

Chemeketa Community College

2025 Mid-Cycle
Self-Evaluation Report
for NWCCU



APPENDIX J:
INSTITUTIONAL REPORT CERTIFICATION FORM

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Institutional Report Certification Form

On behalf of the Institution, I certify that:

- There was broad participation/review by the campus community in the preparation of this report.
- The Institution remains in compliance with NWCCU Eligibility Requirements.
- The Institution will continue to remain in compliance throughout the duration of the institution's cycle of accreditation.

I understand that information provided in this report may affect the continued Candidacy or Accreditation of my institution. I certify that the information and data provided in the report are true and correct to the best of my knowledge.

Chemeketa Community College

(Name of Institution)

Jessica Howard

(Name of Chief Executive Officer)

(Signature of Chief Executive Officer)

2-20-2025

(Date)

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Chemeketa Community College

**2025 Mid-Cycle Self-Evaluation
Report for NWCCU**

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A Note To the Reader:

Exhibits appear at the end of each section; in Section 3, they appear at the end of each subsection.

For the best reading experience, review the Acronyms and Definitions page and its links, then read the report, pausing to review links at the close of sections/subsections.

This report was largely drafted by January 1, 2025. In light of executive orders issued by the new federal administration, this report was revised to remove polarizing language while clarifying Chemeketa's commitment to supporting every student. The College's Mission, Vision, and Values and strategic framework remain the same. Where language was revised, references to relevant NWCCU accreditation standards were included to provide additional clarification.

Acronyms & Definitions

This report uses the following six Chemeketa-specific acronyms.

AOE

Academic and Organizational Effectiveness. Supports accreditation, [institutional research and reporting](#), programmatic assessment, curriculum, and scheduling.

CAI

Center for Academic Innovation. Facilitates and coordinates faculty professional development programming, provides training and support with academic technology and outcomes assessment, and ensures distance education program quality.

DS

Disaggregated Scorecard. Tracks the College’s indicators and metrics that can be disaggregated, highlighting significant differences among different populations.

IRR

Institutional Research and Reporting. This office is part of AOE.

LOAC

Learning Outcomes Assessment Committee. This faculty-led committee governs Chemeketa’s approach to outcomes assessment, in collaboration with administrative and faculty colleagues.

SPS

Strategic Plan and Scorecard. A spreadsheet that houses the College’s strategic framework — Mission, Vision, Values, Strategic Themes, Indicators, Metrics, and annual Strategic Priorities — as well as actions identified for improving metric performance and propelling the College toward mission fulfillment.

The following three terms are used frequently in this report.

Unit

The 80+ academic and service budgeted components of the College. Units include career technical education programs, general education disciplines, outreach locations, student services, and operations departments. Each unit develops a Unit Plan annually and conducts a Program Review every three years. Academic units also maintain Assessment Plans.

College Council

The College’s broadly representative strategic planning group that sets College direction, tracks progress, and recommends adjustments.

Executive Team

The thirteen College executives who lead the institution and allocate resources.

Profile: Chemeketa Community College

Established in 1969 and first accredited in 1972, Chemeketa Community College serves approximately 545,000 residents in a largely rural district, spanning 2,600 square miles across three counties. Chemeketa serves its constituents through two campuses, five centers, and a number of online programs. The original and largest campus is located in Salem, the district's most populous city and the state capitol. Yamhill Valley Campus is located in McMinnville. Chemeketa Polk in Dallas and Chemeketa Woodburn serve students in those smaller communities. Chemeketa Center for Business and Industry in Salem, Chemeketa Eola, featuring the Northwest Wine Studies Center, and Chemeketa Brooks Regional Training Center each offer specialized education and training.

Chemeketa's district is among Oregon's most ethnically diverse, with 35% identifying as people of color, including 25% identifying as Hispanic. It is also socio-economically diverse, with rural, urban, and suburban populations. The most recent US Census data show a 13% regional poverty rate, with 19% of households eligible for SNAP benefits. Only 27% of adults hold a bachelor's degree or higher, a significant barrier given the district's large concentration of government and public sector jobs that require post-secondary education.

Mirroring the community, many Chemeketa students are low-income and place-bound, supporting families and often pursuing education with minimal or no financial or family support. In 2023–24, of students who applied for federal financial aid, 61% were Pell eligible and 35% were first-generation college students. Chemeketa is Oregon's only community college designated an Hispanic Serving Institution; 37% of its students identify as Hispanic and 48% identify as students of color. Like community colleges across the state and nation, the College's enrollment has declined in the last decade. Enrollment hit a low-point during the pandemic in 2021–22, but is steadily rebounding with year-over-year increases the last two academic years. Chemeketa's student body consisted of 17,266 students, totaling 7,325 full-time equivalent in 2023–24. Of this total, 73% were taking credit courses.

The College offers a wide range of educational opportunities and services, including GED, ESOL, career technical education, and general education and transfer degree offerings, dual enrollment and other high school programs, and outreach to businesses and the unemployed. Chemeketa became the first Oregon community college to offer a Bachelor of Applied Science program in 2023 and is in conversation to offer more. This broad selection of offerings welcomes students at any academic level, preparing and supporting them for their next step, whether it be further education or a new job.

The College's Executive Team has seen several changes in the last three years, with five new members and three members in new roles. Otherwise, the College enjoys high employee retention compared to national averages, averaging 9% turnover since 2022. Chemeketa's Board of Education also has just one new member since 2022.

Section 1: Mission Fulfillment

Chemeketa Community College defines its broad educational purposes and its commitment to student learning and achievement in its Mission Statement (1.A.1):

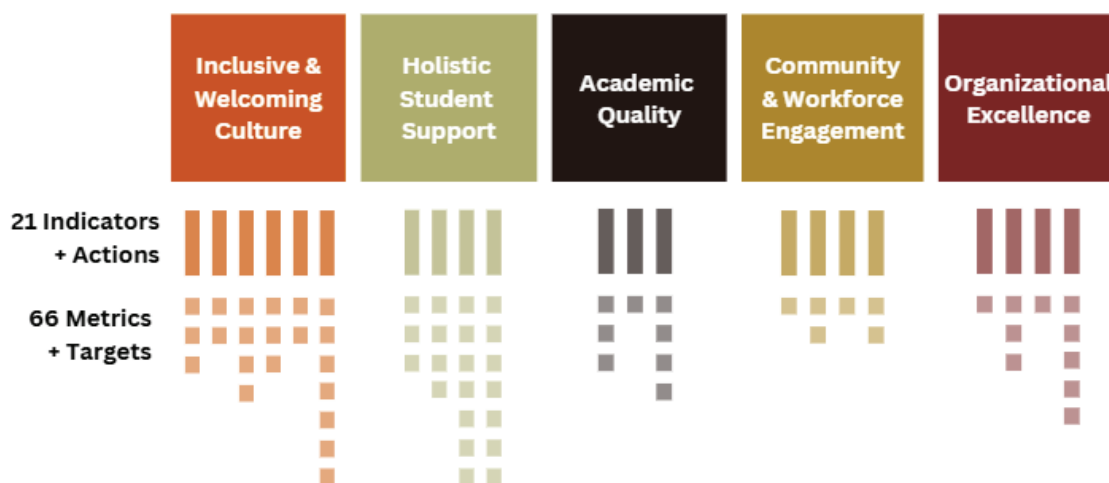
Chemeketa transforms lives and strengthens communities through quality education, services, and workforce training.

The College’s Vision and Values support and nurture the Mission. The Vision uses a translation of Chemeketa, a [Kalapuya](#) word, to picture the College as “a gathering place” for learning. The Values describe the culture Chemeketa seeks to develop: Adaptability, Belonging, Community, Opportunity, and Quality.

Strategic Framework: Strategic Plan and Scorecards

To achieve its Mission, the College has designed a strategic framework built on five **Strategic Themes** (1.B.2). Each theme describes a key component of the Mission: 1: Inclusive and Welcoming Culture; 2: Holistic Student Support; 3: Academic Quality; 4: Community and Workforce Engagement; and 5: Organizational Excellence.

Figure 1.1 Chemeketa’s Strategic Framework



Strategic Theme-aligned indicators, metrics, targets, and actions help the College steer toward mission fulfillment. **Indicators** define components of each Theme. **Metrics** identify measurable aspects of each indicator that can be improved. Each metric has a **target**, set in light of institutional and/or peer comparator data. **Actions** are identified to help improve in the area of an indicator and the performance of its metrics.

For example, under Theme 2: **Holistic Student Support**, the College identified the **indicator** “**Completion and Transfer,**” an important final stage of holistic student support, helping students finish credentials and/or successfully transfer to four-year programs. Six **metrics** were identified to measure improvement for this indicator. Institutional Research and Reporting (IRR) and Academic and Student Affairs leaders reviewed relevant data to set **targets** for each metric. Finally, the College identifies **actions** each year aimed at improving completion and transfer rates. All the College’s Strategic Themes are defined, measured, and pursued in this way.

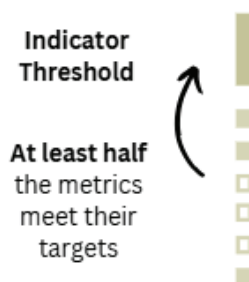
Table 1.1 Strategic Framework Indicator “Completion and Transfer” Details

Strategic Theme	Holistic Student Support
Indicator	Completion and Transfer: Chemeketa students complete their educational goals in a reasonable timeframe
6 Metrics	Successful course completion rates; degrees and certificates completed; graduation and transfer rates; average “excess credits”
Targets	Percentage improvements over benchmarks. Each improvement target was set using institutional and/or peer comparator data.
2024–25 Actions	Improve how the College uses its data to inform its strategies to increase completion and transfer rates; strengthen pathways into college and college credit; upgrade degree planning software

Mission Fulfillment

The College defines mission fulfillment as making substantial improvement in 70%, equivalent to 15, of its 21 indicators. An indicator reaches the “substantial improvement” threshold when at least half of its metrics meet their targets.

Figure 1.2 Indicator Threshold for “Substantial Improvement”



The College uses two spreadsheets to detail, track and communicate this strategic framework. The **Strategic Plan & Scorecard (SPS)** lists Strategic Themes’ indicators, metrics, and actions selected to improve performance of metrics in each indicator. It also tracks the “substantial improvement” status of each indicator and displays seven-year trends for each metric. Progress toward reaching mission fulfillment is displayed in a Summary tab, where each indicator is rated in relation to its substantial improvement threshold: “met,” “improving,” or “not improving.” Each indicator’s improvement actions are also listed in this spreadsheet. The **Disaggregated Scorecard (DS)** is a companion to the SPS, tracking metrics that can be broken down into smaller groups and highlighting notable differences among those groups (1.D.2).

The two spreadsheets are updated at least annually as data becomes available and actions are planned and implemented. Both are posted on the College’s website and internal intranet (1.D.3).

Using the Framework

Chemeketa uses this framework to chart its path to mission fulfillment and to synchronize how the entire College continuously improves (1.B.1). Starting with the Mission, Vision, and Values, Academic and Organizational Effectiveness (AOE) staff sought to build a strategic infrastructure that could drive continuous improvement at every level. The AOE dean worked with the College's broadly representative strategic planning group College Council to develop themes, indicators, and metrics that would focus attention on student success and institutional effectiveness, and worked with content experts to set targets. The resulting strategic framework now guides continuous improvement collegewide:

- The College's leadership body, Executive Team, uses the scorecards to develop annual Strategic Priorities, plan actions, and track progress (1.D.4, 1.B.4).
- College Council reviews the scorecards to provide the Executive Team with feedback about identified priorities and actions and to select indicators they would like progress reports about in the spring (1.B.3).
- For programmatic assessment, academic and service units review the scorecards and associated unit-level data as they plan and evaluate improvement projects aligned with the Strategic Themes.
- In twice monthly meetings, Student Affairs reviews the scorecards and its units' improvement projects to coordinate efforts to improve student success.
- In budget planning templates, Budget and Finance asks managers to align budget requests with the Strategic Themes and their unit plans.
- Budget and Finance cites the Strategic Themes in its proposed budget to explain decisions to the Budget Committee.
- The statuses of metrics are broadly shared at Fall inservice, in all-staff meetings, in monthly all-staff emails, in unit planning and program review workshops, and in division, committee, department, and Board of Education meetings (1.B.3, 1.D.2).

The hope behind this synchronized design is to cultivate a community that pulls together to fulfill Chemeketa's Mission and improve success for every student. The College has made significant progress towards this goal since its 2022 Year 7 self-study and evaluation, as detailed in this report.

EXHIBITS

[Mission, Vision, Values](#) (College website)

[Strategic Plan and Scorecard](#) (College website)

[Disaggregated Scorecard](#) (College website)

[IMAGE: Strategic Framework for Synchronized Continuous Improvement](#)

Section 2: Student Achievement

Student Achievement Metrics

Chemeketa's strategic framework includes the following student achievement metrics:

- *Student progress, persistence, graduation, and transfer rates*
 - Located in Strategic Theme 2: Holistic Student Support under indicators **Academic Progression** and **Completion and Transfer**
- *Degree completion at transfer institutions and earnings after a student has earned a credential at Chemeketa*
 - Located in Strategic Theme 3: Academic Quality under the indicator **Post-Chemeketa Success**

The College's Strategic Plan & Scorecard (SPS) and Disaggregated Scorecard (DS) both track the status of each of these metrics (1.D.2).

The College additionally tracks retention, graduation, and post-completion outcomes of peer colleges (1.B.2, 1.D.2, 1.D.3). Institutional Research and Reporting (IRR) worked with College Council in 2023–24 to identify three sets of peers: Oregon peers, similar national peers, and aspirational national peers. Links to these data sets, including information about how Chemeketa chose its peers, appear on the College website.

Reviewing Student Achievement Data

The College Board of Education, Executive Team, and College Council review the status of student achievement metrics, aggregated and disaggregated, and in comparison to peers, throughout the year on the following schedule:

- All student achievement metrics (Summer Retreats)
- Graduation and Transfer (Fall)
- Disaggregated Scorecard (Winter)
- Post-Completion Outcomes (Winter)
- Student Momentum (Spring)

College Council also serves as a forum for review, discussion, and recommendations in relation to student achievement indicators and metrics. College Council's chair and chair-elect work with the College President and Academic and Organizational Effectiveness (AOE) dean to identify current topics that would benefit from College Council feedback and to design activities to solicit the council's input. For example, College Council vetted and recommended criteria to select the College's peer comparators. The council also reviewed the metrics tracked in the new DS and provided input for responding to notable differences among disaggregated populations (1.D.4). Each summer, the council also reviews the scorecards to select five indicators to hear more about in the spring, to track progress toward improving their metrics.

The College President shares student achievement and other data in all staff emails as it becomes available during the year. She began this practice in 2023 to expand collegewide awareness of the status of these metrics and to encourage problem-solving to help more students reach their academic goals.

Units annually review student achievement data as part of programmatic assessment to expand awareness, recognize successes, and identify possible metrics to target for improvement. Academic units review aggregated and disaggregated enrollment and course completion data of their units, and units offering specific certificates and degrees additionally review credential completion rates. The AOE dean reviewed these same data with College leaders and academic unit supervisors in Summer 2024 during benchmark conversations to consider the status of each unit.

Additionally, individual divisions, committees, deans, and faculty members review the data as part of their ongoing planning and improvement work, according to participants in this Mid-Cycle self-study and reflected in IRR records.

Using Student Achievement Data to Improve

Student achievement data currently guides improvement at Chemeketa in the following ways:

Setting Targets

Working with subject matter experts, AOE reviewed institutional data to set 2029 targets for each student achievement metric. Once peer comparator sets were developed, AOE worked with Executive Team in Fall 2024 to review the targets in light of peer comparative data, and made adjustments and added comparison notes to the SPS (1.D.3).

For example, to develop targets for graduation rates (150% timeframe), the AOE dean and the Academic and Student Affairs executive deans and vice president reviewed five years of institutional data for 2018–23: 16%, 22%, 20%, 19%, and 26%. Based on the trajectory they saw, including the higher-than-expected rate in 2022–23, they chose a reasonably aspirational target of 24% by 2029, concerned that the most recent rate could just be “noise” coming out of the pandemic. Once AOE finalized the College’s peer comparators in 2024, the group compared peer graduation rates with Chemeketa’s 2023–24 rate, which had climbed again, to 27%. They therefore decided the 2022–23 rate was not just noise, and they increased the target to 26.5%, the median graduation rate of the College’s peer comparators. A similar approach was used to set the targets for each student achievement metric.

Institutional Planning

In a practice begun in 2024, Executive Team reviews the status of student achievement metrics in the SPS and DS in its summer retreat. It works to identify “bright spots” and challenges, and identifies actions to improve indicators with low-performing metrics. It also reviews all the unit plans for the upcoming year. The team then uses this information to articulate continuous improvement directions for the year in Strategic Priorities (1.B.4). College Council reviews the same data in its summer retreat, and provides feedback for the proposed actions and priorities, which Executive Team uses to finalize the SPS for the year.

For example, the indicator “Effective Student Recruitment” is an important first step in launching students on their higher education journeys. At the close of 2023–24, all its metrics carried the status of “not improving.” In response, Executive Team and College Council worked to identify actions that might help to improve the performance of these metrics. Some long-term actions were continued from the previous year; some were new actions.

So far, early signs suggest that actions focusing on improving the admissions process are having a positive impact on this indicator. These improvements were evaluated in 2024–25 Program Reviews for two Student Affairs units. Strategic Initiatives, Systems, and Planning found that their team’s work had significantly decreased the average amount of time students waited to be admitted after submitting an application, from 15 days to 1 day. Enrollment and Graduation Services noted in its Program Review that its team is building on this success with even more effective software and improvements to the application form itself.

Other actions listed for this indicator are not seeing the same rapid success. System issues and state requirements have slowed down plans to simplify the application process for non-credit students, for example. At the same time, it is anticipated that when scorecard metrics are updated after the academic year, at least a few of this indicator’s metrics will have improved as a result of its identified continuous improvement actions.

Actions identified to improve an indicator’s metrics’ performance are listed alongside that indicator in the SPS, as seen in Figure 2.1. This design simplifies and centralizes how stakeholders can track progress with those actions throughout the year.

Figure 2.1 Metrics, Targets, Status, and 2024–25 Actions for Academic Progression

STRATEGIC THEME #2 - HOLISTIC STUDENT SUPPORT					Year 3 Actions Toward Indicator
Chemeketa will provide students with targeted support throughout their academic journey.					
INDICATOR	METRIC	TARGET	Trend	METRIC Status	INDICATOR ACTIONS Planned Actions, Work for 2024-2025
ACADEMIC PROGRESSION Helping students stay on a path (Guided Pathways pillar)	Course success rate in first term (attempted vs earned credits)	79% by 2029		Met	Continue refining and aligning the co-req work with state requirements, national best practices, and what’s best for students
	Percent of students who persist to their second term or complete their goal	85% by 2029		Improving	Develop training to improve understanding of co-req model
	Percent of students completing college-level Writing in their first year	55% by 2029		Improving	
	Percent of students completing college-level Math in their first year	30% by 2029		Improving	Explore new opportunities through the Multicultural Services program to support academic affairs and academic progression for students of minoritized backgrounds
	Credit attainment within the first year for full-time students	30 by 2029		Improving	Explore and define what Chemeketa’s next steps are related to Guided Pathways (e.g. completion of Guided Pathways maps, etc.)
	Credit attainment within the first year for part-time students	13 by 2029		Met	
	Percent of full-time students who persist to their second year or complete their goal	63% and exceeds median of peers by 2029		Improving	Strengthen Academic and Student Affairs to best serve an evolving college environment
Percent of part-time students who persist to their second year or complete their goal	46% and exceeds median of peers by 2029		Not Impr...		

Unit Planning

At the unit level, faculty and staff use student achievement data to identify successes and improvement opportunities as part of the programmatic assessment process described in Section 3.

For example, the Business Management program faculty saw in their previous Program Review that although the percentage of Hispanic-identifying students was growing in their courses, it was well below the College average. The program pursued strategies to attract more of these students and to help them achieve success. They continued to work to make their course materials more inclusive, and they also added a new small business development certificate in response to interest expressed by Hispanic-identifying students and others.

These faculty found in their 2023–24 Program Review that the percentage of Hispanic-identifying students enrolling in their courses had grown over the previous five years by nine

percentage points, going from 23% to 32% and from seven points below the collegewide percentage to now surpassing it. Course success rates for this population had also risen from 5% below the program's average rate in 2019–20 to 2% above the average in 2023–24. The faculty then selected three improvement priorities for the next three years to continue broadening participation and success in their program: honing new offerings to meet student needs, improving advising and completion, and building enrollment.

Units that impact the entire institution use student achievement metrics to help them plan improvement work for the College as a whole:

- **Culture and Community Engagement** facilitates reviews of the DS to encourage brainstorming how to build a more inclusive and welcoming culture supporting student success. The Board of Education, Executive Team, College Council, and a variety of departments and committees have participated in these facilitated reviews to identify strategies to improve the performance of metrics tracked in the DS (1.B.3, 1.D.2).
- As a unit **Culture and Community Engagement** also responds to the status of data tracked in the DS. It recently took on responsibility for the College's student- and community-facing Multicultural Student Services and LGBTQIA+ programs to boost collective efforts to support diverse students. It also partners with community organizations to support different student populations, such as hosting monthly Micronesian Islander Community Association events that fulfill basic community needs. It also provides professional development to expand understanding of the complexity of the district's diverse communities. Its Cultural Competency Certificate program builds skills to help diverse populations work together effectively. More than 160 staff and 140 Board of Education and community members have completed this program since it began in 2019.
- **The Center for Academic Innovation (CAI)** offers stipend-supported professional development in research-based strategies to improve learning experiences and achievement outcomes for every student. For example, to improve accessibility throughout the College's courses, CAI trains faculty in the Universal Design for Learning framework. It offers a certificate for those who complete a capstone where participants identify an instructional "pinch point" where students struggle with learning, design an intervention, and track the results. Since 2022, 95 part-time and 56 full-time faculty have participated in these offerings.
- **Grants** uses student achievement data to identify grants to pursue and uses this data to support its proposals. Many of Chemeketa's grants respond to data showing variations in achievement among student populations (1.D.3).

Targeted Planning

Student Affairs and the Data Review Committee. To find opportunities to better support every student, Student Affairs and IRR began an informal workgroup in 2023 to review data about specific, actionable points in the student life cycle. This group has now become a subcommittee of College Council that will continuously review data and recommend actions to improve student achievement. Members analyze the impact of initiatives to determine if modifications could improve outcomes, reviewing results and strategizing how to respond to them. Co-requisites, placement improvements, and academic standing process improvements are examples of initiatives the group has analyzed.

Figure 2.2 displays an example of how this workgroup is contributing to improvements. In response to data regarding the percentages of students who completed English and Math requirements in the first year — milestones that increase the odds of credential completion — Advising took a more targeted approach to steering first-year students into those courses. As a result, the percentages of these achievement milestones improved by 8 and 4 percentage points in just one year, as evident in the SPS (1.B.1).

Figure 2.2 Student Achievement Milestone Improvements: English and Math in Year 1

STRATEGIC THEME #2 - HOLISTIC STUDENT SUPPORT				
<i>Chemeketa will provide students with targeted support throughout their academic journey.</i>				
INDICATOR	METRIC	TARGET	2022-23 Data	2023-24 Data
ACADEMIC PROGRESSION Helping students stay on a path (Guided Pathways pillar)	Course success rate in first term (attempted vs earned credits)	79% by 2029	75%	79%
	Percent of students who persist to their second term or complete their goal	85% by 2029	80%	81%
	Percent of students completing college-level Writing in their first year	55% by 2029	44%	52%
	Percent of students completing college-level Math in their first year	30% by 2029	25%	29%
	Credit attainment within the first year for full-time students	30 by 2029	27	29
	Credit attainment within the first year for part-time students	13 by 2029	12	13
	Percent of full-time students who persist to their second year or complete their goal	63% and exceeds median of peers by 2029	59%	65%
	Percent of part-time students who persist to their second year or complete their goal	46% and exceeds median of peers by 2029	48%	42%

- **HSI Committee.** Another College Council subcommittee has recently formed to address Chemeketa’s role as an Hispanic Serving Institution, where more than one-third self-identify as Hispanic. The group will strategize how to maintain a welcoming culture and improve learning and achievement for every student. The committee will recommend improvements, review the impact of those improvements, and determine if those actions are complete or if next steps are needed.
- **Curriculum Design.** Individual faculty use student achievement data as part of their instructional design processes. The College supports this work through the CAI. For example, in CAI’s Broadening Participation workshops, faculty learn about practices shown to reduce barriers among different populations. They review and respond to their individual disaggregated enrollment and course completion data as part of those workshops.

Improving Student Achievement: An Ongoing Project

Many initiatives Chemeketa has adopted over the years to improve student achievement were chosen because of results achieved at other colleges. It was not common practice to use Chemeketa’s own data to design initiatives, nor was it common practice to disaggregate data to strategize how to support specific student populations.

We are now much more often using our own data, together with best-practices research, in determining how best to remove barriers to student achievement among different populations. As detailed in this section, we have expanded the extent to which we use our own and peers' student achievement data to identify improvement opportunities. We have increased the extent to which we develop, review, and respond to disaggregated data. As referenced above, we are beginning to see positive results from these efforts. By the close of 2023–24, for example, AOE found that the five-year trajectory for both aggregated and disaggregated student retention metrics, metrics that are traditionally particularly difficult to improve, were showing a steady upward trend and reduced variation among student populations.

In the remaining years in this accreditation cycle, we aim to expand how we focus attention and resources on improving and reducing variation in outcomes among different populations, with the help of our data-rich continuous improvement infrastructure. We have a lot of student achievement data and tools for tracking it; we look forward to expanding how we use these resources to help us strategize to better support every student.

EXHIBITS

Student Achievement Metrics

[Strategic Plan & Scorecard](#) (College website)

[Disaggregated Scorecard](#) (College website)

[Academic Unit Data](#) (embedded links in this document for internal audience only)

[Five-Year Student Retention Metrics](#) (College website)

Peer Comparisons

[Mission, Vision, Values](#) (College website)

[Retention](#) (College website)

[Graduation](#) (College website)

[Post-Completion Outcomes](#) (College website)

[Summary: How We Selected Peers](#)

[College Council Activity 12.6.23–Peer Comparator Selection Method](#)

[College Council Activity 1.10.24–Aspirational Peer Comparator Selection Method](#)

[College Council Follow Up 5.1.24–Peer Comparator Update and Dashboards](#)

Reviewing and Using the Metrics

[Disaggregated Scorecard Guide and Facilitation Tool](#)

[Grants Responding to Disaggregated Achievement Data 2023–24](#)

[2023–24 Grants Impact Report](#)

[Board Report–Post-Completion Success](#)

[Board Report–Student Momentum](#)

[Board Report–Graduation and Transfer](#)

[Academic Unit Data–Dashboards](#)

Example: [Business Management Program Review](#)

Example: [Strategic Initiatives and Systems Planning Program Review](#)

Example: [Enrollment and Graduation Services Program Review](#)

Data Review Committee

[Data Review Committee Agenda–1.31.25](#) (Sample)

[Placement/Enrollment Summary](#) (Report for Committee)

[Writing Co-Req Data](#) (Report for Committee)

[Onboarding Funnel](#) (Report for Committee)

Professional Development to Support Achievement for Every Student

[Center for Academic Innovation Professional Development](#) (College website)

[Broadening Participation Community of Practice](#)

[Universal Design For Learning: Capstone Projects](#)

[Cultural Competency Certificate](#) (College website)

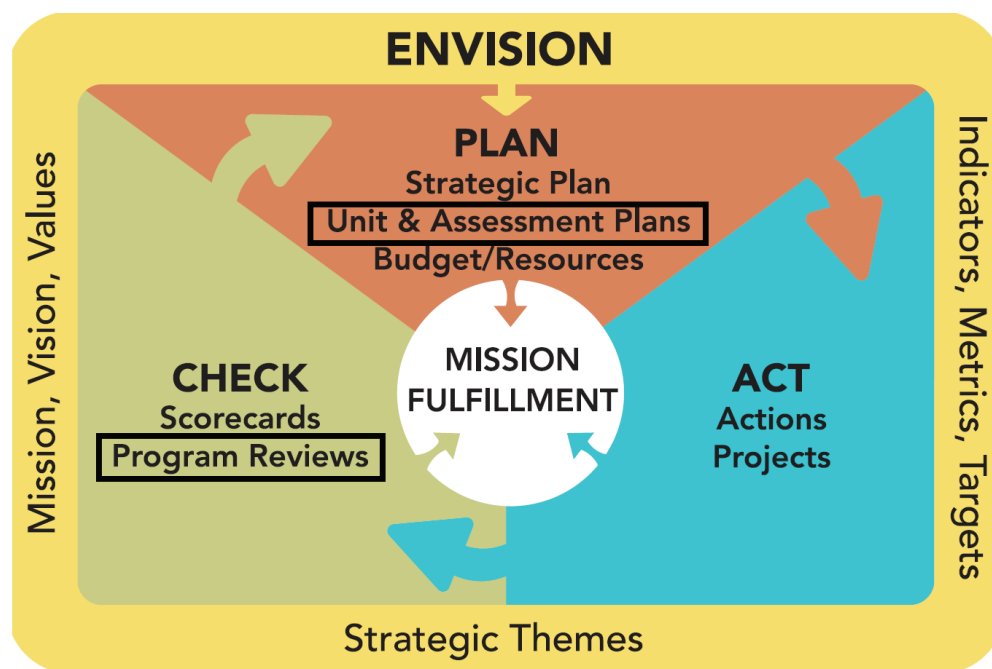
Sample: [CAI Quarterly Professional Development Communication](#)

Section 3: Programmatic Assessment

Recent Modifications to Programmatic Assessment

Chemeketa significantly modified its programmatic assessment process in 2023. Academic and Organizational Effectiveness (AOE) simplified the process, clarified its role in institutional decision-making, and folded it into the College’s strategic framework (Figure 3.1).

Figure 3.1 Programmatic Assessment in Chemeketa’s Strategic Framework



The changes reflect research conducted by AOE staff in Fall 2022. They collected information about programmatic assessment practices at high-performing peer institutions, College community feedback about the existing process, and recommendations from the representative Unit Plan/Program Review Committee and the faculty-led Learning Outcomes Assessment Committee (LOAC).

This section describes the new approach, including details about assessment of student learning. It closes with three examples of units using the process to improve: English, Horticulture, and Library and Learning Services.

3.1 Programmatic Assessment

Programmatic assessment at Chemeketa is a two-step planning and evaluation process (Figure 3.2). The two steps may be seen as partners in the continuous improvement dance choreographed by the strategic framework. All units—academic and service (student service, outreach, and operations units)—participate in the process to help move the College in the direction of mission fulfillment (1.B.1).

Figure 3.2 Two-Step Programmatic Assessment Process



The two partners in this interconnected dance are Plans (annual) and Program Reviews (triennial). **Unit Plans** focus on projects addressing unit priorities and immediate needs, informed by a review of recent results and circumstances. Academic units also maintain **Assessment Plans**, where they record outcomes assessment activities. Plans are due every spring. **Program Reviews**, on the other hand, are evaluative self-studies that assess the overall status, impact, and growth of the unit’s work over the past three years, culminating in priority setting for the next three-year cycle. Program Reviews are conducted every three years.

Table 3.1 Chemeketa’s Programmatic Assessment Schedule

	Plan Every Year	Check/Evaluate Every Three Years
Academic Units	Unit Plan, Assessment Plan	Program Review
Service Units	Unit Plan	Program Review

Plan: Unit Plans and Assessment Plans

In Unit Plans, units document the results of their current-year continuous improvement plans and make new plans for the upcoming year. Unit Plan templates focus on improving student learning, student achievement, and institutional effectiveness, and removing barriers to academic success among different student populations. Units are also asked to align their projects with the College’s Strategic Themes, their Program Review priorities, current circumstances, and relevant data. They also note resources that could support each project.

Academic units additionally outline and document student learning outcomes assessment work in Assessment Plans (1.C.5). They document each year’s assessment activities, findings, and planned adjustments for the upcoming year. They update their strategy outlines at least every three years in response to what they have learned through the assessment and reflection process (1.C.7).

All plans are due June 30. New plans are finalized through an alignment conversation between the unit lead and the supervisor. This conversation includes a consideration of the unit's budget priorities for the following academic year. Supervisors document the conversation by September 30, right as the new academic year and budgeting season begin (1.B.3).

Evaluate: Program Reviews

The second step in the programmatic assessment process is to evaluate. This "evaluate" step takes place every three years in a Program Review. The college's 80+ units conduct Program Reviews on a rotating cycle, with the goal that approximately one third of the College's units conducts a program review each fall.

In each Program Review, units evaluate the status of their unit and the results of their continuous improvement work over the last three years. They review the status of data related to their work, their improvement projects, their assessment strategies and results, and public-facing materials about their unit. In a report, they document improvements that made a demonstrable difference for students and/or the College, document and analyze their assessment strategies to determine needed changes, and select data points and priorities to guide their continuous improvement over the next three years (1.C.7). Supervisors and other unit-selected readers provide written feedback for Program Reviews to inform the unit's direction.

Data in Programmatic Assessment

All units review data as part of their programmatic assessment process, and select up to three metrics, aligned with the College's Strategic Themes, that they will track as focal points for improvement. These may be qualitative or quantitative data points. Incorporating into the process this review and selection of specific data to track over time cultivates a focus on continuous and measurable improvement aligned with the strategic framework.

All units are directed to review data that relates to their work in the Strategic Plan and Scorecard (SPS), the Disaggregated Scorecard (DS), peer comparator data, and any additional data relevant to their unit to gauge their impact.

Academic units additionally review the following standard data aligned with the College's Strategic Themes and Indicators:

- **Strategic Theme 1: Inclusive and Welcoming Culture**
Unit-level aggregated and disaggregated enrollment data
- **Strategic Theme 2: Holistic Student Support**
Unit-level aggregated and disaggregated progression data: course completion and credential completion data
- **Strategic Theme 3: Academic Quality**
Unit-level outcomes assessment data and course transferability
- **Strategic Theme 4: Community and Workforce Engagement**
Unit-level workforce projections
- **Strategic Theme 5: Organizational Excellence**
Unit-level fiscal sustainability metrics, such as section size averages

Of these data, disaggregated enrollment and course completion data are particularly emphasized as useful lenses for gauging access and success for every student. Unit Plan and Program Review templates also refer units to professional development options for building cultural competency and reducing variations in these metrics among different populations. These opportunities are offered through the Culture and Community Engagement office and the Center for Academic Innovation (CAI).

Engagement Thus Far

As noted above, this new programmatic assessment process was launched in 2023. AOE regularly communicates the modified expectations in presentations, trainings, drop-in workshops, emails, and individualized support. Thus far, units and supervisors are still learning the steps, but they are making progress mastering the choreography. As of the beginning of Fall 2024, the start of the second year of the revised process:

- 92% of units (77/85) had completed their second Unit Plans.
- 96% of academic units (44/46) had completed required Assessment Plans, and 89% (41/46) had logged their 2023–24 activities.
- 100% of units (21/21) slated for a Program Review in the pilot year had successfully completed it.

PROGRAMMATIC ASSESSMENT EXHIBITS

Research

[Synchronizing Continuous Improvement: Research Results](#)

[Backward Designing Continuous Improvement](#) (Slated for 2025 publication in the academic journal Assessment Update)

Templates, Resources, and Examples

[Unit Plan Template](#)

[Assessment Plan Template](#)

[Program Review Instructions & Template](#) (embedded links in these documents for internal audience only)

[Program Review Cycle Master Calendar](#)

[Academic Unit Data](#) (embedded links in this document for internal audience only)

[Unit Planning and Program Review Steering Committee Charter](#)

Example: Social Sciences [Program Review](#), [Unit Plan](#),
& Assessment Plans ([Geography](#), [Sociology](#), [Political Science](#), [History](#))

Example: Diesel Technology [Unit Plan](#), [Assessment Plan](#), & [Program Review](#),

Example: Budget and Finance [Unit Plan](#) & [Program Review](#)

3.2 Assessment of Student Learning

Academic units plan, review, and evaluate student learning outcomes assessment results and strategies throughout the programmatic assessment process. Chemeketa's approach to this work is governed by the faculty-led LOAC (1.C.5). This committee was established in 2020 in response to feedback, especially in program reviews, expressing frustration with inconsistent directives and a lack of faith in the value and meaning of the work. LOAC's design reflects research showing that outcomes assessment has the most success at a college when it is guided by faculty. The committee works in consultation with colleagues, including faculty, deans and executive deans, and the Vice President of Academic and Student Affairs. LOAC advocates for meaningful assessment and faculty engagement, an indicator listed in the strategic framework.

Individually, all faculty are responsible for helping students master the student learning outcomes listed in the course outline for each course they teach, and for using assessment to gauge and improve students' mastery of those listed outcomes. All courses and credentials have learning outcomes documented in the College catalog and course descriptions (1.C.3). Faculty wrote the outcomes, and are responsible for keeping them up-to-date, in consultation with advisory committees when applicable (1.B.4; 1.C.1). Guidance for writing outcomes is provided in AOE curriculum development materials. Outcomes are approved by the Curriculum Committee (1.C.5). The responsibility to assess these outcomes and use the results for improvement is described in the College Faculty Handbook, in communications with faculty at the start of the academic year, through LOAC communications, and in the training required of all new full- and part-time faculty (1.C.5). Faculty may design outcomes assessments they find useful for their students and their teaching.

Programmatic Learning Outcomes Assessment

For programmatic learning outcomes assessment, academic units follow guidelines maintained by LOAC. LOAC developed these guidelines with input from faculty across the institution and in consultation with deans and executive deans. The guidelines serve as the "source of truth" regarding what is required for programmatic outcomes assessment at Chemeketa. LOAC strives to balance between two goals in its guidelines:

1. All academic units engage in unit-level outcomes assessment to document, measure, and improve instruction and learning in their units.
2. The College's outcomes assessment system is manageable, sustainable, and valuable, focused on collecting truly useful, meaningful information for academic units and the students in their courses.

Under LOAC's guidelines, each academic unit is responsible for planning, implementing, collecting, analyzing, and responding to outcomes assessments with their unit colleagues. Each unit is charged with identifying outcomes to assess for programmatic improvement and accountability and selecting methods for assessing those outcomes. As noted above, units record their planned strategies, what happened when they implemented those strategies, and what they want to do next in their Assessment Plans. They update their strategies at least every three years.

All units use their assessment results for review and planning. Many units use the College's learning management system Canvas to collect their assessment results; approximately 16

units (at current count) do not use Canvas, and instead provide AOE staff with documentation of their outcomes assessment activities and results. Because this documentation typically has student-identifying information, it is kept in a restricted file. For example, the Philosophy and Religion program conducts outcomes assessment and collects its results in Canvas. The Nursing program, on the other hand, provides AOE with results of Kaplan Predictor exams that gauge students' readiness to pass critical licensure exams. The Welding program provides an image of students' weld joints that welders will evaluate at Professional Service Industries in Portland and results of those evaluations. In Program Reviews, units review their Assessment Plans, their learning outcomes, and their assessment tools to evaluate their outcomes assessment strategies. Improvements faculty want to make are planned in Unit Plans.

Improving Student Learning

Disaggregated outcomes assessment data is available to all units that use Canvas to collect and analyze their assessment results. At the same time, Chemeketa addresses improving learning and achievement among different student populations primarily through professional development (1.D.4). As noted in Section 2, faculty professional development offerings emphasize evidence-based strategies to improve student learning and achievement for every student. CAI offers a robust collection of continuing education opportunities for full- and part-time faculty throughout the year that promote these practices, many of which are incentivized with stipends (1.C.7).

A faculty team conducted research to develop Excellence in Teaching Competencies for the College that guide many of these offerings. They emphasize being clear with students and aligning outcomes, curriculum, and assessments to improve outcomes for all student populations. In addition to being featured in regular CAI email communications, these offerings are highlighted as examples and are linked in Unit Plan and Program Review materials, and are referenced in LOAC communications.

CAI faculty are also available to work with individual units to integrate assessments into Canvas, update outcomes, and refine assessment tools, typical improvements planned in Unit Plans. At the time of this writing, CAI is evaluating an expanded package of assessment tools offered by the software company eLumen. A few units are slated to pilot assessments using these tools in Spring 2025 to determine if they make it easier to gather meaningful, actionable information about student learning. Based on the outcomes of this pilot project, the College will decide whether to continue, and possibly expand, this relationship with eLumen.

To amplify LOAC's capacity to lead meaningful assessment to improve student learning, the Vice President of Academic and Student Affairs supports professional development for LOAC members and allots funds to support innovative approaches to outcomes assessment. LOAC conducts a competitive process for awarding these funds to units that propose projects that would result in improved outcomes assessment. Projects completed in 2023–24 provided faculty with actionable insights into student learning in high enrollment History and Writing courses and ideas for expanding outreach and revising assessment tools.

ASSESSMENT OF STUDENT LEARNING EXHIBITS

Outcomes Assessment Responsibilities and Documentation

[Faculty Handbook](#) (pp. 28; 39–40)

[LOAC Learning Outcomes Assessment Guidelines](#)

[Email to faculty addressing outcomes and assessment Fall 2024](#)

[Part-time faculty training module- Assessment of Student Learning](#)

[Outcomes Assessment Documentation](#)

Additional Resources

[Learning Outcomes Assessment Committee Charter](#)

[Learning Outcomes Assessment Committee site](#) (College website)

[College Council Report: LOAC Advances Faculty Engagement](#)

[LOAC Special Project Funding for Assessment RFP](#)

[Awarded LOAC assessment projects conducted in 2023–24](#)

[Awarded LOAC assessment projects for 2024–25](#)

[Excellence in Teaching](#) (College website)

[Excellence in Teaching Competencies](#)

[Excellence in Teaching Competencies Project Description: Board Report](#)

[Faculty Professional Development Resources](#) (College website)

3.3 Program Outcomes and General Education Outcomes

Following LOAC's guidelines, all academic units plan and document **course** outcomes assessment. Career technical education programs also plan and document **program** outcomes assessment. General education units do not individually assess program outcomes. Instead, general education outcomes are assessed collectively in a strategy designed by LOAC and coordinated by AOE and Student Affairs.

This difference between how career technical education and general education units approach program-level outcomes assessment stems from Chemeketa's definition of a "program." A program is defined as a set of courses leading to a specific credential or set of credentials. Because career technical education units offer industry-specific certificates and degrees, and their courses support those credentials, these units individually assess their program outcomes.

In contrast, general education courses collectively support Chemeketa's transfer degrees. Students develop general education outcomes in a cross-disciplinary manner through the general education curriculum. Thus general education outcomes are assessed as the collective outcomes of Chemeketa's transfer degrees. This design aligns with the [Oregon Community College Policy and Process Handbook \(pp. 180–205\)](#), where all of Oregon's transfer degrees are listed together, and are followed by a description of their collective general education outcomes. At the present time, Chemeketa's general education outcomes are assessed when a student applies to graduate with a transfer degree.

LOAC developed this approach to program outcomes assessment in response to faculty feedback. In the past, for general education outcomes, Chemeketa used a combination of the state's General Education Outcomes and more specific outcomes that each discipline's faculty wrote to align with the state outcomes. Over the course of 2022–23, LOAC engaged in an intensive review of these "program-level" outcomes and their assessments. A majority of general education faculty reported that, while course outcomes assessment yielded useful and meaningful information about their students' learning, assessment of their program outcomes did not give them actionable information to support their teaching. Because these program outcomes did not lead to specific credentials and did not go through an official curriculum review, they were also subject to frequent revisions, depending on who was in charge, further compromising the value of information gathered from assessing them. To improve the situation, LOAC decided to codify the definition of a "program" as a set of courses leading to a specific credential, and revised its outcomes assessment guidelines accordingly.

New General Education Outcomes

LOAC decided to develop new general education outcomes for Chemeketa in response to both its new definition of a program and the new NWCCU standard 1.C.6 regarding general education outcomes. Over the course of two years, a LOAC subcommittee researched outcomes from peer institutions and other organizations, and consulted with faculty, students, and administrators. They wanted the Chemeketa general education outcomes to articulate the learning that faculty intend students to develop through successful completion of the lower division general education requirements for transfer degrees. LOAC approved the new outcomes in Spring 2024. They were presented to the College Board of Education and approved by the Vice President of Academic and Student Affairs. As a final act in Spring 2024,

LOAC members mapped the connections between Chemeketa’s new general education outcomes and the state General Education Outcomes. While general education course descriptions in the 2024–25 College catalog continue to list the state outcomes, AOE is working to update these and related documents to add the new outcomes.

Working with AOE and the new Executive Dean of General Education and Transfer Studies, LOAC determined in Fall 2024 that it would continue to lead the College’s work with the new general education outcomes. At the time of this writing, LOAC is working with AOE to formalize and maximize the outcomes’ potential for framing and supporting the general education teaching and learning experience. To introduce and communicate the outcomes more broadly to students, AOE and LOAC are working with Student Affairs and Marketing to integrate them into relevant student activities such as orientation and to promote them in both English and in Spanish. The LOAC communications subcommittee is working on projects to communicate the outcomes more broadly to faculty through its website, a new Canvas shell, and its newsletter.

As a next logical step, LOAC’s general education subcommittee is exploring strategies for demonstrating how the outcomes apply to, and can be used to design curriculum for, general education courses. The subcommittee is exploring an efficient way to collect from faculty examples of assignments that help to build the outcomes.

Assessing General Education Outcomes

LOAC developed a method to begin assessing the new outcomes at the same time they worked to finalize them. Although general education faculty have developed curriculum maps in the past in connection to Guided Pathways work, many of them shared with LOAC that they find maps to be misleadingly reductive of students’ learning experience in general education courses. They expressed a preference to assess the general education outcomes collectively at an end point in the student experience over mapping assignments across the curriculum to the general education outcomes.

LOAC worked with AOE to conduct a “proof of concept” assessment for students graduating with transfer degrees at the close of the 2023–24 academic year. Following extensive research regarding approaches and their costs, LOAC designed the assessment using both research regarding the use and efficacy of self-assessment and models from other colleges using similar approaches. They documented and shared this research with the College community in Spring 2024. LOAC reviewed the results of the early assessment, recommended minor changes to the process, and decided to move forward with piloting the assessment throughout 2024–25. LOAC will review the results in Spring 2025 with the intention of bringing them to the broader general education faculty for review and conversation during inservice in Fall 2025 (1.C.7). A LOAC subcommittee devoted to outcomes assessment research is exploring additional manageable methods that might be added to the self-assessment strategy, and shared their initial findings with LOAC in January 2025.

PROGRAM OUTCOMES AND GENERAL EDUCATION OUTCOMES EXHIBITS

General Education Outcomes

[Chemeketa General Education Outcomes](#)

[IMAGE: Chemeketa General Education Outcomes](#)

[General Education Outcomes Proposal FAQs](#)

[Crosswalks: Chemeketa General Education Outcomes to State Outcomes](#)

General Education Outcomes Assessment

[General Education Outcomes Assessment: The Project](#)

[General Education Outcomes and Self-Assessment Research](#)

[General Education Outcomes Graduate Self-Assessment](#)

[Pilot Results: General Education Outcomes Self-Assessment](#)

[LOAC Research and Best Practices Findings 2024–25 :GEO Assessment](#)

3.4 Examples: Programmatic Assessment

Following are detailed accounts of continuous improvement that English, Horticulture, and Library and Learning Services have pursued through the programmatic assessment process (1.B.1, 1.C.5, 1.C.7).

English

Unit Plans and Program Reviews

As an academic unit, English faculty plan and report continuous improvement projects in Unit Plans and their Assessment Plan. English last evaluated their status and set priorities in its 2022 Program Review. Those priorities have since guided their annual planning. The faculty reported in their 2024–25 Unit Plan that many of their Program Review priorities (previously called “Recommendations”) have already led to fruitful projects, while challenges still remain. They expressed particular encouragement about progress with outcomes assessment. They conducted an in-depth analysis of their outcomes assessment strategy in their Program Review, leading to changes they have been pursuing. They are slated to conduct their next Program Review in 2026–27.

Because English faculty conducted their last Program Review before the launch of the new programmatic assessment design, they had not yet selected data points to focus on for improvements, as these were not required in the previous design. Therefore, they were asked in their 2024–25 Unit Plan to identify at least one Strategic Theme-aligned data point they would like to track to inform future improvements. They selected pass rates for students who add classes late in the enrollment cycle, aligned with the Strategic Theme Holistic Student Support. Early data suggested to faculty that these students have lower pass rates than other students. The English faculty expect that learning more about this data point, through disaggregation and tracking over time, could help inform instructional design and policies, particularly for “late start” courses, which begin slightly later in the term as a strategy to improve pass rates.

Assessment of Student Learning

English communicates with new faculty their responsibility to use the student learning outcomes listed in course descriptions to plan and assess student learning. This responsibility is addressed in instructions for new English co-chairs that the faculty maintain for the unit.

English’s strategy for programmatic student learning outcomes assessment, following the LOAC guidelines, focuses on Writing 121Z (WR121Z) and 122Z (WR122Z), required for many transfer degrees, and Writing 115 (WR115), a prerequisite many students need. These are among the highest enrolled courses at the College, and WR115 and WR121Z in particular grapple with relatively low completion and successful (A–C) pass rates. The English faculty have conducted outcomes assessment of these courses for more than a decade. They use a variety of approaches involving common assessment tools that all instructors are required to use. This practice has helped faculty communicate expectations for student learning to faculty across the district. It has also provided faculty with experiences reading and discussing a wide range of student work with colleagues, leading to ideas for curriculum improvements, a phenomenon that has been reported and analyzed in Program Reviews.

With the emergence of LOAC in 2020–21, its stable outcomes assessment guidelines, and its funding for special assessment projects, English faculty decided to move to a longer-term learning outcomes assessment strategy. They elected to employ a juried assessment design widely recognized in their field for producing reliable and actionable results. The approach involves developing common assignments required in all sections of a course, collecting student artifacts without identifying information, having a group of faculty score the artifacts with a rubric, aggregating and disaggregating the results, and sharing the results with faculty who teach the course for review, reflection, and response. English faculty determined that to make this approach sustainable with available resources, they would assess all outcomes of each of these courses on a three-year cycle: Year One: WR115; Year Two: WR121Z; Year Three: WR122Z. Costs for piloting this design in the first three-year cycle were supplemented by LOAC Special Projects funds.

The first juried assessment for WR115 took place in 2021–22. Results highlighted how all students and disaggregated groups fared in terms of each learning outcome for the course. Groups were disaggregated not only by demographic data but also by the different methods used to place students in the course. In response to results from this assessment, faculty developed materials to support learning for the outcome that saw the lowest scores across multiple groups: understanding, identifying, and using key terms to describe the rhetorical situation in an essay.

Anecdotal evidence suggested these new materials had a positive impact. However, in the follow-up WR115 juried assessment in Fall 2024, faculty determined that the advent of Gen AI had significantly compromised their ability to assess changes in student learning for this outcome. Faculty are now responding to these findings with changes to their WR115 assessment and rubric, as well as changes to their approaches to helping students achieve this outcome. Faculty are experimenting with such activities as handwritten assignments requiring students to read and respond to articles in class, for example.

The unit has continued juried assessments each year since 2021: for WR121Z in 2022–23, for WR122Z in 2023–24, and for WR115 in 2024–25. Faculty review results and strategize responses to them. Their results have helped them identify both outcomes to address further through curriculum changes and changes to make to assessment tools. They also use these experiences to improve the process. Personnel changes, software challenges, and reduced funding have led to delays in results processing and discussions, for example. In response, the unit has been working steadily each year to integrate more of the process into Canvas to make it more manageable and to narrow the time between the assessment and when faculty can review and respond to results. At the time of this writing, English is planning changes in the artifacts it collects to make the process more manageable and sustainable. English is also participating in CAI's pilot of the Canvas add-on assessment software eLumen with the hope that it might further simplify their process.

While in the past, the English faculty developed, mapped, and assessed program-level outcomes, they found that those program-level outcomes and mapped courses and assessments did not yield meaningful, actionable information about student learning. They further did not consider themselves a "program" because they do not offer an English-specific credential. They joined other general education faculty in advocating to change this approach through involvement in LOAC. English faculty were part of the LOAC subcommittee

that developed Chemeketa's new general education outcomes and self-assessment now administered to students applying to graduate with a transfer degree.

Horticulture

Horticulture last evaluated its status as a program in its 2023–24 Program Review. The unit used Chemeketa's new Program Review process. In its review, the program chair identified a priority that she wanted to improve Horticulture's learning outcomes assessment strategies over the next three years, coupled with the intention to begin collecting assessment data in Canvas.

The faculty outlined a project to address this priority in the program's 2024–25 Unit Plan. In Summer 2024, the program chair worked with CAI faculty to review and modify her program outcomes and the course outcomes slated for assessment in the unit's Assessment Plan, as well as the assessments themselves. They then worked to integrate the new assessments into Canvas, and as of Fall 2024, unit faculty began collecting outcomes assessment data through Canvas.

Two other priorities identified in the Horticulture Program Review involve marketing the program and re-evaluating the design of its degree offerings to better align with industry changes and student interest. These were coupled with the intention to track two additional data points: FTE totals and student enrollment in the Associate of Science in Horticulture degree program. The chair also outlined a second project in the 2024–25 Unit Plan to implement strategies to improve the unduplicated headcount in Horticulture courses and track enrollment in the Associate of Science in Horticulture degree. The correspondence between priorities identified in the Horticulture Program Review and Unit Plan projects resembles the intention of the programmatic assessment design, where Program Reviews help units identify improvements they want to make to support student success and institutional effectiveness, and Unit Plans help them make progress with those priorities.

Library and Learning Resources

Like all College units, Library and Learning Resources develops a Unit Plan for improvements and a triennial Program Review to review progress and set priorities. This unit is in a unique student service position because it must attract student and faculty engagement in order to have an impact on the student experience; library skills courses are not part of the Oregon general education curriculum. The unit's Plans and Program Reviews typically reflect its focus on impacting Chemeketa's instructional quality and the student experience by refining what it has to offer, marketing its services, and gathering and using feedback to discover and bolster its most effective strategies.

In its 2023–24 Program Review, Library and Learning Resources identified three improvements that had made a demonstrable difference for students by expanding access to resources. It also explained how it measures impact on the student experience and student success and how it plans to improve these strategies. Finally, it set priorities for the next three years: contributing to making college more accessible and affordable, and developing new strategies to support student learning and achievement.

The unit's subsequent 2024–25 Unit Plan outlined projects that reflected both its Program Review priorities. The projects focus on improving student engagement with the library and

an emergent need to improve web and mobile accessibility. At the end of the year, staff will document the results of these plans to make decisions about how to proceed in 2025–26.

Two additional units under the unit’s dean develop their own unit plans and Program Reviews: Tutoring, and Library Reference and Instruction. This change was made during the unit’s 2016 Program Review process, when the unit’s staff in both those specialties determined that they would prefer to conduct their own programmatic assessment, and AOE made the change.

Faculty and staff in those specialties report that the separation has allowed them to focus attention on improvements that advance their specific purpose within the library. For example, in alignment with priorities set in its last Program Review, Library Reference and Instruction is pursuing in its 2024–25 Unit Plan a project to build “library liaisons” to build stronger connections between academic units and reference librarians to impact academic quality and student learning.

EXAMPLES: PROGRAMMATIC ASSESSMENT EXHIBITS

English

[English Program Review \(2021–22\)](#)

[English Program Review Recommendations](#)

English Unit Plans

[2023–24](#)

[2024–25](#)

[English Assessment Plan](#)

English Assessment Instructions for Faculty: [115](#); [121Z](#); [122Z](#)

[English Assessment Results—WR115](#)

[English Assessment Results—WR121](#)

Horticulture

[Horticulture Program Review \(2023–24\)](#)

[Horticulture Assessment Plan](#)

[Horticulture Unit Plan \(2024–25\)](#)

Library and Learning Services

[Library and Learning Resources Program Review \(2023–24\)](#)

Library and Learning Resources Unit Plans

[2023–24](#)

[2024–25](#)

[Library Reference and Instruction 2024–25 Unit Plan](#)

Section 4: Moving Forward

As we look ahead in our accreditation cycle, we see growth opportunities in the following four areas:

1. Strengthen and optimize synchronized continuous improvement design

The promise of synchronized continuous improvement is that it channels employees' focus and energy in a unified, improvement-centered direction to achieve the College Mission. However, this approach is only in its second year at Chemeketa, and it is still being refined. Recent changes noted elsewhere in this report demonstrate this process in action. For example:

- Seeing a need for closer connection between unit and institutional planning, Academic and Organizational Effectiveness (AOE) implemented a change to the Executive Team summer retreat in 2024, where leaders not only reviewed the College scorecards but also all the Unit Plans before composing the College's Strategic Priorities for the upcoming year.
- Budget and Finance adjusted its budget planning process both in Fall 2023 and then again in Fall 2024 to help managers and leaders more intentionally use the strategic framework to guide resource allocation planning and decision-making. The process encourages managers to connect budget requests to Unit Plans and Strategic Themes. In its 2024–25 Program Review, this unit set a priority to deepen the connection between the budget planning process and strategic framework over the next three years.

The College hopes to maximize the potential of its synchronized continuous improvement framework through the remainder of this accreditation cycle. The point of the new design is to turn the Strategic Plan and scorecards into headwaters shaping improvement-focused action and guiding the College toward mission fulfillment. The Disaggregated Scorecard (DS) can inform strategies to remove barriers to representation and successful outcomes among different populations. Indicators can be used to shape specific improvements and tie needed investments to metrics.

Employees at all levels are still learning the components of the new strategic framework, how they fit together, and how best to use them, as we heard in workgroup conversations to develop this report. In response, AOE and the College President introduced a new image in Fall 2024 to help communicate with the College community the components of the framework in an Annual Cycle. Visual Communications students also helped AOE develop a new image to illustrate the framework for this report. AOE will continue to use the image to explain the synchronized design and its benefits throughout the institution. We look forward to seeing more fruits of our streamlining labors by the time we reach the close of our accreditation cycle, through both employee engagement and targets met.

2. Expand opportunities for input

Chemeketa aspires to continue transitioning from a historically hierarchical decision-making to a participatory governance culture, expanding opportunities to participate in College decisions with the strategic framework as the guide. The hope is to build collective momentum to remove barriers to student success so that every student can succeed.

As described in the appendix of this report, College Council was an early model for this transition, empowered by the College President to work with AOE to develop the strategic framework to monitor progress toward mission fulfillment. Now that the task of crafting

these tools is complete, the role of this broadly representative body is evolving into a communication and accountability role. The council may request reports about targeted plans, actions, and their impacts, and make recommendations to the President. Its accountability role will be enhanced by three subcommittees charged with identifying additional ways to improve the performance of indicators and metrics: the Data Review, Hispanic Serving Institution, and Chemeketa Innovation Grants subcommittees. College Council's role will continue to be refined over the rest of the accreditation cycle.

Faculty Senate at Chemeketa also has an evolving role in representing faculty voice in decisions not addressed in the faculty contract. The Senate works in multiple capacities: as a conduit for communication between various College committees, the Executive Team, and other faculty; as a faculty-led forum to discuss issues of concern; as a planning body to engender action on these issues; and as an advocate for faculty-led initiatives. The Senate is represented on College Council. The College general fund supports four hours release time for the Senate president each term, and she meets twice a term with the Vice President of Academic and Student Affairs.

A particularly successful participatory governance venture has been the Learning Outcomes Assessment Committee (LOAC), begun at the end of the last accreditation cycle. As described in Section 3, this team of faculty determines the design and direction for student learning outcomes assessment for the College in collaboration with administrative and faculty colleagues. The team centers meaningful, sustainable practices that will truly support learning improvement and remove barriers to student success among different populations. College leaders would like to build on LOAC's success by empowering a faculty-led student success committee. This committee would work in consultation with administrators and departments to determine strategies for the College to pursue to enhance student success.

The AOE dean and Executive Team are pursuing two projects to support progress toward more participatory governance. Using feedback from the College's administrators, they are working to map how decisions are made in key areas of the College's work. They then plan to identify processes which could involve more employees, and communicate broadly where and how employees can become involved in those processes. As another project that will further the goal to expand participation in decision-making, AOE recently developed a committee organizational chart to accompany the College's organizational chart that is updated quarterly. The new chart highlights those committees with opportunities for participation.

To foster an inclusive and welcoming culture in the midst of these changes, it is important to understand and address employee perceptions of what it is like to work at Chemeketa. To that end, the new Chemeketa Culture and Communication Committee has been conducting conversations about the status of the College work environment. A climate survey in Winter 2024 found that faculty in particular were more likely to feel dissatisfied with their work experiences. The committee is gathering feedback regarding what is working and what is not for employees, so that challenges may be met, and conditions may improve. Their findings will inform strategies to further build toward more participatory governance at the College.

3. Build capacity and infrastructure to support student success

College leaders anticipate building institutional capacity and infrastructure to support the aforementioned changes and advance student success. AOE aims to build toward more comprehensive awareness and understanding of available data and how to use it well to

improve student outcomes. AOE strives to build awareness of its department's services and of the Strategic Plan and Scorecard (SPS), DS, and other data available in service of student success and organizational effectiveness. The AOE dean gives presentations and reaches out to groups across the College for this purpose. AOE also works to build this capacity by hosting drop-in work sessions throughout the year for employees working on Unit Plans, Assessment Plans, Program Reviews, and other data-informed projects.

To add to the data available to support improvement, academic deans have recommended a standardized approach to collecting student feedback about their learning experiences. This plan follows their findings that while student experiences are collected in pockets throughout the institution, research supports a standardized approach. The concept would be to give all students the opportunity to provide their feedback, giving instructors insight into the learning process from students' perspectives. One model for a standardized approach has been successfully implemented in the Math, Engineering, and Computer Science department. This model was presented to the Academic Workgroup in Fall 2024.

The College will also be assessing and updating its infrastructure for learning management and data collection, analysis, and dissemination. Center for Academic Innovation (CAI) just completed an interim review of the College's learning management system, and will begin a full review towards the end of this accreditation cycle to determine whether the system continues to meet the College's needs. The College is also researching a possible upgrade to software that maps out students' progress towards their degrees. On the further horizon in this area is a need to reassess the College's student information and scheduling system Banner.

Improving the infrastructure supporting the College's non-credit students is another aspiration for the remaining years in the accreditation cycle. Non-credit students come to Chemeketa to learn or improve their English or to participate in professional development and workforce training offerings. They are typically not interested in college credit. However, at the current time, departments offering these educational opportunities are required to collect the same level of information from these learners as credit students, due primarily to state requirements and College system limitations. Providing this level of personal information takes a significant amount of time for both learners and the College, and poses barriers to people reluctant to provide the information, limiting access to these learning opportunities. Once learners realize success through continuing education, they may decide to enter a credit program, but if they are reluctant to sign up for non-credit opportunities, they may never reach that point. The Associate Vice President of Culture and Community and the Chief Innovation and Community Success Officer are part of the collective effort to identify solutions to this challenge to better serve all constituents.

Finally, the College would like to pursue updates to its facilities. Like many schools and colleges in Oregon, the College did not win voter approval for a requested bond in November 2024. In the upcoming year, the College will consider asking voters to approve a modified bond proposal. The proposal will ask for funding to update aging buildings, modernize classrooms and welcoming spaces, and expand access to higher education opportunities required for credentials in the district's smaller communities, where students have limited transportation options.

4. Harnessing community engagement to improve the College and its community

In working to develop a bond measure to propose to district voters, Chemeketa has polled the community to determine the extent to which the College is meeting regional needs. The results have shown strong support for Chemeketa and its role offering higher and continuing education opportunities to its constituents (1.B.4). In the opening years of this accreditation cycle, the College has also been working to strengthen its connections and collaboration with community-based organizations, supported by new leadership roles that emphasize connections with the community.

The College President and Associate Vice President of Culture and Community are exploring how Chemeketa might harness community support to promote not only student success but community well-being. They are reviewing strategies for this aspiration. Several organizations offer frameworks for pursuing this goal, such as the Carnegie Foundation Elective Classification for Community Engagement and the Community Colleges Network, a Campus Compact affinity network for ensuring higher education contributes to the health and strength of democracy. Before the close of this accreditation cycle, College leaders will consider how Chemeketa might measure, employ, and expand community engagement to enhance educational and economic mobility in the district.

EXHIBITS

[Annual Planning Cycle](#)

[Strategic Plan and Scorecard](#)

[Disaggregated Scorecard](#)

[Budget Planning Introductory Email October 2024](#)

[Budget and Finance Program Review](#)

[Student Satisfaction Surveys—College Council presentation](#)

[Student Surveys Recommendation](#)

[Canvas LMS Review Report \(2024–25\)](#)

[Community Poll Results—Post-November 2024 Election](#)

[Committee Organizational Chart, including input opportunities](#)

Appendix: Response to Year 7 Peer Evaluators' Recommendations

When they completed their virtual visit to Chemeketa in Spring 2022, our accreditation peer evaluators made two recommendations to help the College better meet the NWCCU standards. The College has responded to these recommendations over the last three years in the following ways.

Recommendation 1

The Evaluation Team recommends that the institution:

Clarify how multiple institutional processes and goals (mission and core themes, academic and service area program review, assessment data and results, institutional indicator scorecards, Guided Pathways, DEI) are taken into account in strategic planning, decision making, and budget allocations (1.B.1, 1.B.3, 1.C.7, 1.D.4).

In follow-up conversations with Academic and Organizational Effectiveness (AOE) staff, College administrators, staff, and faculty said they agreed with the evaluators' observation that Chemeketa had many processes and goals, and that their roles in strategic planning, decision-making, and budget allocations were unclear. Leaders and employees alike also reported having used those processes or goals to communicate needs and priorities, and felt those needs and priorities were misunderstood or ignored.

The lack of clarity proved especially problematic at the time of the peer evaluation in Spring 2022. The College was experiencing a decade-long decline in enrollment, exacerbated by the pandemic. Leaders had begun significant budget reductions to better position the College to serve the community for the foreseeable future. Leaders felt they had opened opportunities for input into budget decisions, while many employees felt frustrated and confused about how final decisions were made. While budget decisions rarely escape controversy, administration, faculty, and staff alike saw a broader need to clarify, and improve, Chemeketa's decision-making infrastructure: the roles that processes and goals play in decisions, how decisions are made, and where there are opportunities for input.

Clarifying and Changing Decision-Making

To clarify decision-making for the College community, it first needed to be better understood. Early work to analyze how decisions were made at the College took place in 2022–23 in Executive Team meetings with the Accreditation Liaison Officer/AOE dean.

Leaders determined that in most circumstances, the College followed a hierarchical decision-making process. The Executive Team would decide how to fulfill the College Mission by developing a Strategic Plan to guide planning, decision-making, and resource allocations. Internal input primarily came from departmental and division budget requests. Other input taken into account might include unit or committee recommendations or responses to leaders' ad hoc requests for guidance. In some cases, decisions would be driven by legislative or other compliance requirements; in others, data or community interest might play a larger role in a decision. Often the data used to make decisions was external, not internal.

The Executive Team then explored how they would like this decision-making process to change. They wanted to move toward expanding participation in decision-making, and especially to bring the broader College community into the work of setting institutional direction and tracking progress (1.B.3). The team was also deeply interested in simplifying processes and better integrating them into the strategic framework. They wanted data about student success and institutional effectiveness to play a more central, intentional role in decision-making (1.C.7; 1.D.3; 1.D.4). Finally, they were interested in better connecting the strategic framework and the metrics it tracked with resource allocation and decision-making (1.B.1). They looked to the new strategic planning cycle as the ideal time to move in these directions.

Expanding Opportunities for Input: College Council

Leaders' first step towards broadening participation in governance and decision-making was to expand the membership and scope of a collegewide council. Expanding participatory governance was an early priority for the College President after she arrived at the College in 2019. Although progress slowed with the onset of the pandemic, she launched an expanded and revised College Council early in 2021 to help determine and advance College direction. The new council included Executive Team members and representatives of the College's three employee groups, major committees, and students. This representative body would set and monitor progress with the College's new strategic plan.

President Howard then asked the Community Relations Director to facilitate Chemeketa's traditional practice to update the Mission, Vision, and Values for the new 7-year accreditation cycle. The director assembled a representative workgroup, including College Council members, for the task. They partnered with a consulting firm to engage a wide range of College and community members in conversations about Chemeketa's future (1.B.3; 1.B.4). The workgroup used the feedback to compose a new Mission, Vision, and Values. These were approved by the College Board of Education in October 2022.

At the conclusion of this process, the College President empowered College Council to work with AOE to shape how to put the new Mission into action. In work sessions, council members brainstormed Strategic Themes, indicators, and metrics. A development team of council members and the AOE dean honed the ideas into a proposed strategic framework for the council to review. Once finalized, AOE outlined the framework in the Strategic Plan and Scorecard (SPS) and worked with the Associate Vice President of Culture and Community to align the Disaggregated Scorecard (DS) with the SPS. The council additionally participated in developing criteria for peer comparators, and in vetting actions for the SPS alongside the indicators and metrics they were designed to improve.

College Council, Executive Team, and AOE then developed strategies for putting these tools to work, to help decision-makers review data regularly and recommend priorities and actions in light of their performance. The tools and the roles these groups play in planning, decision-making, and resource allocation continue to evolve through use and experience. As described throughout this report, at multiple levels, the strategic framework developed by this broad group is guiding the College toward mission fulfillment.

More Opportunities for Input: Committees and Innovation Grants

Leaders have continued to identify ways to empower more people to participate in decision-making at the College. As noted in this report, a key success has evolved through the Learning Outcomes Assessment Committee (LOAC). This faculty-led group was originally assembled in 2020 to help AOE and the Executive Dean of General Education and Transfer Studies improve how the College approached outcomes assessment in response to feedback in Program Reviews and in committees (1.C.7). LOAC transitioned to a standing committee charged with shaping the College's approach to meeting outcomes assessment accreditation standards that also reflect best practices advocated by faculty. The Vice President of Academic and Student Affairs formally empowered LOAC in Summer 2022 to make decisions for the College regarding this work. As noted in Section 4, LOAC's success has spurred interest in building on this model to create an additional standing committee to make decisions that support student achievement.

The College has also successfully expanded participation in decision-making through projects delegated to ad hoc committees. An early example came with the onset of Covid-19. The Emergency and Risk Management Director assembled a team of administrators, staff, and faculty to design, document, and periodically update Chemeketa's strategy to operate during the pandemic. This living document was required by the State of Oregon. The broad participation in this project meant that Chemeketa's strategies successfully aligned with a wide range of needs and circumstances throughout the institution.

Another opportunity to delegate decision-making to an ad hoc committee presented itself in Fall 2022, as the College's bond that helped to fund improvements to its properties was about to sunset after 15 years. College leaders empowered a broadly representative Capital Projects Action Team to research maintenance and modernization needs for the next 15 years, with the possibility of asking voters to approve a new bond. This team of faculty, staff, and administrators strategized to gather, refine, and prioritize needed upgrades, conducting surveys and listening sessions throughout the institution. They summarized their findings in presentations for the Executive Team and the entire College community in an all staff meeting. The team partnered with leaders and the College Board to shape the results into a bond proposal to voters for the November 2024 election. This initial proposal was not successful, but the team is working with leaders to revise the proposal for voters in the next year.

Leaders developed a third strategy for expanding opportunities for input into College direction through a new internal grant program. Chemeketa Innovation Grants seek to advance ideas for making progress toward mission fulfillment by focusing attention on improving metrics in the SPS. President Howard worked with the Chief Financial Officer to identify funds for the program. The fund began with \$70,000 for the 2024–25 budget. Employees may submit project proposals for up to \$10,000 to pilot a method for improving one or more metrics listed in the SPS and DS (1.D.4). This program is governed by a College Council subcommittee with representation from all employee groups (1.B.3). In its first call for proposals in Spring 2024, the program received 34 applications and funded eight projects. Unsuccessful proposals were assigned to members of the Executive Team for further consideration as possible improvements that could help the College achieve metric targets. Results for the first round of grants will be presented during inservice in Fall 2025, and the most successful innovations will be considered for continued support. The program opened for a second round of proposals in Winter 2025.

Simplifying and Synchronizing Continuous Improvement

In tandem with clarifying decision-making and expanding opportunities for input, the College has worked to synchronize its multiple processes and goals to clarify their roles in strategic planning and decisions (1.B.1). The strategy was designed to better build collective momentum to fulfill the College mission. The SPS became the College's central hub and guide for continuous improvement beyond the unit level. Initiatives such as Guided Pathways and the Cultural Competency Certificate program are listed in the SPS alongside the indicators and metrics they are meant to impact. College Council, the Executive Team, and the College Board of Education review metric progress throughout the year. As noted in Section 2, Student Affairs also tracks all its units' planned projects, alongside the indicators or metrics they intended to impact, in a spreadsheet that its department leaders review twice a month.

AOE additionally revised programmatic assessment as a component of the strategic framework, integrated into the College's annual planning calendar, as a strategy to clarify the role of processes and goals in decision-making. As described in Section 3, AOE's Program Review and Accreditation Specialist began this project by interviewing staff to better understand perspectives on the existing processes. She also interviewed assessment professionals at top performing community colleges to learn about their continuous improvement designs. AOE used this research to reshape both strategic planning and programmatic assessment in 2023.

An important aspect of the redesign was to clarify the role that plans and Program Reviews play in decisions. Units can use their Unit Plans to communicate needs, and Program Reviews are for internal planning and direction. Unit Plans now include questions about resource and data needs, and require a finalizing meeting between unit leads and supervisors, before department budget requests are due in the fall. The meeting is designed as an opportunity to discuss results from the previous year, plans for the upcoming year, and challenges the unit needs help to solve. Unit Plans are also reviewed by the Executive Team in their summer planning retreat. Program review, in contrast, asks units to evaluate their status, results, and priorities for the upcoming three years. It is not a forum for input into decisions or budgeting; it provides units and their supervisors direction for annual planning.

All units are asked to review the SPS and DS and identify metrics to use as focal points for improvement during their planning and review processes (1.D.4). The data that academic units review in these processes aligns with the Strategic Themes and metrics. This strategy was designed to ensure that faculty and administrators would be reviewing the same data and targets as they consider the status of an individual academic unit.

Overall, all these changes sought to streamline processes and goals, and focus collegewide improvement work on fulfilling the College Mission in alignment with the Strategic Plan. They are intentionally designed to improve clarity about decision-making, expand opportunities for input into decisions, including input into resource allocations, and help the College make collective, focused progress on mission-aligned, measurable improvements.

Data Infrastructure Improvements for Data-Driven Decision-Making

A critical accompaniment to clarifying and expanding participation in decision-making has been improving the College's infrastructure supporting institutional data. Institutional Research and Reporting (IRR) analyzed both how it was processing data and how it processed ad hoc

requests. It has worked to improve data consistency and replicability. It has also developed a streamlined process for responding to data requests. The College further invested in the data visualization software Tableau as a resource for IRR to be able to make both standard and ad hoc reports easier to read. As a result, the College community has begun to place more trust in data in scorecards, unit-level data, and in response to individual requests. This improved the sense of reliability of College data, which in turn improved the College community's capacity to put data to use in decision-making.

Resource Allocation Clarity: Supporting the Strategic Framework

In their initial conversations to understand, clarify, and plan a new course for decision-making, Executive Team members saw a need in particular to clarify and improve how it approached resource allocation decisions. Going forward, they sought to better connect these decisions to the strategic framework, to clarify opportunities for input by stakeholders, and above all, to be much more intentional in how they used College data tracked in the SPS and DS to assign resources.

As noted throughout this report, the College has begun moving in these directions to clarify and improve how it decides to allocate resources. System changes that have helped support this goal have included:

- Clarifying that Unit Plans are the best place to list resource needs and interests as communication tools with supervisors and College leaders
- Having budget managers link Unit Plans and Strategic Themes to budget requests, and Budget and Finance's intent to further connect aspects of the strategic framework to budget planning guidance
- Showing how decisions in the College's proposed budget reflect the Strategic Themes
- Investing in ideas for improving metrics in the strategic framework under the new internal Chemeketa Innovation Grants program
- Improving the data infrastructure to build more trust and use of College data to inform resource allocation decisions, evident in the Data Review Committee and IRR records showing expanding use of Tableau
- Standardizing an Executive Team review of both unit plans and scorecards each summer to identify Strategic Priorities and select actions for the upcoming year to move the College toward mission fulfillment. These priorities and actions impact resource allocation decisions (staffing, budget, space, etc.)
- Having College Council respond to Executive Teams's proposed priorities and actions and select the indicators it wants to see make progress in the coming year. The council's feedback and choices impact resource allocation decisions

A number of specific resource allocation decisions thus far in this accreditation cycle reflect this stronger connection with the strategic framework:

A collection of investments to support student progression and completion responded to the College's slow-to-improve student progression metrics among many student populations, and as noted in Section 1 and 2, these metrics are starting to improve:

- Bilingual student navigator positions that were begun through Hispanic Serving Institution grant funding were moved into the College general fund. These employees support potential students through the application, registration, and early stages of a student's life cycle.
- Investments in software to support students' entry and progress in College, and staff to support putting those products to good use, have made process improvements to support progression. Strategic Initiatives added 1.5 FTE, and the staff have had a significant impact on shortening the time from application to admission. They have also helped staff engage with EAB Navigate to provide students with more targeted support, especially through Early Alerts.
- A new student success center was developed to house multiple services that were available in separate locations throughout the institution in one place to better support students and improve retention.
- Counseling was moved to a more private setting in the College's primary student services building and was provided with resources to turn the space into a more welcoming environment. Basic needs resources and emergency funds are also now centered in this department.
- Student Affairs has added a position to address an uptick in student conduct challenges in the wake of the pandemic, including academic honesty, classroom etiquette, and safety concerns. The position will help students and employees understand and follow students' rights and responsibilities to support a positive learning environment that fosters progression and completion.

Addressing variations in student success among different student populations has been a primary focus for the Grants office. So successful have these proposals been that Grants has added a new position to support those grants in progress and better position the College for additional grants supporting academic success for every student.

Those same variations, stagnant credential completion rates, and interest in best practices for improving learning have led to an expanding number of professional development offerings through CAI and support to attend national assessment and student success conferences. These factors have also driven expanded interest, and success, in identifying funding opportunities for embedded tutors, as well as an undertaking to build corequisite writing and math offerings (1.C.7).

Striving to expand student learning outcomes assessment engagement, a metric tracked under the Strategic Theme Academic Quality, College leaders not only supported the faculty-led LOAC but also invested in funding special assessment projects and a half-time faculty release Assessment Liaison position to support AOE and LOAC. CAI also invested in a year to pilot eLumen to offer expanded support to faculty looking for better assessment tools (1.C.7).

Variances in post-completion outcomes for different student populations led to the decision to add a new grant-funded position to Career Services to help students with career planning and networking with potential employers.

Metrics tracking the growing rate of Hispanic-identifying students at Chemeketa led to investments in expanding bilingual access to Chemeketa and its offerings. In addition to bilingual navigators, the College has added bilingual Emergency Management Services training, Wine Studies training, and coursework supporting the Medical Assisting program, in

addition to investments in language accessibility and translation services. Additional Spanish language signage is also budgeted for the upcoming year.

Given both the improvements in place and noted in Program Reviews and the SPS, it is anticipated that further progress will be made aligning the strategic framework with resource allocation decisions through the remainder of this accreditation cycle.

Recommendation 2:

The Evaluation Team recommends that the institution:

Improve internal communications regarding strategic planning, budget development, and change management to ensure that all constituents are informed about, and have input where appropriate into, decision-making processes (1.B.3).

The clarifications, expanded opportunities for input, synchronized planning processes, and mission-aligned resource allocations described above set the stage for responding to Recommendation Two: to improve communication about planning, budgeting, change management, and opportunities for input.

Communicating Changes

Aligning the College's planning and decision-making infrastructure with the strategic framework has made it easier to communicate College direction, progress, and the role of processes to the College community as a whole. AOE staff have presented the integrated planning design to College Council and Executive Team, to all departments and divisions, and to multiple committees. Presentations are designed to help College community members understand the synchronized planning and review process and their roles in it. AOE holds workshops to support planning and program reviews throughout the year, with more or longer workshops during the College's annual fall inservice and in the month before June planning deadlines. They also meet with units individually as requested.

The synchronized strategic framework and its various components helps leaders, departments and committees throughout the College communicate direction and decisions, as noted above. In another tie to the strategic framework, and to boost understanding of student enrollment and completion status at Chemeketa, the College President now sends regular all-staff emails updating the College community about enrollment, persistence, and other student achievement metrics tracked in the SPS, including comparisons to previous terms and years.

All staff emails have also communicated the openings available on committees that help to determine College direction, such as the Unit Planning/Program Review Steering Committee with representation from all employee groups, helping to shape and improve the College's programmatic assessment process. As mentioned in Section 4, a new "Committee Organization Chart" communicates with entire College community all chartered committees, and which of them present opportunities for input. The chart is located on the same Sharepoint page as the College's organizational chart of departments, which is updated quarterly. An accompanying project also noted in Section 4 is working to map how decisions are made in key areas of the College's work.

Communication and Data

Improving employees' connection to, access to, engagement with, and trust in College data is also playing a key role in improving communication about decision-making. As described above, the College has been working to improve access to and standardization of data and data definitions. All data reports now include clear and standard definitions. Many AOE data reports since Chemeketa's Year 7 review have also transitioned to being available for view in Tableau, making the data easier to read. As the tools for accessing and reading data have improved, engagement with data and what it can show has improved as well. Numbers of employees who are accessing and using Tableau more than doubled, from 28 to 58, by the end of 2023–24, and user rates of Academic Unit Data also indicate increased usage.

College Council engages with the collegewide data profiled in the SPS and DS at each of its meetings as part of its role in tracking College progress. The three new subcommittees of College Council also demonstrate expanding trust and reliance on data as a tool available to everyone and that is used in decision-making. One subcommittee awards the aforementioned Chemeketa Innovation Grants to groups who seek to improve SPS metric performance. The Data Review Committee reviews data demonstrating the impact of initiatives on student success, and uses the information to recommend strategy improvements. The Hispanic Serving Institution subcommittee will use student data to inform recommendations they develop for how best to support the student body, one third of which identifies as Hispanic.

In addition to building improved trust and engagement with College data, AOE has also worked to standardize data reviewed regularly about College academic units. AOE realized that the data that administrators were reviewing to consider a unit's status was not always the same data that the units were asked to review in their planning and review processes. Administrators commonly review student FTE reports, whereas in programmatic assessment templates, academic units were asked instead to review aggregated and disaggregated course success and student outcomes assessment data, for example.

Aligning the metrics that everyone is reviewing about individual units has not only helped to synchronize continuous improvement, it has also helped to improve communication about what data the College considers important for faculty and administrators to pay attention to in gauging the status of a unit. AOE now maintains standard academic data sets in one place that all people involved in a unit's success can review on a regular basis. Academic Unit Data includes not only student learning and achievement data but also fiscal sustainability data and workforce projections. This means that everyone reviewing data for any given academic unit is looking at the same information, and is able to use it to make decisions.

Communication and Culture

This second recommendation also served as inspiration to College leaders to work to improve communication at the College overall. The Executive Team has worked to identify opportunities and strategies to improve communication within the College community. For example, Marketing decided to turn the newsletter begun during the pandemic to connect people working remotely into a standard weekly publication for the College; the newsletter enjoys high "open" rates, and communicates a wide range of news and events. College Council minutes now go to the full College community after each meeting, along with artifacts linked in the agenda. Facilities works to communicate in all staff emails activities that will

impact staff and opportunities for input into projects. In addition to her monthly emails to update the College community about the status of key metrics, the President began a practice of assembling College news into a beginning-of-year all staff email directly from her. Titled “President’s Update,” the inaugural edition covered such topics as the year’s new Strategic Priorities, personnel changes, catalog and advising updates, and more.

A final strategy to improve communication has been to charter the committee noted in Section 4 that is focused on improving the College culture. The group was first assembled in March 2022 in the face of significant budget cuts, when it was charged with providing input into how to cut the College budget. The group was another example of College leaders’ interest in broadening opportunities for participatory decision-making.

After the College received the NWCCU evaluators’ recommendations, the group expanded its purpose to include addressing communication concerns about the budget in general. In several sessions, the College Vice President/CFO discussed with members how budget decisions had been made. In these conversations, it became clear that frustrations over budget decisions were emblematic of broader trust and communication challenges at the College.

Over the next year, the group turned its attention to this root challenge of building trust. They chartered the group to serve as an agent for change in Fall 2023 to foster an improved College culture, of which healthy communication and trust would be a part. It analyzed Climate Survey data and researched cultural change. To that end, the Chemeketa Culture and Communication Committee (C4) in 2024–25 is engaging in listening conversations to gather information about the current state of Chemeketa culture and exploring strategies for how it might be improved.

More To Do

The ALO and College president conducted workshops with the College administrative team in Winter and Spring 2024 to assess the impact of the changes outlined in this Appendix to clarify, improve, and better communicate decision-making processes at the College. They wanted to examine the current state of understanding among exempt employees in how decisions at the College are made, given that these are the employees charged with implementing the majority of decisions. They found that understanding had improved, but that there was more to do. The findings from these workshops are helping AOE work with content experts to develop tools to better clarify and communicate to the College community decision-making processes, ties between goals and processes, and opportunities for input.

EXHIBITS

Clarifying Decision-Making and Expanding Input Opportunities

[March 2021 College Council Minutes](#)

[Strategic Plan Project and Participants](#)

[New Mission, Vision, Values](#)

[College Council Charter](#)

[College Council Activity—Developing the SPS](#)

[College Council Activity—List of Planned Actions from ET with CC Input and ET Response](#)

[College Council Activity—Voting on Indicators to Track for 2024–25](#)

[College Council Activity—Similar Peer Characteristics](#)

[College Council Activity—2023–2024 College Council Feedback to Leadership](#)

[LOAC Charter & Decision—Process Outline](#)

[Capital Projects Action Team Charter—December 2022](#)

[CPAT Survey Results Presentation](#)

[Chemeketa Innovation Grants](#)

[Chemeketa Innovation Grants Project Evaluation Rubric](#)

[CIG Awards 2024–25](#)

[RFP #2105 Student Success and Retention Management System](#)

[Decision-Making Chart—Sponsorship](#)

[Decision-Making Chart—Inclement Weather Scenarios](#)

Simplifying and Synchronizing Processes

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