

Columbia Gorge Community College Objectives Report - Priority 1

CGCC Board of Education
November 2024





PRIORITIES



CGCC prioritizes educational equity by:

1. Ensuring equitable access to education
2. Advancing equitable student learning and educational outcomes
3. Fostering economic growth, inclusive prosperity, and a thriving community



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PRIORITY

Ensuring equitable access to education

OBJECTIVE 1 *1. The College will sustain a healthy rate of student enrollment.*

A. Indicator: CGCC will meet or exceed its annual enrollment targets to enroll 1,200 annual FTE by 2028.

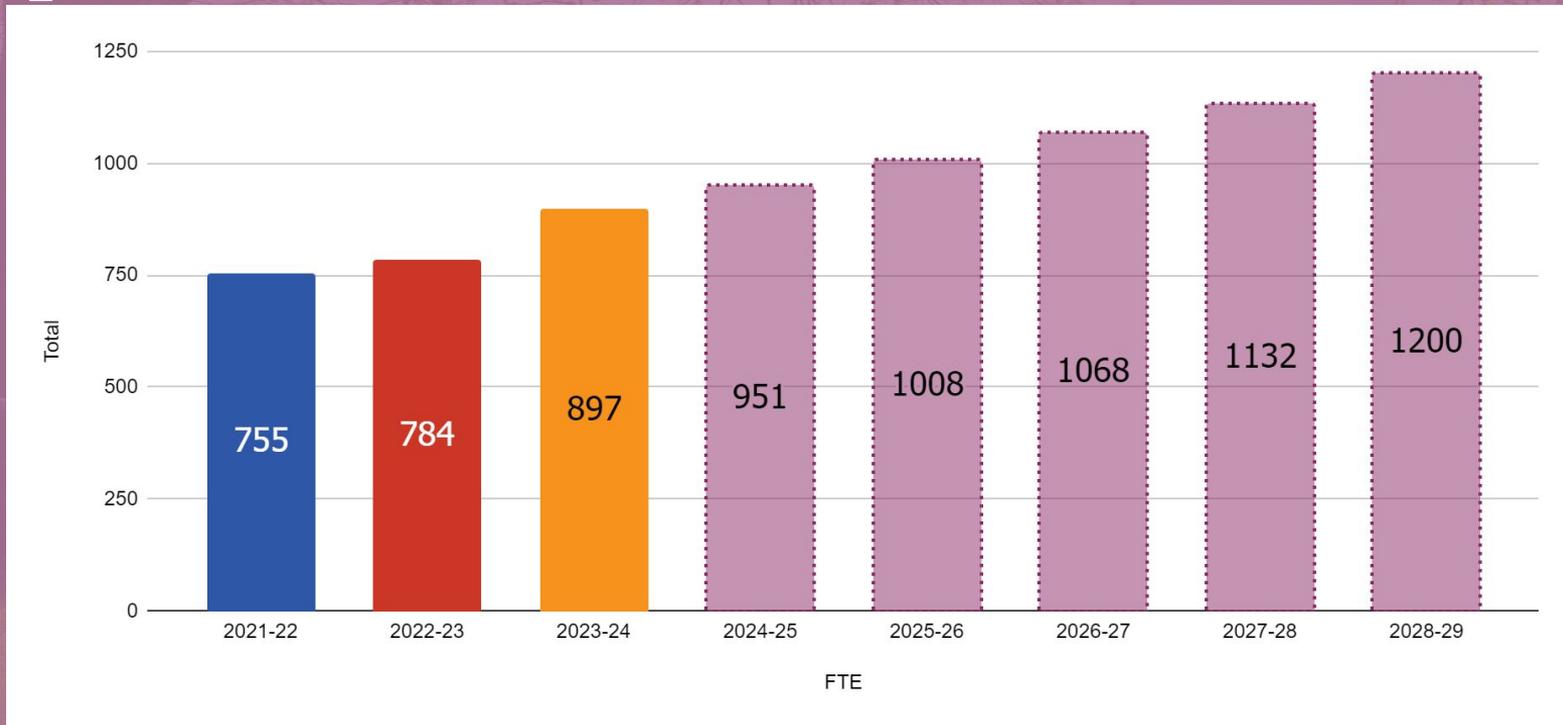
Threshold: CGCC will enroll 897 annual FTEs in 2023-2024.



PRIORITY

Ensuring equitable access to education

OBJECTIVE 1. *The College will sustain healthy rates of student enrollment.*





PRIORITY

Ensuring equitable access to education

OBJECTIVE 1 *2. The College serves diverse communities in the region by removing barriers and extending educational opportunities.*

A. Indicator: Enrollment among degree-seeking students by race/ethnicity compared to the district population

Threshold: Parity in enrollment among degree-seeking students by race/ethnicity compared to the district population.



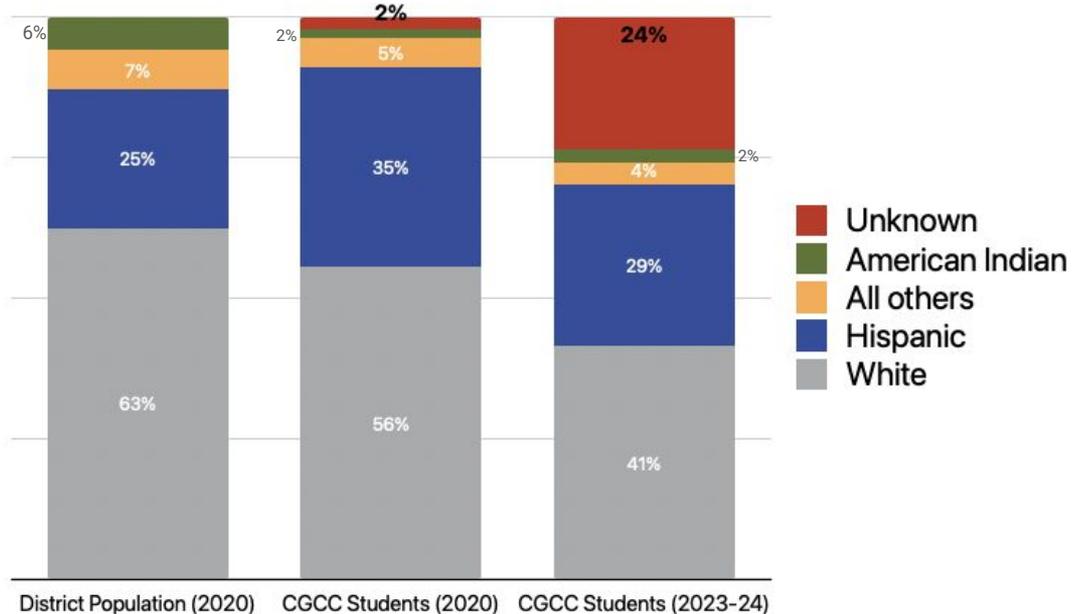
PRIORITY

OBJECTIVE 2. The College serves diverse communities in the region by removing barriers and extending educational opportunities.

Indicator 1A. Enrollment among degree-seeking students by race/ethnicity compared to the district population

CGCC student population diversity exceeded the college district in 2020.

The **large unknown** category of students in 2024 makes it difficult to know with precision whether the college is currently meeting this threshold.





PRIORITY

Ensuring equitable access to education

OBJECTIVE 1 *2. The College serves diverse communities in the region by removing barriers and extending educational opportunities.*

B. Indicator: Completion among degree-seeking students of college-level Writing in the first year.

Threshold: CGCC measure will meet or exceed the average measure of CGCC's Oregon peer colleges.

C. Indicator: Completion among degree-seeking students of college-level Math in the first year.

Threshold: CGCC's completion rate will meet or exceed the average measure of CGCC's Oregon peer colleges.



PRIORITY

Ensuring equitable access to education

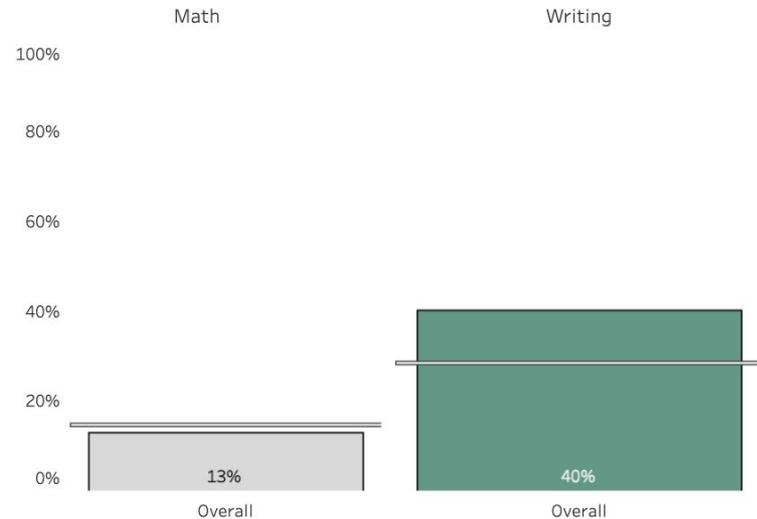
INDICATORS 1 **INDICATORS B & C.** Completion among degree-seeking students of college-level Math and Writing in the first year.

CGCC is close to its peers in completion of college level of Math.

CGCC is well above its peers in completion of college level Writing.

Completing Gateway Courses

Students who complete math and writing early build a solid foundation and are more likely to succeed in future coursework.





PRIORITY

Ensuring equitable access to education

OBJECTIVE 1 *2. The College serves diverse communities in the region by removing barriers and extending educational opportunities.*

D. Indicator: Overall sense of institutional support for diversity and equity as measured by the HEDS Climate Survey

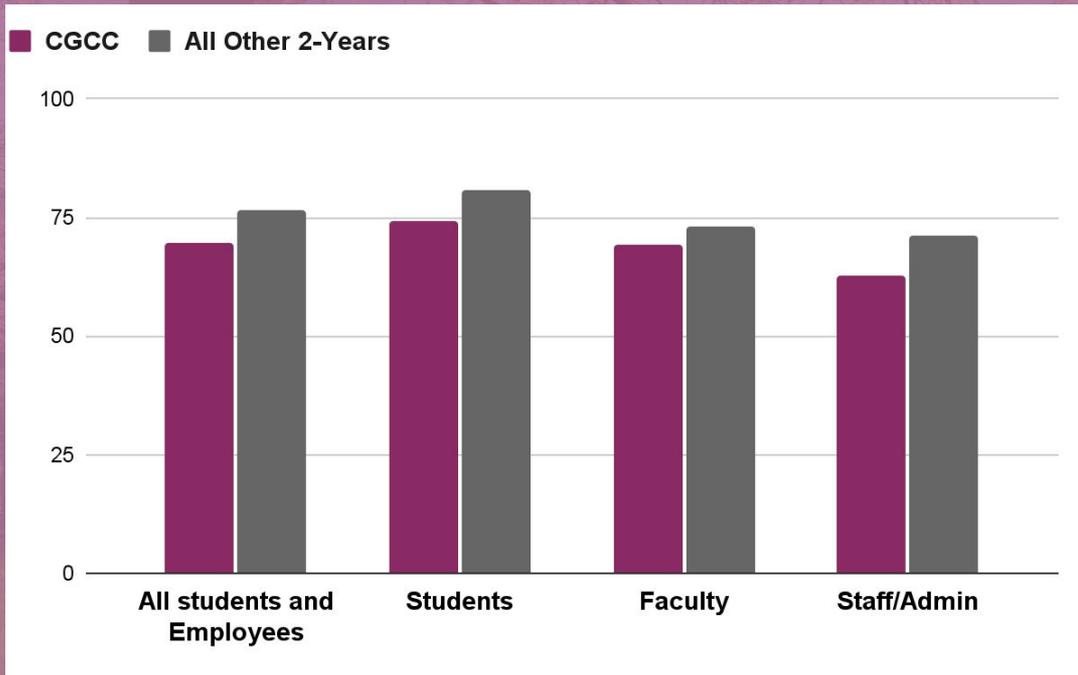
Threshold: CGCC will meet or exceed the average overall score for the "Institutional Support for Diversity and Equity Indicator" for Community Colleges.



PRIORITY

Ensuring equitable access to education

OBJECTIVE 1 2. *The College serves diverse communities in the region by removing barriers and extending educational opportunities.*



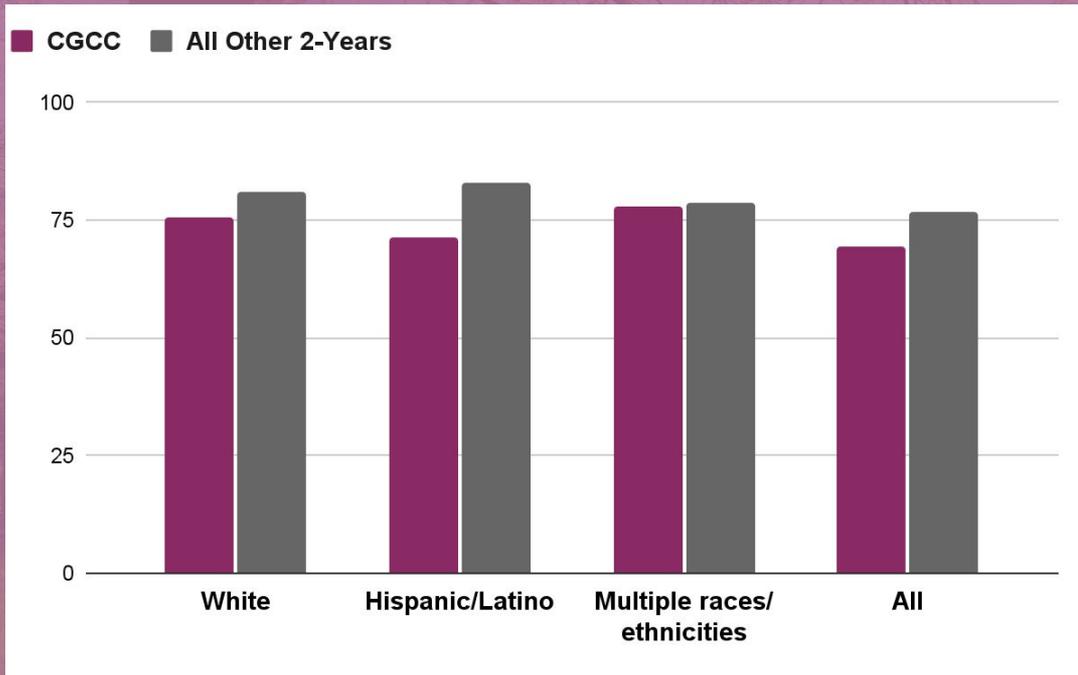
Measured in Fall 2023, CGCC's composite mean score for Institutional Support for Diversity and Equity was less than the mean score for other 2-year colleges.



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OBJECTIVE 1 2. *The College serves diverse communities in the region by removing barriers and extending educational opportunities.*



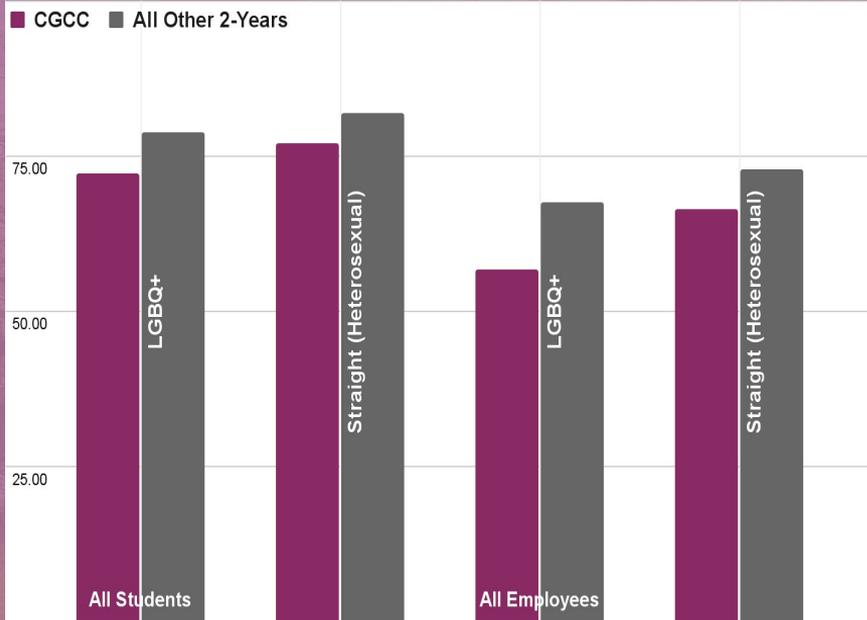
Students who identify as Hispanic/Latino indicated less confidence that the college supports diversity and equity compared to white and multi-racial students. CGCC generally scored less than other 2 year colleges.



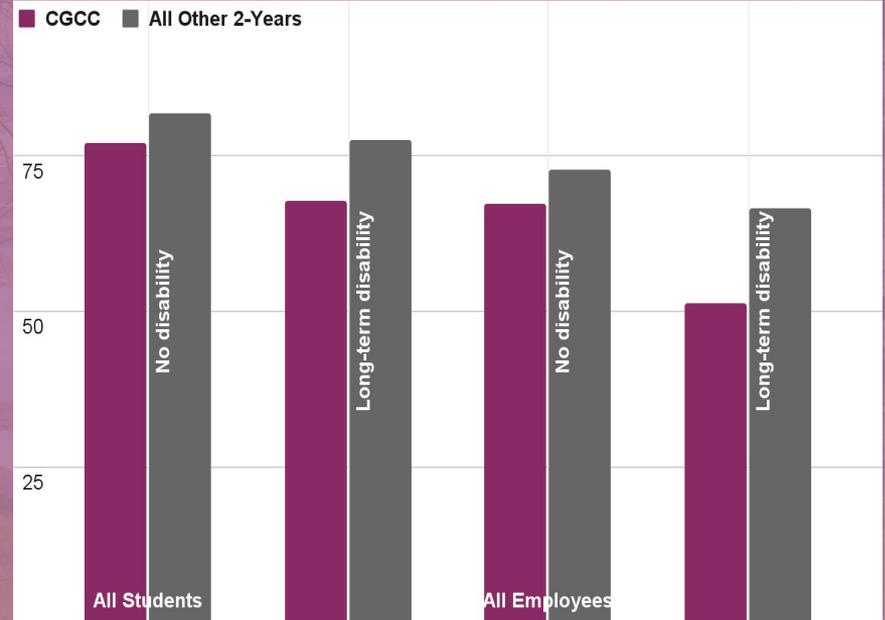
PRIORITY

Ensuring equitable access to education

OBJECTIVE 1 2. The College serves diverse communities in the region by removing barriers and extending educational opportunities.



SEXUAL ORIENTATION



SHORT/LONG-TERM DISABILITY



PRIORITY 1 SCORECARD

(As of Nov. 2024)

OBJECTIVE	Meeting Threshold	Approachin g Threshold	Not Meeting Threshold
Objective 1: Meeting enrollment target			
Objective 2A: Reflecting diversity of district			
Objective 2B: Completing Writing (1st year)			
Objective 2C: Completing Math (1st year)			
Objective 2D: Supporting Equity & Inclusion			



PRIORITY 1 - Summary

CGCC has:

- Met the majority of the Objectives to ensure equitable access.
- Established baseline data to measure results over time and identified benchmark data to measure outcomes compared to peer institutions.
- Taken steps to develop a data-informed culture, track our progress, and ask the right, targeted questions about how we can improve.
- Made strides to improve support for Diversity and Equity, and recognizes the need to continue these efforts.

Columbia Gorge Community College Objectives Report - Priority 2

CGCC Board of Education
January 2025

Part I





PRIORITIES

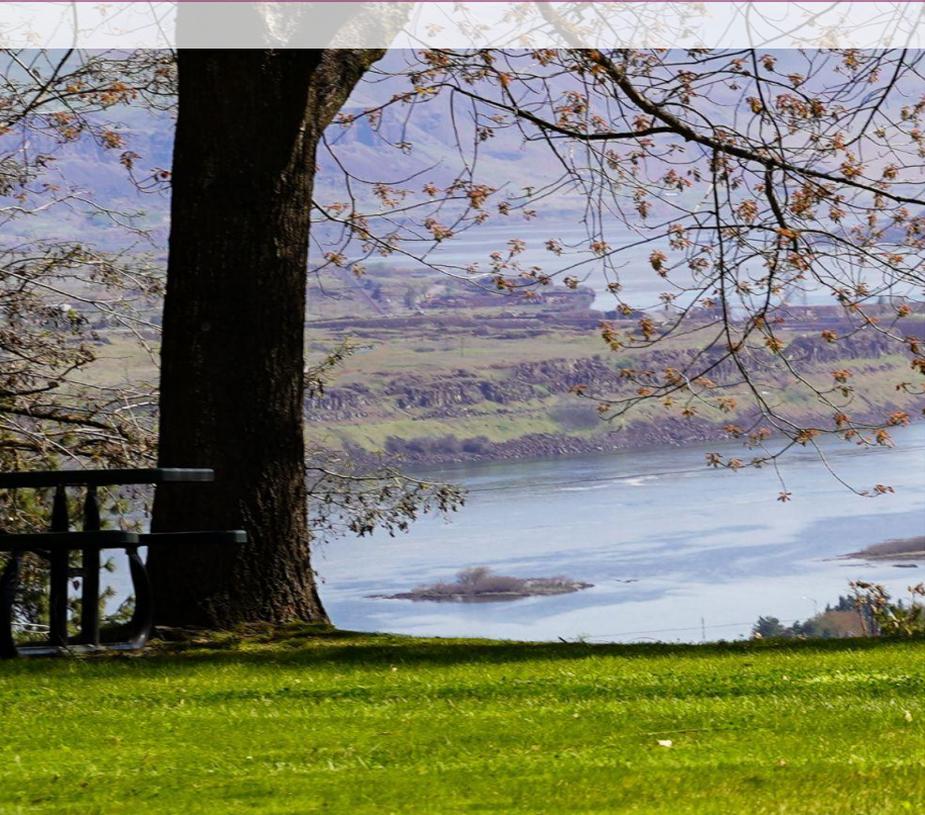


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PRIORITY

Advancing equitable student learning and educational outcomes

OBJECTIVE 2 *1. Transfer, Workforce, and Adult Basic Education students will progress toward their educational objectives.*

A. Indicator: CGCC Fall-to-Winter retention rate for degree-seeking students

Threshold: CGCC will meet or exceed the peer group's average First-to-Second term retention rate for degree-seeking students

B. Indicator: CGCC Fall-to-Fall retention rate for degree-seeking students

Threshold: CGCC will meet or exceed the peer group's average First-to-Second term retention rate for degree-seeking students



PRIORITY

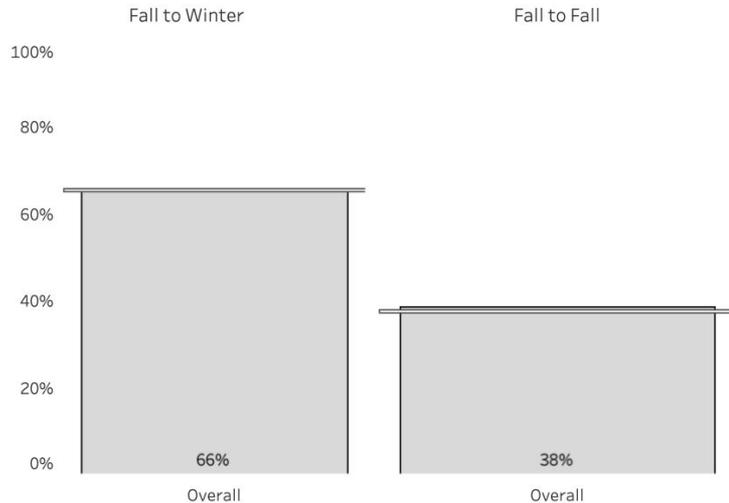
Advancing equitable student learning and educational outcomes

Indicator 2 A. CGCC Fall-to-Winter retention rate for degree-seeking students

Indicator B. CGCC Fall-to-Fall retention rate for degree-seeking students

Staying Enrolled

Students who return to college after term gaps are more likely to remain until graduation.



CGCC degree-seeking students have the same persistence rates Fall to Winter and Fall to Fall as students at peer colleges.

**Fall start 2021 and 2022 cohorts.*

For scale of degree-seeking students:

Total FTE/Headcount 21-22: 775 / 2,959

Total FTE/Headcount 22-23: 785 / 3,342



PRIORITY

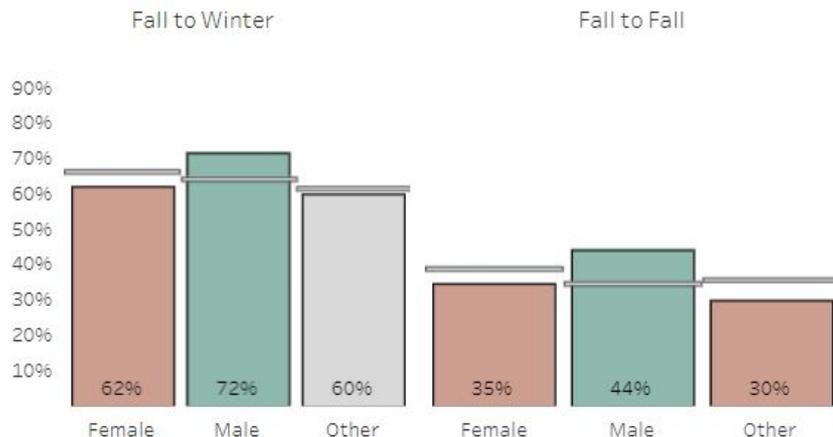
Advancing equitable student learning and educational outcomes

Indicator 2 A. CGCC Fall-to-Winter retention rate for degree-seeking students

Indicator B. CGCC Fall-to-Fall retention rate for degree-seeking students

Staying Enrolled

Students who return to college after term gaps are more likely to remain until graduation.



When we disaggregate...

Male students persist at a higher rate on both measures than our peer benchmark.

Female students persist at lower rates on both measures than our peer benchmark.



PRIORITY

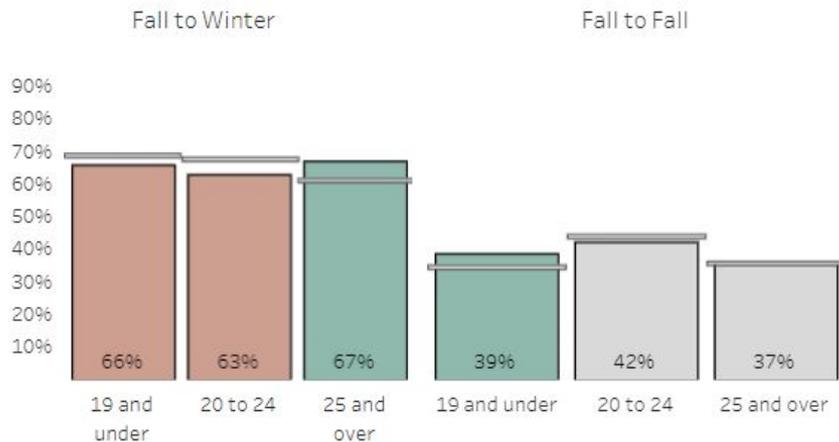
Advancing equitable student learning and educational outcomes

Indicator 2 A. CGCC Fall-to-Winter retention rate for degree-seeking students

Indicator B. CGCC Fall-to-Fall retention rate for degree-seeking students

Staying Enrolled

Students who return to college after term gaps are more likely to remain until graduation.



When we disaggregate...

Traditional college-age (18-24) students persist at a lower rate than the peer benchmark Fall-to-Winter, but exceed or meet it Fall-to-Fall.

Non-Traditional college-age (25+) students persist at a higher rate than the peer benchmark Fall-to-Winter, and meet it Fall-to-Fall.



PRIORITY

Advancing equitable student learning and educational outcomes

OBJECTIVE 2 *1. Transfer, Workforce, and Adult Basic Education students will progress toward their educational objectives.*

C. Indicator: Percent of ABE/GED students earning CASAS Skill Level Gains in math and reading after 40 hours of instruction in each respective area

Threshold: CGCC will meet or exceed the state target of 40% in math and reading

D. Indicator: Percent of ESOL students earning CASAS Skill Level Gain in reading

Threshold: CGCC will meet or exceed the state target of 40% in reading

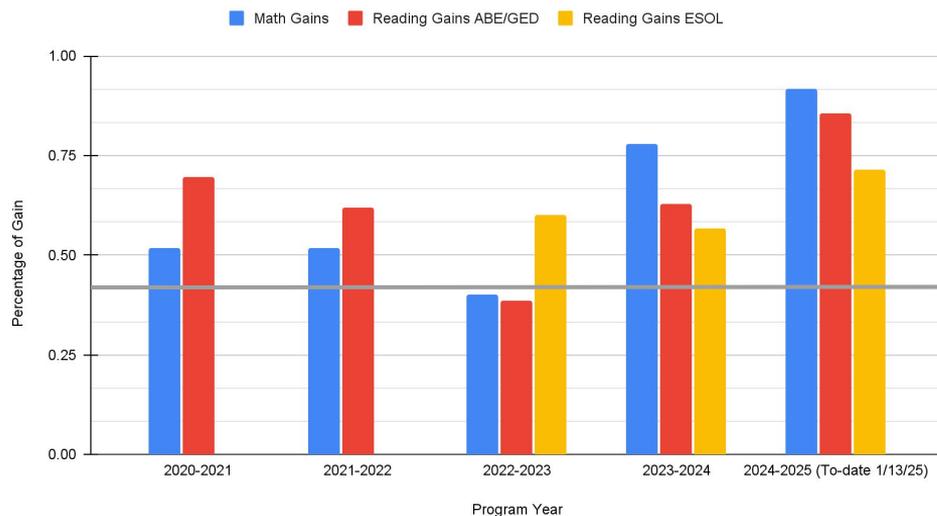


PRIORITY

Advancing equitable student learning and educational outcomes

Indicator C. % of ABE/GED students earning CASAS Skill Level Gains in math and reading.
Indicator D. % of ESOL students earning CASAS Skill Level Gain in reading.

Pre-College Net Gains 2020-2025



ABE/GED students have exceeded the state target of 40% skill level gains in every year since 2020-21, *except* for 2022-23.

ESOL students have exceeded the state target of 40% every year since data was tracked (starting 2022).



PRIORITY

Advancing equitable student learning and educational outcomes

2 *OBJECTIVE 2. Students will complete their educational goals.*

A. Indicator: Three year completion rate for degree seeking students

Threshold: CGCC will meet or exceed the peer group's average for completion of degrees

B. Indicator: Three year transfer rate for students seeking to transfer

Threshold: CGCC will meet or exceed the peer group's average for successful transfer

C. Indicator: Student GED completion rate

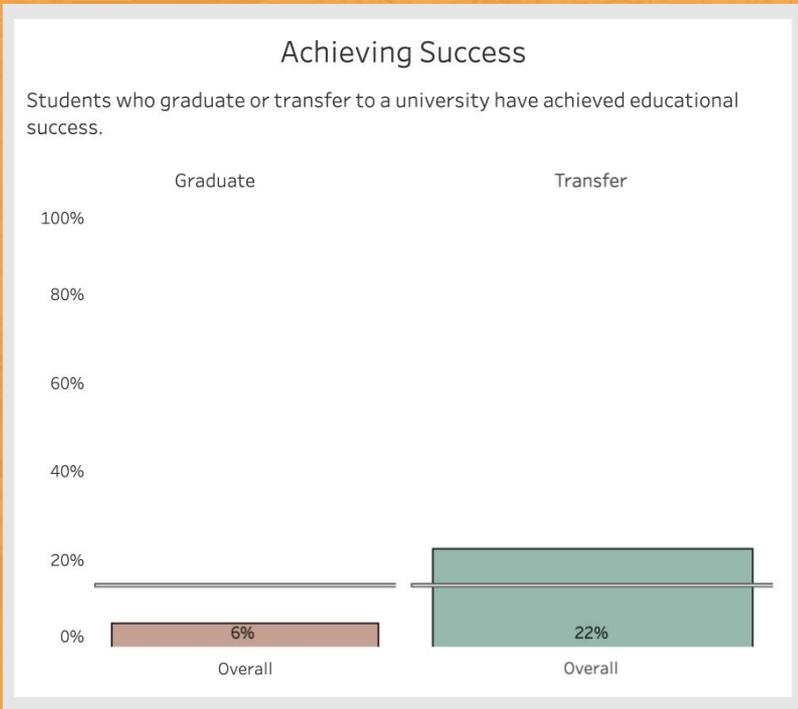
Threshold: CGCC will meet or exceed the peer group's average GED completion rate*



PRIORITY

Advancing equitable student learning and educational outcomes

OBJECTIVE 2. Students will complete their educational goals.



CGCC students have a lower graduation rate than students at peer colleges but successfully transfer at a higher rate.

**Fall 2019 and Fall 2020 cohorts.*



PRIORITY

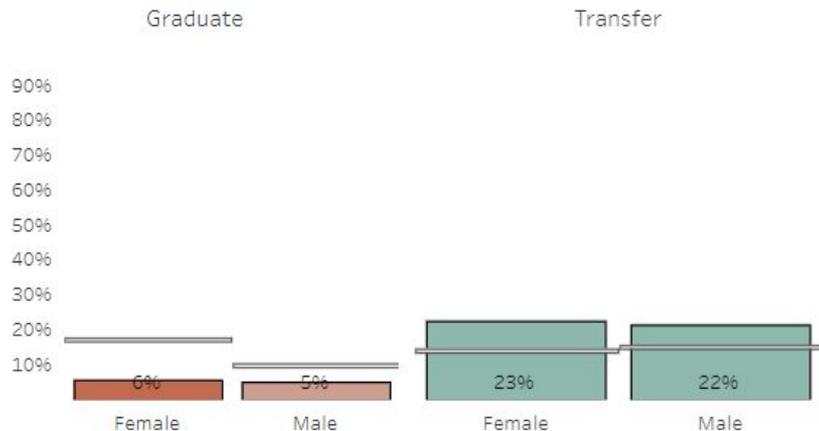
Advancing equitable student learning and educational outcomes

Indicator 2 A. Three year completion rate for degree seeking students

Indicator B. Three year transfer rate for students seeking to transfer*

Achieving Success

Students who graduate or transfer to a university have achieved educational success.



When we disaggregate...

Both Male and Female students:

- **Graduate** with their degree at lower rates than the peer benchmark.
- **Transfer** at higher rates than the peer benchmarks.



PRIORITY

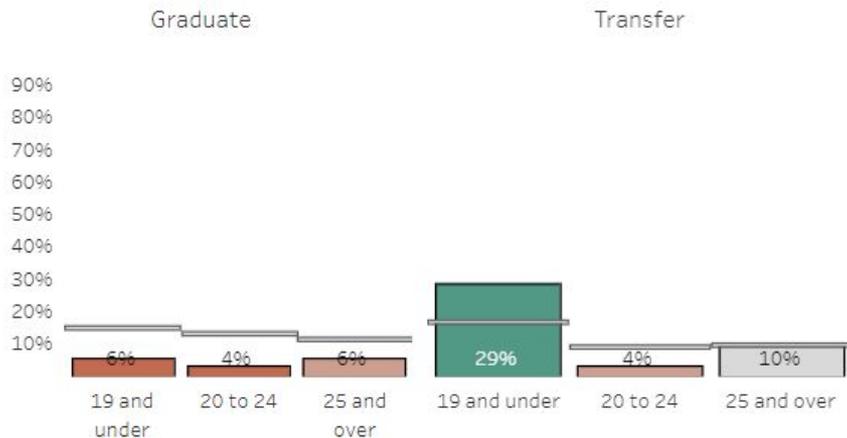
Advancing equitable student learning and educational outcomes

Indicator 2 A. Three year completion rate for degree seeking students

Indicator B. Three year transfer rate for students seeking to transfer*

Achieving Success

Students who graduate or transfer to a university have achieved educational success.



When we disaggregate...

Both Traditional age (18-24) and Non-Traditional (25+) students complete at lower rates than the peer benchmark.

Results vary per age bracket as it pertains to transfer against the peer benchmark: *<19 exceed, 20-24 do not meet, 25+ meet*

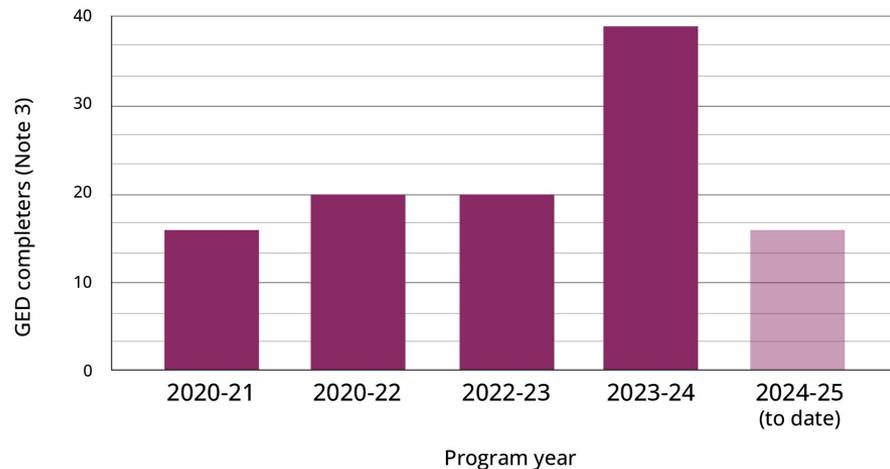


PRIORITY

Advancing equitable student learning and educational outcomes

Indicator 2. Student GED completion rate

GED completers by program year



CGCC has either held steady or seen an increase in GED completers year-over-year since academic year 2020-21.

*GED completions are captured within the program's "Overall Measurable Skills Gains (MSG)" outcomes, which can include post-testing, passing a GED sub-test. CGCC meets the state's "Overall MSG" benchmarks, and has exceeded the statewide average for GED completions for the 23-24 PY.



PRIORITY 2 SCORECARD

(As of Jan. 2025)

OBJECTIVE 1: <i>Students will progress toward their educational objectives.</i>	Meeting Threshold	Approaching Threshold	Not Meeting Threshold
Objective 1A: Fall-to-Winter retention rate for degree-seeking students	✓		
Objective 1B: Fall-to-Fall retention rate for degree-seeking students	✓		
Objective 1C: Percent of ABE/GED students earning CASAS Skill Level Gains in math and reading after 40 hours of instruction in each respective area	✓		
Objective 1D: Percent of ESOL students earning CASAS Skill Level Gain in reading	✓		



PRIORITY 2 SCORECARD

(As of Jan. 2025)

OBJECTIVE 2: <i>Students will complete their educational goals.</i>	Meeting Threshold	Approaching Threshold	Not Meeting Threshold
Objective 2A: Three year completion rate for degree seeking students			✗
Objective 2B: Three year transfer rate for students seeking to transfer	✓		
Objective 2C: Student GED completion rate	✓*		

Columbia Gorge Community College Objectives Report - Priority 2

CGCC Board of Education
February 2025

Part 2





PRIORITIES

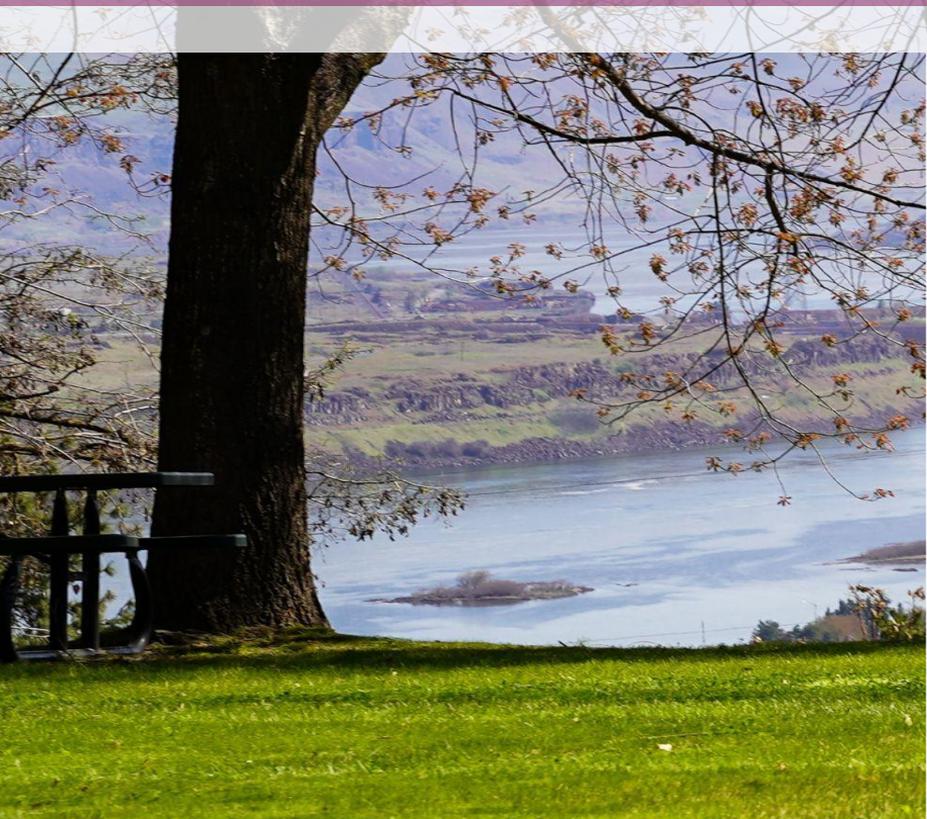


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PRIORITY

2

Advancing equitable student learning and educational outcomes

PART II

Objective 3

Students will demonstrate proficiency in Institutional Learning Outcomes.



PRIORITY

Advancing equitable student learning and educational outcomes

2 *OBJECTIVE 3. Students will demonstrate proficiency in Institutional Learning Outcomes.*

A. Indicator: Annual Institutional Learning Outcome Assessment

Threshold: 80% of students score as accomplished or better on the modified nationally recognized Association of American Colleges and Universities Value Rubrics



PRIORITY

Advancing equitable student learning and educational outcomes

Indicator **2**A. Annual Institutional Learning Outcome Assessment

Student Learning
Outcomes
Institutional Outcomes
Program Outcomes
Course Outcomes

↑
↑





PRIORITY

Advancing equitable student learning and educational outcomes

Indicator 2 A. Annual Institutional Learning Outcome Assessment

Institutional Learning Outcomes (ILO)

1. Communication
2. Critical thinking and Problem-Solving
3. Quantitative Literacy
4. Cultural Awareness
5. Community and Environmental Responsibility



PRIORITY

Advancing equitable student learning and educational outcomes

Indicator 2A. Annual Institutional Learning Outcome Assessment

Assessment Process

Course selection:

- 200 level
- Designated Gen Ed courses with the ILO as a "major" component
- Career and Technical Education courses with similar course outcome

Faculty submit results to the Academic Assessment Coordinator (AAC)

Results analyzed by the Institutional Outcomes Assessment Committee



PRIORITY

Advancing equitable student learning and educational outcomes

Indicator 2 A. Annual Institutional Learning Outcome Assessment

2023-2024

ILO #5

Recognize the consequences of human activity
upon our social and natural world.

(Community and Environmental Responsibility)



PRIORITY

Advancing equitable student learning and educational outcomes

Indicator **2**A. Annual Institutional Learning Outcome Assessment

Sampling Information:

	<u>Cycle 1</u> <u>2018-19</u>	<u>Cycle 2</u> <u>2023-24</u>
Classes participating:	21	26
Instructors participating:	13 <small>12 disciplines</small>	20 <small>15 disciplines</small>
Students assessed:	333	332



PRIORITY

Advancing equitable student learning and educational outcomes

Indicator 2 A. Annual Institutional Learning Outcome Assessment

Percentage of students achieving "Accomplished" or better

Rubric Dimension	2018-19	2023-24	Status
Global Self-Awareness	70%	85%	↑ 15%
Perspective Taking	73%	79%	↑ 6%
Focus → Understanding Global Systems	54%	74%	↑ 20%
Focus → Applying Knowledge to Contemporary Global Contexts	53%	68%	↑ 15%
Attitudes: Personal & Social Responsibility	67%	79%	↑ 12%
Overall Score	64%	77%	↑ 13%

4. Mastery

3. Accomplished

2. Developing

1. Beginning

Not Demonstrated

Not Applicable



PRIORITY

Advancing equitable student learning and educational outcomes

Indicator **2** *A. Annual Institutional Learning Outcome Assessment*

Why didn't we meet our goal/threshold?

- More room to grow
- ILO #5 has challenging concepts
- Fewer courses offered that teach this ILO

What are we doing?

- Faculty continue to focus on teaching the dimensions of the ILO
- Updating all rubrics
- Evaluate rubric alignment with ILO #5
- Ensure that students are exposed to all ILOs



PRIORITY

Advancing equitable student learning and educational outcomes

Indicator 2 A. Annual Institutional Learning Outcome Assessment

ILO	Cycle 1: Year Assessed	Results	Cycle 2: Year Assessed	Results	Status
1. Communication	2015-16	71%	2020-21	81%	↑ 10%
2. Critical Thinking & Problem Solving	2016-17	67%	2021-22	89%	↑ 22%
3. Quantitative Literacy	2019-20	61%	2024-25	tbd	tbd
4. Cultural Awareness	2017-18	76%	2022-23	89%	↑ 13%
5. Community & Environmental Responsibility	2018-19	64%	2023-24	77%	↑ 13%



PRIORITY 2 SCORECARD

(As of Jan. 2025)

2023-24 ILO#5

OBJECTIVE 3: <i>Students will demonstrate proficiency in Institutional Learning Outcomes.</i>	Meeting Threshold	Approaching Threshold	Not Meeting Threshold
Indicator 3A: Annual Institutional Learning Outcome Assessment			

Cycle 2 ILO Assessment 2021-2024 (with 4 of 5 years completed)

OBJECTIVE 3: <i>Students will demonstrate proficiency in Institutional Learning Outcomes.</i>	Meeting Threshold	Approaching Threshold	Not Meeting Threshold
Indicator 3A: Annual Institutional Learning Outcome Assessment			



PRIORITY 2 - Summary

CGCC:

- Is consistently raising the level of student achievement for all ILOs.
- Is approaching the threshold for ILO #5 Community & Environmental Responsibility.
- Has surpassed the Objective 3 threshold of 80% achievement for three of the four assessed ILOs in cycle 2:
 - Communication
 - Critical Thinking & Problem Solving
 - Cultural Awareness

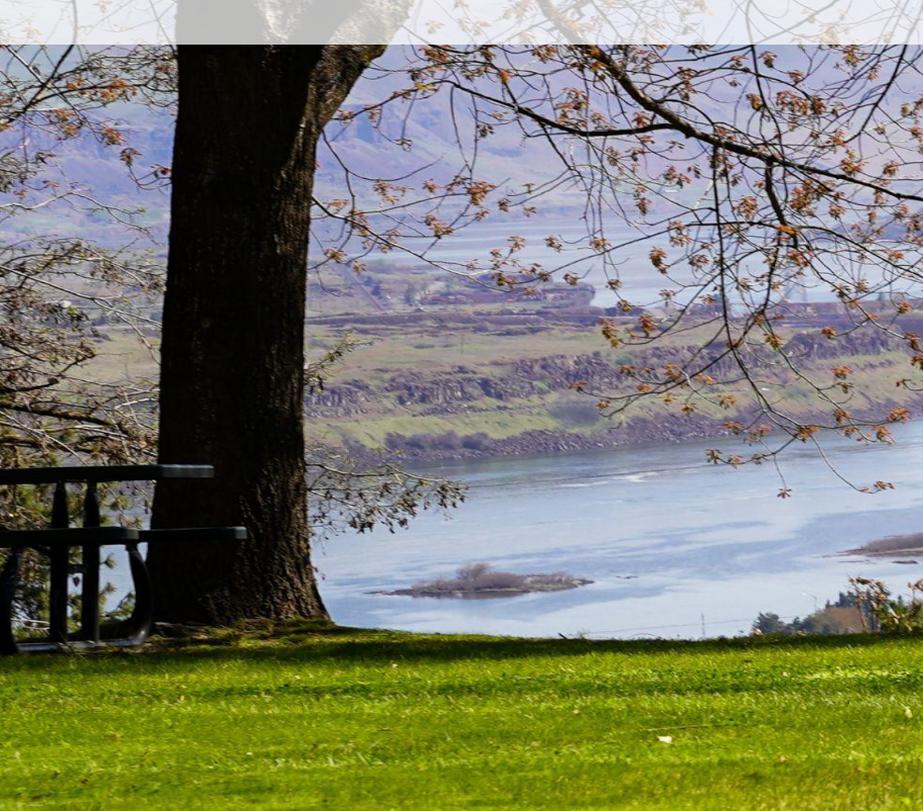
Columbia Gorge Community College Objectives Report - Priority 3

CGCC Board of Education
March 2025





PRIORITIES

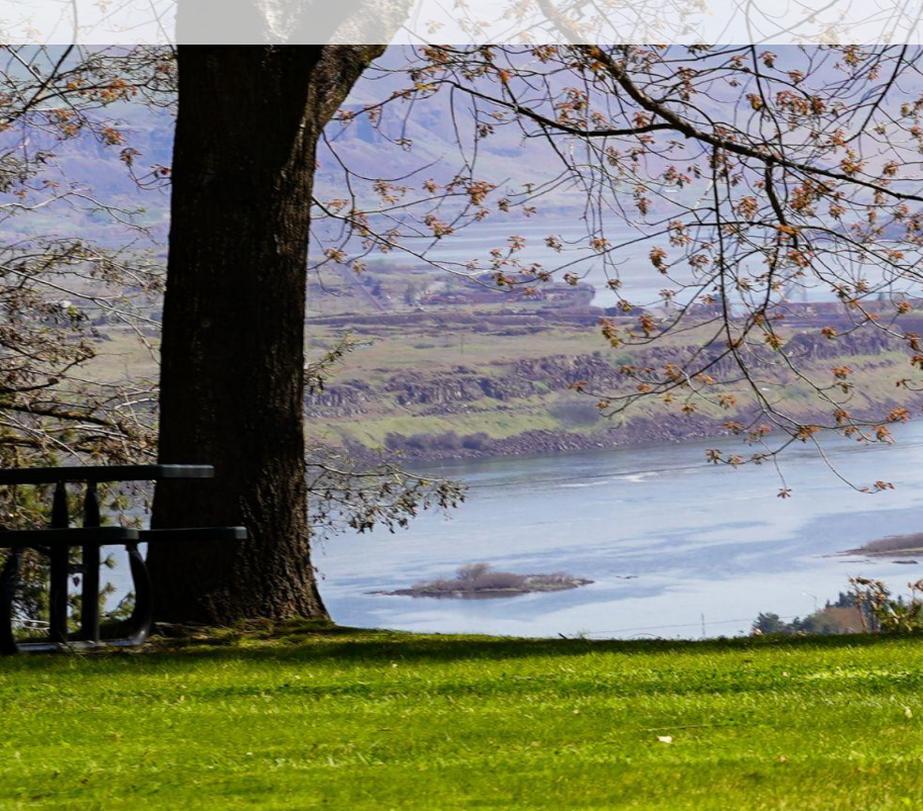


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PRIORITY

3

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 1

Students and staff will experience a diverse college community where everyone belongs.



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE **3** 1. *Data Source*

Higher Education Data Sharing Consortium Campus Climate Survey

administered mid-late Fall '23

Organization of colleges & universities committed to sharing data, knowledge, & expertise to advance undergraduate liberal arts education, inclusive excellence, and student success at member institutions



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3 1. Data Source

Response rate: High

- Staff 61%
- Faculty 57%
- Students 12%

Disaggregated Ns: Low



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3 1. *Students and staff will experience a diverse college community where everyone belongs.*

Indicator: Percent of respondents who experience a sense of belonging

Threshold: CGCC will meet or exceed the average percentage compared to "Other Associate's Colleges" participants on:

**"Please indicate your level of satisfaction with the following at CGCC:
The extent to which you experience a sense of belonging or community at CGCC"**

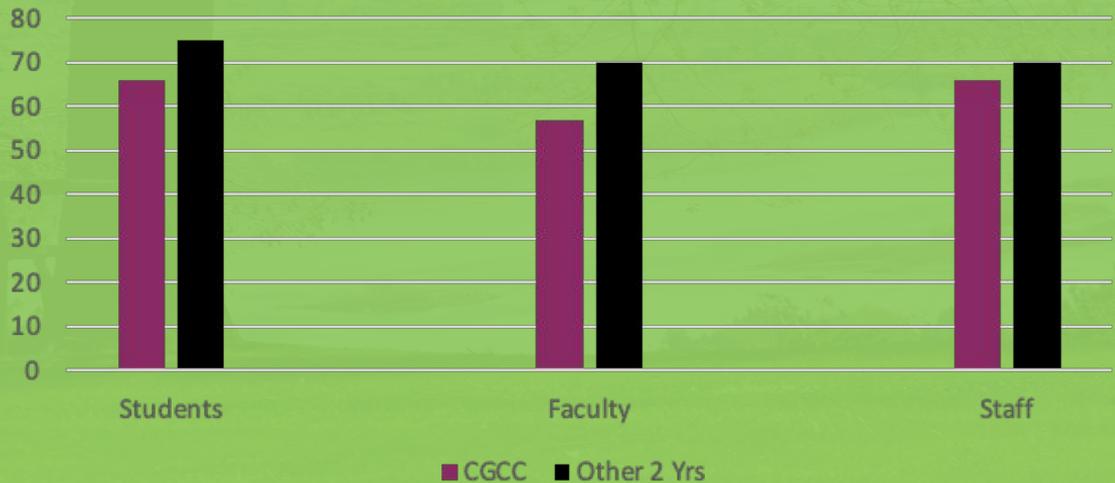


PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3 1. *Students and staff will experience a diverse college community where everyone belongs.*

The extent to which you experience a sense of belonging or community at CGCC



Students, faculty, and staff experience less satisfaction with the sense of belonging or community compared to other 2 years that participated in the HEDS survey.



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE **3** 1. *Ancillary indicators*

Please indicate your level of satisfaction with the following at CGCC

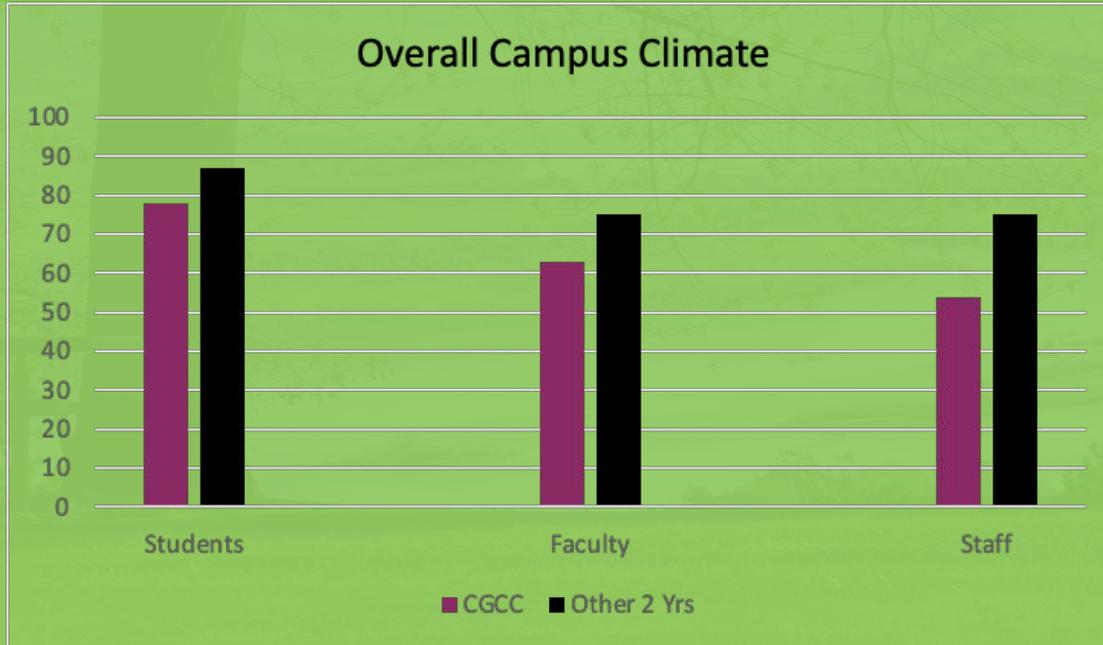
- A. Overall campus climate**
- B. The campus experience/environment regarding diversity at CGCC**
- C. The extent to which you feel all community members experience a sense of belonging or community at CGCC**



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3 1. *Students and staff will experience a diverse college community where everyone belongs.*



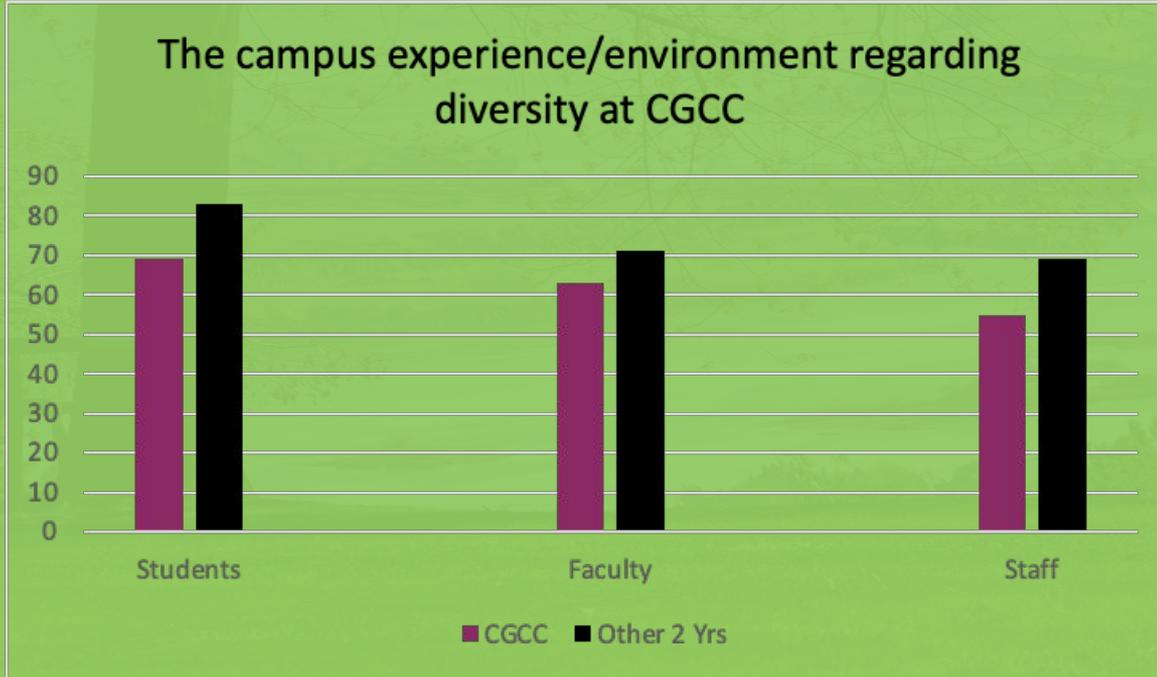
Students, faculty, and staff experience less satisfaction with the sense of belonging or community compared to other 2 years that participated in the HEDS survey.



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3 1. *Students and staff will experience a diverse college community where everyone belongs.*



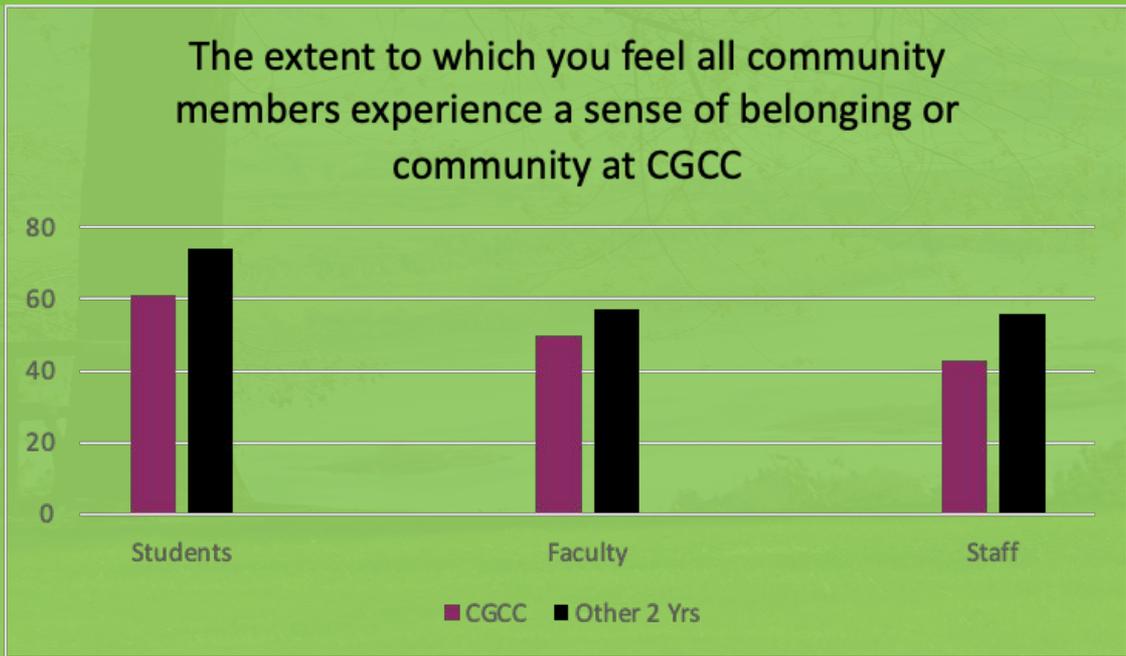
Students, faculty, and staff experience less satisfaction with the campus experience /environment compared to other 2 years that participated in the HEDS survey.



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3 1. *Students and staff will experience a diverse college community where everyone belongs.*



Students, faculty, and staff feel all community members experience less satisfaction with a sense of belonging or community compared to other 2 years that participated in the HEDS survey.



PRIORITY

3

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 2

The College will actively engage in mutually beneficial industry and community partnerships that promote economic growth, inclusive prosperity, and a thriving community.



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3 2. *The College will actively engage in mutually beneficial industry and community partnerships that promote economic growth, inclusive prosperity, and a thriving community.*

A. Indicator:

Focus group participant satisfaction with college engagement in “mutually beneficial industry & community partnerships” that promote economic growth, inclusive prosperity, and a thriving community

Threshold: *Majority of respondents (and/or qualitative assessments) indicate satisfaction*

B. Indicator:

Employment rate for workforce students

Threshold: *Meet or exceed targets for Employment Rate 2nd and 4th Quarters after exit for Adult/Dislocated Workers (ADW) and Youth programs*.*



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3 2. *The College will actively engage in mutually beneficial industry and community partnerships that promote economic growth, inclusive prosperity, and a thriving community.*

A. Indicator: Focus group participant satisfaction with college engagement in “mutually beneficial industry & community partnerships” that promote economic growth, inclusive prosperity, and a thriving community

Threshold: Majority of respondents (and/or qualitative assessments) indicate satisfaction

****Measure forthcoming June 2024.**



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3.2. *The College will actively engage in mutually beneficial industry and community partnerships that promote economic growth, inclusive prosperity, and a thriving community.*

B. Indicator: Employment rate for workforce students

Threshold: Meet or exceed targets for Employment Rate 2nd and 4th Quarters after exit for Adult/Dislocated Workers (ADW) and Youth programs*.

NOTE:

Our ADW and Youth programs are funded by Workforce Innovation & Opportunity Act (WIOA) Title 1B grants, administered by our CGCC Workforce Department.

Our Title 1B funding comes from East Cascades Works (ECW), our Workforce Investment Board, with whom we frequently partner to support our community and workforce.



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

3 OBJECTIVE 2, INDICATOR B. Employment rate for workforce students

What is Title 1B?

- | | |
|---|---|
| <ul style="list-style-type: none">• Career exploration & guidance• Job search assistance and referrals• Teaches work readiness skills, including resume writing and interviewing• Conducts pre-employment workshops, including basic computer literacy | <ul style="list-style-type: none">• Provides labor market information• Refers clients to other service providers• Assists with training exploration• Offers support services• Provides scholarships |
|---|---|



PRIORITY

Fostering economic growth, inclusive prosperity, and a thriving community

OBJECTIVE 3, INDICATOR B. Employment rate for workforce students

Who is eligible for 1B AD/DW and Youth grants?

Adult

- Age 18 or older
- Legal to work in United States
- Must have applied to selective service

Youth*

- Age 16 to 24

Dislocated Worker

- Adult defined as one of the following:*
- Terminated or Laid-off Worker
- Laid off due to Business Closure or Restructuring
- Self-Employed Business Closure
- Displaced Homemaker
- Displaced Military Spouse
- Separating Service Member

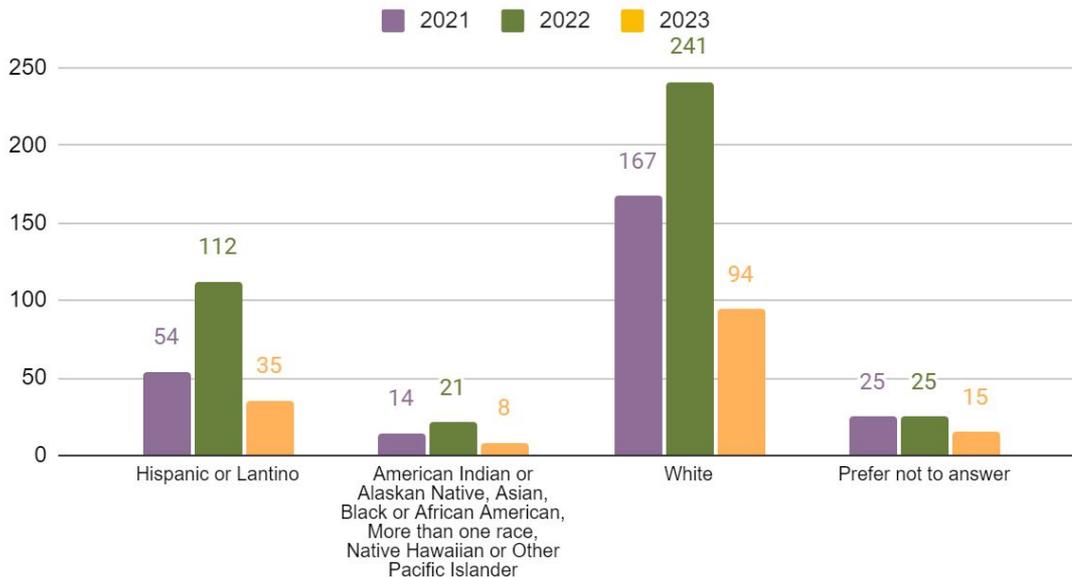


PRIORITY

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OBJECTIVE 3, INDICATOR B. Employment rate for workforce students

Demographic Data 2021-2023



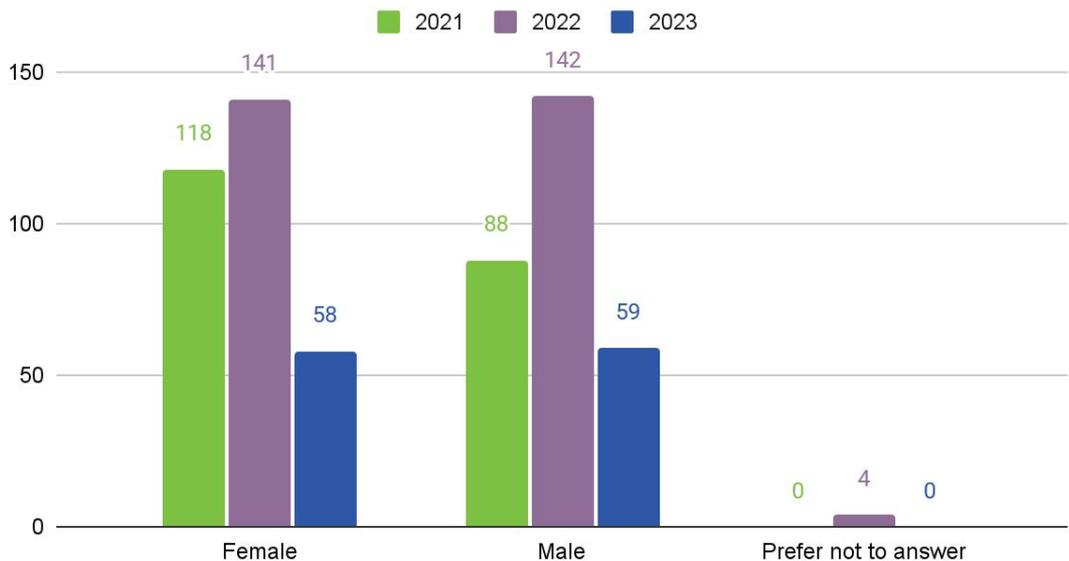


PRIORITY

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3 OBJECTIVE 2, INDICATOR B. Employment rate for workforce students

Gender Data 2021-2023





PRIORITY

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WIOA Performance Report									
Employment, 2nd quarter after exit									
Employment, 2nd quarter after exit	2021			2022			2023		
	Adult	DW	Youth	Adult	DW	Youth	Adult	DW	Youth
Region	80.1%	80.7%	81.6%	82.4%	85.0%	74.7%	84.2%	79.8%	81.2%
<i>ECW Target</i>	71.2%	71.4%	62.6%	71.2%	71.4%	62.6%	69.4%	70.4%	62.9%
CGCC	75.0%	75.9%	71.4%	63.5%	63.0%	63.6%	70.6%	78.2%	87.5%
N	128	78	25	179	108	30	79	38	30

In a three year period, CGCC exceeded its East Cascades Works (ECW)-set target in all three categories, except for 2022 in Adult and DW.

As such, in the most recent year of measure (2023), CGCC met its target threshold for employment - 2nd quarter after exit.



PRIORITY

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WIOA Performance Report Employment, 4th quarter after exit									
Employment, 4th quarter after exit	2021			2022			2023		
	Adult	DW	Youth	Adult	DW	Youth	Adult	DW	Youth
Region	47.4%	49.6%	67.4%	72.9%	72.2%	73.0%	81.3%	80.5%	68.9%
<i>ECW Target</i>	71.0%	71.6%	64.0%	71.0%	71.6%	64.0%	65.4%	67.5%	60.6%
CGCC	50.3%	49.2%	70.6%	68.7%	72.3%	33.3%	65.7%	64.3%	75.0%
N	128	78	25	179	108	30	79	38	30

In a three year period, there was no consistent trend in any category for meeting or exceeding the ECW-set target.

That said, in the most recent year of measure (2023), CGCC met its target threshold in two categories (Adult and Youth) and approached its threshold in the other (DW) for employment - 4th quarter after exit.



PRIORITY 3 SCORECARD

(As of Jan. 2025)

Objective/Indicator	Meeting Threshold	Approaching Threshold	Not Meeting Threshold
Objective 1, Indicator A: Percent of respondents who experience a sense of belonging			
Objective 2, Indicator A. College engaged in “mutually beneficial industry & community partnerships” that promote economic growth, inclusive prosperity, and a thriving community		—	
Objective 2, Indicator B. Employment rate for workforce students (Q2 and Q4 employment rate)			



PRIORITY 3 KEY TAKEAWAYS

OBJECTIVE

- **Campus climate improvement work happening in earnest e.g.**
 - **Faculty and staff development**
 - **Inclusive hiring practices**
 - **Cultural events**
 - **Workshops and curator talks addressing discrimination**
 - **Pride Flag and Campus Currents Pride Month Special Edition**
- **New Strategic Plan that centers equity and community**
- **Campus-wide equity plan**
- **Equity Lens Decision Tool Implementation**
- **Next Climate Survey: Fall of 2025**



PRIORITY 3 KEY TAKEAWAYS

OBJECTIVE 1

INDICATOR B

- Overall, we are exceeding or approaching most of the EC Works targets over the past few years for the Q2 and Q4 employment rates.
- Continuous improvement and adaptability are our foci:
 - Stabilizing staffing after new hires and re-organization in prior years.
 - Monitoring and adjusting to new career trends emerging in the Gorge to help people obtain employment in these new areas.
 - Perform more outreach in the Oregon Frontier counties.
 - Continue cultivating community relationships.



PRIORITY

3

Fostering economic growth, inclusive prosperity, and a thriving community

Thank you!

Questions?