Core Themes

2016 – 2017

Core Theme Achievement Summary

Core Theme A: Building Dreams (Access)

5	4	3	2	1	NA
Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives which are Below Mission Expectation	Data not available
3	1	3	1	1	0

7 out of 9 objectives are reported as Meets Mission Expectation or higher. 2 objectives are reported as not reaching Mission Expectation.
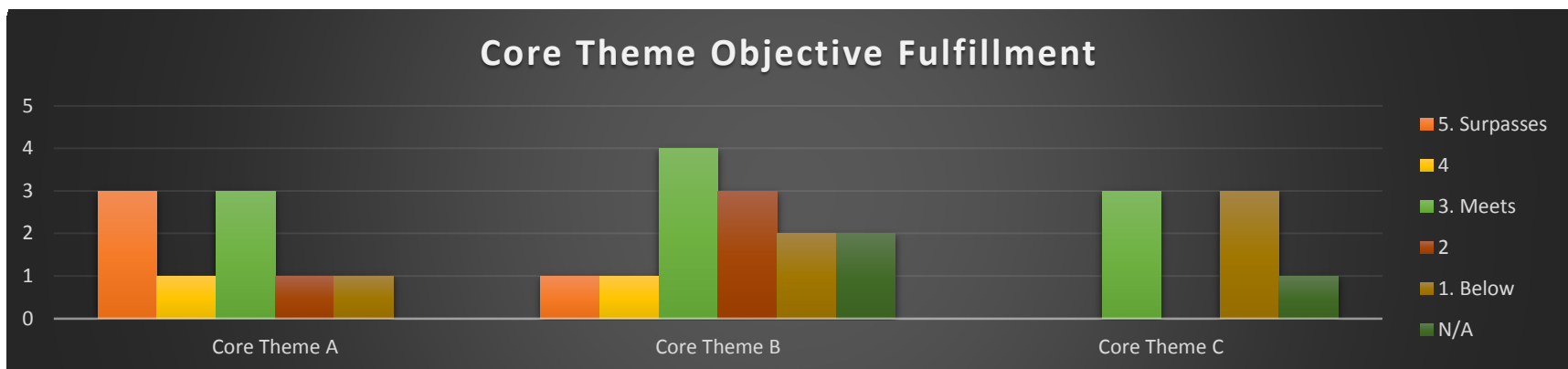
Core Theme B: Transforming Lives (Education)

5	4	3	2	1	NA
Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives which are Below Mission Expectation	Data not available
1	1	4	3	2	2

6 out of 13 objectives are reported as Meets Mission Expectation or higher. 5 objectives are reported as not reaching Mission Expectation. For 2 objectives, the data is not available.

Core Theme C: Strengthening Our Community (Partnerships)

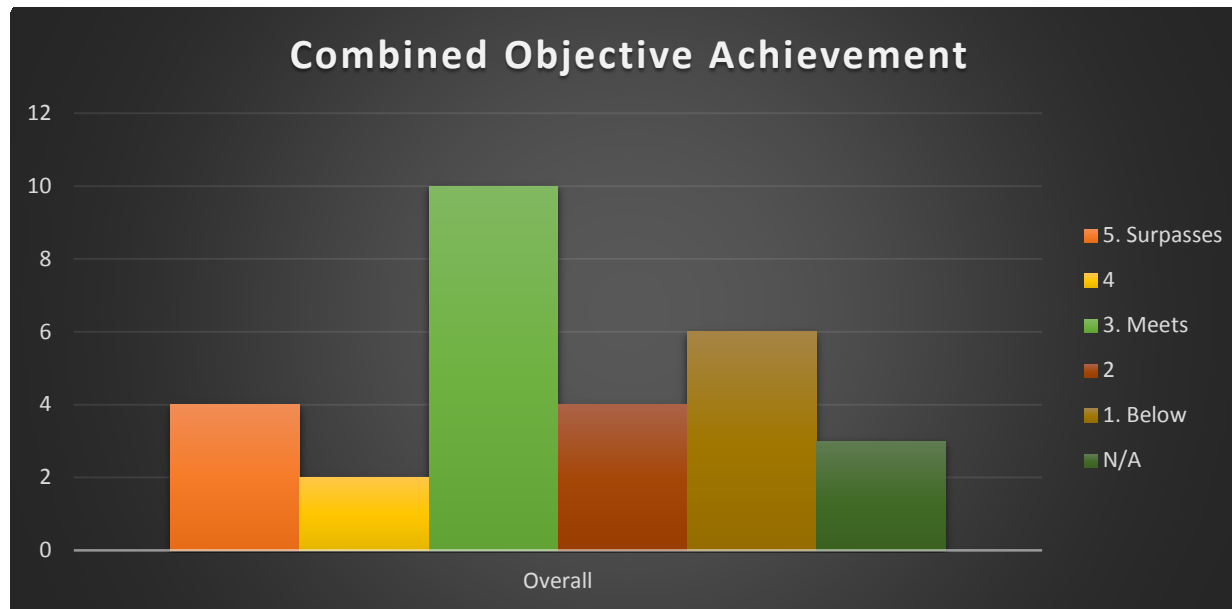| 5	4	3	2	1	NA
Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives which are Below Mission Expectation	Data not available
0	0	3	0	3	1

3 out of 7 objectives are reported as Meets Mission Expectation. 3 objectives are reported as not reaching Mission Expectation. For 1 objective, the data is not available.

Combined Objective Achievement

5	4	3	2	1	NA
Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	Data not available
4	2	10	4	6	3

16 out of 29 objectives are reported as Meets Mission Expectation or higher. 10 objectives are reported as not reaching Mission Expectation. For 3 objectives, the data is not available.

Core Themes
Data & Analysis

2016 – 2017

Core Theme Committees

Core Theme A: Building Dreams (Access): Eric Studebaker, Tama Bolton, Rose Kelly, Dawn Sallee-Justesen

Core Theme B: Transforming Lives (Education): Kristen Kane, Gabriela Martinez Mercier, Mary Martin, John Schoppert

Core Theme C: Strengthening Our Community (Partnerships): Dan Spatz, Danny Dehaze, Gail Gilliland, Tiffany Prince

Core Theme A

2016 – 2017

Core Theme A: Building Dreams – Access

Objective	Measure	5 — Surpasses Mission Expectation	4	3 — Meets Mission Expectation	2	1 — 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)	723	**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)	65	**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)	57	**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	70	**3**
	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	264	**4**
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	0.04%	**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.	4.6%	**3**
	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	36%	**5**
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%	**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 credit courses of both areas academic and technical, scored a two as it fell slightly below meeting mission expectation at 725.

Analysis of results

The target of mission expectation was set at its lowest end as the enrollment from the previous academic year. 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 723, CGCC 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 in credit courses.

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 represents the first year that CGCC will operate with a department solely focused on student outreach and recruitment, SOAR (Student Outreach and Recruitment). In addition to the 2.5 full-time SOAR staff positions the College has added, several operational changes will also support improvement of this measure. These changes include: the establishment of a campus visitation and campus tour program, a student ambassador program, a marketing and publications department, a standing committee to support interdepartmental integration of marketing and student recruitment, the Gorge Educators Collaborative Summit, and a prospective student communication plan that is coupled with a constituent relations management software.

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 five 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 noncredit courses of both pre-college and English for speakers of other languages, scored a one with a raw score of 65 well below the lower end threshold of meeting mission expectation that was set at 81.

Analysis of results

The target for mission expectation was set based upon continuation of recent performance. Unfortunately, the raw score of 65 was well below the minimum threshold set for mission expectation. Both pre-college and ESOL have external factors that negatively impacted their enrollment in during the reporting year. These factors include: for pre-college, an extremely low unemployment level; and for ESOL, changes in immigration policies at the federal level that created insecurity amongst a population of Spanish-speakers who may have otherwise considered enrollment. For the population that would consider pre-college coursework, this is often a decision for individuals that are not satisfied with the level of career earnings that is available in positions that do not require a high school diploma or beyond. With the economy at a historic high and unemployment at a historic low, individuals regardless of education are able to competitively compete for family-wage earning jobs. The current economic conditions make an investment in continued education less necessary for many who may would in other economic conditions take advantage of this investment. The changes in immigration policy are striking, and are being felt by many nationwide. The College this year declared itself a sanctuary campus, in an effort to combat the negative and hostile position coming out of Washington towards undocumented community members. The level of fear felt within this community is high, and the national impact surely could not be corrected through local action. These two environmental factors are believed to be significantly impacting enrollments in these two areas.

Actions for Improvement

Pre-college and ESOL are both taking progressive action to connect with prospective students in our community. First, pre-college is developing innovative programs to jumpstart students into a post-secondary program of study through its work with IC programs. This program aims to create additional support courses that will allow pre-college students to enter college level coursework in discipline specific coursework, allowing them to progress and earn a college certificate at a rate similar to their more academically prepared peers. Additionally, the pre-college department has hired an additional staff to work on student outreach and support. This individual is working in collaboration with the CGCC SOAR Department to create efficiency in the awareness within our community regarding opportunities for students – regardless of the level of college readiness. ESOL has also taken an active voice in addressing the negative environmental factors previously mentioned. The College is hosting information nights for the community related to immigration changes and local support resources. These events have been well intended and are helping ensure awareness within our community that our College is here to be a positive resource for all. Additionally, the College is seeking multiple grant funding opportunities that would support additional outreach, marketing, and support resources for the community of prospective students.

Effectiveness of Assessment

The assessment is generally appropriate in that it is assessing the enrollment numbers of the programs, but by not breaking apart the enrollment of ESOL from Pre-College we dilute the effectiveness of the assessment measure. It is strongly recommended that this measure is broken down further so that pre-college and ESOL targets are assessed separately.

- Tools and Methodology: Enrollment figures seem appropriate for continued assessment in these programs related to mission expectations.
- Future Targets: Future targets should be split to capture the enrollment between pre-college and ESOL. Nominal growth should be the target within both programs, ending a continuation of declining enrollment.

A1.3 Enrollment in noncredit courses (Community Ed, SBDC, CCP, Customized Training)

Description of results

Enrollment in noncredit courses of community education, small business development courses, customized trainings, and Child Care Partners had a raw score of 57 which was significantly beyond the minimum threshold to surpass mission expectation that was set at greater than 24.

Analysis of results

Significant gains in customized trainings and community education courses were the primary drivers that led to this overwhelming score and success in mission fulfillment. The Gorge is actively full of new and exciting technical industries, and the College has done well to meet the needs of this ever changing environment. SBDC has also performed well this year, but was not identified as the primary driver for the uptick in the raw score.

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. Further, 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: Community education, customized training, and CCP are appropriately measured in terms of enrollment numbers. SBD is not, and should have a separate methodology and measure.

- 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 70, within the rage for meeting mission expectation.

Analysis of results

The local accelerated learning opportunities have been determined to be well below what potential may exist based upon national trends in this area. Therefore, performance benchmarks were set based upon aggressive goals. For the college to have met mission expectation in this area speaks highly of the staff in this department and the good work that has been accomplished in the last year. The raw score of 70 represents a 14% growth in this area, which is significant. This is a step in the right direction for the College and something that should continue for several years to come.

Actions for Improvement

The upcoming year will see significant change in this area with the responsibility shifting from instruction to student services. At the state level there have been changes in what the Colleges can approve for accelerated learning, which will open the door to expanded opportunities for secondary student accelerated learning. Student services has adopted a model that aligns with the National Association of Concurrent Enrollment Partnerships, a model proven to ensure quality and timeliness of service. This will be an area of significant focus for student services in the upcoming year.

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 above meeting mission expectation with a raw score of 264.

Analysis of results

Scoring just slightly below the cut score for surpassing mission expectation, a raw score of 264 demonstrated an increase of more than 14%. This should be taken as a very strong indicator of performance as it captures an enrollment target of the institution that is less impacted by the environmental impacts of unemployment rates. What this means is that although the non-traditional enrollment numbers are decreasing at the college, the enrollment numbers of our traditional students is going up. This is supported by the decrease in the average age of our student population.

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.

Effectiveness of Assessment

One possible weakness in the assessment of this measure is that benchmarks have not been broken down by primary feeder schools. If this were done, the College could assess performance via consumer market by high school which could help in determining where additional services are needed or quality of service needs improved.

- Tools and Methodology: The recommendations to continue with the existing tools and methodology, but to consider breaking the data out further and setting benchmarks for primary feeder high schools.
- 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 ethnicity scored exceptionally well with a difference of only 0.04% in variation from the regional demographics.

Analysis of results

This measure is strikingly supportive of the college's mission of access, as there was not a single ethnicity with enrollment levels at the college that were unrepresentative of the population levels within our community.

Actions for Improvement

No need for improvement is seen as necessary in this area, however continuation of work is imperative for such results to remain. The College has a high priority on access and diversity, with a College committee focused specifically on this topic. Additionally, several high profile events and activities are

sponsored by the college within our community demonstrating our work and commitment to this measure.

Effectiveness of Assessment

The assessment for this measure seems appropriate for continuation without change or adjustment.

- Tools and Methodology: Ethnicity of enrolled students was compared to the percentages of ethnicities as compared to combined averages between Hood River and Wasco Counties.
- Future Targets: No changes are recommended to future targets.

A3.2 Credit enrollment of underserved populations

Description of results

Credit enrollment of underserved populations fell within the range of meeting mission expectation with a 4.6% increase.

Analysis of results

This assessment took into consideration both low-income and first-generation college students. Collectively, the college appears to have done well in this measure but when the two groups are assessed separately we see something different. Low-income students saw a 9.5% increase in enrollment where first-generation students saw a 1% decrease.

Actions for Improvement

Multiple institutional efforts are being taken to impact performance on this measure. One such action is the additional staffing in the College's financial aid department and the service targets established. Another is, again, the development of the Student Outreach and Recruitment office and the related activities.

Effectiveness of Assessment

It is highly recommended that in the future this measure being broken down by low-income and separately by first-generation. Further analysis by age and location may help inform the college of how well it is servicing the people that these numbers represent and where are services are having a positive impact addressing need.

- Tools and methodology: No changes are recommended in how these targets are being evaluated.
- 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 surpassing mission expectation with 36% of students enrolled declaring Hispanic heritage.

Analysis of results

2016-2017 was the first year that CGCC has been recognized by the Hispanic Association of Colleges and Universities as a Hispanic Serving Institution, furthermore CGCC was the first post-secondary institution in the state of Oregon to be recognized as such. This distinction requires that a college enrollment represent more than 25% Hispanic students. This success is the culmination of the work of many individuals over multiple years.

Actions for Improvement

Continued actions are being taken to improve and retain this high level of enrollment with Hispanic students, and include: The LatinX Advisory Council, the CLEP initiative, Juntos Club, among others.

Effectiveness of Assessment

This assessment measure is strong and appropriate, and also meets the reporting requirements for the HACU and HIS designations.

- Tools and Methodology: No changes are recommended, but it is important to understand that the 36% does not include students enrolled in pre-college or ESOL coursework.
- Future Targets: It is with sincere hope that the college will forever continue to identify as a Hispanic Serving Institution and as such must maintain a minimum enrollment of 25%.

Objective A4: Meeting the expectations of CGCC's student body.

A4.1 Student satisfaction with CGCC experience

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

2016 – 2017

Scale		5	4	3	2	1		
Objective	**Measure**	**Surpasses Mission Expectation**		**Meets Mission Expectation**		**Below Mission Expectation**	**2016-17 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	43%	**2**
	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	25.2%	**1**
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	12.7%	**2**
	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	24%	**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	80%	**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	70%	**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	79%	**3**
	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	30.5%	**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		N/A	**N/A**
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		87.2%	**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		88%	**3**
	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		67%	**1**

1. 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 3 consecutive terms

Description of results

Data for student retention over 3 consecutive terms for 2016-17 academic year is listed in the table below. This includes only students who enrolled in fall 2016 as first time degree-seeking college students and took credit courses in each term.

Number Fall Term	Number Winter Term	Retention Rate Fall -Winter	Number Spring Term	Retention Rate Winter-Spring	Retention Fall to Spring
254	147	57.9%	110	74.8%	43.3%

Analysis of results

Retention averages of three consecutive terms indicates a 43.3% rate of retention fall term to spring term. These numbers indicate that CGCC is not meeting mission expectations, with a score of 2. These retention rates are a little higher than the rate last reported in the 2012-13 Core Theme Assessment report (41%), however in the 2012-13 matrix, 41% was considered meeting mission expectations (a score of 3 was issued for rates between 40and 45%. The greatest drop in students occurs fall to winter, losing 107 students (42.1% of students were not retained), compared with winter to spring with a loss of 37 students (24.2%).

Actions for Improvement

It is difficult to determine what actions should be implemented for improvement, because this data does not indicate why our retention rate is not meeting mission expectations. It is possible that the snowstorms at the beginning of winter term contributed to the loss of 107 students. Students may have dropped courses due to the numerous college closures. CGCC addressed weather concerns during winter 2017 by adding Moodle shells for some instructors so that lecture classes could be moved to hybrid to accommodate for the weather. CGCC may want to consider offering more courses with alternative formats during winter term, in preparation for inclement weather. There could be many other reasons that contribute to low retention rates such as the long holiday between fall and winter term, to higher rates of employment.

Some steps have already been taken that may improve retention fall through spring: (1) the Student Success team has been divided with one team focusing specifically on retention; (2) Advising is looking at redesigning how they advise students; (3) Student Services will be implementing Customer Relationship Management (CRM) to send out notifications to students throughout the year. They may want to consider more frequent notifications of winter registration to fall term students.

It is suggested that numbers for fall through spring are monitored again next year to determine whether the new practices are effective.

Effectiveness of Assessment

The assessment methods seem to be accurate indicators of retention over 3 consecutive terms. What the assessment methods do not explain is the higher rates of retention winter to spring, over fall to winter. It might be helpful to also look at the number of students who register, then drop in order to determine if this is a result of students not registering or a result of students dropping courses.

- Tools & methodology: Data from RogueNet (student registration/completion) is pulled by the Institutional Research department.
- Future targets: Targets are realistic and should remain the same.

B1.2 Percent retention fall term to fall term

Description of results

The retention rate for CGCC students from fall term 2016 to fall term 2017 was 25% or 64/254 students. Of the 190 students that did not return, 6 graduated before or on fall 2017 (4 received Certificate in Renewable Energy Technician, 1 received Certificate in Medical Assisting, and 1 received the AAOT)

Analysis of results

These results indicate that CGCC is below mission expectation with regards to student retention fall term to fall term. 25% seems low when we consider students should be returning for 2 year degrees. The results for B1.1 show a higher rate of retention for 3 consecutive terms. It may be that the majority of students perceive the "school year" as fall, winter, spring which may explain a higher persistence rate for the 3 consecutive terms, then taking the summer off to do some work or play, getting distracted or satisfied with their work and thus not returning in the fall. It could be assumed that once a student takes a "break" from classes, there could be a resulting drop off of returnees and consequently a low fall to fall retention rate. Fall registration, however, begins in spring and one might assume that fall registration is captured while students are still in school. There are various other reasons that students may not be returning, from the awarding of financial aid (there was a delay in financial aid awarding F2017) to the scheduling of classes that don't meet students' needs, to transferring to another institution or completing their certificate.

Actions for Improvement

As mentioned in B1.1, some steps have already been taken that may improve fall to fall retention. Another change that may help fall to fall retention is the new position to be hired in the Financial Aid department to increase the efficiency in awarding financial aid to students. Student Services may want to consider more frequent notifications of fall registration to spring term students.

Effectiveness of Assessment

The assessment methods seem to be accurate indicators of retention fall term to fall term, however the method doesn't tell us *why* students are not returning. There could be multiple reasons that students are not returning, and in order to move forward with actions for improvement, it's important to understand the why.

- Tools & methodology: Data from RogueNet (student registration/completion) is pulled by the Institutional Research department.
- Future targets: Targets are realistic and should stay 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 first time college students and taking credit courses, graduating on or before Fall 2017 (full time student and part time student) is 12.7% (34/268). 59 degrees were awarded to these 34 students.

Analysis of results

These results seem low, especially when considering that CGCC has implemented automatic awarding of degrees. While it's obvious that CGCC is not meeting mission expectations, the data causes more questions than answers as it's difficult to determine why students are not graduating, especially considering the high rate of student achievement of program/degree/certificate outcomes and the tightening of Financial Aid. Is this a scheduling issue? Are we offering classes when students need them (especially in the ECE and Business programs) thus delaying student graduation? Does our scheduling make it difficult for students to start specific programs (ECE/Business) in mid-stream, thus causing gaps in term to term progress? Does financial aid play into this or advising? Is this the result of having a high percentage of part-time students?

Actions for Improvement

Currently the Instruction Department is running a scheduling survey that will be analyzed during fall term 2017. The intent is to change the way we schedule for 2018-19 to better meet student scheduling needs. One other consideration is that CGCC auto-awarding of degrees/certificates only occurs for the students' declared major and any certificates that fall under that declared major. If a student is working on a degree that they haven't declared, degree/certificate completion would not be flagged by the auto-award system, unless a student petitions for graduation (for example, a student could declare nursing as their major, not to complete that major, have enough credits for an AGS, but not be awarded the AGS without petitioning). It may be helpful to better educate students about checking their degree audits and petitioning for degrees/certificates.

Effectiveness of Assessment

The measurement used to determine whether CGCC has processes that lead to student progress, certificate/degree completion, may not be the most effective method of assessment because it only captures those students who have graduated within the 150% time frame, established by financial aid. This measurement may not take into consideration the part-time students who take longer to complete degrees and/or certificates. The Institutional Assessment Committee may want to consider whether the completion timeline might be increased to 200% or 300% to be more inclusive of our part-time student population.

- Tools & methodology Data from RogueNet is pulled by the Institutional Research department.
- Future target 14% is a reasonable target for meeting CGCC graduation rate mission. Targets should be maintained.

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

Description of results

139 students were enrolled in the GED program with 33 of those students earning their GED. These numbers bring the awarding of GEDs to 24% for those students enrolled in the GED program between 2016-17. These results are beyond meeting the mission and close to the 30% or more required to exceed mission.

Analysis of results

In 2015-16 the GED department chose to participate in Program Outcomes Assessment in an effort to have an accurate, timely record data trail on the department's performance and student success. Program Outcomes Assessment for 2015-16 indicated that the GED program had a low rate of students who were graduating from the GED program (4.4%). The data showed that students were not testing and as a result the Pre-College program decided to test students earlier for the GED. As a result of their analysis, recommendations included using GED testing vouchers more liberally, decreasing turnaround time for issuing vouchers, and creating a new policy that will expedite the GED graduate rate of students that test at 245 or higher on the CASAS test. With a 20% increase from last year of GEDs awarded, it seems obvious that the changes the GED program has implemented are working.

Actions for Improvement

The GED program appears to be on target. No actions for improvement are recommended at this time. The GED program should continue doing what they are doing.

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 to work towards its 2021-22 aspirational goal for Meets Mission Expectation at 30-40% GEDs awarded.

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

Description of results

178 of the 222 students who attempted GED sections, passed their GED sections. These numbers mean that 80% of GED student who attempted their GED sections passed those sections, meeting mission for Core Theme B2.3.

Analysis of results

The numbers are high for GED sections passed, indicating that the GED program is doing something right. As stated in B2.2, the changes that the GED program is making to encourage students to take the GED test when they test at 245 or higher on the CASAS test seem to be justified by these results. Implementing the increased monitoring by the Pre-College Specialist II, who tests them for readiness after 12 hours of GED class time, then sits down with them to discuss the foundation GED scholarship options and assists them in scheduling the other GED tests for readiness, is indicative that this planned intervention is beneficial for this population of students.

Actions for Improvement

The GED program is on target for meeting the mission of GED sections passed. No actions for improvement are recommended at this time. The GED program should keep doing what they are doing.

Effectiveness of Assessment

The method of assessment is an accurate indicator of GEDs sections passed compared to GED sections attempted.

- Tools & methodology: The GED program has a Pre-College Specialist II who tracks student completion of the GED testing and awards.
- Future targets: 80-85% is a realistic target for GED students passing GED sections in terms of meeting mission. 95% or better is a realistic indicator of surpassing mission expectation.

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

Description of results

To meet mission expectations for this criteria, 75-84% of students enrolled in Dev. Ed Writing must complete with a "C" or better. Of the 80 students who were enrolled in Dev. Ed Writing for 2016-17, 56 completed this course with a grade of "C" or better. This number indicates that 70% of CGCC students enrolled in WR 90 completed the course, which is below mission expectations.

Analysis of results

If we look at student completion rates for WR 90, we can see that they have gone down in the last few years. In 2015-16, 83% of student completed WR 90 (48/58) and in 2014-15, 78% of students completed WR 90 (75/96) (83%). It can be difficult to determine what this means because there may be some contributing factors to the lower completion rates this year. For example, with the introduction of Accuplacer testing, the cut-off scores have been changed. If students score into Pre-College, often they are bumped into Dev Ed (WR 90). Are too many students being put into WR 90 when they are not ready? Another consideration is that WR 90 students are now part of a learning community, and are supported with extra tutoring hours and a College Survival and Success class. It might be assumed that with this added support, student completion rates would increase.

Actions for Improvement

Completion rates should be monitored for another year so that an accurate comparison can be made with two years of students scoring into WR 90 using the adjusted placement test scores. The decreased results for WR 90 completion should also be shared with the learning community faculty so that they can make course adjustments where necessary.

Effectiveness of Assessment

It would be helpful to have more detail on the students entering into WR 90, because so many enter from different areas (GED, Pre-College, Accuplacer) and it's difficult to determine who isn't completing with a C or better.

- Tools & methodology: Completion rates for WR 90 are pulled from RogueNet by the Institutional Research department.
- Future targets: It is recommended that targets remain the same for another year.

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

Description of results

A total of 564 students were enrolled in MTH 20, 20B, 60, 65, 93, 95 and 98, with 446 completing one or more of these courses with a grade of C or better. Mission expectations are met with a total of 79% of students completing their Dev. Ed Math courses.

Analysis of results

Similar to Dev. Ed Writing, math placement scores have changed with the introduction of Accuplacer, with fewer students scoring into MTH 20 and more scoring into MTH 60. This change has meant that students may be required to take fewer MTH Dev Ed courses than in the past. It is interesting to look at past completion rates to see if the changes in the placement score cut-offs have had an impact on students. 2013-14 shows an 80% completion rate for Dev Ed Math students (684/846); 2014-15 shows a 77% completion rate (556/716) and 2015-16 shows a 78% completion rate (459/582). The stability of the completion rates for the last 4 years (including 2016-17 when placement testing cut-offs were changed) indicate that even with fewer students starting in MTH 20, completion rates still meet mission expectations.

Actions for Improvement

Currently, no actions for improvement are suggested. Tracking of student completion of Dev Ed in Math should continue so that we have one more year of completion rates with the changes in the placement testing to compare to previous years.

Effectiveness of Assessment

Tracking completion rates for Dev Ed Math is an effective assessment of processes that lead to student progress in math.

- Tools & methodology**:** Completion rates for MTH 20, 20B, 60, 65, 93, 95 and 98 are pulled from RogueNet by the Institutional Research department.
- Future targets**:** The cut-off target of 78% for meeting mission expectations should remain the same. The cut-off target of 98% for Surpassing Mission may want to be re-evaluated. 98% pass rate seems high and if CGCC does have 98% of student completion rates for Dev Ed Math, grade inflation might be a plausible explanation. It's suggested the 95% is a more realistic cut-off rate for Surpassing Mission.

B2.6 Students who transfer to Oregon University System.

Description of results

36 students graduated with a transfer degree (AAOT, AS or ASOT-BUS) at the end of spring term 2016. 11 of those students transferred at the beginning of fall term 2016 for a transfer rate of 30.5%, meaning that CGCC surpassed its mission expectation of 12% or more to earn a score of 5. Of those 11 students, 6 transferred to Portland State University, 3 transferred to Eastern Oregon University, 1 transferred to Oregon State University and 1 transferred to Concordia University Portland.

Analysis of results

While 30.5% indicates that CGCC has surpassed mission expectations, what this number does not take into account are the students who transferred to schools outside of the OUS system. Of the 36 students who graduated with transfer degrees, 2 transferred to Central Washington University, 1 transferred to

Eastern Washington University, 1 transferred to Heritage University, 1 transferred to University of Washington-Seattle and 1 transferred to Western Washington University, bringing the total number of graduates with transfer degrees who transfer to 4-year schools to 17 (or 47.2%).

Actions for Improvement

With more than 30% of students transferring to OUS schools CGCC is surpassing expectations for B2.6. If the total of more than 47% of students transferring to 4 year schools is also taken into account, it appears that CGCC students are transferring at a high rate and no actions for improvement are suggested at this time.

Effectiveness of Assessment

The Institutional Assessment Committee (IAC) may want to revisit the rubric and consider whether all students who graduate with a transfer degree and transfer to a 4-year school should be considered when assessing the processes that lead to student progress. It's unclear why only those students who transfer to the limited number of 7 OUS schools are considered for this measure leaving out those students who transfer to other 4-year schools on the National Student Clearinghouse list, especially given that a significant number of our students come from the state of Washington.

Data from the National Student Clearinghouse provided by CGCC's IR also indicates that of CGCC's 145 (unduplicated head count) graduates in spring 2017 (all certificates/all degrees) a total of 37 transferred to 4 year schools in 2016-17. This means that 20 students (if we include those that transferred to 4 year schools outside of OUS) are not accounted for by limiting our measures to students who graduate with transfer degrees. While including all graduates who transfer does lower the percentage to 25.5%, the IAC may want to discuss what kind of data CGCC would like to capture when using the measure of transfer rates to gauge whether CGCC is applying the processes that lead to student progress, certificate/degree completion.

- Tools & methodology**:** A list of students was gathered by the Institutional Researcher and was sent to the National Student Clearinghouse. These students either 1) graduated between the 2013-14 and 2016-17 school years or 2) completed 45 credit hours or more between the 2013-14 and 2016-17 school years. Excluded from this list were students who had earned 45 or fewer credits, had not graduated or were not enrolled and whose major was undeclared. The results of this list were then sorted for students who graduated with a transfer degree (AAOT, AS or ASOT-BUS) spring 2017 and transferred to an OUS school in fall of 2017.
- Future targets**:** CGCC may want to consider increasing the expectations meeting mission given that we have such a high rate of transfer.

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 does not exist. 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

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

- 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 at university cannot be obtained.

B2.8 CTE employment placements

Description of results

CGCC cannot currently obtain data for CTE employment placements. While we do have some numbers for Nursing and RET, the CTE Director states that numbers are both incomplete and only anecdotal. There is no way to track this information internally or at the state level at this time.

Analysis of results

N/A - while there is no data to analyze, it should be noted that tracking employment placements continues to be an issue for CGCC. Some students will let instructors know about employment placements, but currently there is no mechanism for student self-reporting or reporting from the state level using student Social Security numbers. Without this information it is impossible to determine whether CGCC is meeting its mission for CTE employment placements

Actions for Improvement

Without some kind of alumni tracking system or state supported employment tracking system that uses Social Security numbers, 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 still 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 this criterion 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**:** N/A
- 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 cannot be obtained.

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 outcomes assessment indicate that 87.2% of CGCC students are achieving their student learning outcomes. A total of 88 course outcomes assessments were completed with 1457 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. Given that there was a 77% completion rate of course outcomes assessment by instructors in 2016-17, these numbers still provide a broad range of student achievement of SLOs, since these results incorporate all departments. The majority of instructors indicate that they are using direct measures to determine whether students are achieving SLO's (a few instructors continue to use indirect measurements such as end of course grades). 87.2% is indicative that CGCC is meeting its mission for B3.1.

Actions for Improvement

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, student's 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 is 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.

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 88% for all degrees, certificates and programs,

meeting mission expectations. This percentage reflects a total of 35,525 student assessments at the degree, certificate and program level, with a total of 31,532 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, 106 or 96% of those had a student achievement rate 83.3% or higher for the outcome.

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 88% indicates that CGCC has met 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. Degrees, certificates or programs that may be struggling could easily get lost in this one number. For example, of the 35,525 students assessed, 33,166 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.

Actions for Improvement

Since CGCC is meeting 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, 88.8% 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 88% than other programs. For example, the AAOT weighs heavily into this number with 21 outcomes and its 10,791 students assessed when compared to smaller CTE programs that have 4 or 5 outcomes and 28 or 56 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 438 students were enrolled in the courses that participated in the assessment of CLO#2: *Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information* (Critical Thinking/Problem Solving). Of those students, 385 students completed the assignments and were scored using either the Critical Thinking or Problem Solving scoring rubric. A total of 67% of those students scored as accomplished or better when the scores of the Critical Thinking and Problem Solving Rubrics were combined. 23% were scored into the Developing category and 7% were scored into Beginning. These results indicate that student achievement of the 2016-18 CLO is below mission expectation by 13%.

Analysis of results

The percentage of students scored as accomplished or better in critical thinking (68%) and problem solving (66%) initially appears to be relatively low, especially when compared with expectations for CGCC's Core Theme B3.3. Even with the possibility of inflated scoring as a result of instructors scoring their own student artifacts, CGCC degree-seeking students score "Below Mission Expectation" (Level 1 is 69% or fewer). The CLO Assessment Committee recognized that with regards to scoring community college students with the AACU rubrics used to assess Critical Thinking and Problem Solving perhaps, mastery or even accomplished levels are beyond what should be expected for students who are at sophomore level in their undergraduate education. "Developing" may be a more appropriate expectation for CGCC students when it comes to critical thinking and problem solving, skills that may require much more time, education and/or practice to mature beyond the developing level. The committee instead focused on the number of student artifacts that were scored as "not applicable" in the category of Student Position (Critical Thinking), assuming that there may be some instruction in critical thinking that does not involve evaluating one's assumptions or positions. Similarly, some instruction in problem solving may not involve evaluating the feasibility of potential solutions.

Actions for Improvement

The CLO Assessment Committee recommended faculty focus instruction on the categories that had the highest numbers of students scored into "Beginning" and "Not Applicable": Student's Position (Critical Thinking) and "Evaluate Potential Solutions" (Problem Solving). The implications of this focus, as recommended by the committee, is to 1) move more students from the beginning level to the developing level in developing a position (Critical Thinking) and evaluating potential solutions (Problem Solving) and 2) create a common goal for instruction that all faculty can contribute to.

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 critical thinking and problem solving.

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 one of two rubrics adapted from AACU's LEAP Value Rubrics: critical thinking and problem solving . 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

2016 – 2017

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.	**341**	**3**
	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%**	**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%**	**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%**	**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%**	**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%**	**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

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

Description of results

Three primary sources contributed data for this measure: The Small Business Development Center (SBDC), Child Care Partners (CCP) and Customized Training. Of these three, SBDC and CCP accounted for nearly all of the activity, with 266 business contacts (as defined by mission expectation) by SBDC and 74 by CCP. While not required for C1.1 measure, the following SBDC metrics provide additional context and are included within the 266 cumulative business contacts noted: Counseling hours 1,283; capital formation $6.9 million; new business starts 13; long-term clients (those receiving five or more hours of counseling) 81; nine classes with 35 attendees with 95 percent of these reporting "very good or better" class evaluations; addition of 1 nine-month course in Small Business Management. Customized training had relatively little activity this past year, with the exception of a state contract for instructional services. The combined cumulative total meets the numeric requirement for a score of 3 (meets mission expectation).

Analysis of results

The Small Business Development Center and Child Care Partners are reliable sources of consistent, multi-year data for this metric, since they are required through their state and federal contracts to gather and maintain many of the same data points required for Core Theme C. Unlike these programs, Customized Training does not receive dedicated state or federal funding, and is reliant entirely upon employer contracts for its operation. This in turn constrains available resources to market Customized Training effectively. Lack of familiarity with Customized Training is suggested in data gathered from the Business and Industry Survey referenced above (C1.2), with only one of 26 respondents indicating use of Customized Training. Thirty-three of the total of 36 respondents chose to skip a follow-up question, asking them to rate the value of customized training, but of the three which did respond, this program was rated average to poor. This is a very small sampling from a relatively small sample size to begin with, but suggests room for improvement in Customized Training, especially in building awareness of the college's capacity to offer this service.

Actions for Improvement:

Given continuing growth and diversification of the region's industrial base, there appears to be significant room to expand Customized Training opportunities through CGCC. As of November 2017 the college's Business Administration advisory council and Small Business Development Center advisory councils have been merged. This new, merged council would seem to be a logical forum to identify strategies to build awareness of Customized Training. So, too, would presentations to chamber and port directors, and the Gorge Technology Alliance. As the college marketing department redesigns and publishes a comprehensive set of instructional program brochures (this work begins in November 2017), Customized Training should be included among these publications. It should also be published through Campus Currents and the President's Key Communicators list. No target changes are recommended.

C1.2 Responsiveness to business and industry:

Description of results

The source of information for this measure was the Business and Industry Survey conducted from November 2016 through January 2017. Other potential data sources, such as the Gorge Educators Collaborative Summit (GECS) and EMSI Analysis of the Return on Investment and Economic Impact of

Education, did not provide data specific to metrics described below, although the GECS events would offer a promising data collection opportunity in the future; this is discussed below under "Actions for Improvement." The Business and Industry Survey was posted on the college's website and promoted through announcements made by the region's five chambers of commerce, a news article, and outreach to port districts and the Gorge Technology Alliance. Survey questions intentionally corresponded to Core Theme C1.2, C1.3 and C1.4 measures. There were a total of 36 responses to the overall survey, but not every respondent answered every question. For C1.2, 10 of 19 respondents (52 percent) rated CGCC's overall responsiveness as excellent or above average. Only one respondent rated responsiveness as below average and none rated it as poor.

Analysis of results

While only 10 respondents provided feedback relevant to this metric, these limited responses suggest the college is falling below mission expectation in terms of being responsive to industry requests. For instance, one question asked whether CGCC addresses the educational needs of the business community; 14 respondents said it does, and 8 said it does not. Twenty-seven respondents said they had made a recommendation for new or revised programming, but 13 of these said they did not receive a response from the institution. (It should be noted that these responses were collected via a broadly-posted website; the college maintains various business advisory committees, whose members are directly engaged in guiding program development. It is not known whether any of these advisory committee members participated in the survey, since the identify of respondents is not known.)

Actions for Improvement:

No target changes are recommended. Two actions for improvement are suggested. First, regarding the collection of data:

- An observation for this metric also applies to the following two metrics (C1.3 and C1.4), in that the statistical sampling size of the 2016-17 Business and Industry Survey, while suggesting some helpful feedback, was not sufficiently large to justify strong recommendations for changes to instructional programs. There were only 36 total respondents, and of these only a third to about half chose responded to various questions on the survey, a figure likely influenced by participants' familiarity with the programs in question, or those with direct experience working with CGCC graduates. Accordingly, these results should be treated with caution. Nevertheless, even these limited responses suggest the value of repeating the survey, but with more intentional, sustained and broadly marketed outreach, the goal of which would be to increase the sampling size by a factor of at least five, preferably 10. A return of 360 responses rather than 36 would provide a far more reliable picture of the characteristics quantified in the C1 metrics (responsiveness to business and industry, regional industry satisfaction with CGCC, and employability and preparedness of CGCC graduates). Nor should data be gathered solely from the college's Business and Industry Survey. For instance, community partners including chambers of commerce and port districts routinely survey their own constituents, and the college should ask these partners to include relevant Core Theme C data collection as they conduct these surveys. In addition, the Gorge Educators Collaborative Summit held twice annually by the college, affords another opportunity to ask these questions. While focused primarily upon educators rather than cross-sector industry partners, educators do comprise one of these sectors: For instance, to what extent are CGCC graduates prepared to enter the teaching profession? This and similar survey questions posed at the GECS events would provide relevant Core Theme C data.

- Second, regarding the college's capacity to respond to industry requests: Currently, the college relies primarily upon industry advisory panels (health occupations, RET/EM-Tech, SBDC/business administration, early childhood education) for instructional program guidance. Such guidance is thus

limited to the individuals and companies assigned to these advisory panels. There is no formal process for receiving, responding to, analyzing and acting upon recommendations which are not specifically solicited through the advisory panels. The only significant exception is under way currently (November 2017) through site visits to various businesses and industries with the goal of identifying unmet workforce skills. Information gleaned from these site visits will be correlated and analyzed to identify common skill needs across industries (for example, diesel mechanics training for the wood products, agriculture and construction industries). Rather than a periodic initiative requiring a very significant dedication of staff resources, these industry site surveys should take place routinely and systematically. Doing so would encourage good communications between the college and industry partners, building awareness and ensuring responsiveness to ever-changing workforce training needs.

C1.3 Regional industry satisfaction with CGCC:

Description of results

As with C1.2 and C1.4, this response relies upon the Business and Industry Survey conducted in winter 2016-17. Thirteen of 26 respondents (50 percent) assigned CGCC an excellent or above average ranking as a community partner as related to business and industry. There was one "poor" rating and one "below average" rating, with others ranking the college as average in this category. Accordingly, this metric is scored 1 (below mission expectation).

Analysis of results

Observations made under C1.2 apply here also, to the question of regional industry satisfaction with CGCC. Thirteen of 26 respondents rated CGCC as excellent or above average as a community partner to business and industry. Eleven rated the institution as "average," suggesting the need for greater recognition of such programs as the Small Business Development Center and Child Care Partners, which do enjoy strong support from businesses that interact with them; significantly greater expansion of the Customized Training opportunities; and more consistent responses from the institution when businesses reach out to the institution with suggestions for program improvement.

Actions for Improvement:

Actions for improvement pertaining to C1.2 above also apply to C1.3. No target changes are recommended.

C1.4 Employability and preparedness of CGCC graduates:

Description of results

Again, data for this response came from the 2016-17 Business and Industry Survey, which asked respondents three questions pertinent to this metric, based upon their experiences with CGCC graduates. Respondents were asked to rate CGCC graduate's analytical skills, job-specific skills, and interpersonal skills. As with other questions in the survey, only half or fewer of the respondents replied to these questions: 8 of 11 for analytical skills, 7 of 10 for job-specific skills and 5 of 10 for interpersonal skills. Of these, 72 percent rated graduates' analytical skills as excellent or above average, for a score of 3 in this metric (meets mission expectation); 70 percent rated graduates' job-specific skills as excellent or above average, for a score of 3 in this metric (meets mission expectation); and 50 percent rated graduates' interpersonal skills as excellent or above average, for a score of 1 in this metric (below mission expectation).

Analysis of results

Again, the data set is limited, but responses are encouraging for this metric, which asks about the employability and preparedness of CGCC graduates, and the job-specific skills of these graduates. Responses suggest the institution is meeting its mission expectations in both categories. It is not exceeding those expectations, however, at least based upon these limited responses (only about a third of the total number of survey respondents). One obvious observation: Many respondents have not worked with CGCC graduates and thus did not consider themselves qualified to respond to the survey questions. With 8 of 11 of those who did respond rating graduates' analytical skills as excellent or above average, and with 7 of 10 respondents rating graduates' job-specific skills as excellent or above-average, these data suggest the institution enjoys a solid reputation and strong foundation upon which to build.

Actions for Improvement:

Additional feedback from industry partners, as gathered through the processes described above, will better inform program development and core learning outcomes. Through this process of engagement, industry partners will become better acquainted with CGCC graduates and become better informed of their analytical skills and job-specific skills, even as the dialog thus generated leads to expansion of instructional programs dedicated to teaching those job-specific skills. This continuous feedback loop should be reflected in subsequent business and industry surveys and other data collection opportunities. The business and industry survey should be conducted every two years, allowing time in the interval between surveys to implement recommendations from previous surveys. Surveys should be coordinated whenever feasible with chambers and ports to avoid duplication of effort. No target changes are recommended.

C2.1 Community awareness and perception of CGCC

Description of results

At this time the only non-anecdotal instrument for gathering data is a community perception survey. This survey has been conducted in the past but was not conducted in 2016-17. According, there are no reliable data to respond to the C2.1 metric. This metric is scored 0.

Analysis of results

As noted above, no community survey occurred in 2016-17, so no analysis will be offered. Actions for improvement are discussed below.

Actions for Improvement:

Community awareness and perception survey should be conducted every two years, beginning in spring 2018 so that results will be available for reference by the incoming college president. The two-year timeframe will, as with the periodic business and industry survey, allow time to implement recommendations arising from previous surveys. The survey should be posted on the college website, with promotion through the President's Key Communicators list, Campus Currents, chamber and port newsletters, and media including social media. The survey should also be coordinated with the Gorge Educators Collaborative Summits, organized twice annually by Student Services. No target changes are recommended.