



2016 – 2019

# CORE THEMES

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## **3-Year Comparison of Measure Achievement & Mission Fulfillment**

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

## 2016-19 Core Theme A Comparison of Measures over Three 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
<b>Objective A1:</b> Providing a local option for obtaining quality education at an affordable price	<b>A1.1</b> Enrollment in credit courses (LDC and CTE)	<b>797 or more</b> FTE enrolled in credit courses (LDC and CTE)		<b>725 – 761</b> FTE enrolled in credit courses (LDC and CTE)		<b>689 or fewer</b> FTE enrolled in credit courses (LDC and CTE)	723 (2)	718 (2)	745.5 (3)
	<b>A1.2</b> Enrollment in noncredit courses (Pre-College and ESOL)	<b>85 or more</b> FTE enrolled in noncredit courses (Pre-College and ESOL)		<b>81 – 83</b> FTE enrolled in noncredit courses (Pre-College and ESOL)		<b>79 or fewer</b> FTE enrolled in noncredit courses (Pre-College and ESOL)	65 (1)	62 (1)	69.0 (1)
	<b>A1.3</b> Enrollment in noncredit courses (Community Ed, SBDC, CCP, Customized Training)	<b>24 or more</b> FTE enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)		<b>20 - 22</b> FTE enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)		<b>18 or fewer</b> FTE enrolled in noncredit courses (Community Ed, SBDC, CCP, Customized Training)	57 (5)	42.79 (5)	19 (2)
<b>Objective A2:</b> Providing college credit opportunities for high school students	<b>A2.1</b> High school student enrollment in accelerated learning opportunities	<b>79 or more</b> FTE enrolled in accelerated learning opportunities		<b>67 – 73</b> FTE enrolled in accelerated learning opportunities		<b>61 or fewer</b> FTE enrolled in accelerated learning opportunities	70 (3)	111 (5)	144.1 (5)
	<b>A2.2</b> Enrollment of transitioning high school students	<b>270 or more</b> FTE of students 17-19 years of age		<b>247 – 262</b> FTE of students 17-19 years of age		<b>235 or fewer</b> FTE of students 17-19 years of age	264 (4)	275 (5)	290.58 (5)
<b>Objective A3:</b> Serving the diversity of the college's service area	<b>A3.1</b> General enrollment Demographics	<b>5% or less</b> difference from regional demographics for students		<b>10 – 15%</b> difference from regional demographics for students		<b>20% or higher</b> difference from regional demographics for students	0.04% (5)	1.16% (5)	1.16% (5)
	<b>A3.2</b> Credit enrollment of underserved populations	<b>10% or higher</b> Change in FTE of students identified as underserved.		<b>4 – 7%</b> Change in FTE of students identified as underserved.		<b>0%</b> Change in FTE of students identified as underserved.	4.6% (3)	-2.0% (1)	-1.7% (1)
	<b>A3.3</b> Credit enrollment of Hispanic students	<b>35% or higher</b> Percentage FTE of Hispanic students		<b>28 – 32%</b> Percentage FTE of Hispanic students		<b>25% or less</b> Percentage FTE of Hispanic students	36% (5)	31.44% (3)	32.03% (3)
<b>Objective A4:</b> Meeting the expectations of CGCC's student body	<b>A4.1</b> Student satisfaction with CGCC experience	<b>95% or higher</b> students reporting that they are satisfied with their CGCC experience		<b>76% - 85%</b> students reporting that they are satisfied with their CGCC experience		<b>66% or less</b> students reporting that they are satisfied with their CGCC experience	80% (3)	80% (3) (2016-17)	80% (3) (2016-17)

## 2016-19 Core Theme B Comparison of Measures over Three 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
<b>Objective B1:</b> Applying processes that lead to student retention	<b>B1.1</b> Student retention over 3 consecutive terms	<b>66% or more</b> 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms		<b>46 - 55%</b> 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms		<b>35% or fewer</b> 1-year certificate & 2-year degree-seeking students attending for 3 consecutive terms	43% (2)	56.1% (4)	55% (3)
	<b>B1.2</b> Percent retention fall term to fall term	<b>50% or more</b> retention of credit students fall term to fall term		<b>40-45%</b> retention of credit students fall term to fall term		<b>35% or fewer</b> retention of credit students fall term to fall term	25.2% (1)	36.7% (2)	37.1% (2)
<b>Objective B2:</b> Applying processes that lead to student progress, certificate/degree completion, and/or employment	<b>B2.1</b> Student graduation	<b>18 % or more</b> 2-year degree or 1-year certificate seeking students graduating within 150% of time		<b>14%</b> 2-year degree or 1-year certificate seeking students graduating within 150% of time		<b>10% or fewer</b> 2-year degree or 1-year certificate seeking students graduating within 150% of time	12.7% (2)	30.12 (5)	33.6% (5)
	<b>B2.2</b> Student completion – GEDs awarded compared to annual GED enrollment	<b>30% or more</b> GEDs awarded compared to annual enrollment of GED seekers		<b>18-22%</b> GEDs awarded compared to annual enrollment of GED seekers <sup>1</sup>		<b>12% or fewer</b> GEDs awarded compared to annual enrollment of GED seekers	24% (4)	27% (4)	32% (5)
	<b>B2.3</b> Student completion – GED sections passed compared to GED sections attempted	<b>91% or more</b> GED sections passed compared to GED sections attempted		<b>80-85%</b> GED sections passed compared to GED sections attempted		<b>69% or fewer</b> GED sections passed compared to GED sections attempted	80% (3)	84% (3)	75% (2)
	<b>B2.4</b> Student completion- Enrolled in Dev. Ed. Writing who complete	<b>95% or more</b> of students enrolled in Dev. Ed. Writing complete with a "C" or better		<b>75% - 84%</b> of students enrolled in Dev. Ed. Writing complete with a "C" or better		<b>64% or less</b> of students enrolled in Dev. Ed. Writing complete with a "C" or better	70% (2)	67.21% (2)	82% (3)
	<b>B2.5</b> Student completion- Enrolled in Dev. Ed. Math who complete	<b>98% or more</b> of students enrolled in Dev. Ed. Math complete with a "C" or better		<b>78 – 87%</b> of students enrolled in Dev. Ed. Math complete with a "C" or better		<b>67% or less</b> of students enrolled in Dev. Ed. Math complete with a "C" or better	79% (3)	76% (2)	76% (2)
	<b>B2.6</b> Students who transfer to Oregon University System.	<b>12% or more</b> of students transfer to Oregon University System		<b>10%</b> of students transfer to Oregon University System		<b>8% or less</b> of students transfer to Oregon University System	30.5% (5)	14.52 (5)	15.8% (5)

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

## 2016-19 Core Theme B Comparison of Measures over Three 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
	<b>B2.7</b> GPA of transfer students in first year at university	<b>3.5 or higher</b> Average OUS GPA for transfer students across all disciplines		<b>3.0 – 3.25</b> Average OUS GPA for transfer students across all disciplines		<b>2.75 or lower</b> Average OUS GPA for transfer students across all disciplines	N/A	N/A	N/A
	<b>B2.8</b> CTE employment placements	<b>100 or more</b> CTE employment placements		<b>50-79</b> CTE employment placements		<b>30 or fewer</b> CTE employment placements	N/A	44 (2)	49 (2)
<b>Objective B3:</b> Ensuring student proficiency in course, program and institutional student learning outcomes	<b>B3.1</b> Achievement of student learning outcomes at the course level	<b>95% or more</b> students meeting course outcomes		<b>80% - 89%</b> students meeting course outcomes		<b>69% or fewer</b> students meeting course outcomes	87.2% (3)	88.1% (3)	87.8% (3)
	<b>B3.2</b> Achievement of student learning outcomes at the degree/certificate/program level	<b>95% or more</b> students meeting degree/certificate/program outcomes		<b>80% - 89%</b> students meeting degree/certificate/program outcomes		<b>69% or fewer</b> students meeting degree/certificate/program outcomes	88% (3)	89.5% (4)	88.2% (3)
	<b>B3.3</b> Achievement of student learning outcome at the institutional level (Core Learning Outcomes)	<b>95% or more</b> students meeting institutional Core Learning Outcomes		<b>80% - 89%</b> students meeting institutional Core Learning Outcomes		<b>69% or fewer</b> students meeting institutional Core Learning Outcomes	67% (1)	75.7% (2)	63.74 (1)

### Core Theme B Work Group for 2018-19

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

## 2016-19 Core Theme C Comparison of Measures over Three 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
<b>Objective C1:</b> Cultivating productive business and industry relationships	<b>C1.1</b> Number of businesses and industries assisted by CGCC	<b>400 or more</b> Businesses demonstrating increased private investment as a result of, or are otherwise counseled or trained by, SBDC/CCP/Customized Training.		<b>200-299</b> Businesses demonstrating increased private investment as a result of, or are otherwise counseled or trained by, SBDC/CCP/Customized Training.		<b>150 or fewer</b> 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)
	<b>C1.2</b> Responsiveness to business and industry	<b>85% or more</b> Percentage of surveyed rating CGCC as having excellent or above average responsiveness to business and industry recommendations (Business and Industry Survey Q5)		<b>65 – 75%</b> Percentage of surveyed rating CGCC as having excellent or above average responsiveness to business and industry recommendations (Business and Industry Survey Q5)		<b>55% or fewer</b> 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)
	<b>C1.3</b> Regional industry satisfaction with CGCC	<b>85% or more</b> Percentage of surveyed rating CGCC excellent or above average as a community partner to business and industry (Business and Industry Survey Q3)		<b>65 – 75%</b> Percentage of surveyed rating CGCC excellent or above average as a community partner to business and industry (Business and Industry Survey Q3)		<b>55% or fewer</b> 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)
	<b>C1.4</b> Employability and preparedness of CGCC graduates	<b>a. 85% or more</b> Percentage of surveyed rating the analytical skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q9)		<b>a. 65 – 75%</b> Percentage of surveyed rating the analytical skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q9)		<b>a. 55% or fewer</b> 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)
		<b>b. 85% or more</b> Percentage of surveyed rating the job specific skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q10)		<b>b. 65 – 75%</b> Percentage of surveyed rating the job specific skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q10)		<b>b. 55% or fewer</b> 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)

## 2016-19 Core Theme C Comparison of Measures over Three 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
		c. <b>85% or more</b> Percentage of surveyed rating the interpersonal skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q11)		c. <b>65 – 75%</b> Percentage of surveyed rating the interpersonal skills training of CGCC graduates as excellent or above average (Business and Industry Survey Q11)		c. <b>55% or fewer</b> 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)
<b>Objective C2:</b> Creating, maintaining, and growing community relationships	<b>C2.1</b> Community awareness of CGCC (community survey)	<b>85% or more</b> Percentage of surveyed identifying themselves as very or somewhat aware of education and services offered by CGCC		<b>65 – 75%</b> Percentage of surveyed identifying themselves as very or somewhat aware of education and services offered by CGCC		<b>55% or fewer</b> Percentage of surveyed identifying themselves as very or somewhat aware of education and services offered by CGCC	N/A	N/A	100% (5)
	<b>C2.2</b> Community perception of CGCC (community survey)	<b>85% or more</b> Percentage of surveyed identifying themselves as very or somewhat satisfied with the quality of education and services offered by CGCC		<b>65 – 75%</b> Percentage of surveyed identifying themselves as very or somewhat satisfied with the quality of education and services offered by CGCC		<b>55% or fewer</b> Percentage of surveyed identifying themselves as very or somewhat satisfied with the quality of education and services offered by CGCC	(New in 2018-19)	(New in 2018-19)	36% (1)

### 2016-19 3-Year Comparison of Average Measure Achievement & Mission Fulfillment

5 = Surpasses Mission Expectation

3 = Meets Mission Expectation

1 = Below Mission Expectation

	Core Theme A	Core Theme B	Core Theme C	Combined College (Mission Fulfillment)
2016-17	3.44	2.64	2.0	2.84
2017-18	3.33	3.17	2.17	3.00
2018-19	3.11	3.0	1.88	2.72

Based on the current calculation for mission fulfillment, two out of the last three years are scoring below a “3” or not meeting mission expectations. In 2018-19 the IAC noted the following complexities that would adversely impact the combined average of measures, and so the calculation of mission fulfillment.

- Measure A3.2 Credit Enrollment of Underserved Populations (scored as a “1”)

*“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.*

*... 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.”*

- B2.8 CTE employment placements (scored as a “2”)

*“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 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.*

*... 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."*

- Core Theme C – effectiveness of assessment (Six of eight measures were scored as a “1”)

*“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.*

*... 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.”*

Revision of the above measures in Core Themes A and B and a more accurate assessment methodology for Core Theme C could result in a very different calculation of mission fulfillment for 2018-19. Note that the average of measures for Core Themes A and B both showed that the college was meeting mission in these two areas. The need to refine assessment measures for Core Theme C is clearly evident. As the college reviews Core Themes and their objectives, measures and targets in 2020-21, all these areas of concern will be addressed.