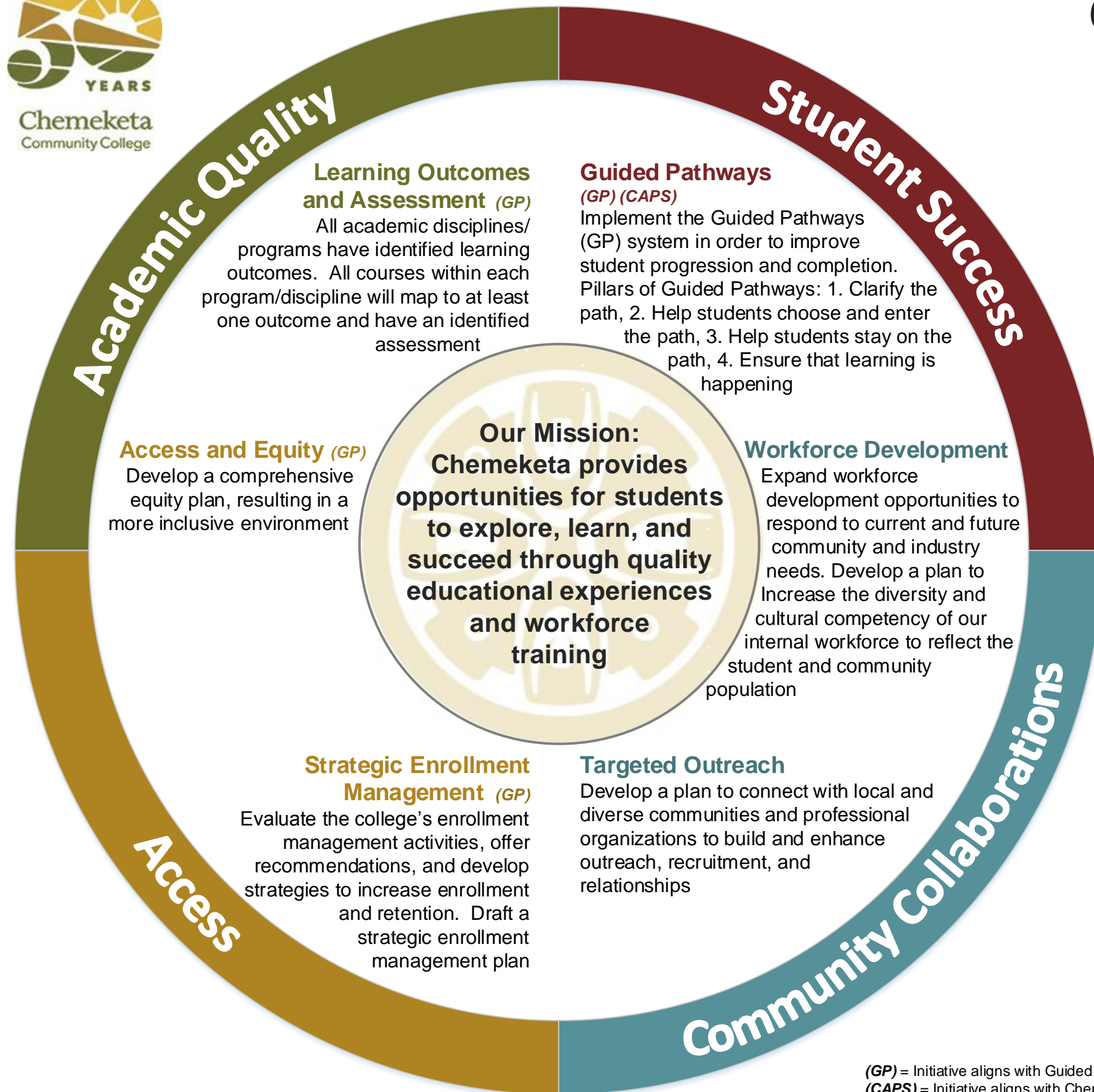




# Chemeketa Community College 2019-20 Strategic Initiatives



## Key Institutional Measures

		2018-19	3 Yr. Average
Leading Measures	<b>Course Completion:</b>		
	Percent of successful completion in all credit courses (C or better) by category		
	• Career Technical Education (CTE)	<b>87.3%</b>	87.3%
	• Lower Division Collegiate (Transfer)	<b>79.8%</b>	80.0%
	• Post-Secondary Remedial (Dev RD, WR, MTH)	<b>63.6%</b>	64.6%
	<b>High Enrollment Courses:</b>		
	Percent of successful completion in the 10 highest enrolled courses (C or better) by category		
	• Career Technical Education (CTE)	<b>82.8%</b>	83.9%
	• Lower Division Collegiate (Transfer)	<b>76.7%</b>	77.3%
	• Post-Secondary Remedial (Dev RD, WR, MTH)	<b>63.5%</b>	64.5%
Persistence (1 <sup>st</sup> Term to 2 <sup>nd</sup> Term):	<b>Persistence (1<sup>st</sup> Term to 2<sup>nd</sup> Term):</b>		
	Percent of first-time, full- and part-time, credential-seeking students who persist from their first to second term		
	• Fall 2018 to Winter 2019	<b>80.8%</b>	80.5%
	• Winter 2019 to Spring 2019	<b>59.7%</b>	62.9%
	• Spring 2019 to Summer 2019	<b>27.3%</b>	29.7%
Retention (Fall to Fall):	<b>Retention (Fall to Fall):</b>		
	Percent of fall 2017 cohorts of first-time, full- and part-time, degree-seeking students who are retained from fall to fall	<b>58.5%</b>	56.4%
Lagging Measures	<b>Graduation:</b>		
	Percent of fall 2016 cohort of full-time, degree-seeking students who graduate within 150% of allotted time	<b>22.5%</b>	23.8%
	<b>Transfer:</b>		
Percent of fall 2014 cohort of first-time, full-time, AAOT-seeking students who transfer to a 4-year institution within 200% of allotted time (graduates and non-graduates)	<b>36.0%</b>	38.3%	

(GP) = Initiative aligns with Guided Pathways work

(CAPS) = Initiative aligns with Chemeketa Accelerated Pathways to Success (DHSI Grant) work

Revised: 9.6.19



# Chemeketa Community College 2019-20 Strategic Initiatives Planned Activities and Milestones

## Learning Outcomes and Assessment (GP)

Ensure all academic disciplines/programs have identified learning outcomes. All courses within each program/discipline will map to at least one outcome and have an identified assessment.

- Faculty and deans to review and adopt discipline/program learning outcomes and assessments
- Program faculty to map all courses to at least one program/discipline outcome and identify an assessment
- Review Learning Management System (LMS) and outcome assessment software to map outcomes and capture assessment results

**Executive Sponsors:** Don Brase, Jim Eustrom

### Annual Milestones:

- Change focus to connecting all courses to program/discipline outcomes/goals
- Each Gen Ed discipline has established and published goals, objectives, outcomes, and assessments
- All disciplines are assessing and reporting program outcomes

## Guided Pathways (GP) (CAPS)

Implement Guided Pathways (GP) in order to improve student progression and completion.

Pillars of Guided Pathways: 1. Clarify the path, 2. Help students choose and enter the path, 3. Help students stay on the path, 4. Ensure that learning is happening

- Develop Meta-Majors
- Design Academic Counseling and Advising Model
- Integrate student success technology (Pillars 2, 3, 4)
- Create pre-pathways (Pillar 2)
- Expand academic support systems (Pillar 3)
- Integrate the work on Learning Outcomes and Assessment in the Guided Pathways work (Pillar 4)

**Executive Sponsors:** Jim Eustrom, Don Brase

### Annual Milestones:

- Meta-majors have been developed and are informing the 2020-21 catalog
- All programs and disciplines are clustered within meta-majors
- The new academic counseling and advising model has been designed and implemented for Fall 2020 advising
- Degree Works implementation is completed by summer 2020
- Admissions application has been updated to align with meta-majors

## Workforce Development

Expand workforce development opportunities to respond to current and future community and industry needs. Develop a plan to increase the diversity and cultural competency of our internal workforce to reflect the student and community population.

### Community Workforce Development

- Expand workforce development to meet community needs
- Add/Expand Programs to meet workforce needs

### Chemeketa Employee Workforce Development

- Develop an Internal Workforce Development and Training Plan
- Develop a diverse college workforce

### Community Workforce Development Executive Sponsors:

Johnny Mack, Holly Nelson

### Chemeketa Employee Workforce Development Executive Sponsors:

Vivi Caleffi Prichard, Alice Sprague

### Annual Milestones:

- 30 students have been placed into internships in Polk and Woodburn
- 2 cohorts of students have completed the truck driving program
- 4 new non-credit workforce trainings have been offered with Willamette Workforce Partnership
- A plan has been developed for awarding/recording non-credit CEUs
- Current employee recruitment, hiring and retention processes have been analyzed for adjustment
- Employee onboarding to separation measures have been identified, data collected for analysis

## Targeted Outreach

Develop a plan to connect with local and diverse communities and professional organizations to build and enhance outreach, recruitment, and relationships.

- Develop a plan to connect with local and diverse communities and professional organizations to build and enhance outreach, recruitment, and relationships
- Develop Student Recruitment/Outreach efforts

**Executive Sponsors:** Jessica Howard, David Hallett, Manuel Guerra

### Annual Milestones:

- An inventory of existing outreach practices has been created
- An inventory of partnerships (including purpose of partnership) with community organizations has been created
- A strategic implementation plan has been created



## Strategic Enrollment Management (GP)

Evaluate the college's enrollment management activities, offer recommendations, and develop strategies to increase enrollment and retention. Draft a strategic enrollment management plan.

### Recruitment Strategies

- Develop a student-centered approach to connection, on-boarding, and enrollment
- Develop district-wide comprehensive outreach and recruitment plan

### Retention Strategies

- Review data and identify when students drop out
- Explore new models to incentivize students to completion
- Create targeted support based on initial student assessment

### Program/Discipline Strategies

- Evaluate course offerings and fill rates
- Targeted marketing and development
- Explore applied baccalaureate

**Executive Sponsors:** Jim Eustrom, Manuel Guerra

### Annual Milestones:

- A draft strategic enrollment management plan has been created
- Potential applied baccalaureate programs have been identified

## Access and Equity (GP)

Develop a comprehensive equity plan, resulting in a more inclusive environment.

- Develop an equity roadmap to inform the diversity, equity and inclusion work of the college as it affects the student experience
- Develop a common understanding of equity among students, staff, and faculty
- Redesign onboarding/exit survey process to capture quality of the employee experience
- Promote employee professional development for cultural competency

**Executive Sponsors:** Vivi Caleffi Prichard, Alice Sprague

### Annual Milestones:

- Employee/Student Experience survey has been administered and results have been reviewed
- A college-wide decision-making tool (equity lens) has been developed
- A redesigned employee onboarding process has been implemented
- Equity Scorecard has been revised

(GP) = Initiative aligns with Guided Pathways work

(CAPS) = Initiative aligns with Chemeketa Accelerated Pathways to Success (DHSI) work