

Institutional Assessment Committee

Wednesday, June 19, 2019, 10:00 am – 11:30 pm

Board Room, building 1, The Dalles Campus

Agenda

1. Welcome
2. Amendments to May 8 minutes? ¹
3. IAC Membership (10:05 – 10:15 am)
 - a. Goal: Provide membership update
 - Action Item from April 10: Susan will contact faculty and staff identified at March meeting to see if they are interested and available
4. Core Theme C assessment (10:15 – 11:25 am)
 - a. Goal: Identify potential measurements for Core Theme C, objective 2
 - b. Goal: Identify assessment methods for Core Theme C measurements, objectives 1 & 2
5. Wrap-up: Summarize Action Items and Next Steps (11:25 am – 11:30 pm)

Next meeting: July 17, 2019

Attachments: ¹ May 8, 2019 minutes; ² Core Theme C Rubric and analysis for 2017-18

Institutional Assessment Committee Minutes

Wednesday, May 8, 2019, 10:00 am – 11:30 pm
Board Room, building 1, The Dalles Campus

Present: Susan Lewis, Kristen Kane, Mary Martin, Dawn Sallee-Justesen

Call to order: 10:05 am

1. Susan welcomes members
2. April 10, 2019 minutes approved as written
3. IAC Membership

- a. Goal: Provide membership update

Susan reported that no action has taken place regarding recruitment of membership. The April 10 action item will carry forward.

- Action Item from April 10: Susan will contact faculty and staff identified at March meeting to see if they are interested and available

4. Department Review Template

- a. Goal: Updated Department Review Template and Training Presentation

<https://drive.google.com/drive/folders/OB5q0sPvyeMP8UXFRSTlobjR2TE0>

<https://docs.google.com/presentation/d/1Lr3vBO1yUjOPNn0HHUG2WrCwXt6vl97e9ePwA0X0rs/edit#slide=id.p1>

Committee reviewed Department Review Template for 2019 as well as the training presentation for Leadership Council on May 15.

Reviewed proposed changes made to the template for the summer, 2019 review process.

Revisions included:

- Changing Quality Council to Leadership Council
- Adding maximum page number to sections 1 and 3
- Language revised or added to clarify alignment to new planning process and Strategic Master Plan Goals

Committee thought that there was a lack of clarity in Section Two bullet 5.

Revised to say, "Describe how the achievement of this goal aligns with the SMP goals for the corresponding year ..."

Susan went through the presentation slides for LC training. Some slides removed from last year's presentation. A new slide was added describing IAC and/or Susan support/assistance available to departments. Questions around sub-departments and which department they line-up under. Susan will check and update slide as needed. Due date for Department Review is August 30, 2019. Stressed the importance of meeting this due date as we prepare the NWCCU accreditation report. The information in Department Review is expected to inform that report which will be due in November or early December.

5. IAC Role in the NWCCU 7-Year Comprehensive Self-Evaluation

- a. Goal: Develop IAC action list with timeline for 7-Year Comprehensive Self-Evaluation ³

Difficult to move forward on this item until we hear from NWCCU on which standards we will be following. Expect word on this in the next couple of weeks. NWCCU staff have been out in the field doing April visits. Committee will review standards to see how it can help as soon as the decision is learned.

Discussed that the committee will still be responsible for completing Core Theme assessment and analysis for 2018-19. Along with Department Review, this always makes for a busy summer for the IAC. As with the due date for Department Review, it is imperative that the Core Theme assessment work is completed on schedule.

6. Adjourn 11:15 am

Next meeting: June 19, 2019

Core Theme C: Strengthening Our Community - Partnerships								
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 significantly expand upon this service, provided the college is able to assign staffing capacity to get the work done. (AmeriCorps may be a resource.) The college has not yet completed its first contract year for Adult and Dislocated Worker training, which will provide an important measure of industry participation. And, of great significance, the college has not yet acted upon the requests from industry for new program development, especially in such areas of diesel mechanics, aviation training construction trades and dental assisting. In order for the institution to assure its position and properly fulfill its role as the region's primary training provider, it is critical that we respond to these stated needs in timely fashion.

Actions for improvement

The broad question of industry satisfaction stated in Measure C1.2 should still be included in the business and industry survey, but the manner in which this survey is distributed should acquire an additional focus. The first survey was posted on-line and promoted through news media and chambers of commerce. This should still occur, but the survey should also be specifically directed to business and industry points of contact as cultivated by SBDC, Child Care Partners, Customized Training and the industry site visits. This should improve the survey response rate and also provide a more accurate assessment of the college's ability to respond to industry requests. This could be accomplished fairly easily, since each of these college services maintains its own client data base; while the identity of these clients is proprietary, responses can be accumulated without breaching confidentiality.

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

C1.3 Regional industry satisfaction with CGCC

Description of results

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