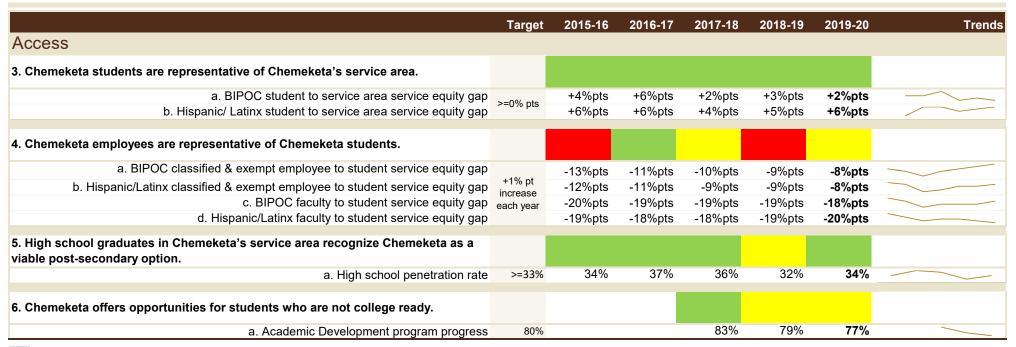
2c. Difference between the average salary of students employed five years after leaving Chemeketa and the average salary for the Salem metro area among residents with no college experience. Employment information is gathered from the Oregon Employment Department and includes any type of employment. Students 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.

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



Institutional Indicators Scorecard: Access



= Data Not Available

= Benchmark Year

= All measures meet or exceed target

= At least half of measures meet or exceed target

= Less than half of measures meet or exceed target

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

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.

OD.

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.

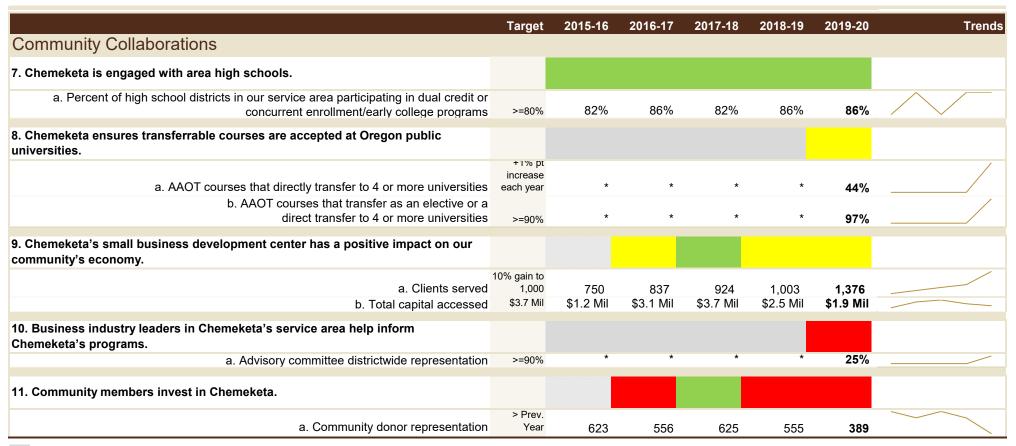
40. Difference between the percent of all current Chemeketa faculty (full & part time) who identify as Hispanic and all students enrolled in the academic year (credit & non-credit) who identify as Hispanic.

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.



Institutional Indicators Scorecard: Community Collaborations



⁼ Data Not Available

7a.

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

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.

⁼ Benchmark Year

⁼ All measures meet or exceed target

⁼ At least half of measures meet or exceed target

⁼ Less than half of measures meet or exceed target

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.

Clients could have attended an advising session or training event. Some clients may be counted twice if they attended both types of sessions.

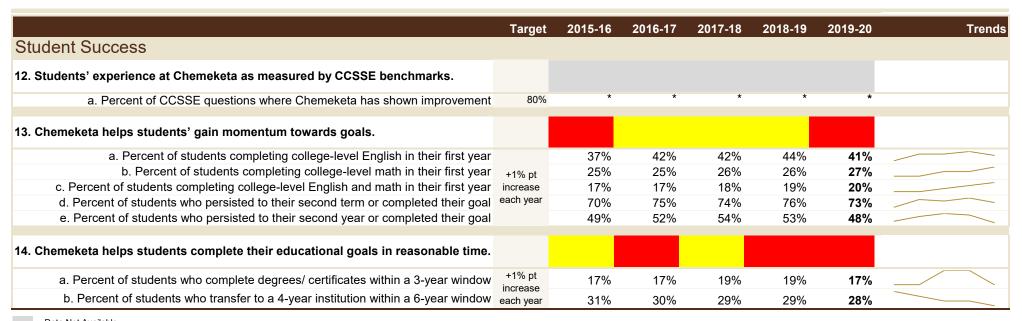
⁹b. Any form of owner investment, debt, equity, or grant from all sources (e.g., savings, lines of credit, credit cards, SBA and commercial loans, angel investors, etc.) received by clients as a result of SBDC services. The new capital is funding that has actually come into the control of the client; 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.



Institutional Indicators Scorecard: Student Success



= Data Not Available

= Benchmark Year

= All measures meet or exceed target

= At least half of measures meet or exceed target

= Less than half of measures meet or exceed target

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^{a.} 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% noncredit 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.