

Institutional Assessment Committee

Wednesday, July 17, 2019, 10:00 am – 11:30 pm

Board Room, building 1, The Dalles Campus

Agenda

1. Welcome
2. Amendments to June 19 minutes? ¹
3. IAC Membership (10:05 – 10:15 am)
 - a. Goal: Provide membership update
4. Core Theme Assessment Committee update
 - a. Goal: Clarify schedule and any committee requirements
5. Institutional Assessment Measurements – What is Missing? (10:15 – 11:25 am), including update from NWCCU/HECC Accreditation and Student Success meeting
 - a. Goal: Identify potential new institutional measurements and applicable assessment strategies

Voluntary Framework of Accountability (VFA): <https://www.aacc.nche.edu/programs/voluntary-framework-accountability/>

2017-18 Core Themes Data & Analysis: <https://www.cgcc.edu/sites/default/files/institutional-assessment/CoreThemesAssessment2017-18.pdf>
6. Wrap-up: Summarize Action Items and Next Steps (11:25 am – 11:30 pm)

Next meeting: August 21, 2019

Attachments: ¹June 19, 2019 minutes; ² Core Theme Rubrics 2018-19

Institutional Assessment Committee

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

Board Room, Building 1, The Dalles Campus

Present: Gail Gilliland, Kristen Kane, Susan Lewis, Mary Martin, Dan Spatz, Lori Ufford.

Call to Order: 10:08 am

1. Susan welcomes members
2. May 8, 2019 minutes approved as written.
3. IAC Membership
 - a. Goal: Provide membership update
 - IAC agrees with the following suggestions Susan provided for 2019-20 IAC membership:
 - Possible new members would include, but not limited to, Mike Malory, Katy Jablonski and the new Student Services VP
 - Susan will possibly send out a blanket e-mail to faculty and staff to see who would be interested in joining the IAC. The e-mail will ask interested participants to state any previous assessment experience.
 - Action item: Susan will send membership e-mail to faculty and staff.
4. Core Theme C assessment
 - a. Identify potential measurements for Core Theme C, objective 2
 - Suggestions for measures
 - Measurement for contract work that ABS is doing around WorkSource and Title funding
 - IAC agrees on the following new measures to be included in the 2019-20 Core Theme C:
 - C.2.1 – Community awareness of CGCC
 - Ranges: Very to not aware
 - Percentage: Use the same percentage that is consistent throughout Core Theme C
 - C.2.2 – Community perception of CGCC
 - ranges and percentage same as C.2.1
 - b. The IAC agrees to keep C.1 as is.
 - c. Identify assessment methods for Core Theme C measurements, objectives 1 & 2
 - Dan provides extensive explanation of his new “CGCC Survey: Business, Industry and Community Survey”. The survey will use Qualtrics because it utilizes the skip logic feature.
 - The IAC recommends the following changes to the survey:

- Beginning, page 1 “I am a business owner or manager” or “I am a college constituent”
 - If the answer is yes to both categories, the survey may be retaken
- Section 1, question (Q) 12, pg 1 “How many of your employees were hired directly upon graduation from a CGCC program?”
 - Change options to “yes/no” or add “don’t know”
- Section 2, Q1, pg 5: change to “If you have attended CGCC, how many credits did you earn towards your degree or certificate?” include GED option.
- 2, Q 2, pg 5: change to “How useful was your degree or certificate?”
- 2, Q 4, pg 5: change to “At what age did you first enroll in CGCC for credit courses?”
- 2, Q7, pg 6: Did you receive a scholarship from CGCC?
 - Option list scholarship
- 2, Q8, pg 6: Substitute **academic advising** for academic counseling
- 2, Q9, pg 6: Remove “How did you enroll at CGCC?”
- 2, Q26, pg 9: “Are you considering attending CGCC courses?”
 - Option button for “no” and “why”
 - No child care
 - Can’t afford
 - Don’t have housing
- Remove all housing, child care, demographics and any questions not directly related to answering Core Theme C questions. Provide an additional question at the end of the survey that would direct participants to a new survey which would include the removed questions.
 - “Would you like to participate in a related survey, then follow this link. “or “Would you be willing to answer some questions regarding CGCC housing? “extensive discussion over including housing questions in this survey
 - Suggestions for housing questions:
 - ✓ What are you paying now for housing?
 - ✓ Why are you interested in housing?
- Pg 10, 11: Keep Community Education, Adult Basic Education, and GED questions.
 - “If you have attended community education, how would you rate your education”
 - Likert scale
 - “Did you know that CGCC offers Adult Basic Education classes?”
 - Likert scale
- 2.Q35, pg 11: Remove Education program question
- Throughout survey add yes answer, no answer scale moves to why/why not

- Dan will circulate a redraft of the survey with changes. He would like to get the survey launched this month to run through Sept.
 - Distribution sources: e-mail students, high school instructors, and key communicator list, radio, newspaper, link posted on CGCC website,

➤ Action Item: Susan will add the new measure to Core Theme C

➤ Action Item: Dan will circulate a redraft of the survey with changes to the IAC prior to launching the survey.

5. Core Theme Committees: Committees need to start making plans for increasing team members and gathering data over summer.

a. Core Theme A

- Suggested to have Mike Johnson be lead and committee to include, but not limited to, Dawn Sallee-Justesen, Jennifer Christensen, and new Student Services VP.

b. Core Theme B

- Kristen will lead; committee to include Mary Martin and Mike Taphouse

c. Core Theme C

- Dan will lead.
- Suggested narrative reduction.

6. Adjourn 11:26am

Next meeting: July 17 2019

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)		
	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)		
	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)		
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		
	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		
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		
	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.		
	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		
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		

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		
	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		
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		
	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		
	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		
	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		
	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		
	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		

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		
	B2.8 CTE employment placements	100 or more CTE employment placements		50-79 CTE employment placements		30 or fewer CTE employment placements		
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		
	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		
	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		

Measurements which have milestone goals for targets will have the aspirational goal to which they are heading identified in the endnotes of this document. Provide a schedule for reaching the aspirational goal.

Core Theme 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.		
	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)		
	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)		
	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)		

		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)		
		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)		
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		
	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		