Institutional Assessment Committee

November 8, 2017 10:00 – 11:30 am

Board Room, building 1, The Dalles Campus

Agenda

1. Welcome, review meeting purpose and agenda
2. Amendments to October 11 minutes? [1]
3. IAC Website Update/Revision (10:10 – 10:20 am, Gail and Danny)
   a. Goal: Maintain a current, informative, useful website that provides access to relevant assessments and reports https://www.cgcc.edu/institutional-assessment
      i. Meeting goal: Revision updates
         ➢ October 11 Action Item: Danny will edit the organizational chart

4. Core Theme Assessment (10:20 – 10:40 am)
   a. Goal: Provision of data and analysis regarding mission fulfillment, supporting annual strategic planning
      i. Meeting goal: Update on progress toward completion of Core Theme Matrix and associated narrative analysis. (Core Theme Committee representatives)
      ii. Meeting goal: Review and update of the Core Theme revision process [2]
         ➢ September 13 Action Item: Susan will draft an AR/OP process and present it to IAC

5. Department Review Summary (10:40 – 11:05 am)
   a. Goal: IAC review and summarization of 2016-17 Department Reviews
      i. Meeting goal: Review and approval of Department Review Summary [3]

6. Institutional Assessment and Strategic Planning Summit, December 8, 9:00 am – 4:00 pm (11:05 – 11:25 am)
   a. Goal: Provision of data and analysis regarding mission fulfillment, supporting annual strategic planning
      i. Meeting Goal: Determine format of Core Theme Committee presentations
      ii. Meeting Goal: Gather suggestions for overall meeting format/activities

7. Wrap-up: Summarize Action Items and Next Steps (11:25 – 11:30 am)

Next meeting: December 13, 2017

Attachments: [1] October 11, 2017 minutes; [2] Core Theme Revision OP; [3] 2016-17 Department Review Summary

Present: Danny Dehaze, Gail Gilliland, Kristen Kane, Susan Lewis, Mary Martin, Gabriela Martinez Mercier, Eric Studebaker, Justin by phone

Call to Order: 10:00am

1. **September 13, 2017 minutes approved**

2. **IAC Website Update/Revision**
   a. **Goal: Maintain a current, informative, useful website that provides access to relevant assessments and reports**
      i. **Meeting goal: Revision updates**

   All website action items were completed, with the exception of the following (some were then completed during the meeting, as noted):

   - September 13 Action Item: Eric will send the VFA Outcomes Report to Danny and Gail to be added to the Assessment & Report Inventory and Reports and Data webpage. Completed in meeting.
     o Note: this action item has been completed. There was a brief conversation with Justin verifying that the VFA Outcomes Report can be published to the webpage, even though it states "internal use only". Justin informed the committee that the remedial data is wrong on page in the developmental section midway through the report, noting that the way the State did this was incorrect.
   - September 13 Action Item: Eric will review the former Student Profile document to ensure that all pertinent data/information is included on the new Facts at a Glance document. Eric/Dan will add to Assessment Report Inventory.
     o Note: Dan and Jess are completing the Facts at a Glance document. It should be ready to publish in November and added to the Assessment Inventory at that time.
   - New Action Item: Link Assessment Inventory to the Report and Data page. Completed in meeting.
     o Note: Links are being added to the Inventory and Data and Reports page as they become available.
   - Action Item: Danny will edit the organizational chart

3. **Future of Key Function Areas**
   a. **Goal: Provide information and recommendation to QC regarding the purpose/continued use or elimination of KFAs as part of CGCCs assessment and planning functions.**
      i. **Meeting goal: Understanding of issue.**
         Brief informative discussion on the history and function of KFA's.
         Susan reported that John had checked with the Quality Council regarding where to begin the discussion of the future of KFAs. Quality council agrees that IAC should start the conversation.
      ii. **Meeting goal: Determine plan for gathering information and developing recommendation**

It was determined that IAC needs to provide history, perceived purpose and how they have been used, including what departments (IT) are currently using them and then make a recommendation to the QC of their future value.

A brief discussion regarded how planning is done at CGCC. At this time institutional and strategic planning is being done by ELT and the process for how upcoming planning takes place is mostly being determined by Lori and Susan. However, with the new QC structure, QC may be the best place for institutional planning supported by IAC.

- Action Item: Susan will start the research regarding the historical and current use of KFAs as part of institutional/strategic planning.
- Future Agenda Item: A strategic planning model for CGCC with connections to assessment and the IAC

4. **Core Theme Assessment**
    a. **Goal: Provision of data and analysis regarding mission fulfillment, supporting annual strategic planning**
        i. **Meeting goal: Update on progress. (Core Theme Committee leads)**

- August 9 Action item: Core Theme A Committee to set targets for measures with missing targets prior to completing Core Theme A data collection. (in progress)

Core Theme A Committee proposed the following revisions to wording of measures:
    o A2.1 – Measure: "High school student enrollment in accelerated learning opportunities" Matrix target boxes: "Change in high school enrollment in accelerated learning opportunities"
    o A3.2 – Measure: "Credit enrollment of underserved population" Matrix target boxes: "Change in FTE of students identified as underserved"
    o A3.3 – Measure: "Credit enrollment of Hispanic students" Matrix target boxes: "% FTE of Hispanic students"

Motion: to approve rewording of measures and matrix target boxes
Susan moved, Kristen 2nd – 7 yes, 0 no, 0 abstention – motion passes

Core Theme A Committee also had initial recommendations for targets; however, these will go back to the committee to be reworked to include ranges. In addition, there is vetting with some individual instructional department that still needs to take place in order to determine targets. For example, information needs to be gathered regarding enrollment goals from Pre-College and ESOL.

Discussion regarding the use of long range aspirational goals or yearly concrete benchmark goals in particular when describing enrollment/FTE. If aspirational goals are used as targets, results may show us as not having mission fulfillment during growth years. Instead, better to have a percentage increase goal that we may achieve as we move toward a long range aspirational enrollment number. Ultimate aspirational goal should be identified in narrative analysis section. The next issue is how and by whom is the aspirational goal vetted. Core Theme A workgroup accepted the inherent issues with setting benchmarks. The various departments reflected in the results in Core Theme A need to be vetted before publishing. This has not been completed, but is the task of the Core Theme publishing the information.

- August 9 Action item: The completed rubric and narrative analysis is due Oct 1st available for use during November institutional strategic planning and budgeting. (in progress)

Due date for Core Theme matrix and narrative analysis has been changed to November 1st. Core Theme A and B believe that they are on track to meet that deadline.

Some additional comments:
- Show results in the matrix with a single number. Any explanation of the components of that number should be provided in the narrative analysis.
- Underserved populations include Hispanic, low-income, and first generation.
- The low income and 1st generation data possibly come from the SIS, possibly from financial aid applications or possibly student applications.

   ii. Meeting goal: Review and update as needed the Core Theme revision process
- September 13 Action item: Susan will draft up an AR/OP process and present it to IAC Action item not completed and will be carried over to a future meeting.

5. **Department Review**
 a. **Goal: IAC review and summarization of 2016-17 Department Reviews**
  i. **Meeting goal: Update on status of Department Review review and summary write-up**
   Susan, Eric, Rose and John reviewed the Department Review documents. Based on their discussion, Susan is in the process of producing a summary identifying trends, common elements and progress toward institutional goals. She will send it to the IAC prior to the next IAC meeting in anticipation of presenting the summary of results to the QC at their November 7 meeting.
   o Action Item: Susan will compile the Department Review summary and send to IAC.

6. **Institutional Review Board**
 a. **Goal: Perform the functions of an Institutional Review Board (IRB)**
  i. **Meeting Goal: Outline the functions of an IRB**
   Insufficient time to address this agenda item. Will reschedule. Was noted that Steph Hoppe has already been approved to conduct a general survey in spring

Mark calendar: December 8th strategic planning meeting, 9 am – 4:00 pm, location to be determined

Meeting Adjourned at 11:30 am
Next meeting: November 8, 2017, 10 – 11:30 am in the Board Room, Building 1, The Dalles Campus

OPERATING PROCEDURE

Procedure Number/Name:	000.000.000 / Core Theme Revision
Associated Rule Number/ Name:	000.000.000 / Core Theme Revision
Responsible Department:	???

Overview

Steps to follow when proposing and making revisions to Core Themes, including: titles, objectives, measures and targets.

Areas of Responsibility

Core Theme Committees, Institutional Assessment Committee (IAC), Quality Council (QC), Executive Leadership Team (ELT), Board of Education.

Operating Procedure Details

(There are no restrictions on who may initiate a Core Theme revision.)

Revision of Core Theme Title/Intent and/or Objectives

I.   Proposed revision presented for approval to the following committees/councils in the following order for review and endorsement:
    a. Core Theme Committee (A, B or C)
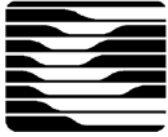   b. IAC
    c. QC

Proposal may not be stopped by the first three committees/councils. Once initiated, it will proceed and be presented to ELT. The Core Theme Committee, IAC, and QC provide feedback/opinions only on the validity of the revision.

II.   Proposal reviewed by ELT – ELT determines whether the revision proceeds to the Board of Education

III. Board of Education reviews and determines whether to approve for adoption

Revision of Core Theme Measures and/or Targets

I.   Proposed revision presented to the associated Core Theme Committee (A, B or C) for review and endorsement

II.   Core Theme Committee presents proposed revision to the IAC for review and approval

Definitions:

Further Information

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References

Forms

2016-17 Summary of Annual Department Reviews (Years 1-3)
Columbia Gorge Community College
November 2017

Participating Departments

- Business Office: Bookstore
- Child Care Partners
- Facilities
- Human Resources: Payroll
- Information Technology Services
- Instructional Services, including: CTE, Science & Math; Community Education; Curriculum & Assessment; Library

- President's Office
- Student Services, including: Academic Advising & Career Services; Disabilities Resources; Mental Health & Wellness; Early Alert Pass System; Front Counter; Registrar; Financial Aid; Student Outreach & Recruitment

Summary of Highlights and Trends

Progress on 2016-17 Department Goals & New Goals for 2017-18

Reporting on the past year's goals was complicated by departments not having conducted formal reviews in recent years. Therefore, there were not lists of specific goals to which the department could refer. However, clearly departments had goals whether or not they were formally identified in an institutional document. Some department goals aligned with Core Themes and/or were linked closely to institutional strategic goals. One department aligned their goals with NWCCU Standard Two. The scope of goals varied across departments, some having broad goals which were more representative of department mission with sub-goals, others having detailed goals that were more representative of a work plan, and with still others in between.

All departments described completion of or at least progress on most all of their goals. In most instances, unrealized goals were carried over and identified in the coming year's goals. In the case of departments with broader mission-style goals which may not be completed in one year, progress on sub-goals was generally reported and new sub-goals identified for the coming year. At the same time, there were some goals or portions of goals that had to be set aside or postponed. Reported barriers included lack of resources (dollars, staff, equipment), time constraints (usually attributed to the of lack of sufficient staff), and the reliance on external resources (other college departments or individuals and agencies outside of the college). Lack of resources and time were by far the most commonly identified barriers. Difficulties arising from reliance on external resources appeared to come with the understanding that these resources may be stretched thin themselves; however, this potential barrier does point to growth in collaborative activities/actions that require collaborative goals.

Progress toward Institutional Strategic Goals

Information related to institutional strategic goal progress was difficult to determine. A few reports specifically identified how department goals aligned with strategic goals and Core Themes; however, most reviews left it to the reader to interpret how the department goals may move strategic goals forward as well as address mission fulfillment outlined in Core Themes. As the college continues to develop its planning and reporting processes, research on the intersection and alignment of department review and progress toward institutional goals and mission fulfillment would be beneficial.

Assessment of Department Operational Functions

Departments were to analyze, evaluate and report on the performance/adequacy of department operational function areas A-E. Some departments chose to report on all function areas A-J; however, this summary only addresses A-E. Some reviews did not address all of the required function areas.

A. **Organizational Management & Leadership Structure**

> Most departments reported that their organizational management and leadership structure were positive and understood. Generally, departments show a hierarchical structure led by a Chief. Departments vary in size (between two and 177 employees) and complexity; those departments with greater numbers of employees and complexity are generally divided into sub-departments which may function with substantial autonomy and are led by directors or coordinators. Several of these sub-departments completed their own department reviews which became either stand-alone reviews or were attached to/compiled into a larger department review.

> A significant organizational and leadership restructure occurred institutionally when the Chief Academic and Student Services Officer position was divided into two positions: Chief Academic Officer and Chief Student Services Officer. This allowed for both Instructional Services and Student Services, at the leadership level, to provide greater focus on each department's issues and needs. Both departments experienced structure change in their organization, adding sub-departments and realigning personnel.

> In addition, it was noted that there was growth in interdepartmental organizational structures with the start-up of the Student Success Team, the reestablishment of the Institutional Assessment Committee, and the further development of the Quality Council.

B. **Personnel**

> While all departments say that they have adequate personnel to provide essential services, without exception, all departments are wanting to increase/replace personnel. Most departments report personnel holes that result in either diminished service and/or the significant shifting of workload to others. Many of these positions were vacated in 2014-15 when the college experienced significant budget cuts. Some of the vacated positions have been refilled while others have not. Some hiring searches have failed to find

qualified applicants. Vacancies are in a variety of positions, including: faculty, classified, professional management, and executive leadership. As a result, departments are reporting the potential for inadequacies at all levels. Some departments describe how they carry out cross-training to ensure coverage. And, while there is concern that certain actions or plans may need to be placed on hold due to insufficient staffing, it is important to reemphasize that it is reported that existing personnel is stepping up and taking on greater responsibility to ensure that essential services are not interrupted.

There were some references in the reviews regarding compensation and the offering of competitive salaries. The Human Resource Department reported that it contracted to have a Compensation Survey done this past year to help align the college in a competitive job market. While there are still some positions that had insufficient comparables to complete the entire study, implementation of salary survey recommendations is an HR goal for 2017-18.

Finally, there were a few departments that noted that the hiring of more Spanish speaking personnel would be beneficial and support goals related to being a Hispanic Serving Institution.

C. Professional Development

All departments place value on professional development and recognize it as a means for ensuring that college activities and services are professional and up-to-date. It is broadly considered to be essential in keeping up with current trends, emerging tools, and required skills. Departments provide opportunities for employees to participate in professional development that is specific to the individual, the department, or the institution. For the most part, departments budget a specific amount of dollars for professional development from which they deduct as opportunities arise. Faculty and staff submit requests to their supervisor explaining the value of the activity; the supervisor approves or declines based on the described importance, the cost, and budget availability. No department described having an annual professional development plan or cost break down analysis that would help guide them in determining where the dollars were best spent. Two departments expressed intentions to develop a plan for the coming year, aligning professional development to department goals as well as institutional strategic goals. Some departments expressed concern over insufficient and/or declining funds for professional development.

D. Timeliness of Service

Though difficult to capture, most departments were able to provide anecdotal assessment or general impressions of their timeliness of service. A common theme in describing how timeliness may be observed in a department revolved around accessibility: service hours, available personnel, web resources. Many departments refer to their positive records for meeting external and internal deadlines. Impressions around positive response times to

internal and external inquiries were also mentioned in several reports. Overall, it appears that departments believe that they are providing service to their customers in a timely manner. Several departments did say that they would like to develop some tracking methods in order to have quantitative data to support their qualitative assessment.

E. Customer Satisfaction

Similar to "timeliness of service," customer satisfaction is a tricky assessment to conduct, and departments had limited time to develop a means to assess prior to the completion of this year's department review. The obvious first go-to is to survey customers, asking them how they feel; however, surveys require significant care in their creation and dissemination. The college as a whole has expressed a concern regarding "survey fatigue" and a need for a coordinated effort to ensure that college "customers" are not overburdened and that information gathered is meaningful. Currently, departments identified a variety of actions that have been taken to assess customer satisfaction: limited activity surveys, participation in department activities/events, suggestion box, lack of any negative response, verbal feedback/comments. Most of these assessments focus on a specific activity within the department rather than the department as a whole. It was also noted that satisfaction or lack of satisfaction may bleed from one department to another. In general, the departments were able to report anecdotally that customer satisfaction was positive; however, most would like to develop a method for assessing this metric more concretely.

Big Dreams

College departments expressed a breadth of dreams, dreams specific to the department, dreams for the college as a whole, and dreams that address visions for community building and growth. As may be expected, the potential of many of the dreams is contingent on funding with departments dreaming of having a specific amount of dollars to follow through on concrete actions (replacement of obsolete fire monitoring system; replacement of classroom podiums; provide iPads to ELT and Board, replace obsolete marketing materials, and many more.) Another common dollar-dependent dream expressed across many departments is additional hiring including specific new positions (Compliance Officer, HR/Payroll Specialist, Curriculum Designer) as well as replacing previously eliminated or unfilled positions. Then there seems to be a jump in the price tag as departments start dreaming about building facilities: a skill center; a state-of-the-art theatre/lecture facility; a built-out 4th floor with Board Room and additional office space; an on-campus childcare center; and on-campus student housing.

While it is unlikely that a "Big Dream" does not have some or even significant budget implications, there were some dreams that focused more on process, culture, and image (redesign general education to incorporate service learning, portfolio development, and capstone activity; achieve a culture based on collaboration, innovation and a "can-do" attitude; aspire to be an Aspen award

winning college; easier communication with students; improve the college's reputation in the communities it serves.)

Thoughts on Assessment Methodology and Potential Improvements

This was the first year that departments were required to conduct and submit a written Department Review since the 2011-12 academic year. Modifications were made to the Department Review Template and Guidelines in the winter/spring of 2017. The revised template was presented and training provided regarding its completion to the executive leadership team and department leads at the July 11, 2017 Quality Council meeting. Additional trainings were requested by some departments, and the director of curriculum and assessment obliged. In order to align to the seven year NWCCU review cycle, departments were requested to address all template items for years 1-3. This was essentially a Year 3 report with the addition of a description of personnel in Section One. Reviews were due by September 1, 2017, a less than 2 month turn around. It was recognized that because of limited lead time, departments may not have in place assessment methodologies for some of the areas included on the template, particularly under Section Three: Assessment of Department Operational Functions (D. Timeliness of Service and E. Customer Satisfaction.)

There were some inconsistencies in the completion of the review. Not all pieces of the template are required to be reported on every year; however, some departments completed all sections. Then in other reviews, departments failed to complete all the required sections. A review of the template directions and Department Review training should be done to determine how to best avoid these inconsistencies.

Section Two: Action on Annual Goals & Analysis is the heart of the program review, and in several reviews, this section was incomplete with departments not addressing the bullets listed in the template for this section. Actions toward goal achievement were listed but little analysis nor conclusion regarding overall achievement or status of goal was included. In some cases, data was provided, however, subsequent analysis was lacking. In other instances, judgements/decisions/recommendations would be drawn without substantive data to support them. Data without analysis implies that the department review may be conducted more as an accountability exercise than a process that is meaningful and useful in the decision making process of the department. On the other hand, a lack of substantive data may result in decisions being based on incorrect assumptions which may lead to misallocated resources. Rather than assuming that department personnel understands the inclusion and purpose of data and analysis, it is recommended that some professional development be offered.