

Institutional Assessment Committee

December 12, 2018, 10:00 am – 11:30 pm

Board Room, building 1, The Dalles Campus

Agenda

1. Welcome
2. Amendments to November 7 minutes? ¹
3. 2017-18 Department Review Summary (10:05 – 10:15 am)
 - a. Goal: Update on Leadership Council discussion/review
 - Action Item from November 7: Susan will post the summary on-line and send it to Dr. Cronin done
 - Action Item from November 7: Susan will ask Tiffany to put the Department Review Summary on the Leadership Council agenda and will present it at the Leadership Council done
 - Action Item from November 7: Susan will approach Courtney about including DR Summary presentation at All Staff done
4. Core Theme Review ² (10:15 – 11:00 am)
 - a. Goal: Approve final version of 2017-18 Core Theme assessment
 - Action Item from November 7: Susan will notify Dan regarding the inclusion of a table in C1.1. done
 - Action Item from November 7: Susan will notify Dan regarding the inclusion of last year's numbers in C1.2-4 and the need for accompanying explanation. done
 - Action Item from November 7: Eric will add a chart or table on the analysis for an ESOL breakdown. ??
 - Action Item from November 7: Eric will meet with Core Theme A members to review and reevaluate targets for A2.1, A2.2, & A.3.2. ??
 - Action Item from November 7: B2.3 Mary will check the GED data and then write an explanation if there is an error. ??
 - Action Item from November 7: B.3.2 Kristen will add a table for this analysis. done
5. Strategic Planning Assessment Needs
 - a. Goal: Update on SMP planning process ³
 - b. Goal: Ensure that IAC provides the necessary assessment data/analysis
6. 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
7. Wrap-up: Summarize Action Items and Next Steps (11:25 am – 11:30 pm)

Next meeting: December 12, 2018

Attachments: ¹ November 7, 2018 minutes; ² 2017-18 Core Theme Matrix and Narrative; ³ Institutional Planning process proposal

Institutional Assessment Committee

November 07, 2018, 10:00 – 11:30am

Board Room, Building 1, The Dalles Campus

Present: Gail Gilliland, Kristen Kane, Susan Lewis, Mary Martin, John Schoppert, Eric Studebaker, Lori Ufford.

Call to Order: 10:05am

1. Susan welcomes members
2. October 3, 2018 minutes approved as written.
3. 2017-18 Department Review Summary
 - a. Goal: Approve Department Review Summary final draft

Areas of discussion included:

- Communication: It was noted that DR responses focused on the method of communication with little if any analysis of whether the communication methods were effective. It also appears that some departments thought that the function area should only address internal department communications. For clarification, it was suggested that the directions list the four primary groups with whom departments communicate: customers, internal staff, cross-departmental staff/faculty, and external partners. Function F is Communication & Coordination, however, little is written regarding coordination. A better description might help with this as well.
- Linking to Strategic Plan and Core Themes: Only two departments listed how their goals linked to the SMP and CT. Critical in the coming year that we develop strategies for linking assessment with planning. DR will be a significant component of this. New SMP software may help in this.
- Dissemination of summary to college:
 - Review DR Summary with Leadership Council. Broad representation that can discuss and work to resolve any identified concerns. Next meeting is 11/15. Suggested that it may need to be introduced at the November meeting and then discussed at the December meeting, giving LC members a chance to read the summary.
 - Present at All Staff Training: this would be an opportunity to share with general college community.
 - Summary will be posted on the assessment web pages.
- Thank you to Susan for the work on the summary

Department Review Summary is approved by the IAC.

- Action Item: Susan will post the summary on-line and send it to Dr. Cronin
- Action Item: Susan will ask Tiffany to put the Department Review Summary on the Leadership Council agenda and will present it at the Leadership Council
- Action Item: Susan will approach Courtney about including DR Summary presentation at All Staff

4. Core Themes Review

a. Goal: Review Core Theme matrix data and narrative analysis

(Lori leaves at 10:50 am)

- Core Theme C review - Rubric
 - C1.1 needs better definition/clarification
 - Results questioned for accuracy – concern that the number wasn't calculated the same as previous years
 - The IAC would like to have CT-C Committee Include a table or chart in the narrative to explain how the result is achieved, the breakdown of the total number
 - C1.2 – C1.4 last year's numbers should be entered rather than entering NA
 - Make a note that these are previous year numbers and why
 - The Committee has concern about the ongoing difficulty with gathering accurate and meaningful data for this CT. Decided that an IAC meeting should be dedicated to review, revise and update Core Theme C; priority that Dan will be present
- Core Theme A – (Primary review took place during the 10.03.18 IAC meeting)
 - A1.1 Suggested that the measure leave SBDC out due to small numbers. Either eliminate SBDC or add an entirely different measure. If the SBDC classes are non-credit, they shouldn't be listed in this section. They should be entered in A1.3.
 - A.1.2 Information related to ESOL should include explanation in the narrative of other options available in the community, such as free classes, that may impact enrollment.
 - The narrative should include a chart or table in the *description of results* for a breakdown of non-credit numbers
 - A.1.3 Non-credit offerings need a breakdown in the analysis
 - Suggested that career advising sessions might be included here as well
 - Currently, CCP, SBDC, Customized Training, and AHA are lumped together; however, they vary greatly in their enrollments
 - The narrative should include a chart or table in the *description of results* for a breakdown of non-credit numbers
 - A.2.1 Dual Credit opportunities
 - The college's recent increase in dual credit offerings indicates that the targets should be reconsidered and probably recalculated. At some point dual credit will expand and then it will plateau; however, currently it is in a rapidly expanding phase.
 - A.3.2 Underserved
 - Absolute target is needed, not a percentage target, to reflect a reasonable expectation for the college. The percentage target was useful when we were in a growing stage. No longer an accurate reflection of our enrollment of underserved populations.
 - "Underserved" needs to be defined in the analysis, not a new measure
 - A.3.3 Suggested that the demographics of faculty and staff should be included. This

information was included here previously but was removed because it represents and action rather than an outcome.

(11:15 am Eric leaves)

- Core Theme B
 - Missing data (B2.1 and B2.6) waiting for IR person to deliver data
 - Mike's information that he is gathering (B2.1 and B2.6) will be using 2017-18 data
 - B2.3 GED numbers wording needs to be clarified/better definition
 - Last year's numbers were calculated differently than this year. The measure should be a reporting on test sections attempted/passed. The data pulled for this year appears to be on GED class sections completed. Revision of data needed.
 - B.2.4 Dev Ed completions – suggested that the analysis needs to include how students get into WR 90, Dev Ed and Dev Ed Math.
 - B.2.7 Suggested that next year we look at retention rates at university and document in the analysis
 - B3.2 Program outcome achievement – Individual programs have the potential to be lost. It would be advantageous to track by chart or table in the analysis.
- Future Agenda Item: dedicate meeting to review Core Theme C rubric. Goal will be to ensure that the rubric measures are assessable and meaningful.
- Action Item: Susan will notify Dan regarding the inclusion of a table in C1.1.
- Action Item: Susan will notify Dan regarding the inclusion of last year's numbers in C1.2-4 and the need for accompanying explanation.
- Action Item: Eric will add a chart or table on the analysis for an ESOL breakdown.
- Action Item: Eric will meet with Core Theme A members to review and reevaluate targets for A2.1, A2.2, & A.3.2.
- Action Item: B2.3 Mary will check the GED data and then write an explanation if there is an error.
- Action Item: B.3.2 Kristen will add a table for this analysis.
- b. Goal: Approve final version of 2017-18 Core Theme assessment (postponed until December meeting in order to complete action items)

5. Survey Monitoring/Approval Revisited (tabled due to lack of time)

- 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. Adjourn 11:39am

Next meeting: December 12, 2018

Core Theme Assessment Methodology

Assessment of each Core Theme includes:

Core Theme Rubric

Provides a snapshot of mission fulfillment base on achievement of Core Theme measures. Each measure is evaluated based on five target levels and given a score of 1 to 5. A score of 3 represents a rating that meets mission expectations. Scores of 1 or 2 represent a rating that is below mission expectation. Scores of 4 or 5 represent a rating that surpasses mission expectation.

Core Theme Narrative Analysis

Provides supporting narrative explaining the results provided in the Core Theme Rubric. Includes the following description for each objective measure:

- Description of results: Clarifies any breakdown of the data within measurements. For example, if the results list that 4 committees were formed, the description would name those committees and give any other information determined to be needed in their description. If the results are self-explanatory, the description is not needed.
- Analysis of results: Provides interpretation of the results. What does it mean if the targets were met, not met, or surpassed? What actions/activities/realities are thought to have led to these results?
- Actions for Improvement: Provides recommended next steps. Actions for improvement are formed with the input of individuals/departments directly involved in or impacted by the recommended action.
- Effectiveness of Assessment: Evaluates the measure's targets as well as the assessment methodology for each measure
 - Tools & methodology: Evaluation of whether the assessment tool or measurement still meaningful or has it been found to not accurately or meaningfully assess the objective. Makes recommendations as needed.
 - Future targets: Evaluates whether targets/benchmarks are reasonable and represent the best intentions of the college or if they need to be updated for the next year. Makes recommendations as needed.

Core Theme Committees for 2017-18

Core Theme A

Student Services: Eric Studebaker

Core Theme B

Student Services: Mike Taphouse

Academic Assessment: Kristen Kane

Academic Affairs: Mary Martin

Core Theme C

Resource Development & Community Outreach: Dan Spatz

Academic Assessment: Gail Gilliland

Core Theme A: Building Dreams – Access								
Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2016-17 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 or more FTE enrolled in credit courses (LDC and CTE)		725 – 761 FTE enrolled in credit courses (LDC and CTE)		689 or fewer FTE enrolled in credit courses (LDC and CTE)	718	2
	A1.2 Enrollment in noncredit courses (Pre-College and ESOL)	85 or more FTE enrolled in noncredit courses (Pre-College and ESOL)		81 – 83 FTE enrolled in noncredit courses (Pre-College and ESOL)		79 or fewer FTE enrolled in noncredit courses (Pre-College and ESOL)	62	1
	A1.3 Enrollment in noncredit courses (Community Ed, SBDC, CCP, Customized Training)	24 or more 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 or fewer 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 or more FTE enrolled in accelerated learning opportunities		67 – 73 FTE enrolled in accelerated learning opportunities		61 or fewer FTE enrolled in accelerated learning opportunities	111	5
	A2.2 Enrollment of transitioning high school students	270 or more FTE of students 17-19 years of age		247 – 262 FTE of students 17-19 years of age		235 or fewer 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 higher difference from regional demographics for students	1.16%	5
	A3.2 Credit enrollment of underserved populations	10% or higher Change in FTE of students identified as underserved.		4 – 7% 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% or higher Percentage FTE of Hispanic students		28 – 32% Percentage FTE of Hispanic students		25% or less 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 higher students reporting that they are satisfied with their CGCC experience		76% - 85% students reporting that they are satisfied with their CGCC experience		66% or less students reporting that they are satisfied with their CGCC experience	80% (2016-17)	3

Core Theme A Narrative Analysis

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

A1.1 Enrollment in credit courses (LDC and CTE)

Description of results

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

Analysis of results

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.

A1.2 Enrollment in noncredit courses (Pre-College and ESOL)

Description of results

Enrollment in non-credit courses of both Pre-College and English for Speakers of Other Languages (ESOL), 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 of results

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 ESOL 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 ESOL enrollment too, the continuing federal threat to immigrants plays a significant role as well.

Actions for Improvement

Both the Pre-College and ESOL 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.

ESOL 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.

A1.3 Enrollment in noncredit courses (Part 1: SBDC Only)

Description of results

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 of results

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

Actions for Improvement

SBDC 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

SBDC 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.

A1.3 Enrollment in noncredit courses (Part 2: Community Ed, CCP, and Customized Training)

Description of results

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 of results

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

A2.1 High school student enrollment in accelerated learning opportunities

Description of results

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 of results

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.

A2.2 Enrollment of transitioning high school students

Description of results

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

Analysis of results

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

A3.1 General enrollment demographics

Description of results

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 of results

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.

A3.2 Credit enrollment of underserved populations

Description of results

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

Analysis of results

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.

A3.3 Credit enrollment of Hispanic students

Description of results

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

Analysis of results

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

A4.1 Student satisfaction with CGCC experience

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.

Description of results

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

Analysis of results

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.

Core Theme B: Transforming Lives – Education								
Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2015-16 Results	Score
Objective B1: Applying processes that lead to student retention	B1.1 Student retention over 3 consecutive terms	66% or more 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms		46 - 55% 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms		35% or fewer 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms	56.1%	4
	B1.2 Percent retention fall term to fall term	50% or more retention of credit students fall term to fall term		40-45% retention of credit students fall term to fall term		35% or fewer retention of credit students fall term to fall term	36.7%	2
Objective B2: Applying processes that lead to student progress, certificate/degree completion, and/or employment	B2.1 Student graduation	18 % or more 2-year degree or 1-year certificate seeking students graduating within 150% of time		14% 2-year degree or 1-year certificate seeking students graduating within 150% of time		10% or fewer 2-year degree or 1-year certificate seeking students graduating within 150% of time	30.12%	5
	B2.2 Student completion – GEDs awarded compared to annual GED enrollment	30% or more GEDs awarded compared to annual enrollment of GED seekers		18-22% GEDs awarded compared to annual enrollment of GED seekers ¹		12% or fewer GEDs awarded compared to annual enrollment of GED seekers	27%	4
	B2.3 Student completion – GED sections passed compared to GED sections attempted	91% or more GED sections passed compared to GED sections attempted		80-85% GED sections passed compared to sections attempted		69% or fewer GED sections passed compared to sections attempted	84%	3
	B2.4 Student completion- Enrolled in Dev. Ed. Writing who complete	95% or more of students enrolled in Dev. Ed. Writing complete with a “C” or better		75% - 84% of students enrolled in Dev. Ed. Writing complete with a “C” or better		64% or less of students enrolled in Dev. Ed. Writing complete with a “C” or better	67.21%	2
	B2.5 Student completion- Enrolled in Dev. Ed. Math who complete	98% or more of students enrolled in Dev. Ed. Math complete with a “C” or better		78 – 87% of students enrolled in Dev. Ed. Math complete with a “C” or better		67% or less of students enrolled in Dev. Ed. Math complete with a “C” or better	76%	2
	B2.6 Students who transfer to Oregon University System.	12% or more of students transfer to Oregon University System		10% of students transfer to Oregon University System		8% or less of students transfer to Oregon University System	14.52%	5

¹ 5-year (2021-22) aspirational goal for Meets Mission Expectation at 30-40% GEDs awarded.

	B2.7 GPA of transfer students in first year at university	3.5 or higher Average OUS GPA for transfer students across all disciplines		3.0 – 3.25 Average OUS GPA for transfer students across all disciplines		2.75 or lower Average OUS GPA for transfer students across all disciplines	N/A	N/A
	B2.8 CTE employment placements	100 or more CTE employment placements		50-79 CTE employment placements		30 or fewer CTE employment placements	44	2
Objective B3: Ensuring student proficiency in course, program and institutional student learning outcomes	B3.1 Achievement of student learning outcomes at the course level	95% or more students meeting course outcomes		80% - 89% students meeting course outcomes		69% or fewer students meeting course outcomes	88.1%	3
	B3.2 Achievement of student learning outcomes at the degree/certificate/program level	95% or more students meeting degree/certificate/program outcomes		80% - 89% students meeting degree/certificate/program outcomes		69% or fewer students meeting degree/certificate/program outcomes	89.5%	4
	B3.3 Achievement of student learning outcome at the institutional level (Core Learning Outcomes)	95% or more students meeting institutional Core Learning Outcomes		80% - 89% students meeting institutional Core Learning Outcomes		69% or fewer students meeting institutional Core Learning Outcomes	75.7%	2

Measurements which have milestone goals for targets will have the aspirational goal to which they are heading identified in the endnotes of this document. Provide a schedule for reaching the aspirational goal.

Core Theme B Narrative Analysis

Objective B1: Applying processes that lead to student retention

B1.1 Student retention over three consecutive terms

Description of results

Data for student retention over 3 consecutive terms for 2017-18 academic year is listed in the table below. This includes all students who enrolled in fall 2017 as a degree-seeking college student and took credit courses in each term.

1 st Term	Enrolled Headcount	2 nd Term	Enrolled Headcount	3 rd Term	Enrolled Headcount	Fall-to-Spring Retentions
Fall 2017	792	Winter 2018	553 (69.8%)	Spring 2018	444 (80.3% W/SP)	56.1% (F-SP)

Current data indicates a 56.1% rate of retention from fall 2017 to spring 2018. This number demonstrates that CGCC slightly exceeds mission expectations with a score of 4. The data was expanded this year to include all degree seeking students who were enrolled in Fall, 2017. The previous report only focused on students new to CGCC that term.

Analysis of results

Retention averages of three consecutive terms indicates a 56.1% rate of retention fall term to spring term. These numbers indicate that CGCC is exceeding mission expectations, with a score of 4. These retention rates appear significantly higher than the rate last reported in the 2016-17 Core Theme Assessment report (43%), however the 2017-18 matrix data was expanded to include all degree seeking students who were enrolled in Fall, 2017. The previous report only focused on students new to CGCC that term. The greatest drop in students occurs fall to winter, losing 236 students (30.2% of students were not retained), compared with winter to spring with a loss of 109 students (19.7%).

Actions for Improvement

CGCC continues to focus a significant amount of time and energy toward promotion of student success and retention efforts. For example, through grant funding the college has developed and implemented a program titled Support to Expecting and Parenting Students (STEPS), which provides students with access to state funded resources, scholarship opportunities, financial assistance with childcare, etc. This approach helps to remove barriers to student success and allows students more time to focus on their academic pursuits. The Student Success Team continues to provide oversight and direction for student retention focused efforts.

Effectiveness of Assessment

The assessment methods seem to be accurate indicators of retention over 3 consecutive terms. The group decided to expand the data to include all degree seeking students, rather than all new first time students to CGCC. This increased the student data numbers dramatically and provided a more accurate indicator of our student enrollment patterns.

- **Tools & methodology:** Data provided by contracted resource associated with Linn Benton Community College.
- **Future targets:** Targets are realistic and should remain the same.

B1.2 Percent retention fall term to fall term

1 st Term	Enrolled Headcount	4 th Term	Enrolled Headcount	Fall-to-Fall Retention
Fall 2017	792	Fall 2018	291	36.7%

Description of results

Current data indicates a 36.7% rate of retention from fall 2017 to fall 2018. This number demonstrates that CGCC is not meeting mission expectations, with a score of 2. This data was expanded this year to include all degree seeking students who were enrolled in Fall, 2017. The previous report only focused on students new to CGCC that term.

Analysis of results

The current finding of 36.7% is a significant increase over last year's finding (25% fall to fall retention rate), however the findings still show that we are not meeting our mission expectation with regard to fall to fall retention.

Actions for Improvement

Maintain current efforts to increase retention rates for all students. Two examples include required OnTrack 1 and 2 advising appointments and implementation of the STEPS program to support our expectant and parenting students. Review best practices for future retention efforts.

Effectiveness of Assessment

As stated above, the assessment methods seem to be accurate indicators of retention over 4 consecutive terms. The group decided to expand the data to include all degree seeking students, rather than all new first time students to CGCC. This increased the student data numbers dramatically and provided a more accurate indicator of our student enrollment patterns.

- **Tools & methodology:** Data provided by contracted resource associated with Linn Benton Community College.
- **Future targets:** Current targets are realistic and should remain the same.

Objective B2: Applying processes that lead to student progress, certificate/degree completion, and/or employment

B2.1 Student graduation

Description of results

The results for students enrolled in Fall 2014 as degree or certificate seeking (1,026) who graduated within 150% of time include the following. 593 degrees (AS, AAS, AAOT, ASOT, AGS, and Certificate) were awarded to 309(30.12%) students on or before December 31, 2017.

Analysis of results

Current results appear high, as compared to previous years, in part because of the expansion of the data pool. We included all degree and certificate seeking students, where in the past we looked at a specific cohort of new, first time students to CGCC. The current approach provides a more accurate and inclusive indication of completion rates for our students.

Actions for Improvement

It is recommended to view the current data as a baseline for future research. Further research should include comparisons with similar FTE institutions.

Effectiveness of Assessment

The method of assessment is an accurate indicator of degree and certificate seeking student graduation/completion rates.

- **Tools & methodology:** Data provided by contracted resource associated with Linn Benton Community College.
- **Future targets:** Current results should be considered for future target numbers as previous targets appear too low.

B2.2 Student completion – GEDs awarded compared to annual GED enrollment

Description of results

115 students were enrolled in the GED program with 31 of those students earning their GED. This results in GED awards to 27% of students enrolled in the GED program in 2017-18 showing continued movement toward the 30% or more required to exceed mission expectation.

Analysis of results

This increase reflects the ongoing impact of previously implemented changes such as testing students earlier for their GED and expediting GED completion for students testing at 245 or higher on the CASAS test as well as current changes to the orientation, attendance policy, and the introduction of synchronous instruction. The CGCC GED completion rate was the second highest among Oregon community colleges for 2017-18.

Actions for Improvement

No actions for improvement are recommended at this time.

Effectiveness of Assessment

The method of assessment is an accurate indicator of GEDs awarded to students.

- **Tools & methodology:** The GED program has a Pre-College Specialist II who tracks student completion of the GED testing and awards
- **Future targets:** It is recommended that the GED program continue the work it is currently doing towards meeting its aspirational goal of 30-40% of GED awards to Meet Mission Expectation by 2021-22.

B2.3 Student completion – GED sections passed compared to GED sections attempted

Description of results

152 of 182 students passed the GED sections that they attempted. This equates to 84% passing the sections they attempted which meets mission expectation for 2017-18.

Analysis of results

The results show a large increase reflecting the continuing impact of changes made in 2016-17 as well as current year changes including an orientation redesign, a change to the attendance policy, and the introduction of synchronous instruction. However, because GED sections are not graded, the number of students who passed GED sections they attempted is currently determined by tracking students who enrolled in sections in one term and then enrolled again in any other term in the same academic year.

Actions for Improvement

The GED program is meeting mission expectation based on the current method of determining GED sections passes compared to GED sections attempted. However, it is recommended that the measure be reviewed to determine if a change is needed to the measure or to the method of determining when students have successfully completed GED sections.

Effectiveness of Assessment

The method of assessment is effective if it provides the information requested in the measure as it is currently worded.

- **Tools & methodology:** The GED program has a Pre-College Specialist II who tracks student completion of GED sections passed compared to GED sections completed based on GED enrollment data provided by the institutional researcher at Linn-Benton Community College.
- **Future targets:** The current percentages for meeting mission expectations and surpassing mission expectations are realistic targets for GED students passing sections they attempted.

B2.4 Student completion- Enrolled in Dev. Ed. Writing who complete

Description of results

To meet mission expectations for this measure, 75-84% of students in Dev Ed writing must complete with a "C" or better. Of the 61 students enrolled in WR 90, 41 completed it with a grade of "C" or better reflecting a 67.21% completion rate for 2017-18. This percentage is a drop from 2016-17 taking it further from meeting mission expectations.

Analysis of results

As noted in the 2016-17 analysis of this measure, completion rates for WR 90 have been going down since 2015-16. This was originally attributed to the change from Compass to Accuplacer for placement testing which created different cut scores and placement of students into WR 90 who had actually placed into pre-college writing. However, consideration was also given to the fact that WR 90 is part of the Learning Community where these students would receive more support and thereby, the completion rates would improve. Based on these factors, it was recommended last year that the completion rates be monitored for another year but they have not improved.

Actions for Improvement

More specific information is needed on students enrolling in WR 90. Determining which areas students are entering from (GED, Pre-College, Accuplacer) may help determine how to positively impact the completion rate.

Effectiveness of Assessment

The effectiveness of the assessment would be improved with more information on how the student paths impact the completion rate.

- **Tools & methodology:** Completion rates for WR 90 are pulled from RogueNet by the institutional researcher at LBCC.
- **Future targets:** It is recommended that the targets remain the same for another year.

B2.5 Student completion- Enrolled in Dev. Ed. Math who complete

Description of results

A total of 425 students were enrolled in Dev Ed math (MTH 20, 60, 65, 95) with 323 completing one or more of these courses with a grade of C or better. This results in a total of 76% successfully completing their Dev Ed math courses in 2017-18, which is a decrease from 2016-17 and does not meet mission expectation.

Analysis of results

As was the case with Dev Ed Writing, these results may still be reflecting the change in cut scores with the introduction of Accuplacer which caused fewer students to be placed in Pre-College math and MTH 20. In reviewing Dev Ed Math completion rates for the last four years, they have remained fairly consistent with this being the first year since 2014-15 that they have not met mission expectation.

Actions for Improvement

As with Dev Ed Writing, more information is needed on students enrolling in Dev Ed Math to help determine how to positively impact completion rates.

Effectiveness of Assessment

The effectiveness of the assessment would be improved with more information on how the student paths impact the completion rate.

- **Tools & methodology:** Completion rates for Dev Ed Math are pulled from RogueNet by the institutional researcher at LBCC.

- **Future targets:** The cut-off target of 78% for meeting mission expectations should remain the same. As recommended last year, the cut-off target of 98% for Surpassing Mission may want to be re-evaluated as that pass rate seem high. A 95% cut-off rate is more realistic for Surpassing Mission.

B2.6 Students who transfer to Oregon University System.

Description of results

Within 1026 degree-seeking students who enrolled in CGCC in Fall 2014, 149 (14.52%) students had at least one transfer record to a 4-year Oregon university on or before 12/31/2017.

Analysis of results

Current findings (14.52%) indicate that CGCC has surpassed mission expectations. Though currently this percentage appears high, it is recommended that CGCC re-evaluate whether this percentage is an acceptable target or if the ranges should be adjusted to reflect a more ambitious objective.

Actions for Improvement

With more than 14% of students transferring to a 4-year Oregon university CGCC is surpassing expectations for B2.6. As stated above, it is recommended that CGCC re-evaluate whether this percentage is an acceptable target or if the ranges should be adjusted to reflect a more ambitious objective.

Effectiveness of Assessment

The method of assessment is an accurate indicator of the percentage of CGCC degree seeking students who transferred on to a 4-year Oregon university.

- **Tools & methodology:** Data provided by contracted resource associated with Linn Benton Community College.
- **Future targets:** Current results should be considered for future target numbers as previous targets appear too low.

B2.7 GPA of transfer students in first year at university

Description of results

According to CGCC's Institutional Researcher (IR), the GPA of transfer students in first year at university is currently not being collected or tracked by HECC. The Department of Community Colleges and Workforce Development (CCWD) used to provide a report that showed something similar to this data requested, but the IR indicates that this report has been "dead for 5 years".

Analysis of results

N/A - there is no data to analyze

Actions for Improvement

N/A - without this data, it's difficult to determine where improvements need to be made.

Effectiveness of Assessment

Since so many factors may cause changes in GPA when a student transfers from our small college/community to a larger school, the committee for B2.7 questions whether GPA of transfer students in a first year university is the most accurate way to determine how CGCC students are doing.

- **Tools & methodology:** N/A
- **Future targets:** It is difficult to determine whether targets are realistic or whether future targets need to be reconsidered since data for GPA of transfer students in first year university cannot be obtained. One suggestion is to consider using retention rates instead of GPA, since this information may be more readily available and could be useful in determining if students are successful after they transfer from CGCC to 4 year institutions.

B2.8 CTE employment placements

Description of results

CGCC cannot currently obtain data for CTE employment placements, as neither the institution nor the state have a reliable system to track employment placements of students. The numbers below come from the director of Nursing and the CTE director and faculty, however both directors state that numbers are incomplete and only anecdotal. It was determined that 2016-17 numbers should be used to measure CTE employment rates, giving students a year after graduation to take licensing exams and find employment.

Program	Number of 2016-17 Graduates	Number Reported Passing Licensing Exams	Number Reported Employed	Percentage of Graduates Employed
Nursing	26	23	20	77%
Medical Assisting	14	9	5	36%
Electro-Mechanical Technology	19	N/A	19	100%
Total	59	32/40	44	75%

Analysis of results

While we do have a number of 44 CTE graduates reporting employment, which places CGCC below mission, it's difficult to provide an analysis of what this number means because the numbers are incomplete and anecdotal. Also, using a number to determine whether we are meeting mission expectation seems random. It might be better to use a percentage, as this puts that number in context with the number of graduates. Stating that 75% of our graduates found employment seems to carry more significance than stating that 44 graduates found employment.

Actions for Improvement

Without some kind of alumni tracking system, we will not be able to obtain CTE employment placements.

Effectiveness of Assessment

While it's obvious that CGCC does not currently have a method of tracking CTE student employment, a few questions continue to arise. It's unclear whether CGCC would like to track student employment in general or employment in a career connected to a student's degree/certificate. If a student finds employment, even if they are considered underemployed, would this be considered moving towards meeting mission expectations? One of the difficulties with these criteria is that student employment may be impacted by so many factors such as lack of employment in this region in higher end careers.

- **Tools & methodology:** CTE department reported numbers, which are anecdotal and incomplete
- **Future targets:** It is difficult to determine whether targets are realistic or whether future targets need to be reconsidered since data for CTE student employment placements is anecdotal, incomplete or questionable

Objective B3: Ensuring student proficiency in course, program and institutional student learning outcomes

B3.1 Achievement of student learning outcomes at the course level

Description of results

Results from course level outcomes assessment indicate that 88.1% of CGCC students are achieving their student learning outcomes. A total of 75 course outcomes assessments were completed with 1105 students assessed over the academic year (3 outcomes per course). The results from course outcomes assessment indicate that CGCC is meeting its mission.

Analysis of results

All instructors are required to complete a course outcomes assessment each year. With an 82% completion rate of course outcomes assessment by instructors in 2017-18, these numbers provide a broad range of student achievement of course level SLOs, as these results incorporate all departments. With the majority of instructors indicating that they are using direct measures to determine whether students are achieving course level outcomes, an average of 88% of students achieving course learning outcomes indicates that CGCC is meeting its mission for B3.1. This average is slightly up from 2016-17's 87%.

Actions for Improvement

As stated in 2016-17, while students are required to answer whether they perceive they have made an improvement towards the achievement of SLOs in the Student Course Evaluations (SCE), it is still questionable whether students understand the purpose of SLO's and their connection to student proficiency in a course. For this reason, measuring students' self-perception of achievement of SLOs may not be the best indicator of how our students are doing. To reinforce this connection for students, it's important that instructors introduce the SLOs of the course to their students, and periodically review their connection to course content and assessments.

To better gauge how instructors educate students about SLOs, it was recommended that the Academic Assessment Coordinator (AAC) begin to collect data from instructors in course outcomes assessment that indicates if/how they introduce the outcomes of their courses to students. Data from 2017-18

indicates that 85% of instructors reported introducing course level SLOs in some capacity to their students, either in the syllabus and/or by making connections throughout the term. It should be noted, however, that many instructors did not answer the question or answered it out of context, so this number may not be an accurate indicator. It is recommended that the question be clarified for gathering data and that CGCC continue in its efforts to educate students about the relevance and importance of SLOs.

Effectiveness of Assessment

Results from course outcomes assessment provide an accurate measure of student achievement of SLO at the course level.

- **Tools & methodology:** Student self-perception of achievement of SLOs are gathered from Student Course Evaluations (SCE). Courses that are up for course outcomes assessment are provided with SCE, which are then distributed electronically by the instructor to students during the final week of the term. Course outcomes assessment is a more accurate measure of student achievement of SLO, as the results come from instructor data that focuses primarily on direct measures of assessment.
- **Future targets:** The targets are realistic and it is recommended that they stay the same. It may be unrealistic to expect larger numbers of students to achieve SLO without questioning the inflation of grading.

B3.2 Achievement of student learning outcomes at the degree/ certificate/program level

Description of results

Assessment of student achievement of outcomes were completed separately for each degree, certificate and program, then combined to reach the one number of 89.5% for all degrees, certificates and programs, surpassing mission expectations. This percentage reflects a total of 39,796 student assessments at the degree, certificate and program level, with a total of 35,618 successfully achieving those outcomes.

Three different assessment models were used to determine whether students achieved degree, certificate or program outcomes: 1) end of term grades for courses that have been mapped to specific degree and certificate outcomes and are aggregated and measured against set targets; 2) specific course assignments that were mapped to given degree/certificate outcomes, with targets set for grade achievement and 3) external evaluators assessed student performance using a rubric that aligns with outcomes, then compared to set targets.

Of the 110 degree, certificate, program outcomes assessed, 101 or 92% of those had a student achievement rate 80% or higher for the outcome (meeting or exceeding mission expectations).

Results for each degree, certificate and program can be found on the Completed Degree, Certificate and Program Outcomes Assessments webpage.

Analysis of results

While this one number of 89.5% indicates that CGCC has exceeded mission expectations for B3.2, caution should be used in reading too much into these results. These results are taken from a total of 20 degrees, certificates and programs with varying numbers of outcomes, students and methods of

assessments (see Appendix A). Degrees, certificates or programs that may be struggling could easily get lost in this one number. For example, of the 39,796 students assessed, 37,200 are from the AAOT, AS, ASOT-BUS and AGS outcomes assessment, meaning that over 93% of the results come from 4 degrees, with 16 degrees, certificates and programs making up the remaining 7%. The CAO, directors and department chairs should look at individual results for degrees, certificates and programs when determining actions for improvement and where budget is needed. For example, some degrees, certificates and programs struggled with achieving their targets for student achievement of outcomes. Others found that when one course was canceled many corresponding degree/certificate outcomes could not then be assessed. Still, others, such as the Nursing Certificate used student completion of the Practical Nursing NCLEX to measure student achievement of all outcomes, yet when only one student takes the NCLEX because all other students continued into the second year of nursing, care should be used when analyzing what the data means.

Actions for Improvement

Since CGCC is exceeding mission expectations for degree, certificate and program outcomes, no actions for improvement are suggested from this broad analysis of all degrees, certificates and programs. As stated under Future Targets, 89.5% is a reasonable result and much higher might be questionable with regards to grading inflation. Instead, the CAO, directors and department chairs should look to the results of the individual degree, certificate and program outcomes assessment to gain a clearer perspective of where resources are needed to bolster student achievement of outcomes.

Effectiveness of Assessment

Admittedly, this is not the best assessment strategy because while it gives us a broad idea of how our students are doing, some programs carry far more weight in the 89.5% than other programs. For example, the AAOT weighs heavily into this number with 21 outcomes and its 11,782 students assessed when compared to smaller CTE programs that have 4 or 5 outcomes and 28 or 44 students assessed. The achievement of outcomes for these smaller degrees, certificates and programs get lost when compared to the Transfer and General Studies degrees. When consulting with the Institutional Researcher, however, it was determined that this was the best means of getting one number from 110 degree, certificate and program outcomes.

- **Tools & methodology:** Results of student achievement of outcomes compared to total number of students assessed were gathered from individual degree, certificate and program outcomes assessment. Number of successful student achievement of outcomes for all degree, certificate and program outcomes assessment were then added and divided by the total number of students who had been assessed for all degree, certificate and programs.
- **Future targets:** It is recommended that targets remain the same. 80% to 89% seems realistic for meeting mission expectations. While some degrees and certificates are surpassing mission expectations, these are generally smaller programs. It seems that if 95% (the target for exceeding mission expectations) or more students were achieving degree, certificate and program outcomes, grade inflation might be suspected.

B3.3 Achievement of student learning outcome at the institutional level (Core Learning Outcomes)

Description of results

A total of 429 students were enrolled in the 21 courses that participated in the assessment of CLO#4: Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (Cultural Awareness). The 429 students were enrolled in the 21 200-level courses from 7 disciplines. A total of 355 student artifacts were scored using the Intercultural Knowledge and Competence Rubric by the instructors of those courses. A total of 75.71% of those students scored into the levels of 3 and 4, which is accomplished or better. 19.09% of students scored into the category of 2 (Developing) and 4.33% of students scored into the category of 1 (Beginning). Less than 1% scored into "Not Demonstrated" and 8.45% were scored into the "Not Applicable" category. These results indicate that student achievement of the 2017-18 CLO is below mission expectation by 4.3%.

Analysis of results

75.71% of students achieving accomplished or better in the area of Cultural Awareness is below mission expectations, and while not a terrible score, it could be better. One question that occurred to the Core Theme B committee was why is achievement of Core Learning Outcomes lower than course and degree/certificate outcomes? Could it be that students and instructors are more familiar with course level outcomes and degree/certificate level outcomes, and not as aware of CGCC's Core Learning Outcomes? It could be that CLOs are new to everyone and so less focus is given to achieving these institutional core learning outcomes. Similarly, students and instructors may be more focused on grades which are related to individual classes taught and graduation rates than on the soft skills that employers expect in our graduates.

Actions for Improvement

Continuing to educate instructors about the purpose and importance of CLOs is recommended. As CGCC progresses in assessing each CLO, more instructors should become involved in the assessment process and become more familiar. It is also recommended that students begin to be educated about CLOs and skills that they should expect to be able to demonstrate upon graduation from CGCC.

Effectiveness of Assessment

The assessment method and LEAP rubrics are accurate indicators of student achievement. The rubrics, developed by the AACU, have been tested and widely adopted by post-secondary institutions across the US. While instructors scoring their own student artifacts may be somewhat subjective and inflate scores, it is recommended that CGCC continue with this method until a baseline is gathered for each Core Learning Outcome. The rubrics are also effective indicators of where faculty can collaborate and focus increased instruction in an effort to help more students achieve specific criteria of cultural awareness.

What may be more difficult to determine, however, is the impact of instructor intervention due to the fact that different CLOs are assessed each year and it is most likely that different students are being assessed pre and post-intensified instruction.

- **Tools & methodology:** Student artifacts were scored by instructors using a rubric adapted from AACU's LEAP Value Rubrics: Intercultural Knowledge and Competence Rubric. Results were

gathered by the Academic Assessment Coordinator and analyzed by the CLO Assessment Committee.

- **Future targets:** It should be recognized that student achievement at the community college level will differ for each Core Learning Outcome, as each requires different levels of skills that are dependent on time, education and practice in order to mature beyond the level of “developing” to the level of “accomplishment. It is recommended that appropriate targets for each CLO be developed by the CLO Committee and used to guide the targets for student achievement for Core Theme B3.2.

Core Theme C: Strengthening Our Community - Partnership s								
Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2016-17 Results	Score
Objective C1: Cultivating productive business and industry relationships	C1.1 Number of businesses and industries assisted by CGCC	400 or more Businesses demonstrating increased private investment as a result of, or are otherwise counseled or trained by, SBDC/CCP/Customized Training.		200-299 Businesses demonstrating increased private investment as a result of, or are otherwise counseled or trained by, SBDC/CCP/Customized Training.		150 or fewer Businesses demonstrating increased private investment as a result of, or are otherwise counseled or trained by, SBDC/CCP/Customized Training.	392	4
	C1.2 Responsiveness to business and industry	85% or more Percentage of surveyed rating CGCC as having excellent or above average responsiveness to business and industry recommendations (Business and Industry Survey Q5)		65 – 75% Percentage of surveyed rating CGCC as having excellent or above average responsiveness to business and industry recommendations (Business and Industry Survey Q5)		55% or fewer Percentage of surveyed rating CGCC as having excellent or above average responsiveness to business and industry recommendations (Business and Industry Survey Q5)	52% (2016-17)	1
	C1.3 Regional industry satisfaction with CGCC	85% or more Percentage of surveyed rating CGCC excellent or above average as a community partner to business and industry (Business and Industry Survey Q3)		65 – 75% Percentage of surveyed rating CGCC excellent or above average as a community partner to business and industry (Business and Industry Survey Q3)		55% or fewer Percentage of surveyed rating CGCC excellent or above average as a community partner to business and industry (Business and Industry Survey Q3)	50% (2016-17)	1
	C1.4 Employability and preparedness of CGCC graduates	a. 85% or more Percentage of surveyed rating the analytical skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q9)		a. 65 – 75% Percentage of surveyed rating the analytical skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q9)		a. 55% or fewer Percentage of surveyed rating the analytical skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q9)	72% (2016-17)	3

		b. 85% or more Percentage of surveyed rating the job specific skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q10)	b. 65 – 75% Percentage of surveyed rating the job specific skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q10)	b. 55% or fewer Percentage of surveyed rating the job specific skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q10)	70% (2016-17)	3
		c. 85% or more Percentage of surveyed rating the interpersonal skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q11)	c. 65 – 75% Percentage of surveyed rating the interpersonal skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q11)	c. 55% or fewer Percentage of surveyed rating the interpersonal skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q11)	50% (2016-17)	1
Objective C2: Creating, maintaining, and growing community relationships	C2.1 Community awareness and perception of CGCC (community survey)	85% or more Percentage of surveyed identifying themselves as very or somewhat satisfied with the quality of education and services offered by CGCC	65 – 75% Percentage of surveyed identifying themselves as very or somewhat satisfied with the quality of education and services offered by CGCC	55% or fewer Percentage of surveyed identifying themselves as very or somewhat satisfied with the quality of education and services offered by CGCC	NA	NA

Core Theme C Narrative Analysis

Objective C1: Cultivating productive business and industry relationships

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 school 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.

Cumulative business counseling, trainings or other interventions by SBDC, CCP and Customized Training in this data year are as follows:

Small Business Development Center	284
Child Care Partners Resource & Referral	104
Customized Training	4

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. The corresponding rubric notes measures from the preceding year to provide data continuity, and a point of comparison for data obtained when the survey is conducted in 2019.

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 an 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. Also as with C1.2, the corresponding rubric contains data from the preceding year for continuity and comparison.

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 skill 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

Questions related to the employability and preparedness of CGCC graduates were included in the business and industry survey last conducted from September 2016 through January 2017. These earlier data are included in the revised rubric. The survey had a very low response rate (36 responses), and those who did respond seldom provided a definitive reply to these questions. Information since that time has been largely anecdotal, except in the case of the college’s nursing program, where owing in part to the small class size (cohorts of 24) a concerted effort has been made since program inception in 2001 to track graduates’ job placement. Here, CGCC graduates enjoy a nearly 100 percent job placement rate; many graduates go on to senior positions in the healthcare field, with at least one graduate now being a chief nursing officer. A second, more recent outreach strategy occurred beginning in spring 2018, with a series of 35 industry site visits to determine unmet workforce training needs in the region. These direct, on-site interviews took place with human resource directors and company CEOs in such sectors as agriculture, manufacturing, wood products, data processing and hospitality. While these site visits were not designed to determine graduates’ preparedness, information gleaned during the discussions – when companies did have experience in hiring CGCC graduates – suggested industries had positive experiences in hiring CGCC

graduates. More significantly in terms of informing the college's strategic planning, these site surveys did gather significant data about the challenges employers face in hiring employees in general (not CGCC graduates): In particular, applicants lack basic employability skills ("soft skills") such as reliability, punctuality, and essential command of basic skills. (One employer administers a math test, with the first question being "What is 50 percent of 100?"). Successful passage of drug screens is another barrier to employment. A specific goal of the site surveys was to identify new instructional programs for college consideration. Urgent needs are identified as follows:

- Office management / administrative assistants
 - Supervisory
 - Bookkeeping / accounting / QB / Excel, MS Office Suite / Basic computer literacy
 - Report writing, memos, email composition and etiquette
- Customer service
 - Greeting, hospitality, problem-solving combined with basic computer skills
- CDL certification: Cross-sector demand (transportation, agriculture)
- Aviation: Pilot instruction
 - There are regional and national shortages of experienced pilots, and these are projected to increase with pending retirements. Opportunity for training exists at Columbia Gorge Regional Airport (Dallesport) and Hood River Airport (Odell).
- UAV technologies and operations
 - The Columbia Gorge is a national center of UAV design, testing and manufacture. The regional is also proximate to one of four FAA-certified UAV flight testing areas, on the Warm Springs Reservation.
- Fire sciences
 - Climate change causes a radical shift in wildland fire behavior; firefighters need to better understand these rapidly changing conditions in order to launch a safe, effective response.
- Welding
 - Specialties: TIG, MIG in some companies
 - Stick welding is fundamental and a basic skill across multiple positions
 - CGCC has a welding class. This could be expanded into a comprehensive program.
- Supervisory/management
 - Project management (PMP certification), chain and operations management, inventory and quality control; parts management, revenue cycle analysis
 - Cultural competency needed as Latinx workforce enters supervisory roles
 - Consider certificates in labor law, other management responsibilities
- Construction trades
 - Framing, drywall, HVAC, plumbing (construction is cyclical with economy but maintenance and repair are continuing needs and require the same skills)
- Mechanics, Machinists and Millwrights
 - Multiple skills: Auto/truck, aircraft, shop repair, small engine, diesel engine, heavy equipment, field mechanics (sub-set of diesel and heavy equipment).
 - Maintenance and repair, fabrication, fluid dynamics
 - CNC operations and equipment repair
- Electricians: Multiple sector demand; significant shortage across the region

- Culinary – Food & Beverage Industry EDA grant to begin Summer 2018
 - High need; high turnover; concentrated in hospitality, healthcare
 - Wage level challenge; need to explore opportunities for advancement
- Information technology
 - Network infrastructure
 - Fiberoptic & low voltage (DC) power installations; integrate with EM-Tech
- Healthcare
 - BSN nursing, Paramedics/EMT (cross sector to fire sciences)
 - Dental assistants: On-going demand; gathering data through provider network
 - Medical assistants, medical technicians; various medical specialties

Finally, one other source of anecdotal data comes in the form of industry requests for new training programs apart from the site visits described above; the college routinely receives unsolicited requests from community partners and companies to start new training programs. Quite often, the college's nursing and EM-Tech (formerly renewable energy) programs are cited as success stories, enabling the college to be seen as a vital resource for the creation of new programs.

Analysis of results

Data have not been gathered systematically to enable comprehensive analysis, except as noted above in the case of the college's nursing program. Anecdotal responses indicate CGCC graduates are well-prepared for employment. Having said that, it is important to note the guidance for new program development offered through the industry site surveys, which reinforce longstanding concerns expressed by employers in various forums organized by industry organizations such as Gorge Technology Alliance over the past several years. Apart from specific occupations as described above, there is a severe shortage of job applicants with fundamental skills: Command of basic math, reading and writing; the ability to develop and follow a family budget (which has a corresponding effect on job performance); reliability; the ability to work as part of a team; and ability to pass a drug screen, a challenge made even more difficult with the recent legalization of recreational marijuana. The college has a potential, largely untapped role in each of these areas. Going forward, it will be important to continue and to expand upon the number and diversity of industry site visits, especially reaching a larger segment of the agricultural and technology sectors.

Actions for Improvement:

A follow-up survey in spring 2019 will be important to gather additional data, and the site surveys conducted in 2018 established direct relationships with employers which should result in better participation rates when this survey is conducted. The college should also make use of a new relationship established in 2018 when CGCC became Title IB workforce training contractor to the East Cascades Workforce Investment Board (East Cascade Works). This is a partnership with Oregon Employment Department, in which former employees of the previous contracting agency, Mid-Columbia Council of Governments, are now college employees, bringing their own network of industry employers. If work schedules allow, it would be beneficial to invite one of these new employees to participate in the Core Theme C work team, providing a fresh perspective on employer outreach.

Yet the college has already received a clear, consistent message from employers through the field interviews conducted in 2018 and earlier interactions: There is a severe shortage of basic skills, and the college is seen as the logical provider to meet this shortage. The college can draw upon its own experience in meeting this need, through the "Realize Your Potential" customized training contract operated, for a defined participant pool (TANF recipients) through the Pre-College program. This program focuses on

basic skills, and could be expanded and marketed to reach a larger pool of students. Family finance, Adult Basic Education and employability skills would thus prepare a larger percentage of the region's potential workforce for local employment. Currently, "Realize Your Potential" is offered through contract with Oregon Department of Human Services to specific clients of DHS; this program should be offered more broadly to Pre-College students and perhaps as an elective to credit students.

Finally, it is incumbent upon the institution to respond in timely fashion, as resources allow, to the occupational shortages described by regional employers. The college is rightly seen as the region's education and workforce training provider, yet this should not be taken for granted. For instance, the Port of The Dalles established an internship training program (GorgeWorks) because its industrial park tenants were unable to find skilled employees and there was a perception that the college was unable to meet this need. The port has subsequently invited the college to assume responsibility for the GorgeWorks internship program. The institution is exploring a partnership with East Cascade Works and The Dalles Area Chamber of Commerce to determine whether this program can be adopted and sustained.

Meanwhile, the gap between employee skills and employers' needs to fill various occupations continues to present a challenge to the region's economic growth. In exploring new programs, CGCC must first ensure there is sufficient regional need and long-term (at least five years) demand to establish and sustain new programs. Having identified priority occupations, the college must identify new fiscal resources to launch new programs. An important step occurred in Fall 2018 when the institution retained a fulltime grant writer to identify these resources, based upon guidance from the President's Council.

As will be the case with the C2.1 analysis below, it may be helpful to identify additional measures that can better quantify Objective C1. Insights into measures C1.2 (Responsiveness to business and industry), C1.3 (Regional industry satisfaction with CGCC), and C1.4 (Employability and preparedness of CGCC graduates) may be gained, for instance, through the number of new programs the college explores and adopts in response to industry requests, which would then be reflected in a survey focused on industry satisfaction and graduate employability.

In addition, it is proposed that the business and industry survey, when conducted in Spring 2019, be incorporated with a community perception survey to provide data for Objective C2 below as well as Objective C1. This is proposed to help avoid "survey fatigue" and to elicit better response to a combined survey than was the case for the business and industry survey of 2016-17, which elicited only 36 responses. In 2018 the college secured a license with Qualtrics to conduct a student housing survey, and we will be renewing this license for 2019. The Qualtrics survey methodology allows a "skip logic" function, where survey respondents can immediately and conveniently select to respond from any of several perspectives: Employers, students, parents or college district taxpayers. A single, combined survey will not exclude data collected in any one of these categories, but rather will enable the institution to conduct a single, well-publicized campaign of data collection across its region without the challenge of having multiple public surveys, which can easily confuse recipients and discourage participation.

Objective C2: Creating, maintaining and growing community relationships

C2.1 Community awareness and perception of CGCC

Description of results

As was the case with Objective C1 (Cultivating productive business and industry relationships) Objective C2 relies upon a community survey to gauge awareness and perception of the institution. This survey has not been conducted in several years, and so data to complete the various measures assigned to Objective C2 are not available.

Nevertheless, considerable work has been accomplished which speaks to the broad intent of this objective. While not quantified through a community perception survey, this work does serve to build public perception of the institution. When a survey is conducted in Spring 2019 (in combination with a business and industry survey, as described above), the groundwork accomplished in the preceding two years should serve to encourage public participation in the survey.

Following are current and recent institutional initiatives, all of which create, maintain and grow community relationships:

Skill center and The Dalles campus housing: The Oregon Legislative allocated \$7.3 million to CGCC to construct a workforce skills center in partnership with North Wasco County School District. The goal is to facilitate seamless transfer of high school students into and through community college. Funding is contingent upon demonstration of \$7.3 million in matching funds by January 31, 2019. In June 2017 the Oregon Department of Justice determined that investment in campus housing may be used as match. In October 2017 The Dalles City Council designated \$30,000 of the city's own contingency funds to conduct a market analysis, on behalf of the college and at the college's request, to assess the feasibility of campus housing. In doing so, the city council recognized the college's own inability to finance this study. This study was completed in January 2018, together with a financial analysis and student housing survey referenced above. The studies determined that campus housing is feasible, contingent upon a \$3.5 million equity contribution from public partners. At this writing, the college has this request pending with the city, county and a private entity. The college solicited, and received, written support for its request from North Wasco County School District and Mid-Columbia Fire & Rescue District; the college also solicited, and received, written statements of need from eight private industry partners. Successful demonstration of match will enable the college to construct a flexible use, high-bay trades training facility and 72 units of campus housing, which in turn will allow the college to better serve students across its seven county, 10,000 square mile service region and beyond. (For instance, on-campus housing would allow the institution to explore an international students program.) In 2018, campus housing was assigned top priority status for the Oregon side of the Columbia Gorge in the region's Comprehensive Economic Development Strategy, combined by a five-county public organization, the Mid-Columbia Economic Development District. In addition to city and county partnerships, Mid-Columbia Economic Development District is exploring feasibility of no-interest loan funding to support this project; this would involve yet another public partner, North Wasco County People's Utility District, using funds which would be made available by USDA Rural Development. And, the Port of The Dalles is exploring a low-interest, long-term loan to the college, also with the goal of supporting the college's skill center and campus housing project.

Title IB Adult and Dislocated Worker training: In 2018 the college submitted a successful proposal to assume adult and dislocated worker training through East Cascades Workforce Investment Board (ECWorks), a contract funded by the U.S. Department of Labor. This contract was previously held by Mid-Columbia Council of Governments, which disbanded in 2018. This contract forges a close partnership between the Pre-College Department and WorkSource Oregon, including shared use of space and transfer of former MCCOG employees to the college payroll. It creates a stronger connection with adult basic education, work readiness and job placement for CGCC graduates.

Gorge Technology Alliance: This is an industry cluster organized through Mid-Columbia Economic Development District, representing technology employers across the region. A college staffer is secretary of the GTA board, and the GTA partners annually with the college in organizing a "Wind Challenge" STEM fair. This event draws middle and high school participants from throughout the region to the college's campus in The Dalles.

The Dalles Community Outreach Team: The college continues as a full member of The Dalles Community Outreach Team, an ad hoc group of public and private entities that promote job creation and economic

development for local and regional issues. College staff schedule the team's twice-annual delegations to Washington, DC, including meetings with senior Congressional staff and senior administrators (sometimes to the Under-Secretary level) of the Departments of Labor, Education, Commerce and Interior. These long-term relationships have resulted in more than \$40 million of public investment in the City of The Dalles, including major investments in the college's nursing and renewable energy technology programs, and a publicly-owned fiberoptic network that benefits the college, school district, city and other public and private entities. This network was instrumental in Google's decision to locate a data center in The Dalles.

Wasco County Economic Development Commission: This public, volunteer organization is supported by Wasco County to identify economic development opportunities and funding strategies across the county. The college has a permanent board appointment to the commission, currently held by the college's dean of career and technical education. The commission identifies economic priorities which in turn are considered for regional ranking (Comprehensive Economic Development Strategy) by the Mid-Columbia Economic Development District's board of directors.

Hood River Economic Development Working Group: Like its Wasco County counterpart, the Wasco County Economic Development Commission, this organization identifies top economic priorities in Hood River County for consideration in the annual Comprehensive Economic Development Strategy for a five-county region. The college is a permanent member of the board, currently represented by the college president or alternate.

GorgeWorks: The GorgeWorks internship program, described earlier, is an initiative of the Port of The Dalles in partnership with the college and The Dalles Area Chamber of Commerce to identify and place interns with regional employers. Discussions are under way to transfer lead authority for this program from the port district to the college.

Latinx Advisory Council: The college established this organization in 2017 as a means of identifying enrollment barriers confronting the region's Latinx population and strategies for overcoming those barriers. Membership includes representatives of social service agencies, school districts, Oregon State University, the agricultural sector, non-profits, law enforcement and the general public as well as college staff, students, and a college board liaison. Since formation the council's role has expanded to provide on-going networking among participants, and information sharing of events and activities affecting the Latinx community. The council meets quarterly.

Radio offers: Two local radio stations have offered free access to their equipment, and free training in the use of that equipment, to the college in order to provide additional avenues of communication for Latinx students enrolled at CGCC. One college staffer has volunteered to provide on-going support for this activity, which would address the challenge of ensuring continuity as students graduate from college. Our goal is to establish a regular radio talk show, in Spanish, through the support offered by these local radio stations and the interest shown by current leadership of Associated Student Government.

Small Business Development Center: The SBDC is one of the most widely-recognized college outreach services. As one of 17 SBDCs in Oregon, this service provides free business counseling, and its director serves on the board of The Dalles Area Chamber of Commerce.

Child Care Partners: This a child care resource, referral and training organization, staffed by college employees and supported through college facilities. The CCP connects college students with qualified child care, and trains regional child care providers (child care centers and pre-schools) in certification requirements established by the State of Oregon.

Healthcare partners: The region's hospitals and clinics provide clinical space and direct financial support to the college's nursing program. Hospital administrators also offer guidance for on-going program

development, including the college's current exploration of a dental assisting program. Contingent upon further research and the support of healthcare partners, CGCC may initiate a dental assisting program in the near future.

School district partners: The college works closely with regional school districts, extending Student Services outreach to high school counselors, and organizing a twice-annual "Gorge Educators Collaborative Summit" to invite guidance on college programming and to inform school district personnel of college services. In 2018 the college partnered with its two largest school districts and Oregon State University on a proposal to Meyer Memorial Trust to establish a K-5 teacher education track, with special focus on developing the Latinx teacher workforce. While this proposal is pending as of November 2018, the college intends to proceed regardless, and is working with OSU to launch the program in 2019. This will alleviate a severe shortage of teachers in the region, and address the cultural disparity between the current teaching workforce and the region's socio-economic profile. Separately, the college is working with the non-profit board of a charter school organized through North Wasco County School District; this charter school, "Wahtonka Community School," wishes to relocate to The Dalles campus of CGCC. A decision by the college board is anticipated by the end of the 2018 calendar year.

Four Rivers Early Learning Hub: The Oregon Legislature mandated the elimination of "commissioners on children and families" which had previously operated through Oregon's various county governments, to be replaced by self-organized "early learning hubs." CGCC partnered with Columbia Gorge Education Service District to lead the formation of a five-county early learning hub, in the process achieving political and financial support from the five county commissions representing this region. The board of directors also includes seven mandatory public partners identified by the Legislature. The director of Child Care Partners is current board chair of the Early Learning Hub. The Hub's role is to ensure a healthy start for children, from appropriate pre-natal care through transition to Kindergarten. This, in turn, sets children off to a strong beginning through the early grades into middle school and high school; the better prepared our youth are for success at an early age, the better prepared they will be for college. This increases their ability to succeed in college. For this reason, CGCC considers its work in forming and continuing to support the early learning hub an important long-term investment in its own mission.

Gilliam County interest / Tri-County Court: The college's tax district encompasses most of Wasco and Hood River counties. Its effective service area is much larger, including portions of Skamania and Klickitat counties in Washington State (which are actually part of Clark College and Yakima Valley Community College districts, but which are in closer proximity to CGCC campuses in Hood River and The Dalles, and thus better placed to serve students from these two counties). In addition, the effective service area includes, in Oregon to the east, Sherman, Gilliam and Wheeler counties, a frontier region unserved by any community college district. CGCC administrators are meeting with county commissioners and rural school district superintendents to explore options for expanding CGCC's presence in these counties, perhaps through services Contracted Out of District (CODs) or an eventual annexation into the college's tax district. This is a long-term prospect, but vital telecommunications infrastructure is being placed in 2019 which will make possible the efficient delivery of distance education, including synchronous delivery. Expansion of CGCC Community Education classes and Customized Training will also be part of this effort.

Community education: Recent reorganization of college departments places Community Education and Customized Training within the authority of Institutional Advance and external affairs. The goal here is to expand offerings in both areas, including a potential partnership with local parks and recreation districts to create a combined scheduled of community education classes.

Social media and marketing: Today's communications are fragmented, making the task of consistent, comprehensive messaging a continuing challenge. No single medium reaches everyone; traditional media such as newspapers and radio reach an ever-smaller segment of the population, while a plethora of

podcasts, websites and social media channels each cater to defined subsets. Yet public perception and awareness of the institution are fostered by a complex combination of all these communications avenues, as well as the most fundamental and effective mechanism of all: Word of mouth. In order to meet this challenge while recognizing the limitations of a small staff, the college is assigning as marketing responsibilities to a single lead staffer, supported by a team responsible for social media content, website updates and traditional media outreach. This change in organizational structure is taking effect immediately, and an assessment will be made by June 2019 as to its efficacy. Additional refinements in this strategy would then be made beginning with the new fiscal year. Two other communications channels instituted in 2017-18 were the reestablishment, in electronic form, of a campus newsletter: "Campus Currents" is produced monthly and distributed to students, staff, faculty and the public at large (people register for subscriptions via the college website). Separately, the college has created a "Key Communicators List" of decision-makers and public influencers; this is a direct communications channel from the college president, distributed through email listserv.

Analysis of results

All of the activities described above contribute to public perception and awareness of the institution. The task of measuring their effectiveness is essential to gauging success, but not easily achieved. The value of a community survey is only realized if there is a statistically relevant rate of return in terms of survey participation, and each of the activities and partnerships described above will have a role in fostering the success of a survey, when this is launched (using the college's Qualtrics platform) in Spring 2019. Pending the results of that survey, analysis must rely on other factors, including the various goals of each of the activities described above: Success in building a skill center and campus housing, development of business models that support the creation of new instructional programming for the skill center and other college facilities, success in creating a dental assisting program, success in transferring responsibility for a regional internship program to the college, success in establishing student-led community radio programming, and successful outcomes in the many other outreach activities instituted through college leadership in its region. Each of these takes time to accomplish. Much work in recent years has gone into creating and sustaining these community partnerships; the coming years will determine the measure of their success in contributing to the institution's growth.

Actions for Improvement

Beyond the essential, long-overdue need for a community perception survey, several other tangible improvements are identified:

Alumni association: The college has no alumni association, and indeed has lacked the basic infrastructure to keep track of most students following graduation. The college foundation is currently working with Student Services to develop such a system, with the goal of establishing an alumni association. This will become another means of fostering public awareness of the institution as well as encouraging financial support for the foundation.

Community education and customized training: Both areas can be expanded significantly to served, respectively, the general public on a non-credit basis and business clients wishing to improve specific skills of their employees. Beyond expanding institutional revenue, Community Education and Customized Training become powerful marketing mechanisms, fostering institutional goodwill and positive public perception.

Distance learning: Under the college's new president, Dr. Marta Yera Cronin, the college is working to establish a much greater digital presence in its region. This is especially important for rural residents who face significant travel barriers (the college's effective service area is roughly the side of the State of Massachusetts). Rapid improvements in telecommunications infrastructure are being made in this region,

especially in Sherman and Gilliam counties where “fiber to the home” is now a reality in some small communities; this infrastructure make synchronous and asynchronous distance delivery more efficient and affordable than ever before. The college must now ensure that coursework is made available through these new avenues whenever possible. Opportunity for financial support is possible through the frontier counties, some of which have benefited from “Strategic Investment Programs” resulting from wind farm development.

Foundation, college and community partner strategic planning alignment: The college and college foundation meet annually to identify opportunities to align the foundation’s strategic planning with long-range college strategic goals. Likewise, it will be beneficial for the college to align its strategic planning with the planning efforts of its community partners. To this end, there should be intentional outreach to the region’s public school districts, the City of The Dalles, Wasco County, the City of Hood River, Hood River County, port districts and chambers of commerce to ensure where appropriate alignment of strategic planning efforts and strategic financial investments. This already occurs on a regional basis through the Comprehensive Economic Development Strategy of Mid-Columbia Economic Development District, in which the college is an active participant. The same concept should apply with local government partners.

APPENDIX A

B3.2 Achievement of student learning outcomes at the degree/ certificate/program level

Degree/Certificate/Program	Number of Students Assessed	Number of Students Achieving Outcomes	Percentage of Students who Achieved Outcomes	Measurement of Student Achievement of Outcomes
Total from all Degrees/Certificates/ Programs	39,796	35,618	89.5%	
Transfer and General Degrees	37,195	33,532	90.2%	
Associate of Arts Oregon Transfer	11,782	10,473	88.9%	End of Term Grades
AAOT Outcome 1A	519	472	90.9%	Students earning a C or better from end of term grades
AAOT Outcome 1B	199	177	88.9%	Students earning a C or better from end of term grades
AAOT Outcome 2A	334	305	91.3%	Students earning a C or better from end of term grades
AAOT Outcome 3A	696	609	87.5%	Students earning a C or better from end of term grades
AAOT Outcome 3B	631	554	87.8%	Students earning a C or better from end of term grades
AAOT Outcome 4A	583	521	89.4%	Students earning a C or better from end of term grades
AAOT Outcome 4B	243	202	83.1%	Students earning a C or better from end of term grades
AAOT Outcome 4C	155	126	81.3%	Students earning a C or better from end of term grades
AAOT Outcome 5A	439	408	92.9%	Students earning a C or better from end of term grades
AAOT Outcome 5B	488	454	93.0%	Students earning a C or better from end of term grades
AAOT Outcome 6A	372	349	93.8%	Students earning a C or better from end of term grades
AAOT Outcome 6B	295	280	94.9%	Students earning a C or better from end of term grades
AAOT Outcome 6C	103	87	84.5%	Students earning a C or better from end of term grades
AAOT Outcome 7A	1,229	1,093	88.9%	Students earning a C or better from end of term grades
AAOT Outcome 7B	716	633	88.4%	Students earning a C or better from end of term grades
AAOT Outcome 7C	789	696	88.2%	Students earning a C or better from end of term grades
AAOT Outcome 8A	908	795	87.6%	Students earning a C or better from end of term grades
AAOT Outcome 8B	742	653	88.0%	Students earning a C or better from end of term grades
AAOT Outcome 8C	759	668	88.0%	Students earning a C or better from end of term grades
AAOT Outcome 8D	891	781	87.7%	Students earning a C or better from end of term grades
AAOT Outcome 8E	691	610	88.3%	Students earning a C or better from end of term grades
Associate of Science Oregon Transfer - Business	8,335	7,602	91.2%	End of Term Grades
ASOT - BUS Outcome 1	2,002	1,814	90.6%	Students earning a C or better from end of term grades
ASOT - BUS Outcome 2	2,250	2,012	89.4%	Students earning a C or better from end of term grades
ASOT - BUS Outcome 3	1,996	1,810	90.7%	Students earning a C or better from end of term grades
ASOT - BUS Outcome 4	928	863	93.0%	Students earning a C or better from end of term grades
ASOT - BUS Outcome 5	667	611	91.6%	Students earning a C or better from end of term grades
Associate of Science Oregon Transfer - Computer Science	246	246	100.0%	Cumulative portfolio
ASOT - CS Outcome 1	82	82	100.0%	Cumulative portfolio
ASOT - CS Outcome 2	82	82	100.0%	Cumulative portfolio
ASOT - CS Outcome 3	82	82	100.0%	Cumulative portfolio
Associate of Science	7,920	7,187	90.7%	End of Term Grades
AS Outcome 1	2,002	1,814	90.6%	Students earning a C or better from end of term grades
AS Outcome 2	2,367	2,127	89.9%	Students earning a C or better from end of term grades
AS Outcome 3	2,002	1,816	90.7%	Students earning a C or better from end of term grades
AS Outcome 4	882	819	92.9%	Students earning a C or better from end of term grades
AS Outcome 5	667	611	91.6%	Students earning a C or better from end of term grades
Associate of Science - Computer Science	246	246	100.0%	Cumulative portfolio
AS-CS Outcome 1	82	82	100.0%	Cumulative portfolio
AS-CS Outcome 2	82	82	100.0%	Cumulative portfolio
AS-CS Outcome 3	82	82	100.0%	Cumulative portfolio
Associate of General Studies	9,158	8,270	90.3%	End of Term Grades
AGS Outcome 1	1,983	1,793	90.4%	Students earning a C or better from end of term grades
AGS Outcome 2	2,365	2,122	89.7%	Students earning a C or better from end of term grades
AGS Outcome 3	1,966	1,778	90.4%	Students earning a C or better from end of term grades
AGS Outcome 4	892	825	92.5%	Students earning a C or better from end of term grades
AGS Outcome 5	624	572	91.7%	Students earning a C or better from end of term grades
AGS Outcome 6	1,328	1,180	88.9%	Students earning a C or better from end of term grades

Business	301	274	91%	
Associate of Applied Science in Accounting	106	96	90.6%	End of Term Grades
Outcome 1	21	20	95.2%	End of Term Grades
Outcome 2	27	25	92.6%	End of Term Grades
Outcome 3	29	27	93.1%	End of Term Grades
Outcome 4	19	14	73.7%	End of Term Grades
Outcome 5	10	10	100.0%	End of Term Grades
Associate of Applied Science in Management	88	81	92.0%	End of Term Grades
Outcome 1	12	10	83.3%	End of Term Grades
Outcome 2	5	5	100.0%	End of Term Grades
Outcome 3	21	19	90.5%	End of Term Grades
Outcome 4	9	9	100.0%	End of Term Grades
Outcome 5	36	33	91.7%	End of Term Grades
Outcome 6	5	5	100.0%	End of Term Grades
Accounting/Bookkeeping Certificate	66	62	93.9%	End of Term Grades
Outcome 1	8	7	87.5%	End of Term Grades
Outcome 2	24	23	95.8%	End of Term Grades
Outcome 3	13	13	100.0%	End of Term Grades
Outcome 4	12	10	83.3%	End of Term Grades
Outcome 5	9	9	100.0%	End of Term Grades
Marketing Certificate	41	35	85.4%	End of Term Grades
Outcome 1	0	0	#DIV/0!	End of Term Grades
Outcome 2	12	10	83.3%	End of Term Grades
Outcome 3	12	10	83.3%	End of Term Grades
Outcome 4	0	0	#DIV/0!	End of Term Grades
Outcome 5	12	10	83.3%	End of Term Grades
Outcome 6	5	5	100.0%	End of Term Grades
Computer Applications and Office Systems	175	173	98.9%	
Associate of Applied Science Administrative Assista	64	63	98.4%	Assignments
Outcome 1	30	29	96.7%	Assignments
Outcome 2	3	3	100.0%	Assignments
Outcome 3	8	8	100.0%	Assignments
Outcome 4	3	3	100.0%	Assignments
Outcome 5	8	8	100.0%	Assignments
Outcome 6	3	3	100.0%	Assignments
Outcome 7	3	3	100.0%	Assignments
Outcome 8	3	3	100.0%	Assignments
Outcome 9	3	3	100.0%	Assignments
Associate of Applied Science Administrative Office	51	51	100.0%	Assignments
Outcome 1	28	28	100.0%	Assignments
Outcome 2	3	3	100.0%	Assignments
Outcome 3	3	3	100.0%	Assignments
Outcome 4	3	3	100.0%	Assignments
Outcome 5	3	3	100.0%	Assignments
Outcome 6	11	11	100.0%	Assignments
Administrative Assistant Certificate	32	32	100.0%	Assignments
Outcome 1	11	11	100.0%	Assignments
Outcome 2	16	16	100.0%	Assignments
Outcome 3	5	5	100.0%	Assignments
Web Development Certificate	28	27	96.4%	Assignments
Outcome 1	0	0	0.0%	Final Performance assess't or project
Outcome 2	0	0	0.0%	Final Performance assess't or project
Outcome 3	4	4	100.0%	Final Performance assess't or project
Outcome 4	7	7	100.0%	Final Performance assess't or project
Outcome 5	11	10	90.9%	Final Performance assess't or project
Outcome 6	6	6	100.0%	Final Performance assess't or project

Education	108	108	100.0%	
Early Education and Family Studies Degree	108	108	100.0%	ECE 260/265 – Practicum Portfolio
Outcome 1	18	18	100.0%	ECE 260/265 – Practicum Portfolio
Outcome 2	18	18	100.0%	ECE 260/265 – Practicum Portfolio
Outcome 3	18	18	100.0%	ECE 260/265 – Practicum Portfolio
Outcome 4	18	18	100.0%	ECE 260/265 – Practicum Portfolio
Outcome 5	18	18	100.0%	ECE 260/265 – Practicum Portfolio
Outcome 6	18	18	100.0%	ECE 260/265 – Practicum Portfolio
Nursing and Health Occupations	1,077	946	87.8%	
Associate of Applied Science in Nursing (RN)	484	464	95.9%	Clinical Performance-Based Outcomes, NCLEX Performance, Capstone (Case Study)
Outcome 1	121	116	95.9%	Clinical Performance-Based Outcomes, NCLEX Performance, Capstone (Case Study)
Outcome 2	121	116	95.9%	Clinical Performance-Based Outcomes, NCLEX Performance, Capstone (Case Study)
Outcome 3	121	116	95.9%	Clinical Performance-Based Outcomes, NCLEX Performance, Capstone (Case Study)
Outcome 4	121	116	95.9%	Clinical Performance-Based Outcomes, NCLEX Performance, Capstone (Case Study)
Practical Nurse Certificate (LPN)	368	272	73.9%	NUR 112 Kaplan Readiness Exam, PN NCLEX, Case Study, Clinical Performance-Based Outcomes
Outcome 1	92	68	73.9%	NUR 112 Kaplan Readiness Exam, PN NCLEX, Case Study, Clinical Performance-Based Outcomes
Outcome 2	92	68	73.9%	NUR 112 Kaplan Readiness Exam, PN NCLEX, Case Study, Clinical Performance-Based Outcomes
Outcome 3	92	68	73.9%	NUR 112 Kaplan Readiness Exam, PN NCLEX, Case Study, Clinical Performance-Based Outcomes
Outcome 4	92	68	73.9%	NUR 112 Kaplan Readiness Exam, PN NCLEX, Case Study, Clinical Performance-Based Outcomes
Medical Assisting Certificate	225	210	93.3%	MA 270 Administrative Evaluation Student Tool (Clinical Evaluation and Administrative Evaluation); Externship Rating
Outcome 1	45	42	93.3%	MA 270 Administrative Evaluation Student Tool (Clinical Evaluation and Administrative Evaluation); Externship Rating
Outcome 2	45	42	93.3%	MA 270 Administrative Evaluation Student Tool (Clinical Evaluation and Administrative Evaluation); Externship Rating
Outcome 3	45	42	93.3%	MA 270 Administrative Evaluation Student Tool (Clinical Evaluation and Administrative Evaluation); Externship Rating
Outcome 4	45	42	93.3%	MA 270 Administrative Evaluation Student Tool (Clinical Evaluation and Administrative Evaluation); Externship Rating
Outcome 5	45	42	93.3%	MA 270 Administrative Evaluation Student Tool (Clinical Evaluation and Administrative Evaluation); Externship Rating
Electro-Mechanical Technology	301	288	100.0%	
Associate of Applied Science in Electro-Mechanical	117	117	100.0%	d RET 223 Final Performance Assessments and Labs
Outcome 1	16	16	100.0%	EET 273 Final Performance Assessments and Labs
Outcome 2	37	37	100.0%	EET 273 and RET 122 Final Performance Assessment
Outcome 3	16	16	100.0%	RET 223 Final Performance Assessments and Labs
Outcome 4	16	16	100.0%	42
Outcome 5	16	16	100.0%	RET 223 Final Performance Assessments and Labs
Outcome 6	16	16	100.0%	EET 273 Final Performance Assessments and Labs
Electro-Mechanical Technology Certificate	184	171	85.0%	EET 113 Final Performance Assessments and Labs
Outcome 1	20	18	90.0%	EET 113 Final Performance Assessments and Labs
Outcome 2	20	18	90.0%	EET 113 Final Performance Assessments and Labs
Outcome 3	60	57	95.0%	EC 121, MEC 122 Final Performance Assessments and Labs
Outcome 4	20	18	90.0%	EET 113 Final Performance Assessments and Labs
Outcome 5	44	42	95.5%	EET 113 and RET 101 Final Performance Assessments and La
Outcome 6	20	18	90.0%	EET 113 Final Performance Assessments and Labs
Pre-College	639	297	46.5%	CASAS score correlated with Accuplacer scores; TOPS report entry/exit goals; Passer report comparison of students receiving a
Outcome 1	225	108	48.0%	CASAS score correlated with Accuplacer score of RD 90/115; TOPS report entry/exit goals; Passer report comparison of students
Outcome 2	189	81	42.9%	Students who attended 3 consecutive terms and attended at least 80% of the course: CASAS score correlated with Accuplacer score of
Outcome 3	225	108	48.0%	CASAS score correlated with Accuplacer score of WR90; TOPS report entry/exit goals; Passer report comparison of students receiving a

MISSION

Core Theme Objectives

