



2018 – 2019

Core Themes

Assessment

*“Columbia Gorge Community College builds dreams and transforms lives
by providing lifelong educational programs
that strengthen our community.”*

2018-19 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	0	3	1	2	0

6 out of 9 objectives are reported as Meets Mission Expectation or higher. 3 objectives are reported as not reaching Mission Expectation.

Core Theme B: Transforming Lives (Education)

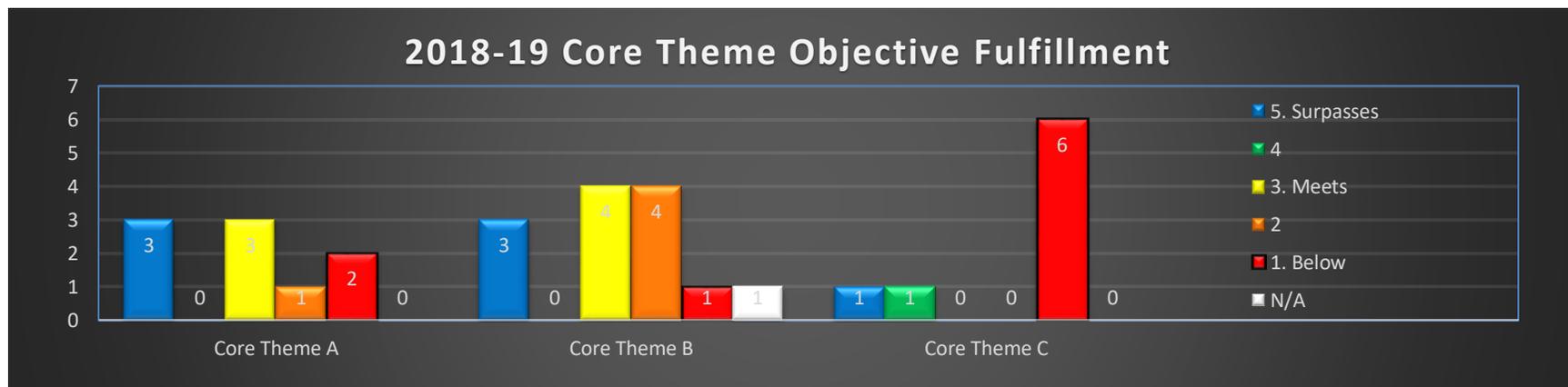
5	4	3	2	1	NA
Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives which are Below Mission Expectation	Data not available
3	0	4	4	1	1

7 out of 13 objectives are reported as Meets Mission Expectation or higher. 5 objectives are reported as not reaching Mission Expectation. For 1 objective, the data is not available.

Core Theme C: Strengthening Our Community (Partnerships)

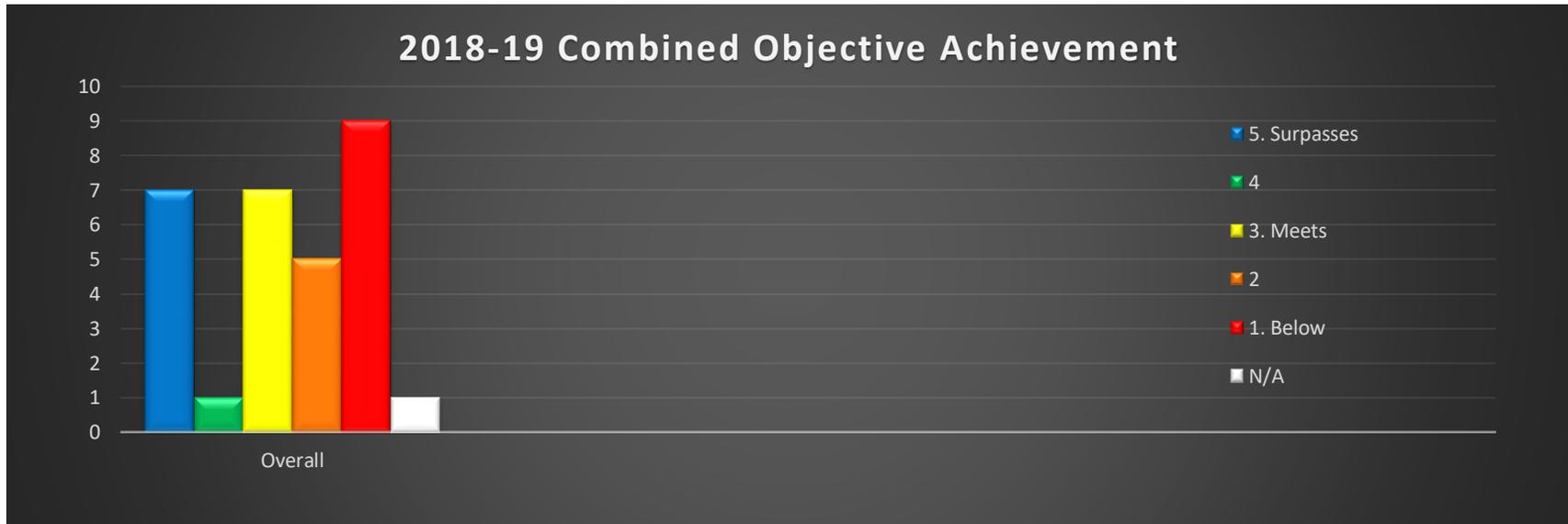
5	4	3	2	1	NA
Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives which are Below Mission Expectation	Data not available
1	1	0	0	6	0

2 out of 8 objectives are reported as Meets Mission Expectation or higher. 6 objectives are reported as not reaching Mission Expectation.



2018-19 Combined Achievement of Measures

5	4	3	2	1	NA
Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	Data not available
7	1	7	5	9	1



2018-19 Achievement Average of Measures

	Core Theme A	Core Theme B	Core Theme C	College
Achievement Average of Measures	3.11	3.0	1.88	2.72

Core Theme Achievement Summary (Comparison 2016-17 to 2018-19)

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
2016-17	3	1	3	1	1	0
2017-18	4	0	2	1	2	0
2018-19	3	0	3	1	2	0

Core Theme B: Transforming Lives (Education)

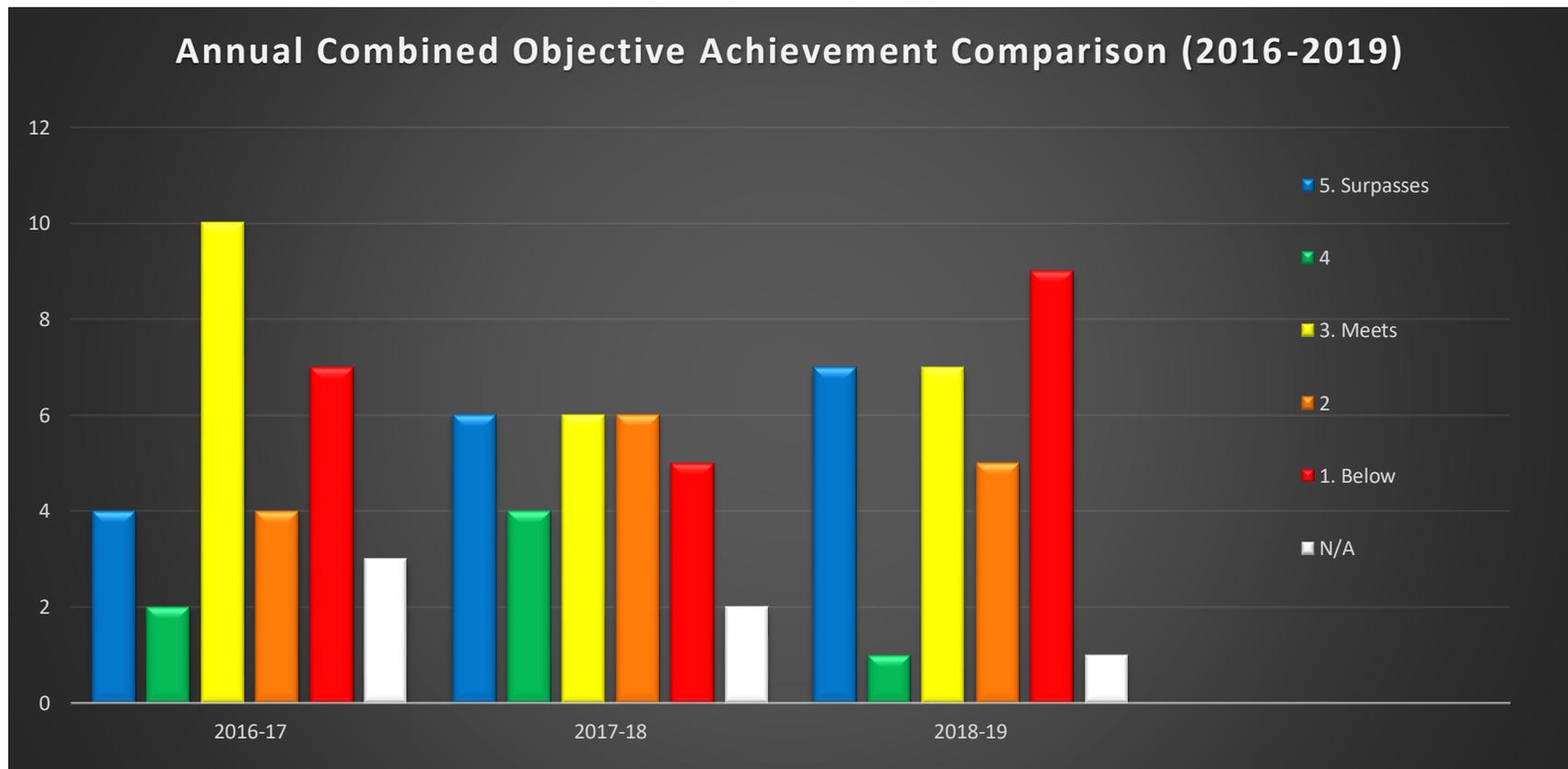
	5	4	3	2	1	NA
	Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives which are Below Mission Expectation	Data not available
2016-17	1	1	4	3	2	2
2017-18	2	3	2	5	0	1
2018-19	3	0	4	4	1	1

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
2016-17	0	0	3	0	3	1
2017-18	0	1	2	0	3	1
2018-19	1	1	0	0	6	0

Annual Combined Objective Achievement Comparison (2016 – 2019)

	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	Combined Average
2016-17	4	2	10	4	5	3	2.84
2017-18	6	4	6	6	5	2	3.00
2018-19	7	1	7	5	9	1	2.72





2018 – 2019

Core Themes

Data & Analysis

Core Theme Assessment Methodology

Assessment of each Core Theme includes:

Core Theme Rubric

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

Core Theme Narrative Analysis

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

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

The Core Theme data is gathered and a narrative analysis is written by the members of each specific Core Theme Committee. Their completed work is reviewed and compiled into a single report by the Institutional Assessment Committee prior to release to the college community.

2018-19 Core Theme Committees

Core Theme A: Gerardo Cifuentes – chair

Core Theme B: Kristen Kane – chair, Mary Martin, Mike Taphouse

Core Theme C: Dan Spatz – chair, Gail Gilliland

Institutional Assessment Committee

Susan Lewis – chair, Geraldo Cifuentes, Courtney Cunningham, Gail Gilliland, Kristen Kane, Mary Martin, Monica Pope, Dawn Sallee-Justesen, Dan Spatz, Lori Ufford



2018 – 2019

Core Theme A

... building dreams ...

Core Theme A: Building Dreams – Access								
Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2018-19 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)	745.5	3
	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)	69.0	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)	19	2
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	144.1	5
	A2.2 Enrollment of transitioning high school students	270 or more FTE of students 17-19 years of age		247 – 262 FTE of students 17-19 years of age		235 or fewer FTE of students 17-19 years of age	290.58	5
Objective A3: Serving the diversity of the college's service area	A3.1 General enrollment Demographics	5% or less difference from regional demographics for students		10 – 15% difference from regional demographics for students		20% or higher difference from regional demographics for students	1.16%	5
	A3.2 Credit enrollment of underserved populations	10% or higher Change in FTE of students identified as underserved.		4 – 7% Change in FTE of students identified as underserved.		0% Change in FTE of students identified as underserved.	-1.7%	1
	A3.3 Credit enrollment of Hispanic students	35% or higher Percentage FTE of Hispanic students		28 – 32% Percentage FTE of Hispanic students		25% or less Percentage FTE of Hispanic students	32.03%	3
Objective A4: Meeting the expectations of CGCC's student body	A4.1 Student satisfaction with CGCC experience	95% or higher students reporting that they are satisfied with their CGCC experience		76% - 85% students reporting that they are satisfied with their CGCC experience		66% or less students reporting that they are satisfied with their CGCC experience	80% (2016-17)	3

Core Theme A Narrative Analysis

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

A1.1 Enrollment in Credit Courses (LDC and CTE)

Description of Results

FTE Type D	FTE Type Description	FTE Type Code	2015-16	2016-17	2017-18	2018-19
CT Measure A1.1	CTE Prep (standalone)	2.1 CTE Prep	0.6	0.3	0.9	0.4
	LDC	1.0 LDC	448.4	436.5	463.3	487.6
	Prof/Tech Prep	2.1 CTE Prep	178.7	183.5	192.7	173.9
	Prof/Tech Supp	2.2 CTE Supp	38.5	59.8	33.4	28.8
	PSR Elective	3.5 PSR	0.8			
	PSR Math (below 100)	3.5 PSR	58.6	58.9	44.5	42.5
	PSR RD or WR	3.5 PSR	8.6	13.0	10.7	12.3
	TOTAL			734.2	752.1	745.6

Analysis of Results

The target of mission expectation was continued at the previous year's target. With a multi-year trend of declining enrollment, the Core Theme A committee agreed that the goal of the institution should be to stop this trend. With a score of 745, CGCC met this goal. Therefore, the score of a three is appropriate for representing the college's performance related to enrollment on this measure.

Actions for Improvement

A great deal of work is being done to support improvement at the College in this area. The 2018-2019 fiscal year represented the first year that CGCC operated with a department solely focused on student outreach and recruitment, SOAR (Student Outreach and Recruitment). Several operational changes included: the establishment of a student ambassador program, a marketing and publications department, the Gorge Educators Collaborative Summit, and a prospective student communication plan that is coupled with a constituent relations management software. While all of these new services and activities were implemented during the academic year, their impact will not be seen in the 2018-2019 year but rather the following. At the time of writing this report, there has been a 10.5% decrease in FTE for Fall, 2019.

Effectiveness of Assessment

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

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

A1.2 Enrollment in Noncredit Courses (Pre-College and English for Speakers of Other Languages (ESOL)

Description of Results

FTE Type D	FTE Type Description	FTE Type Code	2015-16	2016-17	2017-18	2018-19
CT Measure A1.2	ABE, HS, PSR	3.2 ABE	1.3	.8	1.4	1.8
	ESL	3.1 ESL	37.0	25.2	29.0	32.2
	GED	3.3 GED	43.6	38.9	31.2	35
	TOTAL		81.9	64.9	61.5	69.0

Analysis of Results

The target for mission expectation was set based upon continuation of recent performance. As per last year's score of 62, this year's raw score of 69 was well below the minimum threshold set for mission expectation. Factors beyond the control of pre-college and ESOL continue to impact enrollment. With the economy at an all-time high and unemployment continuing to stay very low, the pre-college population is likely finding employment and not seeking education. While the thriving economy is perhaps impacting ESOL enrollment too, the continuing federal threat to immigrants plays a significant role as well. Below are the enrollments per academic year for the last four years:

The ESOL Enrollment chart above highlights the enrollment gains in the program. Additionally, it demonstrates that people are regaining trust in CGCC after the events associated with the 2016 elections. If we look more granularly, the term immediately following the fall federal elections saw

a 61% drop in enrollments (113 Winter 2016:44 Winter 2017) and the subsequent term also was significantly impacted with a 31% drop (94 Spring 2016: 65 Spring 2017). What is coming through in the enrollment data is the positive impact that our local efforts are having in establishing a trusting relationship as a service provider for ESOL, a relationship that was no doubt impacted by the 2016 elections. During our 2018-19 school year CGCC had an increase of 100 students enrolled in our ESOL programs. This is a positive sign that the marketing and community outreach efforts are having a positive impact, and enrollments appear to be coming even closer to pre-election enrollment levels.

Actions for Improvement

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

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

Effectiveness of Assessment

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

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

A1.3 Enrollment in Noncredit Courses (Community Ed, SBDC, CCP, Customized Training)

Description of Results

The Small Business Development Center provided 4 FTE through the participation of students in its Small Business Management program (SBM). Child Care Partners (CCP) provided 5.35 FTE in noncredit courses to meet the needs of the Early Learning Workforce in Gilliam, Hood River, Sherman, Wasco and Wheeler Counties. Community Education and Customized Training provide the additional FTE for this measure.

Analysis of Results

The primary SBDC focus is on individualized, one-on-one counseling and has not historically contributed to overall FTE at CGCC. The SBDC is in the process of reorganizing the current SBM program to better serve the needs of clients, which will, over time, have a positive impact on the overall FTE. Only partial scholarships were offered during the 2018-19 year as compared to full scholarships that were offered in the past.

Significant gains in customized trainings and community education courses offered by Child Care Partners were the primary drivers that led to the CCP score and success in mission fulfillment. Enrollment for these courses peaked in spring term 2018, but continues to be stronger than in previous years. Enrollment in training held in Spanish is higher than the classes offered in English. There is insufficient data to determine the cause for this difference in enrollment.

Actions for Improvement

SBDC will analyze the needs of the business community to help develop a more desirable Small Business Management program thus increase enrollment and FTE. SBDC will also partner with the Entrepreneurship program at CGCC to develop a referral plan to help increase its enrollment as well.

In regards to CCP, 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 this department but rather what is being asked is how to maintain the past performance. CCP trainings in early education are continually serving as a pathway to the Early Childhood Education & Family Services certificates and degree. This connection between the community, the college's short-term offerings, and long-term programs of study is proving to be a successful relationship and arrangement of services that we should hope to continue.

Effectiveness of Assessment

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

- **Tools and Methodology:** At this time, SBDC is poorly described by looking at FTE enrollment. Separate and unique measures should be used in determining the effectiveness of that program. SBDC is best measured by # of clients, long term counseling hours (clients that engage in 5 or more hours of counseling per year,) capital formation (loans/equity investments made by clients) and increase in annual payrolls of clients. Community education, customized training, and CCP are appropriately measured in terms of enrollment numbers.
- **Future Targets:** Future targets should be established with significant input from departmental managers in each of these areas.

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

A2.1 High School Student Enrollment in Accelerated Learning Opportunities

Description of Results

Rated well with a raw score of 144.1, well above the minimum range for surpassing mission expectation.

Analysis of Results

This is the third year that CGCC has offered College Now. To meet the service demands of our local secondary partners, the College began offering Sponsored Dual Credit. With support from instructional leadership, this new framework for dual credit allowed for new course

articulations. While there was significant growth in this area, more than 50%, this growth reflects a small percentage of the total opportunities available. For the upcoming 2019-2020 year, as many new courses have been requested as were offered in the previous year. It is anticipated that significant growth will continue in this area for a minimum of two to three years as the College works to meet the service needs in our area.

Actions for Improvement

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

Effectiveness of Assessment

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

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

Measure A2.2 Enrollment of Transitioning High School Students

Description of Results

Surpassed mission expectation with a raw score of 290.58.

Analysis of Results

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

Actions for Improvement

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

Effectiveness of Assessment

The assessment is effective, but the measures may need to be adjusted. It would be appropriate to consider our targets based upon local student populations, go-on rates at these institutions, and

the State's 40-40-20 goal. Historical enrollment levels within this population should also be analyzed to help correlate enrollment levels within this population in comparison to overall institutional enrollment changes.

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

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

Measure A3.1 General Enrollment Demographics

Description of Results

Measure scored well with a difference of only 1.16% in variation from the regional demographics, well within the range of 5% or less.

Analysis of Results

This measure shows that the population by race of our college students are proportionally similar to that of the population levels within our community, according to the demographics of Wasco and Hood River. The largest variation showed that the census population that identifies as American Indian or Native Alaskan (2.53%) is slightly larger than that of CGCC's American Indian or Native Alaskan student population (1.87%).

Actions for Improvement

One recommendation is to look at the race and ethnicity information that the college requests from students while the college is switching over to the new Student Information System, Campus Nexus. 22.5% of students did not report their race identity, perhaps because they do not identify with the labels provided.

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

Effectiveness of Assessment

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

- **Tools and Methodology:** Race of enrolled students was compared to the race of our local population by combining averages of Hood River and Wasco Counties. The calculation uses the 2010 Census data, which is the most recent available.

- **Future Targets:** It was recommended that in addition to looking at race as a metric for demographics, the college may also want to look at gender identity and/or age to get a better sense of who our students are over time. We also do not address access for Washington statn students, who are 200-300 of the total number of students.

Measure A3.2 Credit Enrollment of Underserved Populations

Description of Results

This measure fell below mission expectation with a 1.7% decrease.

Analysis of Results

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

Actions for Improvement

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

Effectiveness of Assessment

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

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

A3.3 Credit Enrollment of Hispanic Students

Description of Results

Meets mission expectation with 32.03% of students enrolled declaring Hispanic ethnicity.

Analysis of Results

This was CGCC's third year designated as a Hispanic Serving Institution, based on having more than 26.1% of our students self-identify as Hispanic. The percentage of Hispanic-identifying students at CGCC did go down about 3.5% from the previous academic year. However, the 32.03% of Hispanic-identifying students is still about 6% higher than the percentage of our county demographics (24.46%).

Actions for Improvement

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

Effectiveness of Assessment

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

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

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

Measure A4.1 Student Satisfaction with CGCC Experience

Description of Results

Measured squarely within the range of meeting mission expectation with a score of 80% satisfaction. (This measure and narrative is the same as the 2016-17 and 2017-18 reports, as this information comes from the CCSSE which will not be administered again prior to Spring, 2020.)

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.



2018 – 2019

Core Theme B

... transforming lives ...

Core Theme B: Transforming Lives – Education								
Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2018-19 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	55%	3
	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	37.1%	2
Objective B2: Applying processes that lead to student progress, certificate/degree completion, and/or employment	B2.1 Student graduation	18 % or more 2-year degree or 1-year certificate seeking students graduating within 150% of time		14% 2-year degree or 1-year certificate seeking students graduating within 150% of time		10% or fewer 2-year degree or 1-year certificate seeking students graduating within 150% of time	33.6%	5
	B2.2 Student completion – GEDs awarded compared to annual GED enrollment	30% or more GEDs awarded compared to annual enrollment of GED seekers		18-22% GEDs awarded compared to annual enrollment of GED seekers ¹		12% or fewer GEDs awarded compared to annual enrollment of GED seekers	32%	5
	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	75%	2
	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	82%	3
	B2.5 Student completion- Enrolled in Dev. Ed. Math who complete	98% or more of students enrolled in Dev. Ed. Math complete with a “C” or better		78 – 87% of students enrolled in Dev. Ed. Math complete with a “C” or better		67% or less of students enrolled in Dev. Ed. Math complete with a “C” or better	76%	2
	B2.6 Students who transfer to Oregon University System.	12% or more of students transfer to Oregon University System		10% of students transfer to Oregon University System		8% or less of students transfer to Oregon University System	15.8%	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	
	B2.8 CTE employment placements	100 or more CTE employment placements		50-79 CTE employment placements		30 or fewer CTE employment placements	49	2
Objective B3: Ensuring student proficiency in course, program and institutional student learning outcomes	B3.1 Achievement of student learning outcomes at the course level	95% or more students meeting course outcomes		80% - 89% students meeting course outcomes		69% or fewer students meeting course outcomes	87.8%	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	88.2%	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	63.74	1

Core Theme B Work Group for 2018-19

Student Services - Mike Taphouse
 Academic Assessment – Kristen Kane
 Instruction - Mary Martin

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 2018-19 academic year is listed in the table below. This includes all students who enrolled in fall 2017 as a degree-seeking college student and took credit courses in each term.

	Fall 2018 1st Term	Winter 2019 2 nd Term	Spring 2019 3rd Term	Fall-to-Spring Retention
Enrolled Headcount	803	558 69.5%	442 79.2%	55.0%

Current data indicates a 55% rate of retention from fall 2018 to spring 2019. This number demonstrates that CGCC is meeting mission expectations with a score of 3. The data includes all degree seeking students who were enrolled in Fall, 2018.

Analysis of Results

Retention over three consecutive terms indicates a 55% rate of retention fall term to spring term. These numbers indicate that CGCC is meeting mission expectations, with a score of “3”. These retention rates indicate a slight drop from last year’s findings of 56.1%. Though it is not a significant drop, it is worth noting in this report. The greatest drop in students continues to occur between fall and winter terms, losing 245 students (30.5% of students were not retained), compared with winter to spring with a loss of 116 students (20.8%).

Actions for Improvement

CGCC continues to focus a significant amount of time and energy toward promotion of student success and retention efforts. It is recognized as an institutional priority and efforts have been made to promote a global perspective toward student success. An example can be seen in the creation of a Faculty/Student Mentor Program (FSMP). This program encourages students to make connections with faculty outside the classroom as the student begins their transition to a transfer institution or career field.

Effectiveness of Assessment

The assessment methods seem to be accurate indicators of retention over three consecutive terms. The data includes all degree seeking students and is an accurate indicator of our student enrollment patterns.

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

B1.2 Percent retention fall term to fall term

Description of Results

Data for student retention from Fall 2018-Fall 2019. This includes all students who enrolled in fall 2018 as a degree-seeking college student and returned to enroll in Fall 2019.

Table 1	Fall, 2018 1 st Term	Fall, 2019 4 th Term	Fall-to-Fall Retention
Enrolled Headcount	803	298	37.1%

Current data indicates a 37.0%% rate of retention from fall 2018 to fall 2019. This number demonstrates that CGCC is not meeting mission expectations, with a score of “2”. This data includes all degree seeking students who were enrolled in Fall 2018 and Fall 2019. Included in this data are students who may not have taken courses winter, spring or summer term(s), but must have returned in the fall.

Analysis of Results

The current fall-to-fall retention rate of 37.1% is a slight increase over last year’s finding of 36.7%. However, the findings indicate that we are still not meeting our mission expectation. What the findings don’t reveal is why a majority of CGCC students are not returning for a second year.

Data from the Institutional Researcher confirms that of the 505 students who were enrolled F2018, but didn’t return Fall 2019, 140 of them either graduated or transferred out (between 9/24/18 and 9/23/19), leaving 365 students who didn’t return fall 2019 unaccounted for.

Table 2 shows fall-to-fall consecutive retention, meaning that students were enrolled all four terms: F2018, W2019, Sp2019 and F2019 (summer 2019 is not included in this calculation):

Table 2	Fall, 2018 1 st Term	Fall, 2019 4 th Term	Fall-to-Fall Retention
Enrolled Headcount	803	244	30.39%

Table 2 indicates that of the 298 students who returned Fall 2019, 244 students (82%) followed the traditional path of enrollment (fall, winter, spring), with 54 students taking at least one term off (not including summer) before returning fall 2019.

Looking at data for retention over 5 consecutive terms, Table 3 shows students who were enrolled all 5 terms (Fall 2018, Winter 2019, Spring 2019, Summer 2019, Fall 2019):

Table 3				
1st Fall, 2018	2nd Winter, 2019	3rd Spring, 2019	4th Summer, 2019	5th Fall, 2019
803	558	442	87	67

Students who enrolled every term, including summer (meaning that they did not take a term off) makes up 22% of students returning fall 2019. Looking at numbers, 67/298 students may seem insignificant, but looking at the percentage of almost a quarter of the students who return fall.

While this data indicates the importance of consecutive enrollment to retention, what it doesn't answer is what happened to the 365 students who didn't graduate or transfer, yet failed to return to CGCC. It might be assumed that some of these students received the education/training they need for their current work requirements, however it's doubtful whether this is the case for all 365 students. While it might be important to know how this retention number compares to other similar sized institutions, until CGCC has a system to track students who don't return, it may be difficult to get this question answered.

Actions for Improvement

Moving forward on Guided Pathways work related to retention may be beneficial, as shortened paths to completion and a reduction in number of credits may lessen the time required for completion.

It is also recommended that advisors maintain current efforts to increase retention rates for all students. Two examples include required OnTrack 1 and 2 advising appointments and implementation of the Faculty/Student Mentor Program (FSMP). As noted in B2.1, the greatest loss of students seems to occur between fall to winter. It will be interesting to note any significant increases or decreases between student enrollment fall to winter 2019-20, with the change from a three-week winter break to that of a four-week winter break. Any change may help determine whether long breaks (such as winter break and summer term) affect student retention. Student Services may find it beneficial to increase communication or contact with students closer to the end of fall term and over winter break, to ensure that they return for winter term. It might also be helpful to compare our findings to other like-sized institutions. Once these comparison numbers are found the institution should consider adjusting their mission expectation if deemed appropriate. The institution should also continue to review best practices for future retention efforts.

Effectiveness of Assessment

As stated above, the assessment methods seem to be accurate indicators of retention over four consecutive terms. The data includes all degree seeking students and is an accurate indicator of our student enrollment patterns. However, additional research options are listed below as a way to gather more specific data points for future retention results.

- **Tools and Methodology:** Data provided by contracted resource associated with Linn Benton Community College.
- **Future Targets:** The group recommends that future research efforts should include where we are losing the students who are not retained from fall-to-fall, and how do these findings compare to other like-sized institutions? Once these comparison numbers are found the institution should consider adjusting their mission expectation if deemed appropriate.

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

B2.1 Student graduation

Description of Results

Of the 894 degree-seeking students who enrolled full-time or part-time in CGCC in Fall 2015, 300 (33.6%) students have been awarded with at least one 2-year degree (AAOT, AAS, AGS, AS, ASOT, 2-year Certificate) or 1-year certificate.

Analysis of Results

Current results indicate that we are far exceeding our mission expectation with regard to graduation rates. The data pool included all degree and certificate seeking students who were awarded within the 150% timeframe. This current approach provides a more accurate and inclusive indication of completion rates for our students.

Actions for Improvement

Based on results, no actions for improvement are recommended at this time.

Effectiveness of Assessment

The method of assessment is an accurate indicator of degree and certificate seeking student graduation/completion rates. It is recommended to view the current data as a baseline for future research. Further research should include comparisons with similar FTE institutions.

- **Tools and Methodology:** Data provided by contracted resource associated with Linn Benton Community College.
- **Future Targets:** Current results, coupled with last year's results, indicate that we have been exceeding our mission expectation in this area by a significant amount for the last two years. As such, this group recommends that we raise our mission expectation to an amount that reflects a more meaningful measure of student graduation/completion rates.

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

Description of Results

In 2018-19, 120 students were enrolled in the GED program with 38 of those students earning their GED. This results in GED awards to 32% of students enrolled in the GED program which surpasses mission expectation.

Analysis of Results

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

Actions for Improvement

No actions for improvement are recommended at this time.

Effectiveness of Assessment

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

- **Tools and 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 targets remain the same for another year.

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

Description of Results

In 2018-19, of the 165 GED tests taken, 123 were passed resulting in a 75% completion rate. This falls short of the 80% required to meet mission expectation.

Analysis of Results

Results for prior years were erroneously based on the number of GED class sections attempted/passed. However, data for 2018-19 correctly reflect the student completion measure of GED test sections passed compared to GED test sections attempted. Since only one year of the correct data is available, it is not possible to determine if there has been an increase or decrease in the completion rate or by what factors it is being impacted.

Actions for Improvement

As indicated in B2.2, testing students earlier for their GED and expediting GED completion for students testing at 245 or higher on the CASAS test and other changes have had a positive impact on the GED completion rate. It would seem that the same impact should be seen in the number of GED test sections successfully completed. However, it is not possible to determine that without two years of data to compare.

Effectiveness of Assessment

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

- **Tools and Methodology:** The GED program has a Pre-College Specialist who tracks student completion of GED test sections passed compared to GED test sections completed based on GED enrollment data.
- **Future Targets:** The current percentages for meeting mission expectations and surpassing mission expectations are realistic targets for GED students passing test sections that they attempt.

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

Description of Results

To meet mission expectations for this measure, 75-84% of students in Dev Ed writing must complete with a “C” or better. Of the 89 students enrolled in WR 90, 73 completed it with a grade of “C” or better resulting in an 82% completion rate for 2018-19 which meets mission expectations.

Analysis of Results

The large increase in the WR 90 completion rate is a positive contrast to the declining rates in 2016-17 and 2017-18. Those declines were partially attributed to changes in placement testing cut scores and placement of students into WR 90 who had actually placed into pre-college writing. In order to address the completion rates, the Writing department reviewed the WR 90 course, the class scheduling, and where additional support was needed. Appropriate changes were made to reviewed areas which have clearly had a positive impact on the completion rate.

Actions for Improvement

No actions for improvement are recommended at this time.

Effectiveness of Assessment

The effectiveness of the assessment would be improved with more information on which path the student takes to get to Dev. Ed. Writing such as placement testing or moving in from Pre-College writing.

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

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

Description of Results

As shown in the table below, a total of 412 students were enrolled in Dev Ed math (MTH 60, 65, 95, 98) with 312 completing one or more of these courses with a grade of "C" or better. This results in a total of 76% successfully completing their Dev. Ed. math courses in 2018-19, which is the same percentage as in 2017-18 and does not meet mission expectation.

Grade	MTH 60	MTH 65	MTH 95	MTH 98	Total
A	26	46	72	9	153
B	9	33	36	1	79
C	16	26	37	1	80
D	3	6	13	0	22
F	9	15	16	2	42
I	1	1	1	0	3
NP	0	0	1	0	1
W	11	8	13	0	32
Total	75	135	189	13	412

Analysis of Results

These results may have been impacted by another change in cut scores with the upgrade to Accuplacer NextGen. As seen with the previous change in cut scores, fewer students are being placed in Pre-College math and MTH 20 is no longer being offered. Therefore, the lowest placement is into MTH 60, a course for which students may not be prepared. More information on these students is needed to determine what other issues are impacting the completion rate.

Actions for Improvement

A review by the math department of this data and researching what other factors are keeping the completion rate stagnant is recommended.

Effectiveness of Assessment

The effectiveness of the assessment would be improved with more information on which path the student takes to get to Dev. Ed. Math such as placement testing or moving in from Pre-College math.

- **Tools and Methodology:** Completion rates for Dev Ed Math are pulled from RogueNet by the institutional researcher at LBCC.
- **Future Targets:** The cut-off target of 78% for meeting mission expectations should remain the same. As recommended last year, the cut-off target of 98% for Surpassing Mission may want to be re-evaluated as that pass rate seems high. A 95% cut-off rate is more realistic for Surpassing Mission.

B2.6 Students who transfer to Oregon University System

Description of Results

Of the 894 degree-seeking students who enrolled in CGCC in Fall 2015, 141 (15.8%) students had at least one transfer record to a four-year Oregon university on or before 12/31/2018 (completed within 150% timeframe of enrolling F2015).

Analysis of Results

Current findings (15.8%) indicate that CGCC has surpassed mission expectations. Though currently this percentage appears high, it is recommended that CGCC re-evaluate whether this percentage is an acceptable target or if the ranges should be adjusted to reflect a more ambitious objective.

Actions for Improvement

Based on results, no actions for improvement are recommended at this time.

Effectiveness of Assessment

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

- **Tools and Methodology:** Data provided by contracted resource associated with Linn Benton Community College.
- **Future Targets:** Current results, coupled with last year's results, indicate that we have been exceeding our mission expectation in this area by a significant amount for the last two years. As such, this group recommends that we raise our mission expectation to an amount that reflects a more meaningful measure of student transfer rate to an Oregon four-year university or change the measurement to compare to national results. In addition, as a large percentage of CGCC students reside in Washington, it is recommended that we include transfer rates to schools outside of the OUS system since we can now retrieve that data from the clearinghouse.

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

Description of Results

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

Analysis of Results

No data to analyze.

Actions for Improvement

Without this data, it's difficult to determine where improvements need to be made.

Effectiveness of Assessment

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

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

B2.8 CTE employment placements

Description of Results

CGCC cannot currently obtain data for CTE employment placements, as neither the institution nor the state have a reliable system to track employment placements of students.

The numbers below come from the Health Occupations department chair, the lead instructor for the Medical Assisting program and the CTE dean and faculty, however all state that numbers are incomplete and only anecdotal. Missing from the list are student employment rates for the following CTE programs: Business, Computer, Early Childhood Education and Family Studies, Manufacturing and Unmanned Aircraft Systems. No one is currently keeping track of employment rates for program graduates.

2017-18 numbers are used to measure CTE employment rates, giving students a year after graduation to take licensing exams and find employment.

Program	Number of 2017-18 Graduates	Number Reported Passing Licensing Exam	Number Reported Employed	Percentage of Graduates Employed
Nursing	23 (AAS)	23	23	100%
Medical Assisting	15	9 (AAMA) 1 (NCMA)	7	47%
Electro-Mechanical Technology	19	N/A	19	100%
Total	57	33	49	86%

Analysis of Results

Forty-nine CTE graduates reported employment, placing CGCC below mission. Fifty employment placements are considered meeting mission expectation, meaning that CGCC is close to meeting its mission for B2.8. Considering that employment rates are not tracked for five out of eight programs, it's possible that at least one student from one of the CTE programs that are not gathering student employment rate data has found employment and that CGCC is actually meeting its mission.

It's difficult to provide an analysis of what this number means because the numbers are incomplete and anecdotal. Also, using a number to determine whether we are meeting mission expectation seems random. It might be better to use a percentage, as this puts that number in context with the number of graduates. Stating that 86% of our graduates found employment seems to carry more significance than stating that forty-nine graduates found employment.

Actions for Improvement

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

Effectiveness of Assessment

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

- **Tools and Methodology:** Health Occupations and CTE department reported numbers, which are anecdotal and incomplete.
- **Future Targets:** It is difficult to determine whether targets are realistic or whether future targets need to be reconsidered since data for CTE student employment placements is anecdotal, incomplete or questionable. At the very least, it is recommended that CGCC consider a percentage of employed graduates as a measure of whether we are meeting our mission of applying the processes that lead to student success and employment, as employment numbers when not compared to number of graduates do not provide context.

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

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

Description of Results

Results from course level outcomes assessment indicate that 87.8% of CGCC students are achieving instructor-identified levels of accomplishment of their student learning outcomes. A total of 81 assessments of course outcomes were completed with 1229 students (may be duplicated) assessed over the academic year (three outcomes per course). The results from course outcomes assessment indicate that CGCC is meeting its mission.

Analysis of Results

All instructors are required to complete a course outcomes assessment each year. With an 84% completion rate of course outcomes assessment by instructors in 2018-19, these numbers provide a broad range of student achievement of course level SLOs, as these results incorporate all departments. With the majority of instructors indicating that they are using direct measures to determine whether students are achieving course level outcomes, an average of 87.8% of students achieving course learning outcomes indicates that CGCC is meeting its mission for B3.1. Data indicates that there was a slight decrease in student achievement of course outcomes from 88.1% in 2017-18, however when compared over four years, data shows that student achievement of course outcomes remains relatively high, within the 87% to 89% range.

Actions for Improvement

Instructors suggested the following actions for improvement in their course outcomes assessment reports:

- Changes to improve instruction ([BA 111](#), [BA 256](#), [CHN 102](#), [COMM 237](#), [ECE 124](#), [ESOL – Level 1-2](#), [ESOL – Level 5](#), [MA 177](#), [MTH 105](#), [MTH 243](#)),
- Changes to curriculum ([CAS 106](#), [ECE 124](#), [ENG 106](#), [MA 118](#), [NRS 230](#), [RD&WR I &II](#), [RD & WR II](#)),
- Improving instructional materials and resources for students ([ART 286](#), [BA 101](#), [BA 256](#), [BI 234](#), [ECE 124](#), [EMS 105](#), [FN 222](#), [HPE 295](#), [MTH 111](#), [MEC 123](#), [MUS 105](#), [NRS 232](#), [NRS 233](#), [Math I & II](#), [PSY 239](#), [RD & WR I & II](#), [RD 115](#), [SOC 204](#), [SPA 101](#))
- Improving instructor-student interaction to better support student achievement of outcomes ([HST 201](#)),
- Changes in format of course (delivery) ([EC 201](#), [MA 131](#), [MFG 150](#), [MP 140](#))
- Changes in assessment methods (or clarifying methods of assessment) ([CG 111](#), [ECE 124](#), [ESOL – Level 5](#), [G 202](#), [G 203](#), [GS 106](#), [HEC 201](#), [MA 118](#), [MTH 98](#)),
- Changes to prerequisites/preparedness: ([CAS 170](#), [ECE 130B](#), [G 203](#), [OS 280F](#)),
- Changes to course design ([ART 230](#), [BA 285](#), [CG 111](#), [ECE 124](#), [ECE 177](#), [EET 221](#), [HST 103](#), [LIB 101](#), [NUR 90](#), [NRS 110](#), [NRS 111](#), [PSY 101](#), [RD&WR I &II](#), [WR227](#))

Effectiveness of Assessment

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

- **Tools and Methodology:** Instructors reported student achievement of instructor-identified levels of accomplishment of SLOs using 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 88.2% for all degrees, certificates and programs, surpassing mission expectations. This percentage reflects a total of 39,109 student assessments at the degree, certificate and program level, with a total of 34,494 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 106 degree, certificate, program outcomes assessed ¹, 103 or 97% of those had a student achievement rate 80% or higher for the outcome (meeting or exceeding mission expectations).

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

Analysis of Results

While this one number of 88.2% indicates that CGCC meets mission expectations for B3.2, caution should be used in reading too much into these results. These results are taken from a total of 19 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 39,109 students assessed, 35,767 are from the AAOT, AS, ASOT-BUS and AGS outcomes assessment, meaning that over 91% of the results come from four degrees, with fifteen degrees, certificates and programs making up the remaining 9%. The vice president of instruction, deans 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.

¹ CGCC has a total of 119 degree/certificate/program outcomes. Six degree outcomes were not assessed as a result of changes to program faculty prior to the collection of data. Seven degree/certificate outcomes could not be assessed due to the cancellation of courses used to measure student achievement of those outcomes.

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, 88.2% is a reasonable result and higher results might be questionable with regards to grading inflation. Instead, the vice president of instruction, deans 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 88.2% than other programs. For example, the AAOT weighs heavily into this number with twenty-one outcomes and its 11,996 students assessed when compared to smaller CTE programs that have four or five outcomes and thirteen or forty-four 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 119 degree, certificate and program outcomes.

- **Tools and 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 365 students were enrolled in the 22 200-level courses from twelve disciplines that participated in the assessment of CLO#5 Recognize the consequences of human activity upon our social and natural world (Community and Environmental Responsibility). Of those students, 333 completed the assignments and were scored using the Community and Environmental Responsibility rubric. A total of 63.74% of those students scored into levels “3” and “4” (accomplished or better). 24.17% of students scored into level “2” (developing) and 7.38% of students scored into level “1” (beginning). 4.71% scored into “not demonstrated” and 7.25% were scored as “not applicable”.

Analysis of Results

With an expectation for mission accomplishment at 80%, 63.74% of students achieving accomplished or better in the area of Community and Environmental Responsibility is below mission expectations. It’s important to note that this overall percentage derived from the total

number of students who scored into “Accomplished” or better on five different criteria from the Community and Environmental Responsibility rubric, while providing a percentage for fulfillment of Core Themes, is not used to inform faculty where or if improvements to instruction need to be made. Instead, faculty use the rubric and student scores to better understand where to focus intentional instruction as a means to move students closer to accomplished or mastery in the categories where scores indicate their skills and knowledge are lacking. Results indicate that students scored lowest in the areas of “Understanding Global Systems” and “Applying Knowledge to Contemporary Global Contexts”. Of interest is that students scored lowest in the categories that addressed community and environmental responsibility on a global level, while percentages of students scored into accomplished or better in the categories that addressed community and environmental responsibility in a more personal context.

Actions for Improvement

Faculty will increase instruction and assessment in the two areas of “Understanding Global Systems” and “Applying Knowledge to Contemporary Global Contexts” in an effort to move more students from beginning/developing levels to the level of accomplished. During 2019 fall in-service, faculty collaborated to create a list of instructional resources and ideas to support these efforts. The academic assessment coordinator will track strategies faculty implement to support student achievement. This CLO will be assessed again in 2023-24, and faculty efforts towards increasing student achievement of this CLO will be analyzed.

Continuing to educate instructors and students about the purpose and importance of CLOs is also recommended. Course Content and Outcomes Guides were updated in 2018-19 to better align with which CLOs are addressed as majors and minors. Plans are moving forward in 2019-20 to help instructors design assignments that can be assessed using the rubrics for CLO assessment. These efforts should help strengthen the process of CLO assessment, as well as involve more instructors, thus helping to familiarize instructors with CLOs. In an effort to address the recommendation from last year that students be intentionally educated about CLOs and the skills that they should expect to be able to demonstrate upon graduation from CGCC, listing CLOs in course syllabi was required starting spring of 2018-19.

As recommended by the CLO Assessment Committee, the college may also want to consider adopting a 6th CLO, splitting CLO#5 into two separate Core Learning Outcomes: Community Responsibility and Environmental Responsibility. The committee noted that the inclusion of environmental responsibility in the college’s Core Learning Outcomes represents a value that is somewhat unique among colleges. As such, it would express a strong commitment to this value if it was in a separate Core Learning Outcome, better supporting CGCC’s identity as a green institution. Focusing on environmental responsibility as a 6th Core Learning Outcome will also allow the college to focus more instruction on this CLO, thus having a greater impact on students.

Effectiveness of Assessment

Student artifacts from 200-level courses are used in the assessment of student achievement of the CLO, with the assumption that students could potentially be taking these courses towards the end of their degree, and therefore could have received sufficient instruction in the skills and knowledge required for assessment of the institutional core learning outcomes. In reality, however, the college does not have a way to identify which students are close to graduation in the 200-level General

Education courses used for CLO assessment. As such, there is no means to ensure that the assessment is taking place during a student's final term. The adapted LEAP rubrics used for scoring student artifacts 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 community and environmental responsibility.

- **Tools and Methodology:** Student artifacts were scored by instructors using a [rubric adapted from AACU's LEAP Value Rubrics: Global Learning](#). Results were gathered by the Academic Assessment Coordinator and analyzed by the CLO Assessment Committee.

Once this initial cycle of gathering student achievement data for each CLO is complete, it is recommended that the following cycle include a comparison of results for each CLO. Including a comparison of results for each Core Learning Outcome will not only provide data of student achievement for B2.3 but will also help determine the effectiveness of teaching strategies implemented by faculty in the five years between the assessment of individual CLOs.

- **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.



2018 – 2019

Core Theme C

... strengthening our community ...

Core Theme C: Strengthening Our Community - Partnerships								
Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2018-19 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.	384	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)	55%	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)	27%	1

		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)	25%	1
		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)	33%	1
Objective C2: Creating, maintaining, and growing community relationships	C2.1 Community awareness of CGCC (community survey)	85% or more Percentage of surveyed identifying themselves as very or somewhat aware of education and services offered by CGCC		65 – 75% Percentage of surveyed identifying themselves as very or somewhat aware of education and services offered by CGCC		55% or fewer Percentage of surveyed identifying themselves as very or somewhat aware of education and services offered by CGCC	100%	5
	C2.2 Community 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	36%	1

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

The following data reflect direct contact with individual businesses through CGCC Small Business Development Center, Child Care Partners Resource & Referral, and Customized Training. This may take the form of management and employee trainings, consulting and site visits. Data from SBDC and Child Care Partners are also provided to relevant state agencies as part of annual compliance and reporting requirements. Cumulative results demonstrate a slight decline over the previous year (bracketed for comparison), although there was a net increase in certain services:

	2017-18	2018-19
Small Business Development Center	284	268
Child Care Partners Resource & Referral	104	105
Customized Training	4	11
Total	392	384

See Appendix “A” for respondents’ verbatim comments submitted through the business and community perception surveys from June through August 2019.

Analysis of results

Two of the measures increased over the previous year, in Child Care Partners and, in particular, Customized Training. This may reflect greater awareness of Customized Training in the regional business community. It will be important to review this metric in the 2019-20 cycle. It is also important to note that Customized Training has an inverse relationship with the economy. When the economy is robust it is difficult for business owners to find the time to send employees for training. The regional economy has been very robust since recovery from the 2008 Great Recession. Child Care Partners also showed a slight increase over the previous year, which reflects favorably upon the continued outreach and hard work of a dedicated department staff. There is a chronic shortage of child care in the region; as a training provider, an important component of Child Care Partner’s mission is to foster an overall increase in this number. That’s constrained by the low salaries typically associated with this industry, and the workload placed upon providers, many of whom are small business owners with very few (or no) staff. Motivation is another challenge. As noted by Nancey Patten, director of Child Care Partners:

“The challenges that we have been facing in working with programs is the struggle to get businesses motivated to attend trainings and work on continuous quality improvement. We have a very active group of Spanish speaking [clients] that are working on Spark and a Star Rating, but have only a small number of active English speakers who are actively engaged in Spark.”

Patten is referring to a child care quality rating system instituted at the state level; as more clients become acquainted with this system (and the negative ramifications of not achieving an acceptable quality rating) program participation is expected to increase.

The decline in the number of businesses served by SBDC indicates, to some extent, the continued robust regional economy; many businesses are simply too busy to avail themselves of SBDC. As is the case with Customized Training, an economic downturn may have a direct impact on annual metrics.

Actions for Improvement

The college's adoption in Summer 2019 of "Ed2Go," an on-line training resource, is expected to have a significant increase in the number of businesses served through Customized Training. Ed2Go is a continuing education provider; classes are offered on a wholesale basis to CGCC and other subscribing institutions, which recover cost of subscription through a surcharge on each class. In customized training and other classes, such as Excel, CGCC has had difficulty attracting sufficient enrollment to offer all classes scheduled. When low enrollment classes are dropped, students are discouraged from looking to CGCC for continuing education. By reaching a national audience, Ed2Go creates economy of scale needed to hold classes across multiple topics; the risk of cancelled classes is low. Since Ed2Go is marketed through the college's own website, it offers an additional tool for customized trainings. Ed2Go enrollment is reported monthly to CGCC, providing an additional metric for customized trainings. One-day seminars, reasonably priced, will be another strategy offered through Customized Training and Community Education. It is also anticipated that expanded marketing, and regional awareness of the college as it launches major new construction projects in 2020, will have a positive impact on this metric. Results of the 2019 business survey also identified numerous new areas of study, which will inform institutional planning and, in the process, identify additional Customized Training classes to provide either through locally contracted vendors or Ed2Go. Development of the college's workforce skills center starting in 2019 will call additional regional attention to the institution's many services, SBDC among them; for instance, the college is now working closely with Gorge Technology Alliance to develop strategic partnerships in the aerospace sector; given the many smaller businesses (as well as large employers) engaged in this sector, there should be new opportunities to connect these businesses with the services offered by SBDC. Likewise, the anticipated new Construction Trades program should also provide opportunity for growth in the number of businesses served by SBDC. Specific SBDC strategies moving forward will be to continue recruiting for the Small Business Management program and run more "Advanced Business Training" modules. This will help address a core challenge confronting SBDC clients in general, regarding a significant lack of proper bookkeeping skills, understanding of finance, and awareness of the principles of human resource management. In terms of Child Care Partners, as is the case with Customized Training and SBDC, it is incumbent upon the institution as a whole to assist in marketing these services to raise awareness in the business community of the trainings offered by all three programs. A more targeted delivery of the college's annual business and industry survey will be another way to raise awareness, and should be incorporated in marketing strategy. As is the case with Customized Training, Child Care Partners is also expanding the use of on-line classes; the department will also be starting a "Focused Child Care Network" to call attention to new programs. Finally, close coordination between Community Education and Customized Training, with staff now solely assigned to focus on these two programs, should result in expanded participation in both programs. Certain offerings are a "cross-

over” between the two, such as a Leadership Series offered by the college in 2019 and presented by Dana Meyers. This attracted participation by the City of The Dalles, suggesting an area of enrollment growth (local government) which has rarely been tapped in the past.

Effectiveness of Assessment

- **Tools and Methodology:** With the exception of Customized Training, data from this measure are taken from annual reports prepared by the respective departments as mandatory reporting requirements to state and federal agencies. These data have been collected for many years, providing good baseline information. While Customized Training does not have a similar reporting requirement, adoption of Ed2Go as an additional Customized Training resource will provide a new metric which can be tracked annually, together with traditional Customized Trainings offered directly by college staff and contractors retained by the college. The potential addition of Ed2Go will necessitate a review of the metric as well as the definition of Customized Training and how it is measured. There is the potential for duplication of numbers between Customized Training and Community Education. Consideration should be given to the inclusion of enrollment numbers from other workforce related courses offered through Community Education.
- **Future Targets:** Depending on potential for increase in reported Customized Training, there may be a need to review and revise targets.

C1.2 Responsiveness to business and industry

Description of results

The college conducted an on-line survey of businesses and industries, and also the community at large, from June through August 2019. The total number of respondents compares favorably to the last time the college conducted a business survey, in 2016-17, when only 36 people responded. (No survey took place in 2017-18.) However, relatively few of the survey respondents elected to answer all of the questions in the survey. Results are provided as percentages in the Core Theme C rubric; specific results are provided for each measure below. There were nine responses to C1.2 (institutional responsiveness); one rated this as excellent, four as above average, two as average and two as below average. See Appendix “A” for respondents’ verbatim comments submitted through the business and community perception surveys from June through August 2019.

Analysis of results

While the number of survey responses represented improvement over the 2016-17 survey, it is nevertheless problematic to draw broad conclusions from the relatively small number of people responding to any one survey question. With some 80,000 people in the college’s potential service region, the total number of responses (111) and the subset responding to the business survey is not statistically valid.

Actions for improvement

The college should make every effort to respond to the workforce training needs expressed by business partners, both through the survey and in other forums. For instance, the need for “soft skills” has been expressed for many years. The college’s Pre-College Department offers relevant training in this regard; this needs to be marketed more effectively to build awareness, and obstacles to attendance (lack of time, lack of transportation, lack of child care among them) need

to resolved. Expanded distance education could be one effective strategy. This response applies equally to Items C1.3 and C1.4.

Effectiveness of assessment:

If this measure is to continue to rely upon a broad survey of responses, there needs to be even greater emphasis given to marketing the survey, including provision of incentives for respondents who complete the survey. The same challenges identified above by SBDC and Child Care Partners, of recruiting businesses to participate in available trainings, affects participation in the survey itself: Business owners and managers are busy, and simply do not have time to respond to surveys unless there is a very pressing need to do so. The institution should consider intentional outreach through focus groups, and by taking advantage of existing regional conferences and summits hosted by organizations in which CGCC is a member. These include chamber forums and, in particular, the annual Business and Industry Summit organized by Mid-Columbia Economic Development District. For instance, a printed survey could be provided to each summit participant with request that it be completed and turned in by the end of the day. Another avenue for improved data gathering is the college's contractual relationship with East Cascades Workforce Investment Board (EC Works), as five-county provider for federal Workforce Innovation Opportunity Act funds allocated through EC Works. EC Works maintains an extensive network of business and industry contacts, and could be invited to help the college obtain feedback for future assessments.

- **Tools and Methodology:** The industry and community survey conducted in summer 2019 used the Qualtrics survey tool, which enabled respondents to identify themselves as business owners or managers; students or prospective students; parents of current or prospective students; or other members of the general public. Using the Qualtrics “skip-logic” survey structure, those who self-identified as business owners or managers (15 total) were directed to a survey specific to assessing measures C1.2, C1.3 and C1.4. Those who self-identified as belonging to any of the other categories (29 total) were directed to a separate survey with questions specific to the C2.1 measure (Community awareness and perception). The survey asked respondents to rate the institution on a Likert scale (Example: Excellent, above average, average, below average, poor); results shown below report cumulative sub-totals for each question. When no sub-total is provided it is because there were no responses for that rating. The survey instrument captured individual IP addresses of respondents; by this measure, a total of 111 people responded to the survey. Unfortunately, many respondents did not self-identify in any category, but nevertheless proceeded to take either the business or community perception survey. Those completing both surveys could also elect to take a third survey, which asked questions specific to the college's upcoming student housing project. (Respondents first needed to complete either of the first two surveys before receiving the option to proceed to this third survey.) The overall survey was widely marketed through media stories, chamber websites and social media. Reliance on an annual survey alone has thus far not proven to be a reliable method of gathering data in sufficient quantity to provide a statistically valid indication of institutional effectiveness for C1.2, C1.3 and C1.4. While the survey should not be abandoned, it should be augmented by additional strategies, perhaps to include those suggested above.
- **Future Targets:** Due to limited survey response, it is not possible to evaluate current targets and make suggestions for the necessity of revising or not revising targets.

C1.3 Regional industry satisfaction with CGCC:

Description of results

There were ten responses to C1.3 (CGCC as a community partner): Five rated CGCC as above average, two as average and three as below average.

Analysis of results

While the response rate was low, most of those who did respond rated the college above average as a community partner, but almost as many rated it below average. While the number of survey responses represented improvement over the 2016-17 survey, it is nevertheless problematic to draw broad conclusions from the relatively small number of people responding to any one survey question. With some 80,000 people in the college's potential service region, the total number of responses (111) and the subset responding to the business survey is not statistically valid.

Actions for Improvement

Improved assessment tools and methodology are needed that result in better data and so a better understanding of satisfaction with the college. Actions for improvement may or may not be needed at this point. Data is insufficient to make that determination.

Effectiveness of assessment

The community and industry survey, by itself, has not been demonstrated as an effective means of gathering responses in sufficient quantity to be statistically relevant.

- **Tools and Methodology:** Additional mechanisms beyond the survey are needed to assess industry satisfaction with CGCC. Direct outreach to employers, while time-consuming, has proven effective to the extent that the college has been able to conduct such outreach. As noted below, the Healthcare Occupations program reaches out to hospitals and other healthcare providers each year. The college could also benefit from direct outreach through community partners such as chambers of commerce, the Gorge Technology Alliance, and port districts. In addition, the college could expand its marketing and public relations efforts to promote more regional awareness of college activities. Greater awareness should foster stronger participation in the community survey and also positively affect the ratings provided in future surveys. See C1.3 for further comments on the tools and methodology.
- **Future Targets:** Due to limited survey response, it is not possible to evaluate current targets and make suggestions for the necessity of revising or not revising targets.

C1.4 Employability and preparedness of CGCC graduates:

Description of results

- There were 11 responses to C1.4 (analytical skills of CGCC graduates): Three rated graduates as above average; one as average; and seven had no experience with CGCC graduates.
- There were 11 responses to C1.4 (job-specific skills): One rating of above average, three as average; and seven indicating no experience with CGCC graduates.
- There were 10 responses to C1.4 (interpersonal skills): One rating of above average, two of average; and seven as having had no experience with CGCC graduates.

Analysis of results

Although the number of survey responses was low, those who did respond and who had experience with CGCC graduates indicated above average analytical skills; there was only one rating of above average each for job-specific and interpersonal skills, but again the survey response rate for these questions was quite low and it would be premature to draw conclusions.

Actions for Improvement:

Improved assessment tools and methodology are needed that result in better data and so a better understanding of employability and preparedness of CGCC graduates. Actions for improvement may or may not be needed at this point. Data is insufficient to make that determination.

Effectiveness of assessment:

Thus far, annual surveys have not demonstrated the capacity to attract a sufficiently large number of respondents to be statistically relevant. While the survey should not be abandoned, it should be augmented by other measures.

- **Tools and Methodology:** In addition to the suggestions for assessment improvement listed in above measures, some ideas more specific to this measure are: 1) The college's Healthcare Occupations program conducts outreach to community partners each year, contacting hospitals and other care providers in the region to determine the number of CGCC graduates hired each year. This direct communication affords the program an opportunity to assess workplace readiness, critical thinking skills and other requirements of the nursing profession. Since this outreach occurs already, results can be incorporated into the core theme measure; 2) Outreach to other industry partners, such as in the technology sector, does not occur with the same regularity, and instead is more of an anecdotal nature. If staff resources allow, it could be possible to conduct direct outreach to other industry partners; 3) Alternately or in addition, a focused survey could be presented through the Gorge Technology Alliance, a membership organization. As a member, the college would be able to use this avenue to assess employability and preparedness of graduates entering the technology sector; and finally 4) Direct outreach could occur with other economic sectors such as agriculture and manufacturing, again provided the college has sufficient staff resources to make this attempt.
- **Future Targets:** Due to limited survey response, it is not possible to evaluate current targets and make suggestions for the necessity of revising or not revising targets.

Objective C2: Creating, maintaining and growing community relationships

C2.1 Community awareness and perception of CGCC

Description of results

Twenty of 29 respondents self-identifying as current or prospective students, parents of current or prospective students, or other college constituents, indicated a "very familiar" level of awareness of CGCC. Three more indicated "some familiarity" with the institution. No respondent indicated a complete lack of familiarity with CGCC. Twenty-two people responded to a question regarding the quality of education and services provided by the institution: Seven were satisfied, eight very

satisfied, three dissatisfied, one very dissatisfied, and three neither satisfied nor dissatisfied. Ten participants said they are considering taking classes at CGCC; eight said they are not at this time. See Appendix "A" for respondents' verbatim comments submitted through the business and community perception surveys from June through August 2019.

Analysis of results

As is the case with the number of people responding to the business and industry survey, it is problematic to draw broad conclusions based upon the relatively small sample size. The fact that none of the 111 respondents (again, as defined by individual IP addresses recorded through the on-line survey) indicated no awareness of CCGC is encouraging. It is also important to note the demonstrable successes the college has had in terms of community perception which are not captured by the survey. For instance, over the past year, the college obtained fiscal support of the City of The Dalles, Wasco County, and Port of The Dalles in securing \$5 million in grant and loan commitments to construct a skills center and student housing. This, despite other pressing community needs for these funds. (In fact, the college obtained the support of two other local governments, North Wasco County School District and Mid-Columbia Fire & Rescue District, which would also benefit from a city and county funding allocation. These two local governments supported the college project, even knowing their own priorities would be deferred as a result.) The college is often approached with requests for allocation of meeting space, letters of support for grant proposals, and requests for new programs; none of these indications of community perception and awareness are captured in the survey.

Actions for Improvement:

A robust, well-funded marketing program with at least one full-time staff, and an annual budget sufficient to promote a consistent, long-term messaging program across multiple channels (social and traditional media, etc.) will be essential, especially as the college embarks upon two major construction programs (skills center and student housing). Appropriate marketing will be critical to the success of these initiatives, as well as current and anticipated new academic and career-tech programs.

Effectiveness of Assessment:

- **Tools and Methodology:** Additional methods of measuring community awareness and perception are needed beyond an annual survey. These could include feedback from community forums, focus groups, and community events. Selected tracking of requests for meeting space, grant partnerships, and social media followers would add relevant data.
- **Future Targets:** Due to limited survey response, it is not possible to evaluate current targets and make suggestions for the necessity of revising or not revising targets.

Appendix A:

Following are respondents' verbatim comments submitted through the business and community perception surveys from June through August 2019:

What can we do better?

- More CTE
- More tutors
- Shouldn't have to sign into Moodle every time. Needs to be more convenient.
- Make sure that all courses are very solidly grounded in skills and competencies that will be most beneficial in the workplace. Don't create busywork for the sake of some trendy educational thing, but instead make sure the instructors know what they're talking about and have experience in their field. The workplace is competitive and money is tight. Make sure you give us the maximum benefit for our hard-earned money.
- Provide more communication to the student body.
- Would love to see more online classes available for Expanded Options students, similar to many of the bacc core classes they need for higher education.
- Offer Japanese language courses again! It is such an important piece of the Gorge's history and especially considering The Dalles and Hood River both have strong relationships with their Sister Cities in Japan.
- Give discount to veterans with a 50% or higher disability rating like you do with senior citizens
- You could offer more [career] choices not everyone is interested in Nursing or Wind Energy.
- more adult post graduate opportunities in literature and sciences. guest lectures and presentations... use of facilities to draw the community in
- More short-term credentials.
- It would be helpful to provide local employers with Spanish. Bend Community College did this for their construction industry and it was helpful and was mindful of the needs of the employers.
- Partner with employers to offer classes onsite during work hours.

What skills should we offer?

Accounting/bookkeeping, coding/programming, family budgeting, brewing/winemaking, teaching, agriculture, customer relations, construction trades, mechanics, basic computer applications, welding.

How do you learn about classes at CGCC?

Telegram Messenger	1
Facebook	6
No social media or radio	8
All Classical FM	1
Radio Tierra	3
KODL	3
KIHR/KCGB/KACI/97.2FM	7
Not through radio	8
Newspaper articles	3

Course catalog	6
College schedule	5
College website	5
Billboards	2
Movie theatre ads	1
High school instr./counselors	1
Job fairs	1
Friends/relatives	22

What Community Education classes should we offer?

Conversational Spanish, personal investing, regional history, paddle-boarding, cooking, ceramics, dance, geology, mountain biking, photography

Common reasons for not enrolling in Community Education, ESOL, GED:

Lack of child care, lack of time, not aware of classes, lack of transportation, no need for classes.

Which workplace skills are most often unfilled?

Construction trades	3
Mechanics	1
Accounting/bookkeeping	2
Soft skills	3
HVAC repair	1
Basic computer applications	1
Marketing	2
Web design/development	1
EMT/paramedic	1
Customer relations	1