

Institutional Assessment Committee

October 3, 2018 10:00 am – 12:00 pm

Board Room, building 1, The Dalles Campus

Agenda

1. Welcome
2. Amendments to September 12 minutes? ¹
3. Review/Summarization of 2017-18 Department Review reports (10:05 – 10:45 am)
 - a. Goal: Approve Department Review Summary
 - Action Item from September 12: Susan will send a reminder to Jacob (cc the President) to complete the 2017-18 Facilities Department Review. Done
 - Action Item from September 12: Susan will read the Department Reviews and prepare the summary report for IAC review at October meeting. Done
4. Core Themes Review (10:45 – 11:45 am)
 - a. Goal: Review and accept Core Theme matrix data and narrative analysis ²
5. November 14 IAC meeting date conflict: Change to November 7? (11:45 – 11:55 am)
6. Wrap-up: Summarize Action Items and Next Steps (11:55 am – 12:00 pm)

Next meeting: November 7 or 14, 2018

Attachments: ¹September 12, 2018 minutes; ² Core Theme C Narrative

Institutional Assessment Committee
September 12, 2018, 10:00 – 11:30 am
Board Room, Building 1, The Dalles Campus

Present: Gail Gilliland, Susan Lewis, Mary Martin, Gabriela Martinez Mercier, Dawn-Sallee Justesen, Eric Studebaker. Guest: Shayna Dahl

Call to Order: 10:00am

1. August 8, 2018 minutes approved
2. Shayna Dahl presented JED Campus information
 - a. CGCC received a substantial grant from the JED foundation and became a JED Campus in 2018.
 - i. Brief background; the JED foundation provides suicide and mental health support on college campuses.
 - ii. The grant requires a Healthy Minds Study to be done in the 1st and 4th year of participation. Shayna will be administering the Healthy Minds Study this October/ November or early winter. It will be distributed on line using Qualtrics. A copy of the questions is available from Shayna
 - The CGCC questionnaire will include the seven modules and selected custom questions
 - Participation strategies were discussed
 - Raffle, Drawing, Party, Food during the survey, Dave's pizza and drink coupons for completers, budget for these could come from Student Government and the Access and Diversity Committee
 - Survey fatigue needs to be considered. SENSE will be administered in October.
 - October 10th is World Mental Health Day
3. IAC/QC Discussion Regarding Charter and Committee Status
 - a. Goal: Update on QC recommendations to PC regarding status of IAC as a subcommittee and revisions to IAC Charter.

Susan presented the revised charter to QC. The updated charter has been approved by QC, but needs PC final approval.
 - b. Goal: Decision Regarding Faculty Recruitment for IAC

Extensive discussion ensued regarding faculty recruitment for IAC

 - At this time Instruction does not have any additional funds available for faculty/adjunct faculty members, per Mary Martin.
 - Faculty availability is governed by scheduling.
 - Due to the nature of the college reorganization, committee members may be appointed rather than requested to volunteer.
 - It would be advantageous to let the CAO or President know that faculty would

be beneficial on the IAC.

- Holes in IAC membership need to be presented to the CAO and the PC
- Make faculty aware of which committees need faculty participation.
- Consider changing the charter wording to address the need for faculty participation; “move from an open” to “a purposeful selection or “with group”
- Instruction should request more money for budgeting faculty/adjunct faculty for committees

Discussion tabled until there is more information regarding committee restructure guidelines.

c. Membership

Susan announced that Rose has resigned from the IAC. Due to lack of participation over the last year, it is uncertain whether Lori and Tiffany will continue as IAC members. Lori was listed on the committee list, but Tiffany was not.

- Action Item: Susan will check with Lori and Tiffany to see if they will continue membership on the IAC.
- Future Agenda Item: Faculty participation on IAC

4. Core Themes Work

- a. Goal: Update on data collection/analysis work by CT committees (deadline October 1)
- Core Theme A – on track – Eric has data from Justin
 - Core Theme B – on track
 - Core Theme C – on track

5. Status of Review/Summarization of 2017-18 Department Review reports

- a. Goal: Update on outstanding reviews and on initial read of completed reviews.

Susan reported that all 2017-18 Department Reviews have been submitted with the exception of Instruction, ITS and Facilities. Susan will review the Department Reviews later.

- Instructional Services: in process of being completed
- Facilities and IT: Susan will send an e-mail to Jacob and Danny asking if these departments will be submitting reviews this year
- Action Item: Susan will send a reminder to Jacob (cc the President) to complete the 2017-18 Facilities Department Review.
- Action Item: Susan will read the Department Reviews and prepare the summary report for IAC review at October meeting.

6. October 10 IAC Meeting Date Conflict

- a. Goal: Decision on changing October meeting date: possible new date October 3

The IAC agrees to reschedule the October 10th meeting to Oct 3rd due to scheduling conflict with the GEEKS Summit and ERP meetings. Eric will bring snacks. The meeting

will run from 10:00 am to noon. Discussion will be centered on Core Themes and Department Review Summary.

➤ Action Item: Move IAC to Oct 3rd 10:00 a.m. to noon.

➤ Action Item: Eric will bring snacks

7. Duel Credit Assessment

- Eric requested the Curriculum and Assessment Department provide assessment for required Dual Credit assessment.
 - i. Surveys needed: 1 year and 4 year alumni, end of term, end of year
 - ii. Evidentiary audit will be spring 2020
 - iii. Susan will research Dual Credit and the possibility of the CAD providing assessment for Dual Credit. The earliest CAD could come on board would be winter term 2018.
 - iv. Eric will send Susan the Oregon Sponsor Dual Credit link
 - Action Item: Susan will research Dual Credit and availability of CAD providing the assessment.
 - Action Item: Eric will send Susan the Oregon Sponsor Dual Credit link.

8. NWCCU training in February/March

- Group of 7 will be attending the NWCCU training meeting February 2019 (President, CAO, CSSO, DCA, CFO, John Schoppert, Kristen Kane is initial draft list)
- Accreditation visit will be April 2020

9. Presentation on "The Cube" (Eric/Justin)

- a. Goal: Introduction to the Linn-Benton dashboard for CGCC assessment
Discussion tabled due to lack of time.

10. Adjourn 11:00 a.m.

Next meeting: October 03, 2018

Core Theme C Narrative Analysis

C1.1: Number of businesses and industries assisted by CGCC:

Description of results

In past data reporting cycles there have been three primary sources for this measure: The Small Business Development Center (SBDC), Child Care Partners (CCP) and Customized Training. While these three continue as on-going sources for year-to-year comparisons, beginning in 2017-18 the college embarked upon additional outreach, identifying 65 businesses in the region for on-site interviews; of the 65 identified, 35 were successfully contacted and interviewed at each of the companies' locations. Interviewees were typically CEOs, human resource directors or operations directors. Selected industries included healthcare, manufacturing, timber, public utilities, aerospace and hospitality. The purpose of these interviews was to assess unmet workforce needs in our region, thus informing program identification and development, and to build awareness of the college's role as a regional provider of education and training. A second purpose was to improve upon the data collection process itself, given the low response rate typically associated with on-line surveys. We intend to expand the number of these site visits in the future and continue this new outreach initiative, providing an additional source of on-going feedback from industry partners. An additional source of data and feedback is the Gorge Educators Collaborative Summit, which brings schools and some industry partners to the college campus for a day-long exchange of information and ideas. These summits occur twice annually, and are relevant to this measure because education constitutes an important industry sector and major employer. Finally, existing industry partners often reach out to the college with requests for new programming; two cases in point are Providence Hood River Memorial Hospital, which hopes the college will be able to establish a dental assisting program, and the public schools system, which faces a critical shortage of teachers. These contacts are also tracked and, when specific assistance is provided, have been included in data reporting.

Analysis of results

Industry site visits conducted over the past year suggest a critical, unmet workforce need in fields ranging from teaching and dental hygiene to diesel mechanics, aviation mechanics, aircraft pilots, electricians and construction trades. These data are reinforced by region-wide data compiled on behalf of CGCC by East Cascade Works (Bend) and South Central Workforce Council (Yakima), which indicate comparable workforce demand. In addition, and across all industries, there is a continuing need for "soft skills" (also referred to as "employability" or "work readiness") referring to personal traits such as reliability, punctuality, proper attire and the ability to work as part of a team. Since SBDC, Child Care Partners and Customized Training collect data every year on client contacts (the first two are required to do so as part of their state contracts) these results are again reflected in the Core Theme C matrix. Data indicate sustained or expanded participation with business clients, despite college budget constraints which have precluded any additional staffing capacity in these services; without additional business counselors or child care trainers, it is difficult to expand outreach and serve more clients. As was the case in the previous year, there was very little activity in Customized Training. This is a function of limited staffing capacity and very limited marketing of the program.

Actions for Improvement:

The upcoming year provides significant opportunity to improve upon these data points. On-going reorganization within the institution will result in positions dedicated full-time to Customized Training and Community Education, something which has not been the case previously. Pending transition from another department, the college will also be obtaining full-time capacity in its marketing department, which will allow new focus upon building public awareness of Customized Training, SBDC and Child Care

Partners. One staff position is also now dedicated to the production of printed collateral, including not only the college schedule but also brochures and rack cards for various programs of study. These and other efforts need to be documented and coordinated through a college marketing plan and enrollment growth strategy, including targeted outreach to business and industry. The number of industry site visits needs to be expanded to meet the original goal of 65 site visits, including one major industry sector which was not contacted in the previous year. This was agriculture, a primary employer. One new tool for reaching this sector, as well as the supply chain leading from primary agricultural producers to secondary processors, is a "Food and Beverage Industry Survey" the college will be conducting in 2019. This will be a comprehensive survey investigating workforce needs broadly across all facets of this sector; the survey is funded by the US Economic Development Administration, the Oregon Investment Board and a matching commitment through the college's general fund. Finally, it is critically important that the college act upon the feedback it receives from industry partners regarding the need for new programs. This begins with a business case analysis to determine the sustainability of new programs and available funding sources to support such development. Wherever feasible, the college then needs to follow through with program development. For example, industry site visits indicated an on-going need for skilled welders; the college has a welding class, and the question now is whether and how to expand this into a full-fledged program. Additional capacity has been received through a grant from Union Pacific Foundation, allowing acquisition of new equipment. Over the long term, however, the college must expand physical space to support this and other new CTE programming. Opportunity exists in the form of a state-funded allocation for capital construction, which is contingent upon a matching requirement. The college hopes to achieve this match, which if successful will enable it to provide additional physical space for CTE program development.

It will be important to reference these additional sources of information (industry site interviews, GEC Summits) in the C1.1 Measure, which currently only references data reported by SBDC, Child Care Partners and Customized Training. While continuing to be of importance since those three sources provide annual comparative data, they do not necessarily speak to the college's ability to assist businesses where such assistance is not specific to SBDC, Child Care Partners or Customized Training; for instance, when assistance takes the form of starting a new program of study at the request of multiple businesses.

C1.2 Responsiveness to business and industry:

Description of results

The source of information for this measure the previous year was a Business and Industry Survey conducted from November 2016 through January 2017. This survey was not conducted in 2017-18, and so new data are not available from this particular source.

Separately, the Gorge Education Collaborative Summit was first held May 2017, where 38 local public high school educators (titles ranged from Guidance Counselor, Counselor, Superintendent, Administrator, Principle, and Instructor) and CGCC administrators, staff and instructors gathered to begin conversations on working together. This event (which will be followed by another GECS in October 2018) is relevant to this measure because it focuses on the education sector, a major employer in our region and thus a significant industry partner. The four-hour event was facilitated by CGCC staff and work groups focused on these topics: How can CGCC support you/your high school program needs? What outreach opportunities would you support? What can we (CGCC) improve upon and what is going well? What prevents students from attending CGCC? One overwhelming response was that the group saw the need to continue to hold GEC Summits and address topics which arose. Feedback from those conversations was documented and are maintained by SOAR and Advising staff and are being used to inform content of the ongoing bi-annual summits.

Another new source of industry feedback and participation this past year has been the GorgeWorks internship program, a partnership between the college and Port of The Dalles. This program was instigated by the Oregon Talent Council, which selected The Dalles as one of four communities to implement internship programs modelled upon a successful program in McMinnville. The Port of The Dalles approached the college to participate in this initiative because the port's industry clients were having difficulty finding skilled employees, and believed that the college was unable to meet this demand on its own. The skills involved overlap to a very large degree with those identified through the college's industry site visits (soft skills, mechanics, electrical, construction trades). Rather than focus upon The Dalles alone, the port and college decided to expand the outreach of this initiative, including six industry sectors from the larger geographic region (healthcare, public services, agriculture, advanced manufacturing, information systems and aerospace). Interns complete an on-line application process and are assigned to industry partners, who employ them for a six-week period over the summer. Since this was the program's first year the intent was to start on a small scale, and in fact only four interns were placed. The port organized the first application process, and has requested that the college take over primary responsibility for this program following a transitional year in 2019. The Dalles Area Chamber of Commerce has offered its assistance, with promotional outreach to other chambers in the region.

An additional, very significant development over the past year is the college's formal role as workforce training contractor to the East Cascades Workforce Investment Board (ECWorks), under Title IB and Title II of the Workforce Innovation Opportunity Act. The college received these contracts (Youth, Adult Basic Skills, Adult and Dislocated Workers) following dissolution of the previous contractor, Mid-Columbia Council of Governments. These contracts mandate a close partnership with WorkSource Oregon (the Oregon Employment Department) which maintains its own extensive network of industry employers.

Finally, as described above the industry site visits conducted this past year provide an avenue for direct conversation with industry leaders. These visits identified specific workforce needs, and industry considers the college to have the primary responsibility for meeting these needs.

Analysis of results

This past year has focused upon establishing the mechanisms through which the institution can expand its work with business partners: the industry site visits, the food & beverage industry survey which will be completed by January 2019 (and which would be followed by other needs assessments on other potential new programs as part of the research necessary for any new program), the GorgeWorks internship program, and the new contracts for workforce training. It is too soon to analyze results for most of these initiatives, since some are only now beginning and the college has not yet had sufficient operational experience with others to determine results. For instance, with only four interns placed through GorgeWorks this past year, there is obviously opportunity to significant expand upon this service, provided the college is able to assign staffing capacity to get the work done. (AmeriCorps may be a resource.) The college has not yet completed its first contract year for Adult and Dislocated Worker training, which will provide an important measure of industry participation. And, of great significance, the college has not yet acted upon the requests from industry for new program development, especially in such areas of diesel mechanics, aviation training construction trades and dental assisting. In order for the institution to assure its position and properly fulfill its role as the region's primary training provider, it is critical that we respond to these stated needs in timely fashion.

Actions for improvement

The broad question of industry satisfaction stated in Measure C1.2 should still be included in the business and industry survey, but the manner in which this survey is distributed should acquire an additional focus. The first survey was posted on-line and promoted through news media and chambers of commerce. This

should still occur, but the survey should also be specifically directed to business and industry points of contact as cultivated by SBDC, Child Care Partners, Customized Training and the industry site visits. This should improve the survey response rate and also provide a more accurate assessment of the college's ability to respond to industry requests. This could be accomplished fairly easily, since each of these college services maintains its own client data base; while the identity of these clients is proprietary, responses can be accumulated without breaching confidentiality.

In addition, the college should consider assignment of credit for work experience. In researching best practices associated with internship programs elsewhere in Oregon, college staff interviewed program leads at Chemeketa Community College, which conducts internships throughout the year (GorgeWorks is currently limited to summer internships) and awards college credit for students who successfully complete these internships. This provides additional incentive for internship participation.

C1.3 Regional industry satisfaction with CGCC:

Description of results

As with C1.2, the primary source for this measure was the business and industry survey, which has not yet been conducted. The college's additional activities this past year, through site visits and other outreach to employers across all major industry sectors in our region (manufacturing, aviation, timber, agriculture, education (through the GED Summits), healthcare, retail, professional, construction, information systems, public sector), the GorgeWorks internship program, and workforce training contracts that require private industry participation, provide valuable new sources of information to assess industry satisfaction with college performance.

Each of these vehicles provide an opportunity for in-depth, continuing dialog between industry partners and the college. Quite often in the present economy, which is characterized by low unemployment levels, that dialog is driven by businesses' need to find skilled, reliable employees. "Work readiness" is an attribute identified almost universally by employers participating in the industry site visits conducted this past year, referring to personal traits such as punctuality, dependability, proper attire, positive attitude and the ability to work as part of a team.

Analysis of results

By inviting and gathering feedback from industry, the college encounters the challenge of managing expectations: Not every request for a broad skill set, whether in the career technical field or professions such as education and healthcare, can be met with a new program, given the college's limited resources. The college must develop priorities for the creation of industry-specific programs, while meeting its fundamental mission of preparing all students to be, first and foremost, informed citizens prepared to exercise their civic responsibilities, ready for productive engagement in society as a whole.

Yet to achieve and maintain credibility with industry partners, the college must also find the means to respond to urgent demands for skilled employees, particularly when the same or similar skill set is identified across multiple industry sectors (example: diesel mechanics, noted by employers in agriculture, wood products and construction). Two historic examples are the nursing program, launched in 2001, and the renewable energy technology program (now electro-mechanical technology), launched in 2006.

Actions for Improvement:

Several activities are suggested: First, to expand participation in the "Realize Your Potential" program offered through the Pre-College Department but currently limited to TANF clients. The subject matter of this program is relevant to the "soft skills" or "employability skills" so often requested by employers, and also includes family budgeting, another area of need cited during industry site visits. (Human resource

managers and CEOs at several companies noted that employees often struggle with family finance, which in turn adversely affects their work performance. They have asked the college to consider offering classes in family budgeting. This could be achieved through Community Education.) Second, to research new funding sources that will enable the college to respond to high-demand, family-wage occupational skills gaps in the region. In this regard, the college took an important step in September 2018 by hiring a full-time grant writer. Third, an analysis should be undertaken of the college's computer science program, which has seen low enrollment despite the apparent importance of this discipline in the region's burgeoning technology sector. There would appear to be a disconnect here, perhaps in program marketing, linkage with high school dual credit opportunities, or course content relevant to employers. These and other factors need to be explored, verified and acted upon in order to ensure that this program is responsive to industry requirements. Finally, in order to improve upon the response rate achieved by the business and industry survey, this survey should be delivered to businesses participating in the industry site visits, GorgeWorks internship program, and WorkSource Oregon workforce training via the college's Title IB contract with East Cascades Workforce Investment Board. This will enable the survey to reach specific employers with direct, recent experience working with the college, and thus provide improved opportunity for informed feedback.

C1.4 Employability and preparedness of CGCC graduates:

Description of results

Analysis of results

Actions for Improvement:

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C2.1 Community awareness and perception of CGCC

Description of results

Analysis of results

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Actions for Improvement:

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