

2017-18 Strategic Initiative Placemat

Wrap-up & Status Report

Academic Quality: Strategic Initiatives

Quality programs, instruction, and support services are provided to students.

Objectives:

- A) Academic Programs and service areas participate in regular continuous improvement processes to ensure high quality.
- B) Students and business clients are satisfied with their educational experiences.
- C) Facilities with up to date technology and equipment create an enriched learning environment.
- D) Courses and programs align with academic and industry standards.
- E) The college hires a well-qualified workforce and invests in professional development and training.

Strategic Initiative: Program Review

Strengthen connection between program review and annual planning process. Use Plan-Do-Check-Act. Enhance the program review structure, and clarify expectations after program review is completed.

Work is progressing, will remain on placemat.

Steering committee has been established, mid-cycle check-in has been piloted, Annual Planning documents have been adjusted to more closely coordinate with Program Review process.

Strategic Initiative: Student Learning Outcomes (SLO) and Assessment

Systematically assess, report, and analyze outcomes. Use results for continuous improvement planning and resource allocation.

Work is progressing, will remain on placemat.

Faculty from several Programs shared progress, challenges and successes with Accreditation visitors in February (official feedback report pending). Dashboard site has been established to display outcomes, collect assessment results. Academic Standards sub-committee formed to study a common set of institutional outcomes to be applied to all programs.

Strategic Initiative: Math Progression and Completion

Continue to review math course content, delivery, sequence and support services; revise where necessary to improve student progression and completion.

Work is progressing, will remain on placemat.

Dev Ed Math faculty have received AVID training. Faculty are beginning to analyze historical student progression and completion data. Additional data has been requested, and continuing discussions are planned. Math classes and faculty have been co-located into Bldg 3. Embedded tutors in some course sections is being piloted, with resulting data to be analyzed. A Completion Bridge Course pilot is planned - - a one-credit two-week "completion course" coupled with a late start course targeting students that were just on the edge of passing. Multiple measures approach towards initial course placement has been established. Recent high school grads are placed based on high school math experience. MTH020 to be eliminated by Summer term 2019. Reduced MTH098 credits to make it more attractive to students. Introduced a new press book for MTH095 which should help students have easier and cheaper access to a textbook to increase success in the course and progression to MTH111.

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Strategic Initiative: Professional Development

Support, encourage, and provide professional development for all Classified, Exempt, and Faculty to enhance ability to perform job duties, promote career growth, and foster student success.

Work is progressing, will remain on placemat.

Many faculty have participated in AVID training, additional trainings will be scheduled this year. Employee Development Certification program has launched, second cohort starting fall 2018. Professional Development has been integrated into evaluation process for all employee groups. Dashboard site has been created to track and standardize faculty Professional Activity Funds requests.

Academic Quality Core Theme Measures

Measure (_) designates associated core theme objective	2016-17	2017-18	2022 Target
(A) Percent of academic programs and service areas that have completed program review within their scheduled cycle. 45/52 academic, 8/8 outreach, 8/24 service areas are complete or underway.	61.0%	73.0%	100%
(A) Percent of math gateway courses' delivery and support services reviewed for strategies to improve student progression. (MTH095/MTH111, MTH098/MTH105). <i>*See Math Progression and Completion Initiative narrative on previous page.</i>	N/A	100%	100%
(A) Percent of students earning a C or higher in MTH111, who completed the prerequisite of MTH095 with a C or higher. 3-yr Avg 73.9%. Students who place into MTH111 and complete ("C" or higher): (2016-17) 66.5% (2017-18) 88.3%	73.6%	69.9%	77%
(B,C) Of <u>continuing</u> students surveyed regarding their educational experience, percent that felt: <i>*2017-18 was the first year of the in-house survey</i>			
· Engaged in and out of the classroom	N/A*	96.2%	100%
· Satisfied with their college experience	N/A*	94.9%	100%
· Satisfied with their enriched learning environment <i>*Measure no longer applicable</i>	N/A*	N/A	N/A
(C,D) Percent of advisory committees indicating:			
· Classroom technology and equipment meets or exceeds industry standards	N/A	91%	100%
· Courses meet or exceed industry standards	N/A	94%	100%
(E) Percent of faculty actively involved in a regular four-year cycle of performance evaluation.			
· Full-Time Faculty	92.0%	97%	100%
· Part-time faculty	N/A	N/A	100%

Note:

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target Measures are reviewed and revised on an annual basis

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Access: Strategic Initiatives

A broad range of educational opportunities and workforce training are provided to students in pursuit of their goals.

Objectives:

- A)** Students have access to skill building courses to enter college level courses or to join the workforce.
- B)** Students have access to courses leading to degree completion.
- C)** College initiatives limit costs of attending college.
- D)** Student population reflects the adult population in the college's service area.
- E)** College employee groups reflect the student population race/ethnicity.

Strategic Initiative: Academic Program Offerings

Develop new academic programs/ certificates and degrees, review existing programs. Utilize new delivery methods/ modalities to meet student and workforce needs.

Work is progressing, will remain on placemat.

A number of summer bridge programs were developed, targeting new graduates and current middle or high school students with the goal of career exploration and successful transition to college. Throughout 2018-19 data will be analyzed to determine effectiveness of bridge programs. Additional CTE courses are offered in area high schools, taught by either Chemeketa or high school faculty. Some high school students are attending CTE classes at Chemeketa. New programs developed this year: Diesel Mechanics, Wine Hospitality Operations, Anesthesiology Tech, Media Digital Arts, and Cybersecurity.

Strategic Initiative: Equity and Diversity of Employees

Increase the racial/ethnic diversity of our employees to represent our student populations and community. Enhance the cultural competency of the college community.

Work is progressing, will remain on placemat.

An Institutional Cultural Competency Plan is being developed, as part of compliance requirements of HB 2864. Hiring and recruiting processes are continuously evaluated for opportunities to increase the diversity of employees. Faculty diversity level is modestly increased. Recruitment for new Diversity and Equity Officer resulted in a failed search. To be opened in 2018-19.

Strategic Initiative: Affordability

Promote access to a college education by reducing costs and increasing value for students.

Work is progressing, will remain on placemat.

This work has occurred on many fronts. Dev Ed programs are exploring lower cost options for the lowest level of credit reading, writing, and math courses. Textbook affordability efforts continue primarily through Chemeketa Press, course material fee model, and the lending libraries, resulting in \$1.24M savings to students last year. 17 CTE programs have worked with advisory committees to reduce credit requirements.

Strategic Initiative: Integrated Career & Academic Preparation Systems (ICAPS)

Research, promote and offer ICAPS programming in the college district that will allow second language learners and academically underprepared students to attain careers and job advancement.

Work is progressing, will remain on placemat.

The first Early Childhood Education pilot was highly successful, cohorts #2 and #3 are underway. A Welding cohort will begin this fall. The college is working with local employers to create a program for clothing manufacturing. Health care options in CNA and Medical Assisting are being researched. The college continues to look for opportunities to help lower skilled CTE students gain access to additional wrap around supports for

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progression.

Access Core Theme Measures

Measure () designates associated core theme objective	2016-17	2017-18	2022 Target
(A,B) Of (AAOT, ASOT, AS) intent students:			
· Percent of students who <u>enrolled</u> in MTH105/MTH111 within one year of successfully completing MTH095/MTH098. 3-yr Avg: 76.2%	64.2%	67.5%	100%
· Percent of students who <u>enrolled</u> in WR121 within one year of successfully completing WR115. 3-yr Avg: 79.8%	82.8%	71.7%	100%
(C) Percent of courses with a cost of \$40 or less for textbooks and course materials. <i>Includes Credit, HS, CWE, Non-Credit. Same #'s as on Insite/ Bookstore website. Does not include Test out, Corrections or Department Issued.</i>	24.2%	38.0%	50%
(C) Student education costs saved per year through student participation in the following Chemeketa assistance programs: 16-17 savings: Chemeketa Scholars - \$1.9M, Dual credit - \$2.6M, Early College - \$0.3M, Student tuition waivers - \$1.1M* <i>*2016-17 tuition waiver data collection methodology revised</i> 17-18 savings: Chemeketa Scholars - \$2.0M, Dual credit - \$2.6M, Early College - \$0.7M, Student tuition waivers - \$1.2M, Foundation scholarships - \$0.5M (17-18 Dual Credit and Early College include tuition + Universal fee, totalling \$99 per credit)	\$6.4M*	\$7.0M	\$8.0M
(D) Percent of fall-term degree- or certificate- seeking students who self-identify as:			
· Latino/Hispanic (HSI). HSI minimum requirement 25% 5-yr Avg: 24.2%, District Adult Population (2016 projection): 18%	25.8%	28.6%	30%
· Other minorities (American Indian, Asian, Black, Hawaiian, or Mixed Ethnicity) 5-yr Avg: 8.6% District Population (2014): 7.4%	6.4%	8.7%	7.4%
(E) Percent of full-time <u>faculty</u> who self-identify as racially/ ethnically diverse	14.3%	14.6%	32.2%
(E) Percent of salaried <u>classified and exempt</u> employees who self-identify as racially/ ethnically diverse	23.4%	26.5%	32.2%
(Added from 2018-19 Placemat) Percent of salaried employees who self-identify as racially/ ethnically diverse	N/A	22.7%	32.2%

Notes:

Employee diversity measure data are based on calendar year data.

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target

Measures are reviewed and revised on an annual basis

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Community Collaborations: Strategic Initiatives

Instruction, training, and workforce development is provided through collaboration with education partners, businesses, and community groups.

Objectives:

- A)** Academic Programs and service areas participate in regular continuous improvement processes to ensure high quality.
- B)** Students and business clients are satisfied with their educational experiences.
- C)** Facilities with up to date technology and equipment create an enriched learning environment.
- D)** Courses and programs align with academic and industry standards.
- E)** The college hires a well-qualified workforce and invests in professional development and training.

Strategic Initiative: College Readiness through Educational Partnerships

Develop K-12 partnerships that will generate discussion and create systems to improve student readiness for college.

Work is progressing, will remain on placemat.

ODE funded DELTA training for high school faculty. Working with Salem Keizer to offer Pharm Tech in high school. Working with Dallas to offer CNA. Several summer programs were offered to increase knowledge retention over summer, and as a recruiting tactic.

Strategic Initiative: University Transfer

Improve student transfer to universities through partnerships and articulation agreements.

Work is progressing, will remain on placemat.

Chemeketa is the only community college with faculty representation in each of the 4 Unified Statewide Transfer Agreement (USTA) workgroups: Wynn Cudmore (Biology), Eva Payne (English), Karen Edwards (Business), Cecelia Monto (Education). 7 transfer pathways were developed with WOU, 1 with Pacific University.

Strategic Initiative: College Credit Now

Redesign College Credit Now to align with student educational goals.

Work is progressing, will remain on placemat.

The college is working to broadly offer the most transferable courses. Waiting on the State to convene a committee identifying classes to be offered in all high schools. A second high school advisor was hired. The advisors will connect and offer training to help high school counselors and faculty throughout the district guide students to informed CCN course selection. Three new CTE tracks have been added at Dallas High School. A team of Deans are looking at the Dallas work to learn and coordinate best practices of how CTE programs can be represented in high schools with a thoughtful approach on helping create a pathway into Chemeketa, retain rigor, and keep instructor qualifications.

Strategic Initiative: Agricultural Complex Development

Develop construction plan for agricultural complex that represents our district, future training needs, and provides a space that will build collaboration with community and partners.

Work is progressing, will remain on placemat.

FFA Architects have been hired. A steering committee has been formed to oversee this project. Researched facilities, greenhouses, outdoor learning gardens, and educational facilities throughout the state and California. Planning conversations with faculty for Chemeketa programs and OSU partner have driven the space design.

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Meetings have occurred with community partners. Final report from the architect is being created from our first phase of research and feedback.

Community Collaborations Core Theme Measures

Measure () designates associated core theme objective	2016-17	2017-18	2022 Target
(A) Percent of district high school graduates who enroll at Chemeketa within one year of graduation 5-yr Avg: 34.4%	32.4%	32.7%	60%
(A) Course Transferability - Percent of AAOT foundational or discipline studies courses that are <u>accepted within discipline</u> by at least half of Oregon public universities	33.2%	33.4%	100%
(A) Course Transferability - Percent of AAOT foundational or discipline studies courses that are <u>accepted</u> by at least half of Oregon public universities (includes courses transferring as Lower Division Transfer electives)	94.6%	94.6%	100%
(B) Number of new jobs created annually as reported by businesses that used SBDC services. 5-yr Avg: 112	161	84	200
(C) Percent of CTE students who are employed in their field within one year of leaving Chemeketa <i>(data not currently available)</i>	N/A	N/A	N/A

Note:

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target
Measures are reviewed and revised on an annual basis

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Student Success: Strategic Initiatives

Students progress and complete their educational goals.

Objectives:

- A) Students receive support services for completion of educational goals.
- B) Students successfully complete courses.
- C) Students are retained and progress to the next level of coursework.
- D) Students achieve their educational intent.
- E) Students transition to universities or enter the workforce.
- F) Students have access to co-curricular activities that support their educational goals.

Strategic Initiative: Student-Ready College

Adapt programs, services, processes, and behaviors to student needs rather than expecting students to conform to the college.

Work is progressing, will remain on placemat.

A new recruitment plan will be developed over the summer. Work will continue this year sharing data and information at department, division, PC, and leadership meetings. The Opportunity Center has been moved to consolidate all faculty support in the ELearn area (Tech Hub).

Strategic Initiative: Guided Pathways: Planning and Implementation

Initiate the implementation of the Guided Pathways (GP) system.

Planning and initialization work is complete, will be removed from placemat.

Chemeketa was accepted into the first Oregon cohort of 5 community colleges. This cohort will work collaboratively over the next three years. Full implementation of Guided Pathways is expected to take 5 years. A steering committee of faculty, classified and administrators has been formed to guide this work. Program faculty, advisors and counselors, and student services teams will become involved in this work beginning fall term.

Strategic Initiative: Guided Pathways: Student Coaching Model in Advising

Transform current academic advising model into a student coaching model.

Work is progressing, will be incorporated into a comprehensive Guided Pathways initiative on the placemat.

Risk assessment is embedded into the placement test. Students identified as having high risk factors will automatically be referred to a counselor for support. Advisors will receive training this year and work to design coaching practices.

Strategic Initiative: Data Informed College

Improve the current system and quality of data to inform decisions and measure effectiveness. Use data to understand and influence student success related to programs, courses, services, and activities. Use data in decisions to improve business operations and services.

Work is progressing, will remain on placemat.

Early work has begun to increase access to data and to identify gaps in available data needed to inform decisions and evaluate effects of efforts. Ongoing work to identify and correct inaccurate data through better processes. Exploring best approach to provide data analysis assistance to groups needing to draw conclusions and plan actions based on data.

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Student Success Core Theme Measures

Measure (_) designates associated core theme objective	2016-17	2017-18	2022 Target
(A) Of <u>new</u> students surveyed regarding their use of college support services, percent that: <i>*2017-18 was the first year of the in-house survey</i>			
· Used student support services	N/A*	79%	100%
· Felt satisfied with student support services	N/A*	91%	100%
(B) Pass rate ("C" or higher) in Dev Ed credit courses			
· Below 100 level math 3-yr Avg: 62.7%	64.2%	63.7%	70%
· Below 100 level reading 3-yr Avg: 69.0%	68.9%	63.7%	75%
· Below 100 level writing 3-yr Avg: 71.6%	72.5%	69.5%	75%
(B) Pass rate ("C" or higher) in CTE courses 3-yr Avg: 86.0%	85.4%	87.2%	90%
(B) Pass rate ("C" or higher) in Lower Division Collegiate courses 3-yr Avg: 78.8%	78.1%	80.0%	82%
· Pass rate ("C" or higher) in MTH105/ 111 regardless of mode of progression 3-yr Avg: 66.8%	65.6%	66.1%	70%
(C) Percent of new degree and certificate-seeking students who persist from fall to winter term			
· Full-time students: 3-yr Avg: 88.0%	88.0%	87.1%	100%
· Part-time students: 3-yr Avg: 66.7%	67.3%	67.9%	100%
(D) Percent of full-time, credential-seeking students who graduate within a 150% window (Using future IPEDS definition) 5-yr Avg: 22.5%	24.3%	22.5%	25%
(E) Transferring students - Percent of full-time degree seeking students who transfer within a 200% window (graduates and non-graduates) 5-yr Avg: 36.2%	31.8%	38.9%	50%

Note:

2022 targets are largely aspirational. Emphasis is on continuous improvement progress, not attainment of target
Measures are reviewed and revised on an annual basis