2019 – 2020

Core Themes

Assessment

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

Submitted by
Columbia Gorge Community College's
Institutional Assessment Committee

COLUMBIA GORGE
COMMUNITY COLLEGE

2019 – 2020

Executive Summary

& 4-Year Comparison Data

Columbia Gorge Community College evaluates mission fulfillment based on overall achievement of identified measures associated with Core Theme objectives. Measures are scored on a 5-point scale with a score of "3" indicating "Meets Mission Expectations." Scores of "1" and "2" are considered "Below Mission Expectations," and scores of "4" and "5" are described as "Surpassing Mission Expectations." Each Core Theme is given an overall score based on the average of its measure scores, and then the average of all measures across all three Core Themes is tabulated to determine a college score. For 2019-20, the college scored at 3.11, meeting mission expectations.

Core Theme A: Building Dreams (Access) 2019-20 Results

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

5 out of 9 measures are reported as Meets Mission Expectation or higher. 4 measures are reported as not reaching Mission Expectation.

**Core Theme B: Transforming Lives (Education) 2019-20 Results**

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
2	3	6		2	0

11 out of 13 measures are reported as Meets Mission Expectation or higher. 2 measures are reported as not reaching Mission Expectation.

Core Theme C: Strengthening Our Community (Partnerships) 2019-20 Results

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
2		1	1	1	5

3 out of 10 measures are reported as Meets Mission Expectation or higher. 2 measures are reported as not reaching Mission Expectation. 5 measures are reported as data not available.
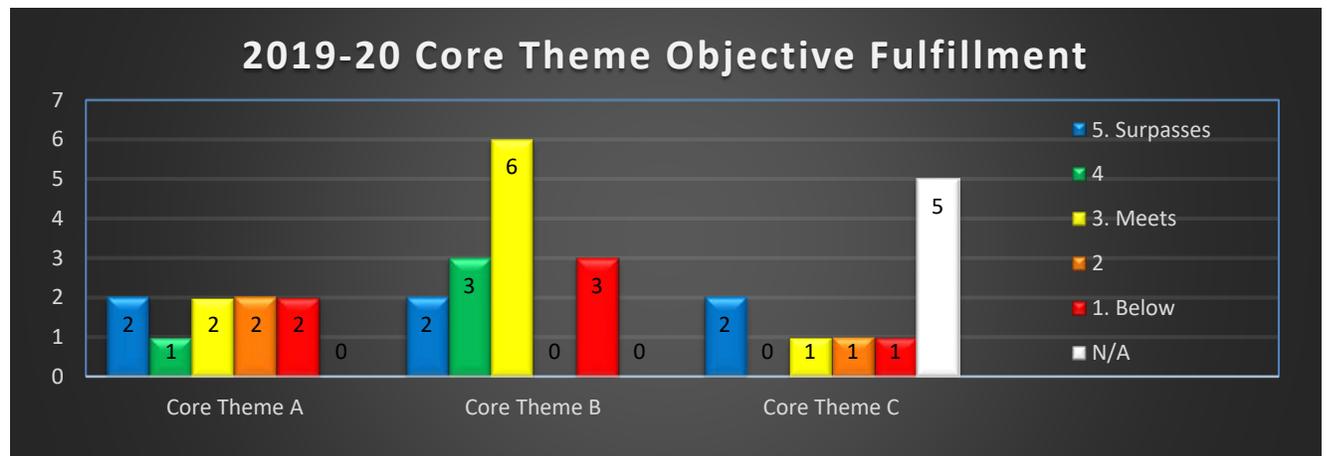
2019-20 Combined Achievement of Measures for College

5	4	3	2	1	NA
Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	Data not available
6	4	9	3	5	5

19 out of 32 measures are reported as Meets Mission Expectation or higher. 8 measures are reported as not reaching Mission Expectation. 5 measures are reported as data not available.

2019-20 Achievement Average of Measures

	Core Theme A	Core Theme B	Core Theme C	College
Achievement Average of Measures	2.89	3.23	3.20*	3.11

* Measures identified as N/A (not available) are not included in the computation of the CT average.

Core Theme Achievement Summary (Comparison 2016-17 to 2019-20)

Core Theme A: Building Dreams (Access)

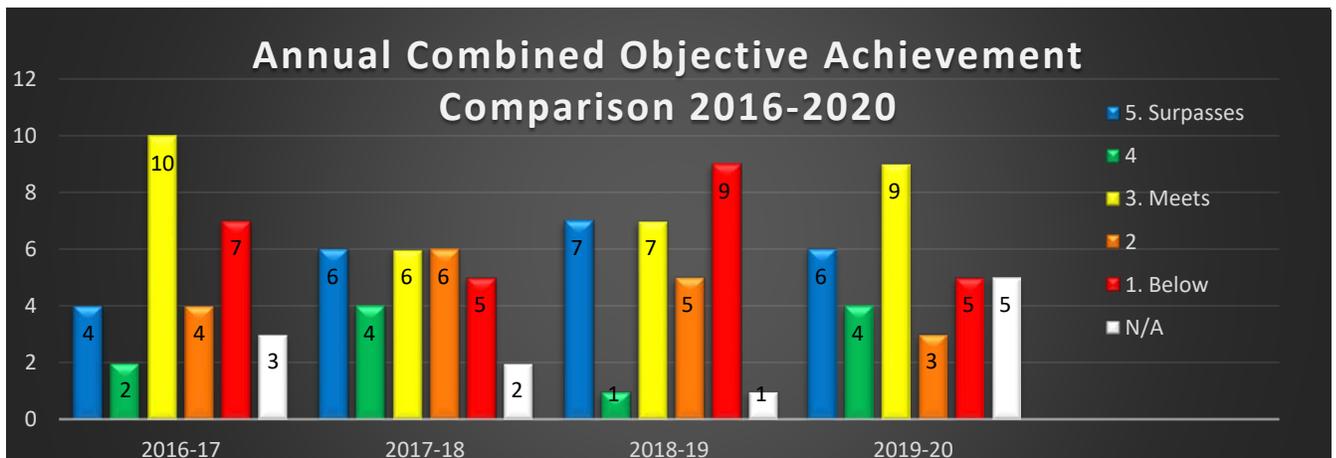|	5	4	3	2	1	NA
	Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives which are Below Mission Expectation	Data not available
2016-17	3	1	3	1	1	0
2017-18	4	0	2	1	2	0
2018-19	3	0	3	1	2	0
2019-20	2	1	2	2	2	0

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
2019-20	2	3	6	0	2	0

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
2019-20	2	0	1	1	1	5

Annual Combined Objective Achievement Comparison (2016 – 2020)

	5	4	3	2	1	NA	
	Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives 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
2019-20	6	4	9	3	5	5	3.11

Annual Combined Objective Achievement Comparison 2016-2020

Areas of note in comparison data 2016-20

Data from any single year may not provide as telling evidence of college effectiveness as data that spans multiple years. Consistency in data collection over multiple years allows for identification of trends in results, either to the positive or the negative. CGCC has had relatively consistent collection of data for each Core Theme for four years. The following areas of interest were identified in the 2016-20 Core Theme Comparison Charts (Charts at end of summary):

Core Theme A

- **A1 Providing a local option for obtaining quality education at an affordable price (A1.1, A1.2 & A1.3)** Overall college enrollment as represented in measures A1.1, 1.2 and 1.3 has shown either a steady decline or consistent low enrollment over the last four years. Following two years of placing as a "2", credit enrollment climbed to a "3" in 2018-19; however, in 2019-20 it dropped significantly to a "1." An assumption would be to attribute the drop to COVID-19 restrictions that started spring term, 2020; however, despite these restrictions, it was reported that the college was holding steady in spring term and did not suffer the losses experienced by other colleges and universities in the state. It would be beneficial to discover if the drop can be located in any specific term or whether it is a drop in overall credit enrollment spread over all four terms.

Noncredit enrollment in Pre-College and ESOL has been consistently below mission expectations, scoring a "1" in all four years. The Core Theme report notes that external factors have negatively impacted realization of this measure, including a strengthened economy and changes in immigration policies at the federal level that created insecurity amongst the Spanish speaking community. Over the past three years, the departments and the college as a whole have responded to these issues through the implementation of new instructional delivery methods, shortening the path to GED® completion, establishing the college as a Sanctuary Campus, and introducing new outreach techniques. It was hoped that these strategies would result in increased enrollment in 2019-20; however, COVID-19 restrictions did negatively impact these departments in spring 2020 as these students struggled with the initial transition to distance education models.

Noncredit enrollment in CGCC's community service programs (SBDC, Child Care Partners, Customized training) and Community Education offerings has also shown a decline in the last two years. Dropping from a level "5" in both 2016-17 and 2017-18, the college scored a "2" in both 2018-19 and 2019-20. The metric for A1.3 was revised in 2019-20 to total headcount of enrolled students rather than FTE. The new metric targets were based on data pulled for the last five years; however, there is room for speculation on whether the target scores are comparable to the previous metric. It is evident in 2019-20 that noncredit enrollment in this area was hit hard in spring 2020 as a majority of courses had to be cancelled due to COVID-19 restrictions.

- **A2 Providing college credit opportunities for high school students (A2.1 & A2.2)** According to the data, the college has consistently rated above mission expectations in providing opportunities for high school students within our service district. Enrollment FTE of high school students taking advantage of accelerated learning opportunities (College Now, Early College, Expanded Options, Running Start) has scored as a "5" for the past three years. The development of additional College Now offerings in local high schools has had a significant impact on increasing these enrollment numbers. At the same time, enrollment of transitioning high school students also remains high with scores of "4" or "5" in each of the last four years.

- **A3 Serving the diversity of the college's service area (A3.1)** The college has also excelled at matching student enrollment to local demographics. Over the last four years, the variance between college and regional demographics has not exceeded 1.16%, keeping it well within the parameters of a score of "5".

Core Theme B

- **B1 Applying processes that lead to student retention (B1.1 & B1.2)** Results related to retention have been showing steady improvement over the past four years. Student retention over three consecutive terms improved from a score of "2" in 2016-17 to a score of "4" in 2019-20. In addition, ratings for fall to fall retention grew from a "1" in 2016-17 to a "3" in 2019-20.

- **B2.1 Student graduation B2.1 tracks whether 2-year degree or 1-year certificate seeking students graduate within 150% of the time mapped for the degree or certificate** The jump from a level "2" in 2016-17 to a consistent "5" over the last three years is thought to be attributable in part to the introduction of "auto-awarding" at CGCC. Targets were initially set using CGCC historical data as well as national graduation rates at 150%. It is recommended that if we continue with this measure, that the target be reevaluated following research regarding current national and regional graduation rates. More ambitious targets may be warranted.

- **B2.2 Student completion – GEDs awarded compared to annual GED enrollment** 2016-2019 GED completions scored at a "4" or a "5"; however, in 2019-20 the score dropped down to a "1" with only 12% of students enrolled in the GED program actually earning a GED. It should be noted that while this may appear concerning, here is an area where COVID-19 restrictions had a significant impact. According to the Pre-College Department, most GED students take the GED exams in spring term. In spring 2020, the majority of testing sites (including CGCC's) were closed in accordance with COVID-19 statewide restrictions. Students may have been ready to take the tests; however, the tests were not available. It is anticipated that as restrictions ease, and testing sites open once again, the 2019-20 students that were unable to take the GED exams will do so in 2020-21. The department has also arranged access to some resources to help students travel to testing sites outside of our district. It is also noteworthy that of the students that did take GED test sections, the pass rate has consistently met mission expectations three out of the last four years (B2.3).

- **B2.6 & B2.7 Students who transfer to upper division institutions and enrollment in second term following transfer to 4-year university** The college is showing positive results regarding student transfer and persistence of transfer students into their second term. Student transfer to upper division institutions (B2.6) has consistently scored as a "5" for the past four years. B2.7 further tracks transfer students to see what percentage of CGCC students that transferred to a 4-year university enrolled in a second term. Records of transfer student grades and course completions at university are not currently available; however, data on student enrollment in a second term does provide a small window into whether a CGCC transfer student was prepared sufficiently to be successful in his/her first term and so ready to enroll in a second term. This new metric showed that 93% of CGCC transfer students did enroll in a second term, for a score of "4".

- **B3.3 Achievement of student learning outcomes at institutional level (Core Learning Outcomes)** CLO achievement has scored as a "1" or a "2" for the past four years. Comparison of year-to-year scores for this measure is problematic in that a different CLO is assessed each year. This initial cycle of CLO assessment, completed in 2019-20, established future benchmarks for evaluating student learning. In each of the last five years, faculty met to discuss the results and generate ideas for how to improve student learning for specific dimensions of the assessed outcome. The next cycle will provide a comparison of two years of assessment for each CLO and whether improvement was realized in the targeted dimensions of the rubric. The metric will need to be redesigned to reflect this change in available data.

Core Theme C

- **C1.1 Number of businesses and industries assisted by CGCC** This measure has consistently rated at or above mission expectations, building from a score of "3" in 2016-17 to a "5" in 2019-20. This consistent and strong growth appears to indicate a solid relationship between the college's business support programs and local business and industry.

- **Ineffective assessment strategy** Core Theme C has struggled to find an effective assessment strategy since the inception of Core Theme assessment. In recent years, surveys were used to try and gather appropriate data; however, small response rates have provided limited results of minimal value. Therefore, there is little that can be garnered from the 4-year comparison of measures based on these survey results. As the college moves forward with its new design for institutional assessment and planning, measures for assessing community partnerships and interaction will be reevaluated and redesigned. New assessment strategies will likely be implemented.

Areas of note in disaggregated data

Core Theme data was disaggregated where possible using the following categories: ethnicity/race, gender, age, first generation college, and income status (based on Pell Grant applications). The disaggregated data was reviewed by the IAC in an effort to identify potential equity gaps within these populations. However, based on the 2019-20 disaggregated data for Core Theme measures, it was difficult to make any broad generalizations about equity gaps or identify specific populations that the college should focus on. Data that could indicate potential areas of concern were not consistent across any specific population. For example, gender may appear to play a role in student success in one measure but not appear to have any impact in all others. In many instances, due to small sample sizes in disaggregated data, additional information is needed to form any conclusions. This additional information may be found in the identification of trends over multiple years, as well as through the gathering of qualitative data from specific populations. While generalizations could not be made, the following measures did show results that warranted mention and should be monitored further. (Core Theme C did not include disaggregated data.)

- **A2.1 High school enrollment in accelerated learning opportunities (disaggregated by ethnicity/race)** This measure came to the committee's attention because of what appeared to be low numbers of high school students of color participating in accelerated learning opportunities. However, it is not possible to actually know if these numbers are low without having a comparable demographic breakdown of high school students who are eligible to participate in accelerated learning opportunities. The measure could be compared with local demographic information; however, high school demographics are likely to differ from regional demographics.

- **B1.1 Student retention over 3 consecutive terms (disaggregated by ethnicity/race)** Numbers in B1.1 indicate that for some of the college's smaller populations within ethnicity/race, there may be some potential for concern in regards to retention over 3 consecutive terms. Of course

it is difficult to make conclusions when the sample sizes are so small; however, some additional research is warranted and would help confirm whether initial concerns are valid or not. A comparison of enrollment in specific populations over multiple years to show whether these results are repeated historically and could be considered a trend would be recommended. It is also recommended that an effort be made to gather qualitative data that could provide further illumination on the experience of specific populations at CGCC. Holding a population specific focus group could help clarify a population's college goals and definition of completion, identify barriers that limit persistence, and identify potential actions that may mitigate barriers.

- **B2.1 Student graduation (disaggregated by age)** The aggregate results for this measure showed that 35.48% of students in the fall 2016 cohort completed their declared degree or certificate on or before December 31, 2019 (within the 150% timeframe). All disaggregated categories for this measure showed comparable percentages except one – students under the age of 18 who had a graduation rate of only 17%. The majority of these students would have been enrolled in high school at the time they declared their major and became a part of the 2016 cohort. It is very possible that these high school students were not fully committed to the major they declared, rather they were required to pick a major and they made their best guess at the time. Then, as they graduated from high school and continued their college studies, they discovered that their interests changed and they switched majors. As a result, completion within a 150% timeframe became impossible. In this scenario, the concern is that undecided high school students may take unnecessary credits that will slow their progress and put a dent in their financial aid accounts. As the college develops its Guided Pathways model, the inclusion of meta majors, first-year-experience options, and advising supports may help in improving results in this age group. It is recommended that data be pulled for this specific measure and group for multiple years in order to see if there is a trend. In future years as Guided Pathways strategies are implemented, it would be helpful to track whether specific GP strategies applied to this group yield positive results – disaggregating the data one step further.

- **B2.4 & B2.5 Student completion – Enrolled in Dev. Ed Writing who complete; Enrolled in Dev. Ed. Math who complete** Results for these two measures show areas in each where certain populations may be struggling; however, there is no consistency of results within or across the measures. Results for student completion in developmental writing showed lower completion percentages for students under the age of 20 (65%), female students (60%), students not identified as first generation (60%), and white students (67%). Results for student completion in developmental math showed lower completion percentages for students between the ages of 20-24 (68%) and students identified as having low income status (68%) with no remarkable results in gender and first generation categories. Disaggregated by ethnicity/race, results showed that math completion averages were similarly positive for both students of color (82%) and white students (86%). Here again it is difficult to make institutional generalizations based on this data; however, the writing and math departments may find this data useful in building some department specific approaches geared toward improving student success in some of the lower scoring groups.

- **B2.7 Enrollment in second term following transfer to 4-year university** This measure scored high overall with 93% of CGCC students continuing to a second term following transfer to a 4-year university. While sample sizes are small, there were some results that merit continued monitoring to ensure that trends do not exist. Some areas of note are:
    - 33% of students not continuing to a second term identified as first generation college students (5 out of 15)
    - 20% of students not continuing to a second term identified as low income (3 out of 15)
    - 87% of students reported as not continuing to a second term were female (13 out of 15)
    - 33% of students reported as not continuing to a second term were females between 18-24 years of age (5 out of 15)
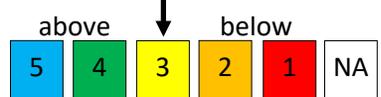
Effectiveness of Assessment

In general, the assessment measures and targets were appropriate and realistic. New measures that were added or revised in 2019-20 (A1.3, A3.2, B2.7, C2.1, C2.2, C2.3, C2.4) have targets that are, for the most part, uncorroborated by historical results. This can cause questions around the comparability of these scores across multiple years using different metrics; however, the targets were set through logic-based decision making, using historical data and comparing to other like colleges when possible. At the same time, it would be beneficial and timely for all of the measures and targets to be reviewed and reestablished based on research of comparable institutions and national statistics. The majority of the current measures and targets have been in place for four years or longer and require confirmation regarding their efficacy. This would be particularly timely as the college moves into a new 7-year self-evaluation cycle.

This being said, it should be noted that the college has decided to no longer use Core Themes in defining its mission. Therefore, Core Theme measures will no longer be used to assess institutional effectiveness and mission fulfillment. Instead, new measures and assessment procedures will be developed to make these determinations.
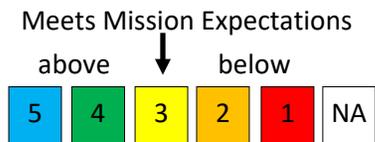
2016-20 Core Theme "A" Comparison of Measures over Four Years

Meets Mission Expectations

above → below

5	4	3	2	1	NA

Scale		5	4	3	2	1	2016-17 Results & Score	2017-18 Results & Score	2018-19 Results & Score	2019-20 Results & Score
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation				
Objective A1: Providing a local option for obtaining quality education at an affordable price	A1.1 Enrollment in credit courses (LDC and CTE)	797 or more FTE enrolled in credit courses (LDC and CTE)		725 – 761 FTE enrolled in credit courses (LDC and CTE)		689 or fewer FTE enrolled in credit courses (LDC and CTE)	723 (2)	718 (2)	745.5 (3)	682.4 (1)
	A1.2 Enrollment in noncredit courses (Pre-College and ESOL)	85 or more FTE enrolled in noncredit courses (Pre-College and ESOL)		81 – 83 FTE enrolled in noncredit courses (Pre-College and ESOL)		79 or fewer FTE enrolled in noncredit courses (Pre-College and ESOL)	65 (1)	62 (1)	69.0 (1)	57.9 (1)
	A1.3 Enrollment in noncredit courses (Community Ed, SBDC, CCP, Customized Training)	3,000 or more Total enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)		2,000 – 2,500 Total enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)		1,500 or fewer Total enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)	57 (5) (Former metric)	42.79 (5) (Former metric)	19 (2) (Former metric)	1,914 (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	70 (3)	111 (5)	144.1 (5)	140.8 (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	264 (4)	275 (5)	290.58 (5)	265.7 (4)
Objective A3: Serving the diversity of the college's service area	A3.1 General enrollment Demographics	5% or less difference from regional demographics for students		10 – 15% difference from regional demographics for students		20% or higher difference from regional demographics for students	0.04% (5)	1.16% (5)	1.16% (5)	1.12% (5)
	A3.2 Credit enrollment of underserved populations	830 or more FTE of students identified as underserved.		780 – 800 FTE of students identified as underserved.		750 or fewer FTE of students identified as underserved.	4.6% (3) (Former metric)	-2.0% (1) (Former metric)	-1.7% (1) (Former metric)	762.5 (2)
	A3.3 Credit enrollment of Hispanic students	35% or higher Percentage FTE of Hispanic students		28 – 32% Percentage FTE of Hispanic students		25% or less Percentage FTE of Hispanic students	36% (5)	31% (3)	32% (3)	31% (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% (3) | 80% (3) (2016-17) | 80% (3) (2016-17) | 80% (3) (2016-17) |

2016-20 Core Theme B Comparison of Measures over Four Years

Scale		5	4	3	2	1				
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2016-17 Results & Score	2017-18 Results & Score	2018-19 Results & Score	2019-20 Results & Score
Objective B1: Applying processes that lead to student retention	**B1.1** Student retention over 3 consecutive terms	**66% or more** 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms		**46 - 55%** 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms		**35% or fewer** 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms	43% (2)	56.1% (4)	55% (3)	61% (4)
	B1.2 Percent retention fall term to fall term	**50% or more** retention of credit students fall term to fall term		**40-45%** retention of credit students fall term to fall term		**35% or fewer** retention of credit students fall term to fall term	25.2% (1)	36.7% (2)	37.1% (2)	41% (3)
Objective B2: Applying processes that lead to student progress, certificate/degree completion, and/or employment	**B2.1** Student graduation	**18 % or more** 2-year degree or 1-year certificate seeking students graduating within 150% of time		**14%** 2-year degree or 1-year certificate seeking students graduating within 150% of time		**10% or fewer** 2-year degree or 1-year certificate seeking students graduating within 150% of time	12.7% (2)	30.12 (5)	33.6% (5)	34% (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	24% (4)	27% (4)	32% (5)	12% (1)
	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 GED sections attempted		**69% or fewer** GED sections passed compared to GED sections attempted	80% (3)	84% (3)	75% (2)	81% (3)
	B2.4 Student completion- Enrolled in Dev. Ed. Writing who complete	**95% or more** of students enrolled in Dev. Ed. Writing complete with a "C" or better		**75% - 84%** of students enrolled in Dev. Ed. Writing complete with a "C" or better		**64% or less** of students enrolled in Dev. Ed. Writing complete with a "C" or better	70% (2)	67.21% (2)	82% (3)	76% (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	79% (3)	76% (2)	76% (2)	84% (3)

Scale		5	4	3	2	1				
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2016-17 Results & Score	2017-18 Results & Score	2018-19 Results & Score	2019-20 Results & Score
	B2.6 Students who transfer to upper division institutions	**12% or more** of students transfer to upper division institutions		**10%** of students transfer to upper division institutions		**8% or less** of students transfer to upper division institutions	30.5% (5)	14.52 (5)	15.8% (5)	23.7% (5)
	B2.7 Enrollment in second term following transfer to 4-year university	**95% or higher** Percentage of students enrolling in second term following transfer to 4-year university		**85% – 90%** Percentage of students enrolling in second term following transfer to 4-year university		**80% or lower** Percentage of students enrolling in second term following transfer to 4-year university	N/A	N/A	N/A	93% (4) (revised 2019)
	B2.8 CTE employment placements	**100 or more** CTE employment placements		**50-79** CTE employment placements		**30 or fewer** CTE employment placements	N/A	44 (2)	49 (2)	66 (3)
Objective B3: Ensuring student proficiency in course, program and institutional student learning outcomes	**B3.1** Achievement of student learning outcomes at the course level	**95% or more** students meeting course outcomes		**80% - 89%** students meeting course outcomes		**69% or fewer** students meeting course outcomes	87.2% (3)	88.1% (3)	87.8% (3)	91% (4)
	B3.2 Achievement of student learning outcomes at the degree/ certificate/program level	**95% or more** students meeting degree/ certificate/program outcomes		**80% - 89%** students meeting degree/ certificate/program outcomes		**69% or fewer** students meeting degree/ certificate/program outcomes	88% (3)	89.5% (4)	88.2% (3)	89% (3)
	B3.3 Achievement of student learning outcome at the institutional level (Core Learning Outcomes)	**95% or more** students meeting institutional Core Learning Outcomes		**80% - 89%** students meeting institutional Core Learning Outcomes		**69% or fewer** students meeting institutional Core Learning Outcomes	67% (1)	75.7% (2)	63.74 (1)	60.97% (1)

[1] 5-year (2021-22) aspirational goal for Meets Mission Expectation at 30-40% GEDs awarded.
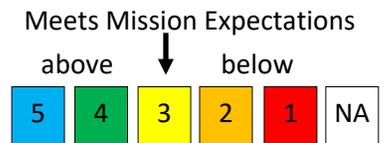
2016-20 Core Theme C Comparison of Measures over Four Years

Scale		5	4	3	2	1				
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2016-17 Results & Score	2017-18 Results & Score	2018-19 Results & Score	2019-20 Results & Score
Objective C1: Cultivating productive business and industry relationships	**C1.1** Number of businesses and industries assisted by CGCC	**400 or more** Businesses demonstrating increased private investment as a result of, or are otherwise counseled or trained by, SBDC/CCP/Customized Training.		**200-299** Businesses demonstrating increased private investment as a result of, or are otherwise counseled or trained by, SBDC/CCP/Customized Training.		**150 or fewer** Businesses demonstrating increased private investment as a result of, or are otherwise counseled or trained by, SBDC/CCP/Customized Training.	341 (3)	392 (4)	384 (4)	425 (5)
	C1.2 Responsiveness to business and industry	**85% or more** Percentage of surveyed rating CGCC as having excellent or above average responsiveness to business and industry recommendations (Business and Industry Survey Q5)		**65 – 75%** Percentage of surveyed rating CGCC as having excellent or above average responsiveness to business and industry recommendations (Business and Industry Survey Q5)		**55% or fewer** Percentage of surveyed rating CGCC as having excellent or above average responsiveness to business and industry recommendations (Business and Industry Survey Q5)	52% (1)	52% (1) (2016-17)	55% (1)	N/A
	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)	50% (1) (2016-17)	50% (1)	N/A
	C1.4 Employability and preparedness of CGCC graduates	a. **85% or more** Percentage of surveyed rating the analytical skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q9)		a. **65 – 75%** Percentage of surveyed rating the analytical skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q9)		a. **55% or fewer** Percentage of surveyed rating the analytical skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q9)	72% (3)	72% (3) (2016-17)	27% (1)	N/A

		85% or more / High		65 – 75% / Mid		55% or fewer / Low					
		b. **85% or more** Percentage of surveyed rating the job specific skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q10)		b. **65 – 75%** Percentage of surveyed rating the job specific skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q10)		b. **55% or fewer** Percentage of surveyed rating the job specific skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q10)		70% (3)	70% (3) (2016-17)	25% (1)	N/A
		c. **85% or more** Percentage of surveyed rating the interpersonal skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q11)		c. **65 – 75%** Percentage of surveyed rating the interpersonal skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q11)		c. **55% or fewer** Percentage of surveyed rating the interpersonal skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q11)		50% (1)	50% (1) (2016-17)	33% (1)	N/A
Objective C2: Creating, maintaining, and growing community relationships	**C2.1** CGCC's overall responsiveness to community needs (Community Survey Q1)	**85% or more** Percentage of surveyed rating CGCC's overall responsiveness to community needs as *always responsive* or *responds most of the time*		**65 – 75%** Percentage of surveyed rating CGCC's overall responsiveness to community needs as *always responsive* or *responds most of the time*		**55% or fewer** Percentage of surveyed rating CGCC's overall responsiveness to community needs as *always responsive* or *responds most of the time*		(New in 2019-20)	(New in 2019-20)	(New in 2019-20)	61% (2)
	C2.2 Overall awareness of CGCC and the services it offers (Community Survey Q2)	**85% or more** Percentage of surveyed rating public awareness of CGCC as *extensive awareness* or *aware of several programs and services* or *aware of 1 or 2 programs*		**65 – 75%** Percentage of surveyed rating public awareness of CGCC as *extensive awareness* or *aware of several programs and services* or *aware of 1 or 2 programs*		**55% or fewer** Percentage of surveyed rating public awareness of CGCC as *extensive awareness* or *aware of several programs and services* or *aware of 1 or 2 programs*		(New in 2018-19)	(New in 2018-19)	100% (5) (former metric)	73% (3)
	C2.3 Utilization of CGCC community programs and services [1] (Community Survey Q3)	**> 4 programs/services** Average number of CGCC programs/services for which survey participants report that they have either *used themselves* or *referred someone to*		**2-3 programs/services** Average number of CGCC programs/services for which survey participants report that they have either *used themselves* or *referred someone to*		**0 programs/services** Average number of CGCC programs/services for which survey participants report that they have either *used themselves* or *referred someone to*		(New in 2019-20)	(New in 2019-20)	(New in 2019-20)	7 (5)
	C2.4 CGGC's Overall engagement in the community (Community Survey Q4)	**85% or more** Percentage of surveyed rating the college as *very engaged in my community*		**65 – 75%** Percentage of surveyed rating the college as *very engaged in my community*		**55% or fewer** Percentage of surveyed rating the college as *very engaged in my community*		(New in 2018-19)	(New in 2018-19)	36% (1) (former metric)	23% (1)