A “Growth Mindset”

Becoming Data-Informed
Then (1955)...

“A post high school institution to meet the increasing technical and vocational needs of Marion County and parts of Linn and Polk counties.”

- First curriculum: Machine Shop Practice
- 10 full-time students
- Location: West Salem
- Tuition: $90/ term (full-time) or $6/unit (theory), $8/unit (lab) $660/yr (out-of-state)
“Chemekeeta is your community college. It is a place where you can accomplish almost any educational goal you have in mind.”

- 43 Transfer Course Disciplines
  Vineyard, Agricultural Complex, Anesthesia Technology

- 10,151 (all students, 2018)

- Locations: 7 locations across 3 counties

- Tuition: $1380/ term (full-time)
  $ 3360 (out-of-state)
Data-Informed

Data Informed Decision Making Cycle

1. Framing the Issue Asking the Right Questions
2. Data Collection
3. Data Analysis
4. Data Interpretation
5. Decision Making and Communication
Growth Mindset

**NOT growth mindset:**
- There is no way to get that data.
- Even if we made that data available, who would use it?
  - “nobody has asked for any data”
  - “what data do they want?”
- Focusing on “workarounds” that match “how we do things here”

**A growth mindset towards becoming data-informed:**
- Believe: you can build a rich data resource and make it accessible
  - May require investing in new tools and processes. May not be “ed tech” products.
  - You may need to hire for data expertise. May not fit traditional “academic” profile.
- Believe: data is valuable and contains meaningful insights
  - Many people won’t know what they want/need until they know what’s possible
  - Your data can lead you towards great outcomes… and provides evidence
Building “data infrastructure” @ Chemeketa CC

- Documented processes that “build in” meaningful data use
  - Strategic Planning document (the “placemat”)
  - Annual Program Plan
  - Program Review

- Consistent (repetitive) focus on meaningful data use

- Executive sponsorship
  - Investments in tools and training
  - Organizational structure
    - committees, position descriptions, reward structures, reporting lines

- Purposeful efforts to build a culture of being “data-informed”
The "Placemat"

Chemeketa Community College 2019-20 Strategic Initiatives

Key Institutional Measures

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

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

Revised: 9.6.19
The "Placemat"

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 Cafeff 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 trainees 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 complete
- 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 Cafeff 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

Revised: 9.6.19
Chemeketa’s Mission, Vision & Values

The work of the college is guided and defined by our mission, vision, values and core themes.

Mission (Our Purpose)
Chemeketa provides opportunities for students to explore, learn, and succeed through quality educational experiences and workforce training.

Vision (What Carrying out Our Mission Accomplishes)
Chemeketa will be a catalyst for individuals, businesses, and communities to excel in diverse and changing environments.

VALUES: THE MANNER IN WHICH WE CARRY OUT OUR WORK, OUR DESIRED CULTURE & BELIEFS

CORE THEMES: ESSENTIAL ELEMENTS OF THE MISSION

CHEMKEKETA STRATEGIC PLAN: HOW WE PLAN TO FULFILL THE MISSION

The strategic planning process is designed to align college activities with its mission and vision. Each year a Strategic Plan Placemat is developed with the highest priority college initiatives intended to fulfill the college’s commitment to its communities.

2019-20 Strategic Plan Placemat
2018-19 Strategic Plan Status Report
Section 1 - Program Analysis

Use this section to review and reflect on the prior year

1. Year Overview: Note major events or challenges your area experienced last year. Include the past year's significant internal or external challenges.

2. Data: Review data about your program and students. This includes institutional data and completion data for your program (retention, demographics, graduation, transfer), and any additional data you collect. Does the data provide any new insights? If you have been working on projects intended to affect this data, are you seeing results?

What additional data would be useful? You will be contacted about any requests made either this year or last year.

- The success rate data for mathematics courses has been quite consistent over the last many years. Success rates for math classes overall have hovered right about 99% for the last 5 academic years.

- The 2018 academic overall math enrollment was down about .5% from the previous academic year, compared with an overall college enrollment drop of about .0001%. Clearly, this is excellent!*

* Not our actual Math data, just an example!
Notice how this document leads people through the process of “meaningful data use”

The focus is on using data to evaluate outcomes and to guide continuous improvement

Each year’s plan follows up on the prior year’s goals and new goals are set based on outcomes

**ASSESSMENT ACTIVITIES:**
3a. Did you develop or modify your discipline goals/objectives or assessment tools/methods last year?

3b. Describe successes and challenges your area experienced last year assessing or reporting data.

3c. Describe the process you currently use to analyze your assessment results. Does your area review and discuss the results as a group?

**ASSESSMENT ANALYSIS & PLANS:**
3d. What does your assessment data tell you about student mastery of your program’s learning outcomes?

3e. Discuss planned program/curriculum/methodology changes based on your findings and analysis.

3f. Would additional or different information help with this work? Do you need support or assistance?

4. Briefly describe other changes/improvements you worked on for your discipline/program last year, and what data or information led you to make these changes. What results have you seen or expect to see? Did you undertake any projects that would improve the students’ experience or streamline your work?

5. Based on this analysis, what does your program hope to accomplish this academic year?
Annual Program Plan

About Program Planning...

Program Plan

Each academic program and service area annually develops a program plan. The plan is used to analyze data, plan for improvements, and report on progress towards goals.

Current year plans are stored in department folders on the Google drive. Please see the Strategic Planning Folder Links on the right of this page to access these folders (permissions apply). The previous year's plans can be found in the archive folder within each department folder, or in the Prior Year Plans document library at the bottom of this page.

Strategic Planning Folder Links

- Hyperlink
- Division: (CSSD) College Support Services (10)
- Division: (CTE) Career and Technical Education (28)
- Division: (GETS) General Education and Transfer Studies (18)
- Division: (ISS) Instruction and Student Services (2)
- Division: (READ) Regional Education and Academic Development
- Division: (SDLR) Student Development and Learning Resources (15)
- Division: CTE - Career and Technical Education (1)
- Division: President's Office, (GOV) Governance and Administration
Program Review

Chemeketa Community College

PROGRAM REVIEW 2019-20
Guidelines

Description
Program Review is a self-study and long-term planning process for advancing institutional effectiveness and student success. All academic and service areas at Chemeketa conduct program reviews, examining purpose, approach, environment, and results in a report, soliciting feedback, sharing findings, and developing recommendations for improvement.

Purposes
The purpose of program review is to research, document, and share the state of an area’s work to make informed plans for next steps. A review also serves to identify stakeholders’ needs and calibrate alignment with the college mission, core themes, and initiatives.

The broader purpose of the process is to bolster reflective, data-informed practice to improve results. It fosters communication, collaboration, teamwork and continuous improvement, building individual and institutional self-awareness, focus, health, and resilience. Thus program review responds to the Northwest Commission on Colleges and Universities’ accreditation standards that call for inclusive, ongoing evaluation and planning to inform and refine institutional effectiveness and student support, learning, and achievement. Several other accreditation processes governing CTE programs also require program review.

Guiding Principles for Chemeketa Program Review
• An in-depth, candid examination of an area’s current state and results, supported by qualitative and quantitative evidence
• Conducted by faculty/staff with support from administration and Academic Effectiveness, reflecting the experiences of those doing the described work
• Integrated with annual planning, budgeting, assessment, and accreditation processes
• Conducted every six years; updated in periodic Program Review Check-Ins
Program Review

Chemeketa Community College
Assessment Plan Guidelines

Overview

A formal assessment plan presents a clear picture of how a unit 1) sets direction and assesses/measures results and 2) uses the results to make improvements. Developing an assessment plan provides an opportunity to reflect on goal-setting and assessment processes and to develop plans with specific objectives to improve them.

Guiding Principles

Assessment plans are:

- A snapshot of current planning and assessment processes
- A repository for reflection and plans for continuous improvement
- An informational resource for the preparation of annual planning documents
- Developed by faculty/staff in consultation with supervisors
- Reviewed annually; updated as needed

Characteristics of an Effective Plan

- Succinct – informative without being wordy
- Candid – reflective of the real rather than ideal situation
- Thoughtful
- Useful – a guide to present and future actions, e.g., program planning
- Focused on continuous improvement
Standard Program Review data

Review data in your Program Review packet and on PR data spreadsheets. Summarize then consider: What does this data say to you? What patterns do you see? Does the data indicate potential focus areas for advancing student success? What resources would help?

Demographic and enrollment data

Completion data

Entry/exit data: retention/job placement/graduation/transfer. Limited CTE programs: slots available, # of applicants, # starting, retention. (As relevant/available)

Data gathered/research conducted for this program review, findings and conclusions. Does it point to changes that might help students? Is more information needed?
Program Review

About Program Review...

Here are:

- Completed program reviews (since 2013)
- Archived program review work (2004-2009)
- The six-year program review calendar (subject to change)
- The Program Review Documents you need to conduct your program review - Updated documents available Fall 2018.

Program Review is a structured process of self-examination. Through analysis and articulation of purpose, strengths, challenges, and prospects, it provides a forum for reflection, long-term planning, communication, collaboration, and improvement.

Colleges and universities universally use the term “program review” to describe systematic reflective self-study of units throughout an institution to promote educational excellence and to better serve students. Disciplines, programs, departments, services, and outreach centers all conduct program reviews at Chemeketa.

For more information, contact Program Review and Accreditation Specialist or Dean of Academic Effectiveness Jess Stahl.

Program Reviews

Current View

- Name
- ABE-GED
- Accounting
- Agribusiness Management
Technology

- Snowflake
- G Suite
- Microsoft
- Tableau
- CollegeNET 25Live
- Ellucian
- Instructure Canvas
- Oracle
Data Culture

The collective behaviors and beliefs of people who value, practice, and encourage the use of data to improve decision making.

Fosters Trust
Develops Talent
Seeks Commitment
Supports Sharing
Changes Mindset

Source: Tableau, 2019
Build a Data Culture

Behaviors

Explicit
Policies, resources, rewards

Implicit
Habits, values, beliefs
Culture

Pro Tip:

Don’t wait for “buy-in”, plan for it

Strategy

- Ask “how do we know…” (what is the “evidence”?)
- Consistent focus (built into each process)
- Free the data “self-service analytics” “democratize the data” (a work in progress)
- Support with tools and professional development
A “Growth Mindset”

Jess.Stahl@chemeketa.edu

Becoming Data-Informed