

Institutional Assessment Committee

November 7, 2018 10:00 am – 11:30 pm

Board Room, building 1, The Dalles Campus

Agenda

1. Welcome
2. Amendments to October 3 minutes? ¹
3. 2017-18 Department Review Summary ² (10:05 – 10:15 am)
 - a. Goal: Approve Department Review Summary final draft
4. Core Theme Review ³ (10:15 – 11:00 am)
 - a. Goal: Review Core Theme matrix data and narrative analysis
 - b. Goal: Approve final version of 2017-18 Core Theme assessment
5. Survey Monitoring/Approval Revisited (11:00 – 11:25 am)
 - a. Goal: Determine if the IAC will review proposed surveys and provide official or unofficial feedback
 - b. Goal: Determine if the IAC will track survey distribution in order to try and avoid duplication and potential survey fatigue
6. Wrap-up: Summarize Action Items and Next Steps (11:25 am – 11:30 pm)

Next meeting: December 12, 2018

Attachments: ¹ October 3, 2018 minutes; ² 2017-18 Department Review Summary; ³ 2017-18 Core Theme Matrix and Narrative

Institutional Assessment Committee Minutes

October 3, 2018, 10:00 am – Noon
Board Room, Building 1, The Dalles Campus

Present: Gail Gilliland, Kristen Kane, Susan Lewis, John Schoppert, Eric Studebaker.

Call to Order: 10:00 am

1. September 12 minutes approved as written.
2. Review/Summarization of 2017-18 Department Review reports
 - a. Goal: Approve Department Review Summary
 - 1) The six submitted Department Reviews are posted on the Google Team Drive.
 - 2) Thoughts on the 2017-18 review:
 - Departments have intentionally not been mentioned in the summary
 - Brief discussion on “communication” function area – responses were mostly lists of ways that departments were communicating without analysis on whether the communication was successful or not
 - Review the template to include specific prompts that encourage departments to address 4 areas of communication: with customers, internal, cross-departmental, and with external partners and agencies
 - “New Goals” needs additional commentary
 - Kudos to Student Services and Child Care Partners for their reviews
 - Grammar corrections: pg 2, 3rd sentence; pg 3 function H, 1st sentence
 - IAC approves the Department Review Summary as far as it has been completed. Appreciates Susan’s work to summarize an array of reports.
3. Core Themes Review
 - a. Goal: Review and accept Core Theme matrix data and narrative analysis
 - 1) Core Theme A matrix – Lead Eric
 - Contributing members of Core Theme A will have their contributions turned in by Wednesday, Oct 10th. Eric will submit the Core Theme A by Wednesday, Oct 17th.
 - A3.1 Race is looked at, not age. Questions on whether we should be including more categories.
 - A3.2 Pell grants decrease due to great economy; because of this impact possibly the measure should be recalculated, having aspirational goals with building goals beneath.
 - Eric would like to use this report to present to the CGCC Board of Ed
 - The IAC may change the targets on its own. The Core Theme A department needs to bring suggestions for change to the IAC for approval.
 - Look into changing the use of FTE for next year as a measurement – some measurements are better reflected by head count.
 - Consistently high results may indicate that targets too low for some

measurements.

- It is okay to revise a target mid-cycle even with the NWCCU review coming up. It shows good assessment practices if something is not working.

2) Core Theme B – Lead Kristen

- Since we are currently unable to obtain the GPA of recent graduates in their first and second years at university, we could substitute this measurement for now with the GPA of CGCC transfer students upon graduation at CGCC.
- Prizm appears to be useless. Its information is outdated; “measures displayed may be lower than actual measures.” Students exit numbers do not make sense. IAC is in agreement to not include the Prizm information. Kristen will remove it from the Matrix and include an evaluation of the process in the Analysis.
- Gainful employment requirements may provide useful targets for measurements regarding graduate’s employment.
- IAC is in agreement that the use of year-old data may be necessary and would be considered acceptable if narrative includes a clarification regarding its currency and relevance for current assessment of mission fulfillment.
- Similarly, when there is no other data, anecdotal data is acceptable as well as long as it is explained in the narrative.

3) Core Theme C – Lead Dan

- Dan was not available to present Core Theme C
- A Business and Industry Partners survey is needed to complete the matrix

4. November 14 IAC meeting date conflict: Change to November 7

- a. Meeting changed to the 7th
- b. An invitation will be sent out to the IAC

- **Action Item: Reserve Boardroom and send out November 7th meeting change invitation**

Adjourn 12:00 pm

Next meeting: November 7, 2018

2017-18 Summary of Annual Department Reviews (Years 4-6)

Columbia Gorge Community College

October 2018

Participating Departments

- Business Office
- Child Care Partners
- Human Resources: Payroll
- Instructional Services
- President's Office
- Student Services,

Information Technology Services (ITS) and Facilities did not participate in this year's review. Both of these departments faced significant personnel changes that impacted their ability to complete the review process. The chief technology and planning officer retired in December, 2017. His responsibilities were shifted to the online services specialist who filled in as the interim manager of ITS. As the college began the significant work of implementing a new ERP, an additional ITS staff member resigned in July, leaving the department with only 2.5 staff members to manage all department functions. The director of facilities similarly retired July, 2018, and the new director did not start employment until the end of July. He was not aware of the department review process until shortly before the September 1 due date. As a result, the Facilities review was not completed.

Summary of Highlights and Trends

Progress on 2017-18 Department Goals & New Goals for 2018-19

Similar to last year's department review, department goals varied in their scope and nature. There were broad goals that might be better described as department mission. These large goals are recognizable as ongoing, not necessarily something to be completed in any given year. However, they usually have identified sub-goals that may be completed in a year or two. Then there were goals that identified a more specific project that a department wanted to accomplish. The project generally included multiple steps and could involve multiple departments and have resource, human and financial, impacts. Finally, there were goals that represented projects that were specific to the department and did not involve other departments. These goals read more as a department "to-do" list for the year. Having a mix of these three types of goals would appear to show a healthy planning process: one that is looking to the future providing consistency and sustainability, but also one that addresses and respects the realities of immediate needs.

All departments described completion of or at least progress on most all of their goals. At the same time, there were some goals or portions of goals that had to be set aside or postponed. In most instances, unrealized goals were carried over and identified in the coming year's goals. Reported barriers included: staff turnover (internal and external partners), budget constraints, insufficient time available, and lack of available institutional data and research capabilities. Staffing was a common

theme in the reviews. Turnover and staff/faculty vacancies were not limited to any particular department. All departments referenced staffing issues or challenges that had to be dealt with. Some of these challenges were resolved (hiring of a new president), some are listed as a Big Dream, but the majority are ongoing and generally considered to be the result of budget constraints. Also noted was how staff turnover of external partners can create barriers for goal achievement when goals require the collaborative effort of multiple agencies. Another identified barrier was the lack of institutional research and data gathering capabilities highlighted by at least two departments. Concern was expressed that while the outsourced institutional research contract effectively manages our data reporting requirements for external agencies, we do not have the necessary internal research and analysis to address program planning, development and sustainability. Finally, while barriers may impede progress toward goals, they can just as often lead to creative problem solving and departments discovering new approaches to problematic areas.

Progress toward Institutional Strategic Goals

Gleaning information from the Department Reviews regarding mission fulfillment and progress toward institutional strategic goals is limited. Only two reviews identified how their department goals align with and support progress on Strategic Master Plan and Core Theme objectives and goals. The majority left it to the reader's interpretation of department activity. 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. Developing links between these processes could help build a more institutional and united approach to mission fulfillment.

Assessment of Department Operational Functions

Departments were to analyze, evaluate and report on the performance/adequacy of department operational function areas F-I. Two of the six reporting departments responses are not included as they reported on function areas A-E instead.

F. Communication & Coordination

Departments have varying interpretations of this function area due to having differing constituencies with whom they are communicating; however, their responses fell into primarily one or more of the following four communication groups: customers (students, service users); internal staff (within the department); cross-departmental staff/faculty (within the college); and external partners/contacts (between college departments and external agencies and partners). A diverse set of methods were reported for communicating with each group. Customer communication methods included: face-to-face, phone, email, website, CGCC TV, Campus Currents, social media feeds, events, regional meetings, local fairs, and the use of a Customer Relationship Management software. Internal department communication was handled through regular meetings, faculty inservice, email, "Hang Outs", and Google Drive. Cross-departmental communication happens via email, phone, Zoom, requested f2f meetings,

institutional committees and councils, staff meetings, staff inservice, and the occasional walk across the hall or campus to drop-in on a colleague. Communicating with external agencies and partners happens via participation on a variety of local, regional and statewide committees and attendance at local events. While this is not an exhaustive listing of all the ways that CGCC departments are communicating, it shows a variety of communication techniques being used.

Responses regarding this function are focused mostly on listing the variety of communication vehicles in use. Less was reported on whether these methods were effective or not; however, a couple of departments did speak to quality of communication and areas for improvement. Time constraints resulting from over committed staff was referenced as an impediment to maintaining robust and inclusive internal department communication in one case. Another department spoke of the need to improve its cross-departmental communication and has included this as a goal for 2018-19.

Coordination was minimally addressed in the reports. It may be that the distinction between communication and coordination is not clear. The concerns expressed by the two departments in the previous paragraph touch on coordination and how a lack of communication can weaken coordination. Communication and coordination was described as having an impact on department planning and vice versa. The implementation of new Customer Relationship Management software has improved the timeliness and relevance of prospective student information.

G. Facilities & Technological Resources

All departments report that they have adequate facilities to carry out the function of their departments. Satisfaction was expressed regarding campus cleanliness, attractiveness, and safety.

Departments were for the most part equally satisfied with the technological resources available to them as well as the service provided by the Information Technology Services department. However, it was noted that the growth of synchronous instruction and online course offerings necessitates research into a potential increase in technology related to teaching, including: improved microphone and camera options and a new learning management platform.

There is anticipation around the introduction of a new Student Information System and its potential for improving the college's ability to support students and their success.

H. Financial Management & Budget

The four departments reporting on this function had varying takes on the adequacy of their budgets. One department reported that it had a remaining fund balance at the end of 2017-18 of \$8,000, prompting a \$10,000 reduction in its 2018-19 budget. Despite the reduction, this department still feels adequately funded. Another department suffered an \$11,000 reduction

in its grant funding which resulted in the loss of an employee who was unable to afford the cut in wages and benefits due to the mandatory shift from full time to part time. The department needed to reorganize its staffing to accommodate the change. A reported gap in funding for on campus activities and support for Student Life is thought to be limiting the college's ability to effectively engage with students in these areas. Another department describes the budget as "slim" but notes that the department is practicing good stewardship in order to manage the funds available.

Regarding financial management, departments report that they are working closely with the Business Office to stay abreast of departmental allocations and spending. Suggested areas for review and improvement prior to the 2019-20 budget build are: 1) stricter oversight of travel expenditures, and 2) budgeting processes regarding lab fees and program/technology fees.

I. Planning & Evaluation

The purpose, amount and intensity of planning and evaluation activities vary across the reporting departments. Smaller departments with only two or three employees are able to communicate often, even daily, and are regularly checking-in regarding progress and efficacy of ongoing activities. Larger departments with employees in multiple locations and with varying work schedules have greater challenges for organizing department-wide planning and evaluation activities and generally make use of small sub-groups when doing this work. Two departments referred to external partner and agency requirements that necessitated specific planning and evaluation activities. One department referred to the annual department review as part of its planning and evaluation process. And only one department mentioned linking departmental planning to institutional planning and the college's Strategic Master Plan and/or Core Theme objectives. These last two observations appear to indicate a tendency for departments to plan independently of each other and with minimal awareness of any unifying college-wide goals.

Big Dreams

Department dreams, for the most part, fell into three categories: dreams about specific, functional department needs; dreams that speak to quality and attitude; and dreams related to potential programming and services. As may be expected, the realization of many of the dreams is contingent on funding, and the financial requirements may impact a single budget cycle, multiple cycles, or result in an ongoing expense (iPads for ELT and Board members, hiring of new positions [Compliance Officer, HR/Payroll Specialist, Work Study Student for the President's Office], building new facilities [skill center, on-campus childcare facility]). Then again, some dreams have less clear financial ramifications as they address quality and changes in culture or attitudes (achieve a culture based on collaboration, innovation and "can-do" attitude, be an Aspen award winning college, require diversity and equity training for all staff and faculty).

Finally, there are dreams that show that several departments are thinking about college programming and related services. Some of these dreams build on other previously mentioned dreams. For example,

the desired on-campus childcare center could provide, in addition to childcare services, a learning lab for students in CGCC's Early Childhood Education (ECE) program. A more robust ECE program could participate in state-wide efforts to create ECE classes that are portable and stackable across Oregon community colleges. Similarly, it is thought that the building of a college skill center with appropriate space would allow CGCC to be nimbler in providing innovative programming to meet community needs. Then there is a dream that mixes services and programming – to complete Degree Partnerships with all major public four-year Oregon institutions, including articulation of coursework and commitments regarding collective support services provided to transferring students.

Thoughts on Assessment Methodology and Potential Improvements

With the realization of the 2017-18 Department Review, CGCC has now completed two consecutive years of reported self-reflection and planning by college departments. Modifications were made to the Department Review Template and Guidelines in the winter/spring of 2018. The revised template was presented and training provided regarding its completion to the executive leadership team and department leads at the June 5, 2018 Quality Council meeting. In order to align to the seven year NWCCU review cycle, departments were requested to address all template items for reporting years 4-6 (Section One – mission only; Section Three – functions F-I; and Sections Two, Four and Five). Reviews were due by August 31, 2018.

There were some inconsistencies in the completion of the review. In Section Three: Assessment of Department Operational Functions, two of the six reporting departments addressed functions A-E rather than F-I. It appears they may have used last year's report as a template for completing this year's report.

Section Two: Action on Annual Goals & Analysis is the heart of the program review. While there was some improvement from last year, it appears that providing analysis continues to be a confusing area for several departments. A brief description of data and analysis was added to the Guidelines & Template, and analysis, its relevance and use, was explained and discussed at the June 5 training session. Still, the tendency was to list actions toward goal achievement but provide little analysis nor conclusion regarding overall achievement or status of the reviewed goal. Section Two includes a list of bullets to be addressed in regards to each departmental goal. The departments which responded to these bullet requests were much more successful in providing a complete accounting of goal achievement and analysis. It is recommended that this is an area for further training/professional development.

Section Two also asks departments to describe how the achievement of their departmental goal aligns with and supports the current Strategic Master Plan (SMP) objectives as well as Core Theme objectives and mission fulfillment. As noted above, only two of the six departments addressed this in their review. It may be that this is just an oversight in the review process; however, it may represent a more critical issue that departmental planning is not aligned with institutional planning.

Core Theme A: Building Dreams – Access								
Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2017-18 Results	Score
Objective A1: Providing a local option for obtaining quality education at an affordable price	A1.1 Enrollment in credit courses (LDC and CTE)	>797 FTE enrolled in credit courses (LDC and CTE)		761 - 725 FTE enrolled in credit courses (LDC and CTE)		<689 FTE enrolled in credit courses (LDC and CTE)	718	2
	A1.2 Enrollment in noncredit courses (Pre-College and ESOL)	>85 FTE enrolled in noncredit courses (Pre-College and ESOL)		83 - 81 FTE enrolled in noncredit courses (Pre-College and ESOL)		<79 FTE enrolled in noncredit courses (Pre-College and ESOL)	62	1
	A1.3 Enrollment in noncredit courses (Community Ed, SBDC, CCP, Customized Training)	>24 FTE enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)		20 - 22 FTE enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)		<18 FTE enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)	42.79	5
Objective A2: Providing college credit opportunities for high school students	A2.1 High school student enrollment in accelerated learning opportunities	>79 FTE enrolled in accelerated learning opportunities		73 - 67 FTE enrolled in accelerated learning opportunities		<61 FTE enrolled in accelerated learning opportunities	111	5
	A2.2 Enrollment of transitioning high school students	>270 FTE of students 17-19 years of age		262 - 247 FTE of students 17-19 years of age		<235 FTE of students 17-19 years of age	275	5
Objective A3: Serving the diversity of the college's service area	A3.1 General enrollment Demographics	5% or less difference from regional demographics for students		10-15% difference from regional demographics for students		20% or more difference from regional demographics for students	1.16%	5
	A3.2 Credit enrollment of underserved populations	>10% Change in FTE of students identified as underserved.		7 - 4% Change in FTE of students identified as underserved.		<0% Change in FTE of students identified as underserved.	-2%	1
	A3.3 Credit enrollment of Hispanic students	>35% Percentage FTE of Hispanic students		32 - 28% Percentage FTE of Hispanic students		<25% Percentage FTE of Hispanic students	31.44%	3
Objective A4: Meeting the expectations of CGCC's student body	A4.1 Student satisfaction with CGCC experience	95% or more students reporting that they are satisfied with their CGCC experience		76% - 85% students reporting that they are satisfied with their CGCC experience		66% or fewer students reporting that they are satisfied with their CGCC experience	80%	3

Core Theme A

Narrative Analysis and Actions for Improvement

Objective A1: Providing a local option for obtaining quality education at an affordable price.

Measure A1.1, enrollment in credit courses of both academic and technical, scored a two as it fell slightly below meeting mission expectation at 725 with a raw score of 718.

Analysis: The target of mission expectation was continued at the previous year's target. With a multi-year trend of declining enrollment, the Core Theme A committee agreed that the goal of the institution should be to stop this trend. With a score of 718, CGCC again came close to meeting this goal but nonetheless fell short. Therefore, the score of a two is appropriate in representing the colleges performance related to enrollment on this measure.

Actions for Improvement: A great deal of work is being done to support improvement at the College in this area. The 2017-2018 fiscal year represented the first year that CGCC operated with a department solely focused on student outreach and recruitment, SOAR (Student Outreach and Recruitment). Several operational changes included: the establishment of a student ambassador program, a marketing and publications department, the Gorge Educators Collaborative Summit, and a prospective student communication plan that is coupled with a constituent relations management software. While all of these new services and activities were implemented during the academic year, their impact will not be seen in the 2017-2018 year but rather the following. Fall 2018, at the time of writing this report, indicates that there are positive impacts occurring as a result of these efforts with a 7% increase in FTE and 17% increase in total student headcount (data as of 10.19.2018 compared YTD).

Effectiveness of Assessment: Because the College is on the tail end of a multi-year trend of declining enrollment, a growth model has been adopted. For this reason, such a model is acceptable. In the future as enrollment trends reverse, it will be critical for the college to establish benchmarks that are based upon the ideal service targets of the college. Such a target would be established by evaluating the local population and the educational attainment levels within, the population of graduating secondary students, the college go-on rates of local secondary students, employment rates, college capacity, etc. Due to the recent five years of declining enrollment, a growth model is appropriate for the college at this time.

- **Tools and Methodology:** Enrollment seems to be an appropriate measure to assess mission expectation in this area, and a growth model is appropriate considering the years of previous enrollment declines.
- **Future Targets:** Once enrollment trends are reversed and the College has had year over year enrollment gains, the College will need to determine what is a healthy and ideal enrollment level to maintain. Growth models are not viable long term models unless the community being served is also experiencing ongoing growth or a decrease in competitive service providers. Continuation of targets representing growth for mission fulfillment is appropriate.

Measure A1.2, enrollment in credit courses of both pre-college and English for speakers of other languages, scored a one with a raw score of 62 – well below the lower end threshold of meeting mission expectations that was set at 81.

Analysis: The target for mission expectation was set based upon continuation of recent performance. As per last year's score of 65, this year's raw score of 62 was well below the minimum threshold set for mission expectation. Factors beyond the control of pre-college and ESL continue to impact enrollment. With the economy at an all-time high and unemployment continuing to stay very low, the pre-college population is likely finding employment and not seeking education. While the thriving economy is perhaps impacting ESL enrollment too, the continuing federal threat to immigrants plays a significant role as well.

Actions for Improvement: Both the pre-college and ESL programs are taking important steps to address declining enrollment. Pre-college began offering synchronous distance learning on both campuses, started a 6-week orientation process, created new marketing materials and recorded radio ads to promote the program. Title I B Youth and Adult/Dislocated Worker funding was added to the pre-college program in 2017-18 to increase services offered to pre-college students. The program does outreach to the local high schools and partners with the Department of Human Services to teach their Realizing Your Potential class.

ESL has done outreach through the LatinX Advisory Council, the Organization of Latino Advocates, Radio Tierra, Mercado del Valle in Odell, and the spring Culture Festival. They've hired two bilingual/bicultural instructional assistants for the program, started a Saturday ESL class in Odell and offered summer classes in Odell and Parkdale.

Effectiveness of Assessment: The assessment is measuring enrollment numbers of each of the programs, but in a lump sum. It is not breaking the programs apart to be assessed separately to better understand each program.

- Tools and Methodology: Enrollment figures seem appropriate for continued assessment in these programs related to mission expectations.
- Future Targets: The enrollment results should be separated to capture enrollment of each program and to track changes.

Measure A1.3 (SBDC Only): SBDC only provides 6 FTE through participation of students in their Small Business Management Program. This is a drop of 4 FTE from the year before.

Analysis: SBD focus is on individualized, one-on-one counseling and does not materially contribute to overall FTE at CGCC.

Actions for Improvement: SBD is in the top 6 in the State of Oregon in key measures of performance to their program stakeholders. Their continued focus on counseling and professional development is not expected to improve

Effectiveness of Assessment: SBD is poorly described by looking at FTE enrollment. Separate and unique measures should be used in determining the effectiveness of that program.

- Tools and Methodology: SBD is best measured by # of clients, long term counseling hours (clients that engage in 5 or more hours of counseling per year,) capital formation (loans/equity investments made by clients) and increase in annual payrolls of clients.

- Future Targets: Future targets should be established with significant input from departmental managers in each of these areas.

Measure A1.3 (Community Ed, CCP, and Customized Training): Enrollment in noncredit courses of community education, customized trainings, and Child Care Partners had a raw score of 43 which was significantly beyond the minimum threshold to surpass mission expectation that was set at greater than 24, but slightly below the spike of 52 in 2016-2017.

Analysis: Significant gains in customized trainings and community education courses were the primary drivers that led to this score and success in mission fulfillment. Enrollment for these courses peaked in spring term 2018, but continue to be stronger than in previous years. There is insufficient data to determine the cause for this continued strong enrollment, other than to point to a handful of new classes that have higher than average enrollment.

Actions for Improvement: This is an area that had such an increase in performance from one year to the next, that nothing is being asked in the improvement of these departments but rather what is being asked is how to maintain the past performance. Customized trainings and community education offerings are continually serving as a pilot for the development of full programs and certificates that may be developed at the college. This connection between the community, the College's short term offerings, and long-term programs of study is proving to be a successful relationship and arrangement of services that we should hope to continue.

Effectiveness of Assessment: This measure needs to be broken up further to provide benchmarks for each of the categories included in this assessment. Unfortunately, these services do not align closely enough with one another in mission to lump their enrollment numbers together to determine effectiveness.

- Tools and Methodology: Community education, customized training, and CCP are appropriately measured in terms of enrollment numbers.
- Future Targets: Future targets should be established with significant input from departmental managers in each of these areas.

Objective A2: Providing college credit opportunities for high school students.

Measure A2.1: High school student enrolling in accelerated learning opportunities rated well with a raw score of 111, well above the minimum range for surpassing mission expectation.

Analysis: The past year was an important year for CGCC College Now. To meet the service demands of our local secondary partners, the College began offering Sponsored Dual Credit. With support from instructional leadership, this new framework for dual credit allowed for new course articulations. While there was significant growth in this area, more than 50%, this growth reflects a small percentage of the total opportunities available. For the upcoming 2018-2019 year, as many new courses have been requested as were offered in the previous year. It is anticipated that significant growth will continue in this area for a minimum of two to three years as the College works to meet the service needs in our area.

Actions for Improvement: Continued support from instructional leadership and collaboration with student services will be critical to maintain program direction, growth, and integrity. Quality, value, and credits with a purpose are at the core of this programs success.

Effectiveness of Assessment: The assessment for this measure seems appropriate at this time, especially due to the low numbers of enrollment coming from CLEP, AP, and CPL. If these numbers had been higher, then disaggregation of goals would be appropriate.

- Tools and Methodology: Continuation with existing methods is recommended in this area without change.
- Future Targets: Continuation of measures of performance that demand significant growth in this area is appropriate due to potential in the local community compared to national trends in accelerated learning.

Measure A2.2: Enrollment of transitioning high school students scored at surpassing mission expectation with a raw score of 275.

Analysis: With unemployment trends continuing to dip to historic sustained lows, it is promising to know that the College continues to increase its connection with traditional age students from our service area. A great deal of work has been put into connecting with local secondary partners, identifying areas of concern as perceived by these community members, and working collaboratively to improve. Central to this effort is the ongoing bi-annual Gorge Educators Collaborative Summit, where the College has improved connections and communications with nearly all secondary partners in the seven county service area. Financial Aid staff have also increased outreach and support with local high schools, likely increasing accessibility for many students.

Actions for Improvement: Improvement to impact this target have been previously discussed in this report, and include the development of a Student Outreach and Recruitment Department, a prospective student communication plan, and the transitioning of our accelerated learning programs from instruction to student services. Pipeline programs and new program development will be critical in the sustainability of this trend.

Effectiveness of Assessment: The assessment is effective, but the measures may need to be adjusted. It would be appropriate to consider our targets based upon local student populations, go-on rates at these institutions, and the State's 40-40-20 goal. Historical enrollment levels within this population should also be analyzed to help correlate enrollment levels within this population in comparison to overall institutional enrollment changes.

- Tools and Methodology: The recommendations to continue with the existing tools and methodology, but to consider adjusting targets.
- Future Targets: An overall and in-depth assessment is recommended to determine how the College's enrollment breaks out by specific age brackets, comparing these enrollment levels to sister institutions within the state, and determining whether targets specific to this measure need to move away from a growth model to a sustainability model.

Objective A3: Serving the diversity of the college's service area.

Measure A3.1: General enrollment demographics by race scored well with a difference of only 1.16% in variation from the regional demographics, well within the range of 5% or less.

Analysis: This measure shows that the population by race of our college students are proportionally similar to that of the population levels within our community, according to the demographics of Wasco and Hood River. The largest variation showed that the census population that identifies as American Indian or Native Alaskan (2.68%) is slightly larger than that of CGCC's American Indian or Native Alaskan student population (1.77%).

Actions for Improvement: One recommendation is to look at the race and ethnicity information that the college requests from students while the college is switching over to the new Student Information System, Campus Nexus. 20.5% of students did not report their race identity, perhaps because they do not identify with the labels provided.

Continuation of work on equity and inclusion is also important for such results to remain. The college has an Access and Diversity Committee that brings recommendations on these issues and holds speakers and events to increase a campus culture of inclusion. Our Student Outreach and Recruitment Office (SOAR) has started partnerships with the Native American Home-School Liaison through the Education Service District to increase connections and access for this student population. In addition to this particular outreach effort, the college could look at creating other presentations for specific underrepresented populations.

Effectiveness of Assessment: The assessment measure is appropriate to meet the college's objective of "serving the diversity of the college's service area."

- **Tools and Methodology:** Race of enrolled students was compared to the race of our local population by combining averages of Hood River and Wasco Counties. The calculation uses the 2010 Census data, which is the most recent available.
- **Future Targets:** It was recommended that in addition to looking at race as a metric for demographics, the college may also want to look at gender identity and/or age to get a better sense of who our students are over time. We also do not address access for Washington state students, who are 200-300 of the total students according to CGCC's "Facts at a Glance" flyer.

Measure A3.2: Credit enrollment of underserved populations fell within the range of below mission expectation with a 2% decrease.

Analysis: The measure was highly unrepresentative of success in this area. The primary driver for the drop in underserved students did not come from first-generation numbers, but rather from a change in our number of low-income students. With unemployment rates continuing to drop and remaining low, many families are increasing their estimated family contributions. This results in fewer students being eligible for grants, and fall outside this category. Unfortunately, this does not mean that these students while ineligible for grants aren't the same students who had previously fallen within this category.

Actions for Improvement: Continued efforts are underway to assess and improve on equity and inclusion, including first-generation and low income students. However, the largest concern in this area is in our measure of effectiveness that will be discussed in the section below.

Effectiveness of Assessment: It is highly recommended that in the future this measure being broken down by low-income and separately by first-generation. Additionally, having a measure that is based upon a growth model is not a strong measure of effectiveness for the institution as the populations being measured may not be increasing but rather are likely decreasing within the communities we serve.

- Tools and methodology: Significant changes are requested based upon how this year's performance was assessed. This work will be discussed as part of the ongoing meetings of the Core Theme A workgroup.
- Future Targets: Local poverty and low-income rates should inform future targets.

Measure A3.3 *Credit enrollment of Hispanic students was assessed as meeting mission expectation with 31.44% of students enrolled declaring Hispanic ethnicity.*

Analysis: This was CGCC's second year designated as a Hispanic Serving Institution, based on having more than 25% of our students self-identify as Hispanic. The percentage of Hispanic-identifying students at CGCC did go down about 4.5% from the previous academic year. However, the 31.44% of Hispanic-identifying students is still about 7% higher than the percentage of our county demographics (24.46%).

Actions for Improvement: Continued actions are being taken to improve and retain this high level of enrollment with Hispanic-identifying students, and include: the LatinX Advisory Council, the CLEP initiative, Discover! CGCC events in Spanish through the SOAR office, and the CGCC Juntos Club, among others. There are also two components of being a Hispanic Serving Institution (HSI) – Student Outcomes (academic performance, completion rates, engagement on campus), and Campus Culture and Climate (Hispanic-identifying faculty/staff, sense of belonging, perceptions on campus, support programming, advising practices). In the future, we may want to assess these two different areas to see how the college is serving these students once they enroll.

Effectiveness of Assessment: This assessment measure is strong and appropriate, reflecting how we are serving our Hispanic-identifying community.

- Tools and Methodology: The measurement is the percentage of Hispanic-identifying students based on Total FTE. In the past, this measure has been calculated just based on credit-bearing students, excluding ESOL and Pre-college students, in order to meet the reporting requirements for the HACU and HSI designations.
- Future Targets: As the Hispanic-identifying population in the area continues to rise, the college hopes to continue to serve these students in equal proportions and identify as a Hispanic Serving Institution (HSI). In the future, we could possibly assess both Student Outcomes and Campus Culture & Climate as part of ensuring we are serving this population of students. Part of this could be adding a section A3.4 for assessing whether the demographics of the area are reflected in the college's faculty and staff, to ensure the college serves the diversity of the community as an employer.

Objective A4: Meeting the expectations of CGCC's student body. (This measure and narrative is the same as the 2016-2017 report, as this information comes from the CCSSE which will not be completed again until Spring 2019.)

Measure A4.1: Student satisfaction with CGCC experience was measured squarely within the range of meeting mission expectation with a score of 80% satisfaction.

Analysis: This measure of satisfaction came from one question of the Community College Survey of Student Engagement that was distributed in the spring of 2017. Participation in the survey was high and the confidence in this metric is also high due to the student/participant selection methodology and response rates.

Actions for Improvement: While this measure fell within the acceptable range, improving upon the expectations of those we serve is an exciting prospect for the College. Far too much is being done at the College to impact this measure to be included in this section. That said, the College is taking some noticeable steps to monitor ongoing performance such as including satisfaction survey links to all emails sent from student services, and actively responding to online comments and ratings. It is important to remember that this measure and the question that was asked to students is the overall satisfaction experience while at the college, meaning this includes more than just customer service.

Effectiveness of Assessment: This assessment is likely extremely effective. The only concern with this measure is that it is only assessed at this one time and could be assessed more frequently throughout the year to capture more specific experiences within the college.

- **Tools and Methodology:** The tools used to collect this information is planned to only be distributed every third year moving forward. This will make annual evaluation in this area using this methodology impossible. Additional measures will need to be identified or the CCSSE will need to be distributed on an annual basis.
- **Future Targets:** Pending changes to the assessment tool being used for this measure, similarly changes may be necessary to the benchmarks. Should the CCSSE be available for annual assessment, no changes are recommended to the existing benchmarks.