

Institutional Assessment Committee

Wednesday, July 15, 2020, 10:00 am – 11:30 pm

Zoom: <https://cgcc.zoom.us/j/98937613565> Meeting ID: 989 3761 3565, Phone: 1-669-900-6833

Agenda

1. Welcome
2. Amendments to June 17 minutes ¹?
3. IAC membership drive update (10:05 – 10:10 am)
4. IAC 2020-21 Goals (10:10 – 10:30 am)
 - Goal: Identify IAC goals based on “recommendations” and “areas of concern” related to assessment in the draft NWCCU Self-Study response ²
 - Goal: Identify other IAC goals based on committee and/or institutional needs
5. Disaggregation categories (10:30 – 10:45 am)
 - Goal: Determine categories for disaggregated data <https://www.coregon.org/>
6. Update on revisions to Core Themes A and B (10:45 – 11:00 am)
 - Goal: Review updated rubrics ³
 - Goal: Provide information on new benchmarking/targets progress
7. Core Theme C measures and targets (11:00 – 11:25 am)
 - Goal: Update CT-A measures and targets based on recommendations by CT-A Committee
 - CT-AC 2018-19 rubric and narrative – assessment recommendations highlighted ⁴
8. Other / Wrap-up

Next Meeting: August

Attachments: ¹ June 17, 2020 Minutes; ² NWCCU Draft Peer Evaluation Report; ³ Draft rubrics for CT-A and CT-B; ⁴ 2018-19 CT-C rubric, 3-year comparison, and narrative

Institutional Assessment Committee

Wednesday, June 16, 2020, 10:00 am – 11:30 pm

In keeping with State mandated directives, this meeting is via Zoom.

Present: Gerardo Cifuentes, Gail Gilliland, Kristen Kane, Susan Lewis, Mary Martin

Call to Order: 10:03 am

1. Susan welcomes members
2. May 27, 2020 minutes approved.
3. Department Review for 2019-20
 - Goal: Determine process for annual Department Review
 - Department Review Template
 - Susan updated the template.
 - Susan will change Section 2 (2018-19)
 - Are goals important discussion
 - Gerardo is supportive of Unit Planning. The data really helped with the indicators for planning. Focusing on retention and increasing enrollment. Department Review really helped out in this Unit Planning.
 - Suggestion: come out with a template that we can use every year.
 - Mission vs. Goal
 - Same goals every year become a mission, rather than a goal; Goals generally need to change every year.
 - Example #1: Student Services is outcome oriented and annually wants to see improvement in retention and enrollment. This improvement will always be a department goal; however, an annual goal may reflect what could specifically be done to increase enrollment or improve retention this year. For example: add five student events this year, increasing the overall number to 10 events per year. Progression of goals. Advisors may have a goal to have an academic plan for every student. If these goals are achieved this year, next year they would become operational rather than a goal. It is time then to create a new goal. Updating or clarifying the goal. Retention and Enrollment will always be an objective for the department; however, the specific action to be tried this year is the goal.
 - Example #2: When CGCC was beginning accreditation process and leaving PCC. Goals existed to: build a Curriculum Committee and submission process, create a course assessment process and increase faculty participation, engage students in student course evaluations. These activities are now all operational and regular practice for the department. They are no longer needed as annual goals.
 - Example #3: Pass program. If we are lacking the resources for the Pass program, ie. Tutor, mentors, money. These would be achievable goals. Better to be specific than to say "improve Pass Program."
 - Is there still a place for Department Review?
 - SPOL – Reporting function will likely fit into SPOL

- Previously Dr. Cronin put some pressure on departments to complete department review.
 - If you do not know your numbers, you do not know your business.
 - Provided some opportunity for cross department collaboration that would be beneficial
 - Scheduling
 - This is the start of a new 7-year cycle
 - Section One: Description of the Department – Only required to respond to A: Mission.
 - Section Three: Assessment of Department Operational Functions - In Year-One, departments are only required to address function area A: Organizational Management & Leadership Structure
 - Due date: September 4 - Friday before Labor Day weekend
 - Training
 - Susan will put in a request to LC to be on the agenda to offer Department Review training
4. Core Theme B measures and targets
- Goal: Update CT-B measure and targets based on recommendations by CT-B Committee
 - CT-B 2018-19 rubric and narrative with assessment recommendations highlighted attached.
 - B1.1
 - Extensive discussion ensued.
 - Disaggregate as much as we can by terms, people groups, classroom data
 - Collaboration between departments using the information: Student Services and Instruction? This would be an effective way to move forward.
 - B1.1 and B1.2 next step would be to disaggregate population sets. The course level work may be the conversation within IAC.
 - B2.1
 - Exceeding retention rates. 18% came from national numbers.
 - Benchmarking information needs to be redone so we can update our comparison of in house numbers and other State community colleges as well as national completion numbers. Hold off on moving the target rates until this benchmarking work is completed. Goal to complete for this year's round of data.
 - Disaggregate to measure equity gaps. Areas we have disaggregated data for include: degree/cert completions, GED completions, GED sections passed. Dev Ed Writing and Math numbers are available.
 - With current testing, students are not placing into Pre-College. So students get moved up to higher.
 - B2.4 and B2.5 – general disaggregation between Pre-College and Credit
 - Mary moving to Core Theme A. Franceina or Andy will be good replacement for Pre-College. What about Matt or Theresa? What about a Writing and Math faculty in the credit area, possibly Leigh and Pam Morse? It makes sense to recruit the people who are most interested in the subject.
 - Group Pre-College/Credit and then disaggregate.
 - B2.6 Include Washington and Idaho schools. Use the clearing house and transfer

to anywhere. Including all students transferring.

- Agree we will make the change of the measure to students who transfer to 4 year institutions.
- Disaggregate by population
- B2.7 Use retention rate of students in first year at university rather than GPA. First year to second year retention rate of transfer students.
 - Unable to get GPA of transfer students at this time
 - IAC agrees to the change to retention rate
- B2.8 Employment placement
 - Tracking by Social Security no longer available for the numbers we are looking for.
 - Revise target to a percentage.
 - There is no system that connects our graduates with employment or unemployment. We get information from students telling the instructors and deans.
 - Discussion about the institution surveying students as they leave. It takes 6 months for a student to get employment. Using an Alumni Associations survey to gather data on graduate employment, specifically in their field of study. Surveying would be labor intensive. An alumni association would have the e-mails for students.
 - Now we rely on the department. They will work on the immediate with the summer testing.
 - Gerardo leaves 11:30
 - Move to the percentages. CTE program. Look at Entrepreneurial program.
 - Appears that no one is using this employment information; however, it is important as it is a critical objective of the college.
- Student learning outcomes will be talked about at another time. Degree/Cert outcomes. This is 1 big view, an understanding of what the information is. As long as we have the breakdowns in the descriptions, and the breakout of different programs. The table is too large to include. It does not make sense to make the targets bigger, grade inflation. Targets are fine. Maybe have only the degrees in the target and standalone certificates. Have the number for each program.

5. Other/Wrap-up

6. Adjourn 11:40 pm

Next meeting: TBD

**Mission Fulfillment and Sustainability Peer-Evaluation Report
(highlighted assessment notes)**

Columbia Gorge Community College

The Dalles, Oregon

April 22-24, 2020

*A confidential report of findings prepared for the Northwest Commission on
Colleges and Universities*

Table of Contents

Introduction **1**

Assessment of Institutions Self-Evaluation Report and Supporting Materials 2

Response to Recommendation Two (old Standards) 3

STANDARD ONE 3

Mission 3

1.A.1: 3

1.B.1: 3

1.B.2: 4

1.B.3: 4

1.B.4: 5

Student Learning Standards 5

1.C.1: 5

1.C.2: 6

1.C.3: 7

1.C.4: 7

1.C.5: 8

1.C.6: 8

1.C.7: 10

1.C.8: 11

1.C.9: 11

Student Achievement 11

1.D.1: 11

1.D.2: 12

1.D.3: 13

1.D.4: 14

STANDARD TWO 15

Governance 15

2.A.1: 15

2.A.2: 16

2.A.3: 16

2.A.4: 17

Academic Freedom 17

2.B.1: 17

2.B.2: 17

Policies and Procedures 18

2.C.1: 18

<u>2.C.2:</u>	<u>18</u>
<u>2.C.3:</u>	<u>18</u>
<u>2.C.4:</u>	<u>18</u>
<u>Institutional Integrity</u>	<u>19</u>
<u>2.D.1:</u>	<u>19</u>
<u>2.D.2:</u>	<u>19</u>
<u>2.D.3:</u>	<u>19</u>
<u>Financial Resources</u>	<u>19</u>
<u>2.E.1:</u>	<u>19</u>
<u>2.E.2</u>	<u>20</u>
<u>Human Resources</u>	<u>21</u>
<u>Student Support Resources</u>	<u>23</u>
<u>Library and Information Resources</u>	<u>25</u>
<u>Physical and Technology Infrastructure</u>	<u>26</u>
<u>Commendations</u>	<u>28</u>
<u>Recommendations</u>	<u>28</u>

Evaluation Team

Dr. Scott Mickelsen
President
Dawson Community College

Ms. Bonnie Brunt
Dean, Visual & Performing Arts
Spokane Falls Community College

Ms. Gwendolyn Cash-James
Dean of Arts and Sciences
Spokane Community College

Dr. Michele A. McFarlane
Registrar
College of Southern Idaho

Ms. Lynn Kanne
Dean, LEED (Library, eLearning and Employee Development)
Seattle Central College

Dr. Teresa H. Rich
Vice President for Administrative Services
Yakima Valley College

Dr. Selena Grace
Senior Vice President
Northwest Commission on Colleges and Universities

Introduction

Located on the Columbia River and in the Columbia River Gorge National Scenic Area, Columbia Gorge Community College (CGCC) is one of 17 community colleges in Oregon. CGCC's tax district comprises the majority of Wasco and Hood River counties, but the institution also serves residents in five other rural counties: Sherman, Wheeler and Gilliam in Oregon; and Klickitat and Skamania in Washington. The college serves about 10,000 square miles with a population of just over 88,000.

For students reporting their ethnicity in 2018-19 50.6% were Caucasian, 22.4% Hispanic, 3% Native American, 2.1% Asian, African American, and Pacific Islander. Among all students attending the college in 2018-19, 62.8% were female and 37.2% male. The number of students who did not self-identity increased from 14.6% in 2017-18 to 23.5% in 2018-19.

CGCC's service area is largely agricultural. The largest job sectors are trade, transportation and utilities. Leisure and hospitality ranked second among private sector industries, and education and health services are highest in the government sector. Small businesses represented most of the firms located in the region, with 74.6% of the workforce at businesses employing from one to nine people.

Since its inception in 1977 and until 2016 when CGCC became independently accredited, the college had a contractual agreement to operate under the accreditation of Portland Community College (PCC), which is accredited through the Northwest Commission on Colleges and Universities (NWCCU). CGCC has always had its own locally elected Board of Education; it has hired its own president, staff, and faculty; it has set most of its own policies; and it has prepared its own budget, which is independently audited. In its early years the college operated from leased downtown rental spaces in The Dalles.

In 1993 Wasco County voters approved a bond measure to establish a permanent campus in The Dalles, and in 2001 voters in Wasco and Hood River counties approved a measure to annex most of Hood River County (excluding Cascade Locks) into the college district. Three years later, Wasco and Hood River voters passed a capital construction bond measure to match funds designated by the Oregon Legislature for capital improvements. These funds were used at The Dalles campus to build a new health science building, deconstruct several older buildings, renovate remaining buildings, and create a small amphitheater in the center of the campus. The measure also provided funds to purchase property in Hood River to build a campus and move out of leased space. All of these new facilities were completed in 2008. That period of time marked a new era for the college, enabling it to expand access to all members of its tax district and forge new partnerships that helped foster growth and economic vitality in Hood River and Wasco counties.

Currently the college offers a full range of courses, including collegiate transfer, career and technical education, pre-college, dual credit, community education, and customized training. The college has made great strides in providing innovative and exemplary career and technical programs of critical importance to the communities and regions it serves. For example, in 2001, in response to community need for more nurses, CGCC in collaboration with Mid-Columbia Medical Center, Providence Hood River Memorial Hospital, Skyline Hospital, and Klickitat Valley Hospital, launched a LPN/RN ladder program to address the growing nursing shortage. Since then 331 students have earned their nursing degrees and many are working within the region to meet the growing healthcare needs of the Columbia River Gorge. In 2018, the nursing program adopted the Oregon Consortium of Nursing Educators (OCNE) model, aligning the program with other institutions across the state. In 2006, the wind energy industry took a foothold in the windy eastern reaches of their service district. In response to demands for trained maintenance workers CGCC created the Renewable Energy Technology (RET) program. At the time, CGCC was the only community college west of the Mississippi River to offer such a program and the first to be endorsed by the American Wind Energy Association (AWEA). As technology has progressed, so too has the RET program; today, this program has evolved into “Electro-Mechanical Technology,” incorporating electro-mechanics, advanced manufacturing, and Unmanned Aerial Systems (UAS) technologies. CGCC’s graduates are meeting the need for a highly trained, rapidly growing industry, working for manufacturing, aerospace, and renewable energy industries around the world.

The college works closely with other key partners such as Oregon State University, North Wasco and Hood River County school districts, Columbia Gorge and North Central education service districts, Port of The Dalles, City of The Dalles, East Cascades Workforce Investment Board, Columbia Gorge Regional Airport, TacAero, Federal Aviation Administration, Mid-Columbia Economic Development and Wasco County. These partners have been important to the development and growth of their college with the construction of a regional skills center and residential housing on The Dalles campus.

The college continues to create educational programs in response to the needs of communities they serve. New programs in development are Aviation Maintenance, Manufacturing and Fabrication and Construction Technology. Each of these programs was carefully selected based on regional and national employment projections, community support and endorsement. This new growth for CGCC is truly community-based and supported.

In the 43 years since its opening, CGCC has grown considerably, with an average total enrollment of 4,415 students and an FTE of 869 in 2018-19. Fall 2020 enrollment saw the first increase in more than three years, a good indication that the growth of the college is creating new interest and excitement in the community. Through thoughtful planning and a conservative approach to use of funds, CGCC has survived challenging times and continues to thrive as the college grows under the leadership of its new president, Dr. Marta Yera Cronin.

Assessment of Institutions Self-Evaluation Report and Supporting Materials

An electronic copy of the Evaluation of Institutional Effectiveness (EIE) report was sent and uploaded into Box approximately four weeks prior to the visit. The 128-page document included sections addressing all required components of EIE. The evaluation team found the report to be generally well organized and informative. Appendices were included within the report and/or uploaded to Box. The links to the report were helpful. Approximately two weeks before the visit, the team received an email

outlining positions which were terminated or had reduced hours. The team asked for clarification to the decisions to make sure vital duties were still performed at the Institution.

In the weeks leading up to the visit, the team at Columbia Gorge Community College was very helpful and on time with any requests that were made. The report was laid out well and all supporting documents were included. The evaluation team was well prepared going into the visit.

During the visit, the meetings were well laid out and individuals and groups were accommodating to all of our requests. When additional information was requested, it was provided immediately. The Board of Trustees, administration, faculty, staff and students were very welcoming, forthright and accommodating throughout the visit. Many took the time to work with the evaluators and aided us greatly in learning more about CGCC. The evaluation committee would like to sincerely thank the college for its hospitality and support before, during and after the visit.

Response to Recommendation Two (old Standards)

CGCC has responded to the recommendations 1 and 2 made after the 2011 NWCCU visit. The Core Themes are essentially the same but objectives and measures are more clearly defined and more relevant in assessing the goal of accomplishing the college's mission. Likewise, there is evidence that substantial work has been done in the assessment of outcomes at the course and program level. It is, however, recommended that the mapping of course and core outcomes (particularly) to program outcomes be completed and that the body of systematically collected relevant data at the course and program levels be increased. These data need to be used as indicators of achievement in verifying the assertion that educational programs are transforming lives (Standard 4.A.3, 4.B.2).

This summary statement addresses the response to recommendation #2 under the old standards (stated above). As the evaluators reviewed the 2013 recommendation #2 within the 2020 Evaluation of Institutional Effectiveness report (xxix) as well as supporting and supplemental materials, conducted interviews and verified compliance with accreditation standards, they found evidence that CGCC has made progress in some but not all of what was recommended. The college has mapped its course and core learning outcomes to program outcomes, and it has increased the systematic collection of relevant data at the course and program level. However, these data are not fully integrated into the Transforming Lives Core Theme. These data are shared with that Core Theme Team, but they are not explicitly addressed in the Core Theme Team's work. Therefore, the Evaluation Team observed that Recommendation 2 has not fully been addressed.

STANDARD ONE

Mission

1.A.1: The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Columbia Gorge Community College's (CGCC) mission statement was developed and adopted in 2003. The following mission articulates a broad educational purpose and its commitment to student learning and achievement. The mission's purpose is appropriate to CGCC as an institution of high learning:

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

1.B.1: The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

The evaluation team found evidence of pockets of evaluation and planning to help refine the institution's effectiveness, assign resources and improve student learning and achievement.

For student learning and achievement, the college has mapped its course and core learning outcomes to program outcomes, and it has increased the systematic collection of relevant data at the course and program level. However, these data are not fully integrated into the Transforming Lives Core Theme. These data are shared with that Core Theme Team, but they are not explicitly addressed in the Core Theme Team's work.

Resources are allocated at the division level and not at the institutional level. They have started to outline their budget processes and will soon complete a full cycle. This process will help close the loop and better allocate resources across campus.

There is evidence that some areas of the college are increasing their effectiveness. Some notable examples are: 1) focus on retention from term to term; 2) increase in enrollment strategies; 3) implement programs to work more closely with the Hispanic populations, and; 4) social media activities to reach more students.

The college is moving toward an "Online Strategic Plan" that will link goals, funding, outcomes and help the process become more smooth and transparent for all employees.

The evaluation committee encourages Columbia Gorge Community College to continue to design and implement processes that are widely and clearly documented and communicated.

1.B.2: The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Columbia Gorge Community College identifies its core themes as: 1) Core Theme A: Building Dreams (Access) – CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills; 2) Core Theme B: Transforming Lives (Education) – CGCC provides learning resources and tools for a sustainable future for individuals; 3) Core Theme C: Strengthening Our Community (Partnerships) – CGCC links people and community resources. These core themes are consistent with CGCC's mission of "builds dreams and transforms lives by providing lifelong educational programs that strengthen our community."

CGCC has established objectives and measures for each objective. In total there are three objectives, with 9 sub-objectives linked to 28 measures. The majority of the measures are under Core Theme B, Transforming Lives (Education) (13), with Core Theme A, Building Dreams (Access) (9), and Core Theme C, Strengthening Our Community (Partnerships) (6).

Although progress has been made, Columbia Gorge Community College needs to utilize the data to help improve effectiveness at the college. CGCC administration, in conversation with faculty and staff, needs

to articulate a clear plan and communicate campus wide how the data will be collected and used to improve effectiveness.

Additionally, CGCC could improve its overall effectiveness in the context of and in comparison with regional and national peer institutions.

1.B.3: The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

The evaluation committee found evidence that Columbia Gorge Community College engages in various layers of planning that lead to mission fulfillment. The institution has used stakeholders, students, faculty and staff in their planning processes.

1.B.4: The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

The college uses data from the state of Oregon, IPEDS and other sources to help inform decisions. They have compared their performance to other Oregon community colleges to help improve retention. Additionally, they have surveyed businesses about programs and have connected leadership to serve on various boards around the community to share the CGCC story.

Although external monitoring seems to be going well, there is a lack of internal monitoring. In interviews with employees at CGCC, it is apparent that there is a lack of communication flowing throughout the campus. Some information is not passed through campus and it leaves some feeling left out-of-the-know of the institution.

In reviewing its process for monitoring the internal environment, conducting interviews and gathering input related to institutional decisions and planning CGCC should ensure the flow of communication is working efficiently.

The evaluation team encourages CGCC to look at ways to continue to enhance external environments to identify current and emerging patterns, trends, and expectations.

The Evaluation Team recommends that the college review its process for monitoring the internal environment and gathering input related to institutional decisions and planning to ensure the flow of communication is working efficiently and effectively across the entire institution.

Student Learning Standards

1.C.1: The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

CGCC offers 39 credit and noncredit degrees, certificates and transfer modules, including: eight general and transfer associate degrees/modules, seven Associate of Applied Science degrees, ten

Career and Technical certificates, nine Career Pathways certificates, and five Non-Credit Training Certificates. In addition, the college offers noncredit pre-college and English for Speakers of Other Languages (ESOL), adult education, and community education classes. CGCC curriculum and programs are consistent with the college mission in that they provide access to educational opportunities that address the transfer, workforce, developmental and personal growth needs of the college service area. These programs offer appropriate content that leads to collegiate-level degrees, certificates, or credentials, depending on the nature and scope of the program. These designators are consistent with program content in recognized fields of study.

CGCC has made significant progress in the development and execution of a college-wide assessment plan that includes the establishment of learning outcomes at the institutional level (Core Learning Outcomes), the program level, and the course level. This work is conducted through the office of the Director of Curriculum and Assessment.

The college has not yet defined a means through its assessment or evaluation process to evaluate rigor in courses and programs. This was identified by faculty and administrators as an area for future growth.

1.C.2: The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

CGCC has a clear process for curriculum and program approval that involves input from faculty, appropriate staff and administrators, and external accrediting bodies when necessary. Learning outcomes at the course, program, and institutional level are identified and mapped during this process. The college's Program Adoption Guidelines demonstrate a desire on the part of the college to implement a thorough vetting process:

- A. The program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
- B. The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic and professional technical exit proficiencies and clearly documented learner outcomes needed for success in the field of study and occupational area.
- C. CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
- D. The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education. What is the instructional delivery design (i.e., type of delivery including percent of face-to-face, hybrid, and/or distance delivery)?
- E. The program is designed or may be delivered in distinct segments that contribute to increased student completion and success.
- F. The instructional methods used reflect current research in education and training practices e.g., authentic instruction and assessment, problem and project-based learning,

mentoring, the development of student's critical thinking skills, varied teaching and learning styles.

G. The program has the capacity to gather data regarding successful student transitions into work, four-year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.

H. The college and program affirmatively provides access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students, including students with disabilities, ELL/LEP students, and minority students.

The full implementation of these guidelines is not uniform. Faculty and instructional administrators described the process for changing curriculum and course outcomes as extremely cumbersome and compliance-driven to the extent that faculty sometimes avoid it even if their outcomes data suggested that changes might be in order.

It is also not clear whether or not programs have the capacity to gather data regarding transitions to work or transfer. In program review examples, programs are assembling their own data on success and retention and establishing their own benchmarks and indicators. These data are not aligned with student success and achievement data reported as part of the Core Theme Teamwork and are likely derived from different sources. The interpretation of program level data regarding success and retention tends to be speculative and often based on anecdote or instinct rather than on full investigation of what might influence success, completion, and retention.

Additionally, the team was unable to locate evidence that programs monitor accessibility issues and accommodations for special populations and protected classes of students as outlined in sub-point H above. While the intention to do so is clear, issues with data management, collection, analysis, and interpretation identified elsewhere in this report appear to prevent the college from fully adhering to these program adoption and assessment guidelines.

Much of the student learning outcomes data related to the program level is derived from either external testing requirements or end of course grades for both career/technical education programs and the General Education program. While these forms of assessment are an indicator of student success and completion of courses, they don't lend insight into the specifics of what students are learning as part of their programs. Some programs are moving toward an e-portfolio that would allow greater student participation and for the collection of multiple measures of assessment for the various program outcomes.

To its credit, it is clear that the college's assessment plan is designed to place emphasis on the value of General Education as defined by its Core Learning Outcomes and the clear establishment of learning outcomes for General Education.

1.C.3: The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Program and degree learning outcomes for degrees, certificates, and credentials are published on the college's website. There is an intention on the part of the college to communicate course learning

outcomes and their connected Core Learning Outcomes on the syllabus for classes, and an example of this was provided as part of the report; however, those interviewed during the visit indicated that the inclusion of this material on syllabi has been adopted by faculty unevenly. In some cases, faculty aren't aware that their courses are connected to the Core Learning Outcomes. Faculty indicated a need for more training and communication about this for new part-time and full-time faculty.

1.C.4: The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Information regarding admission, completion, and graduation requirements are clearly defined and published in the college's catalog which is widely and publicly available on its website. The information is easy to find and is clearly explained. Additionally, CGCC staff and students indicated that there is outstanding support for students as they navigate these processes.

1.C.5: The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

CGCC has continued to work on its instructional assessment plan, with a significant portion of this work led by the Academic Assessment Coordinator, who reports directly to the Director of Curriculum and Assessment. Currently, the college has established outcomes at the course, program, and institutional level (Core Learning Outcomes). These outcomes were established and mapped across the three levels by the faculty through the Instructional Council and the Curriculum Committee.

While programs appear to be very invested in the program review process, learning outcomes assessment at the program level relies heavily at this time on end of course grades as evidence of achievement. There are some notable exceptions to this in some career/technical education programs where mapping of outcomes to both internal and external testing is clearer. Because end of course grades cannot be clearly tied to specific learning outcomes, this isn't an ideal way of demonstrating student achievement. The Academic Assessment Coordinator, Vice President for Instruction, and Instructional Deans all identified this as an ongoing challenge and attributed the slower progress in this area to a lack of full-time faculty committed to the work and also some resistance amongst General Education faculty to fully embrace the college's move toward a culture of assessment.

Some programs have initiated the process of using portfolios for program assessment with promising results. There is hope amongst interested faculty and administrators that this model will be embraced by more program faculty to provide more substance and meaning to the process for students and faculty.

The college also has implemented a five-year cycle for Program Review of which reporting on program learning outcomes assessment is a significant part. The model is widely lauded by the various members of the campus we interviewed for its transparency and engagement of faculty. The connection, however, between the results of learning outcomes assessment in program planning and resource allocation has not yet developed. Additionally, there doesn't seem to be a clear means for connecting academic support services such as tutoring or library services to needs identified through program learning assessment or program review.

The use of data in program review is somewhat constrained by what college staff consistently described as inadequate data resources. While the college contracts with Linn-Benton Community College to

provide some data services, the interpretation of this data within CGCC's context is inconsistent. Local data collection, management, and sharing of data relevant to instructional and program improvement, including learning outcomes assessment, student success and retention, and the disaggregation of these same data are not systematic and difficult to share amongst various groups. It appears that the various constituencies involved are not always able to collaborate successfully in identifying trends and concerns due to this limitation. Student success, retention, and completion data gathered at the institutional level for Core Theme Teamwork is not disaggregated by program, leaving programs on their own to determine what data they want to gather and how to obtain it. This results in programs having unique student success, retention, and completion indicators that are not tied to the college's larger Core Theme Team conversations.

The Evaluation Team recommends that the college provide resources necessary to fully implement its assessment plans, collect direct measures of learning, and create a culture of learning outcomes assessment at the institutional, program, and course level.

1.C.6: Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

The college has established five Core Learning Outcomes:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (Communication)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (Critical Thinking and Problem-Solving)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (Quantitative Literacy)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (Cultural Awareness)
5. Recognize the consequences of human activity upon our social and natural world. (Community and Environmental Responsibility)

These were established collaboratively by faculty through the Instructional Council and the Curriculum Committee. Changes to them are managed by these same groups, and the assessment of them is overseen by the college's Core Learning Outcomes Committee and coordinated by the Academic Assessment Coordinator. These same groups have been responsible, too, for the mapping of these Core Learning Outcomes to the program level and to courses.

The college places special emphasis on the Communication and Critical Thinking/Problem Solving outcomes, and all courses with a General Education designation are expected to address and assess these two outcomes. The Academic Assessment Coordinator and Core Learning Outcomes Committee have identified that a potential gap exists between degree requirements for students intending to

transfer and the Cultural Awareness and Community and Environmental Responsibility outcomes in that it is possible for a student to complete a degree without actually enrolling in a course that addresses those outcomes. The college is hopeful that this will be rectified as it embraces its upcoming Guided Pathways work.

The process for assessing these outcomes involves collecting student artifacts from courses that are mapped to these outcomes. This process is the highlight of the college's In-service, and those we interviewed indicated that the faculty involved in the work and those who attend In-service find great value in the process and ensuing conversations. The process provides ample opportunity for data collection, evaluation, analysis, and the opportunity to make changes based on results.

Faculty awareness, though, of the mapping of these outcomes to the courses they are teaching is uneven. The college employs about 75% part-time faculty who are frequently less engaged in this work and who aren't required to attend meetings and In-service. Information about this process and the Core Learning Outcomes isn't always clearly communicated to part-time faculty when they are hired. Additionally, in our interviews, college administration indicated that only about 30-40% of the total faculty actually participate in committee work and In-service. While the infrastructure is certainly in place for a systematic approach to assessing the Core Learning Outcomes, faculty knowledge and implementation appears to be inconsistent, with fairly low participation rates.

Additionally, faculty reported that career/technical education faculty tend to find less value and application of the Core Learning Outcomes work and don't necessarily understand how it applies to the work they do. There is a need for further faculty training and conversation in this area.

The Evaluation Team recommends that the college provide resources necessary to fully implement its assessment plans, collect direct measures of learning, and create a culture of learning outcomes assessment at the institutional, program, and course level.

1.C.7: The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

The college is engaged in assessment through a number of committees and initiatives, including, but not limited to:

- Core Learning Outcomes Assessment
- Program Review
- Course Outcomes Assessment
- Core Theme Teamwork
- Institutional Assessment Committee

Of these, the first three are concerned specifically with the assessment of learning outcomes. All of these committees and processes have their own cycle of data collection, evaluation, analysis, and recommendations; however, each of these seems to function without connection to any of the other processes. It is not clear how institutional, program, and course level assessment ultimately are integrated into one another or into the decision-making process except in making adjustments at the course level. While results of Core Learning Outcomes Assessment are shared with Core Theme Teams, it doesn't appear that this data is used to inform decision-making or recommendations from these

teams. Notably, the integration of any of this assessment data in planning and practice with regard to learning support is difficult to discern.

The strengths and challenges of the college's assessment work at the institutional and program level have already been identified (1.C.5, 1.C.6, 1.C.7). At the course level, the college has developed an innovative two-part system for course outcomes evaluation that involves input from faculty and students. Each instructor participates once each year, and all courses are assessed at least once every three years. As part of this process, in Part A, faculty identify three outcomes in a single course that they would like to assess and provide their plan for assessing them. As part of this process, the faculty also identify questions they would like to ask their students about their own perception of their learning with regard to these identified outcomes. Students are sent this survey at the end of the quarter. Once the faculty member receives this student feedback, they complete Part B which asks them to report their results and analysis based on their own assessment of the student work and on the students' perceptions of their learning. The faculty who actively engage in this process find great value in it. Areas of concern that were identified by faculty, however, included a lack of understanding by many faculty of how to assess student work, how to describe their assessments, and true engagement in the work itself. Additionally, in the examples provided, the majority of them used end of course grades as the sole indicator for student achievement.

Those interviewed indicated that the current assessment plan institutionally is very rigid and challenging for everyone to navigate. The support provided is focused more on how to navigate the process than on facilitating conversations, trainings, or other opportunities that might encourage deeper faculty learning through collaboration and the sharing of challenges and successes. Faculty also expressed concern that current assessment practices don't really encourage conversations about consistency and rigor across courses, especially in subject areas where multiple faculty are teaching sections of the same course. Specific concerns about inconsistent levels of rigor were cited by faculty in both career/technical education programs and in general education courses.

Overall, the assessment of learning outcomes is happening, and CGCC has made significant and laudable progress in moving this work forward; however, a culture of deep and meaningful assessment and reflection that connects student learning, student achievement and retention, and data-driven decision making across the instructional and learning-support facets of the college has not yet emerged. Faculty engaged in the work recognize that there are issues with training, messaging, and engagement across the campus that prevent this work from having greater impact. While it is challenging to find time for community and collaboration, faculty and instructional deans recognize that there is a need for more collaboration within and across departments to help faculty develop confidence and deeper engagement with this work.

The Evaluation Team recommends that the college provide resources necessary to fully implement its assessment plans, collect direct measures of learning, and create a culture of learning outcomes assessment at the institutional, program, and course level.

1.C.8: Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

Transfer credit at CGCC and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality, all of which are available on the College's website and catalog. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality. The determination of acceptance of transfer credit is made by the registrar, which does raise questions about the role of faculty expertise in the various content areas in this decision-making process.

1.C.9: The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Not applicable

Student Achievement

1.D.1: Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

The college recruits and admits students with the potential to benefit from its educational offerings. In 2017, the college formed a Student Outreach and Recruitment (SOAR) team to coordinate and facilitate their efforts in this area. Student Services personnel report that as a result of their work, the college has seen an increase in the number of students enrolling from area high schools, which had previously not recommended CGCC to their students. The college also reports (Core Theme A) that enrollments in for-credit FTE went from 718 to 745 in one year.

Until recently, the college required new students to complete a placement assessment (the Next Generation Accuplacer) before enrolling in their first quarter of classes. More recently (since COVID-19), the college has been using a system that they have adapted from Oregon Coast Community College which uses multiple measures to place students appropriately, including previous college work, high school transcripts, and even guided self-placement.

The college has a strong advising program. All students who plan to enroll in credit bearing courses are required to meet with an academic advisor prior to registering for classes. During this initial meeting, students are shown how to log into the student portal and navigate various aspects of their student account, including how to access Moodle, the college's distance learning access provider, as well the Student Help Desk. All credit students are required to complete an online New Student Orientation during their first term. This is an interactive tool that covers such topics as student support services, academics, campus safety guidelines (including Title IX), library services, college policies, and student life. All students are required to attend an OnTrack 1 (OT1) appointment during their first term (between the third and fifth week), during which the student and advisor discuss the student's academic goals and develop an academic plan based on the student's program of choice. When a student has completed between 44-56 credits, an OnTrack 2 (OT2) appointment is scheduled to review the student's

progress and map out an educational plan through completion, including assistance with transfer planning or resources for joining the workforce.

Advisors are proactive in making sure these required advising sessions do not become barriers. A few weeks before registration opens, they notify students who have not completed the requirement and ask them to contact advisors. Students can either set up an appointment or drop in during “Walk-In Wednesdays.” While students have an “assigned” advisor, they are free to work with any of the advisors at any time. The desired outcome of these sessions is that the students take charge of their own education and become independent.

More recently the college has been trying out some new communication strategies to provide additional support, with more frequent communication (including text messages) with new students and with students earning a lower GPA. They are documenting these conversations in their database.

These efforts, carried out primarily by the advisors, have been aimed at increasing retention. The efforts appear to be bearing fruit as the college is reporting their highest fall to spring retention in ten years.

The Evaluation Team commends Columbia Gorge Community College for its effective, knowledgeable, and responsive advising staff and systematic advising program that ensures that students receive regular guidance to help them clarify their educational goals and maintain momentum through completion and beyond. In addition to recent increases in enrollment and persistence, students express a high level of satisfaction with the advising at CGCC in the CCSSE.

1.D.2: Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and post-graduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Indicators for student achievement have been set as part of the college’s Core Themes. The three Core Themes of the college are published on the college website along with their respective objectives. An annual report of the Core Theme results and analysis is posted on the website for each year since the 2012-13 school year. Each report contains a detailed rubric that shows the multiple measures used for each objective, as well as the thresholds that establish a “score” for each measure. The complex scoring system places each area somewhere in the range from 1 (“Below Mission Expectation”) to 3 (“Meets Mission Expectation”) to 5 (“Exceeds Mission Expectation”). A summary report comparing the Core Theme scores over the last three school years is also posted on the website.

Upon their completion each year, the Core Theme reports are made available to the Leadership Council and the President’s Council, and are also sent to the out college-wide via email, as well as being posted to the college website. When college-wide planning summits have occurred, the data from these reports has been presented/discussed as a precursor to institutional planning.

Core Theme B objectives include indicators for student retention/persistence, progress, degree completion, transfer, and job placement. When Core Themes were chosen originally, benchmarks and target scores were set based on research conducted by the Institutional Assessment Team that looked at CGCC historical data and similar sized community colleges. Over the years, much of this context of the

target goals appears to have faded from institutional memory, and as a result, some of the meaning of these indicators is not readily apparent. The Core Theme Reports do not document any regular discussion or review of the appropriateness of the current target goals, nor do they report rationale for continuing to hold the current targets.

In an effort to increase capacity for access to meaningful institutional research, the college has contracted with Linn-Benton Community College and has conducted some training of the Instructional Council on the tools they now have available. Linn-Benton provides much of the data on the student achievement indicators. In addition, the college is currently implementing a new ERP that they hope will facilitate retrieval of consistent and comprehensive internal data.

Although data obtained from Linn-Benton has the capacity to be disaggregated by various factors (such as race, ethnicity, age, gender, socioeconomic status, first-generation college student, etc.), the college has not yet begun to request and review disaggregated data systematically in regards to the indicators for student achievement that they have set. Without this data, the college remains mostly unaware of how the achievement of their various student populations compare and what equity gaps may exist. The only example of disaggregated data that was requested was to determine the percentage of Hispanic students enrolled at the college. As the college moves toward becoming a Hispanic-serving institution, it will be an important task to look at student achievement indicators disaggregated by race/ethnicity, as well as other categories meaningful to the institution.

The Evaluation Team recommends that the college begin to review disaggregated student achievement data in a systematic way and to build that review into their planning process so they are able to use it to close barriers to academic excellence and achievement (equity gaps).

1.D.3: The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

Multiple facets of student success are included in the Core Theme B measures, including student persistence, GED completion, completion of developmental writing, completing of developmental math, degree completion, and transfer to the Oregon university system. However, none of these measures were disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, or any other category. The college is not currently publishing disaggregated data on their website.

The Core Theme reports (which include student achievement data) are finalized during late summer / early fall so that they can be made available to the college with the intention that they will be available in time to be used for their planning. These reports are shared electronically with the President's Council and Instructional Council, with the purpose of informing planning, decision making, and allocation of resources for continuous improvement. They are not presented to the leadership teams in person. The Core Theme report summarizes the data, but it does not draw conclusions or make recommendations about how the college should respond or improve. The Institutional Assessment Committee does not consider this part of their charge, and the Evaluation Team did not learn of any other group(s) on campus taking this role.

In order to better connect institutional assessment to planning, starting in 2017-18 the college began holding Institutional Assessment & Planning Summits. After reviewing multiple assessment documents, the group discussed and reflected upon potential actions to be carried out. Out of these summits, the five current Institutional Goals were created.

Another example of how the student achievement data has been used to inform decision-making was with math and English placement practices. The chair of Core Theme B has worked closely with the chairs of the English and Math departments to make them aware of the data. As a result of the data review, the college moved from the Accuplacer to the Accuplacer NextGen.

The college has budgeted for the purchase of a new software, Strategic Planning Online (SPOL). As the college adopts this software to manage its planning process, the Evaluation Team encourages the college to create a more formal process by which student achievement indicators become a systematic part of the institutional and strategic planning cycle and the allocation of resources.

1.D.4: The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The college uses its Core Theme Teams to collect and analyze indicators of student achievement each year. The processes for collecting and analyzing these data are published on the college website in the form of annual Core Theme reports.

Core Theme B objectives contain various indicators of student achievement; however, the indicators of student achievement are not currently disaggregated by race, ethnicity, age, gender, socioeconomic status, or first-generation college student. Without disaggregating the data, it is impossible for the college to determine what equity gaps may exist, or to implement strategies or allocate resources that could mitigate those gaps.

Student achievement data is also collected and reported during the Program Review process. This data is also not disaggregated, and analysis of this data within Program Review documents would benefit from expert and contextualized interpretation of the data. The interpretation of retention and completion data at this point in these documents is based on speculation and doesn't necessarily lend itself to focused and strategic intervention.

The college has recognized equity as a priority issue at the college as shown by its adoption of Institutional Goal #1 Adoption/Implementation of Equity Practices and Mindset, and has recently formed an Equity Action Committee, which is tasked with carrying out the strategic goals related to this Institutional Goal. The charge of the EAC does not include the review of disaggregated student achievement data; rather, their primary goals appear to center around the Cultural Competency Standards. The Evaluation Team was unable to find any group on campus that is currently reviewing disaggregated student achievement data as a regular part of the college's continuous improvement cycle.

Without reviewing disaggregated student achievement data, the college is currently responding to *perceived* equity gaps. Once the college begins to examine disaggregated data, they will be able to better determine what gaps in achievement and equity currently exist at CGCC. This new understanding, informed by the data, can then guide the institutional response, including the implementation of strategies and allocation of resources to mitigate the known gaps.

STANDARD TWO

Governance

2.A.1: The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

As documented in its self-study and confirmed during interviews, the Columbia Gorge Community College Board of Education is the governing board of the college. It consists of seven publicly elected voting members serving in a voluntary capacity representing Wasco and Hood River Counties. The Board serves under a code of ethics and standards of practice that demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. The Board recently updated and signed a new Board Operating agreement that delineates its work. Newly elected members receive training to ensure compliance with all applicable rules, regulations, and responsibilities. Training is facilitated by the administrative assistant to the president with support from the Oregon Community College Association. The Board is responsible for representing the public interest; establishing policies that define the institutional mission and set prudent, ethical, and legal standards for college operations; assuring the fiscal health and stability of the college; monitoring institutional performance and educational quality; and to protect the college.

The Board selects and regularly evaluates the chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies and administrative rules related to the operation of the institution to ensure effective leadership.

The Board annually evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner and in compliance with its defined roles and responsibilities. The most recent evaluation was finalized at the April 2020 Board of Education meeting.

2.A.2: The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

As documented in its self-study and confirmed during interviews, the college has an effective system of leadership that was reorganized by the president in her first year of employment in order to redistribute resources in a way that benefited the college and its constituency. With delegated authority to lead the college, the president is supported by an executive team titled the President's Council. The President's Council is comprised of the president, vice president of instructional services, vice president of student services, vice president of financial services, executive director of infrastructure, and executive director of institutional effectiveness. The President's Council represents each functional area of the college and is charged with advising the president on matters related to planning, organizing, and managing the institution and assessing its achievements and effectiveness. While the President's Council represents a

sound leadership structure there is some concern that the administrative leadership has seen substantial turnover in recent years. Of the current administrators, most have been at the college less than three years.

The President's Council supervises a tier of managers and directors known as the Leadership Council who are responsible and held accountable for detailed operations within their departments. The Leadership Council is in place to serve as a planning team for the college. The Leadership Council helps with the strategic plan of the college by participating in discussions and activities related to institutional issues and initiatives. The Leadership Council has direct input into the strategic direction of the college.

To ensure a qualified administration, each college position is defined by a job description that lists educational and experiential requirements, as well as the necessary or desired skill sets. Adhering to such requirements demonstrates that each position is filled with an individual capable of filling that position.

Concern: While there is currently qualified administrative leadership, the institution has a history of a high rate of administrative turnover that should be monitored and addressed by the institution.

2.A.3: The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an *ex-officio* member of the governing board(s) but may not serve as its chair.

As documented in its self-study and confirmed during interviews, the Board of Education is responsible to ensure that the institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution and that the chief executive officer serves as an *ex officio* member of the governing board. In June 2018, the Board of Education hired Dr. Marta Yera Cronin to serve as its chief executive officer after an extensive national search. President Cronin has over 30 years of experience in higher education.

The Board exercises its responsibility to evaluate the president using a variety of methods throughout the year, by sharing monthly update reports during the regular Board meeting, quarterly reports in Executive Session and by conducting a yearly evaluation which includes a self-evaluation by the president. The results of each evaluation are used as a basis for future goal setting and monitoring of the president's performance.

2.A.4: The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

As documented in its self-study and confirmed during interviews, the college has multiple decision-making structures and processes that allow for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest. There is a ready flow of communication to the president from staff/faculty forums as well as student and community focus groups that take place on both The Dalles and Hood River campuses.

Open input is sought in group environments such as forums and focus groups. The current administration has an open-door policy where those who do not feel comfortable speaking out in a group environment may share their thoughts, concerns and/or ideas. Additionally, the administrative leadership hold office hours on both The Dalles and Hood River campuses. Decisions made include input

from multiple sources. Decisions that originate at the executive level are brought from the President's Council to the Leadership Council for input. Leadership Council members are often asked to solicit input from those who report to them so that a greater perspective can be viewed prior to the implementation of decisions. It was observed that at the campus forums that some faculty, staff and students felt like they had a voice in the direction of the college. However, there was a clear indication that faculty felt like they did not have a voice and did not have access to provide any input.

Concern: While the administration is working to provide opportunities for decision making input at all levels of the college it was observed that certain employee groups do not feel included or heard.

Academic Freedom

2.B.1: Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The institution has a board policy in place that articulates principles of academic freedom and independence.

2.B.2: Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The student handbook and other publications affirm support for academic freedom, and student ambassadors deployed through student government support students in responding to concerns. Faculty and staff bargaining agreements include similar support for academic freedom.

Policies and Procedures

2.C.1: The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials, or degrees in furtherance of their academic goals.

Credit transfer policies are clearly articulated in the institution's Operating Procedure manual, which is available on the CGCC website. The procedure details the process Student Services completes in reviewing transcripts; however, it does not address faculty involvement to ensure program integrity is maintained.

2.C.2: The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The CGCC Student Handbook clearly articulates a student's rights and responsibilities, including clear definitions of Academic Misconduct, types of appeals, as well as the procedure to appeal institutional policies. The Student Handbook also directs students seeking accommodations for persons with disabilities to Disability Resources, however, internal document links to the office website were broken.

This may be because the online version of the handbook is dated for the 2017-2018 Academic Year. The institution is encouraged to routinely update the online Student Handbook, so that students have the most recent and accurate information.

2.C.3: The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

Admission and placement to the institution as well as to Limited Entry Programs, is visibly outlined on both the CGCC website and in the catalog. The CGCC website includes a New Student Checklist, which guides prospects through each step in becoming a student. Limited Entry Program application processes are described both on the website and in the catalog; however, associated application fees were not included in the catalog descriptions.

The Student Handbook, website, and catalog detail student appeal processes related to academic suspension appeals, grade appeals, and course repeat appeals. Descriptions also include a point of contact for students seeking to exercise their rights.

2.C.4: The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

Student privacy rights, as guaranteed by the Family Educational Rights and Privacy Act, are clearly outlined in institutional publications. The disclosure of student directory information has been limited to the vice president of student services and the registrar. This ensures maximum protection of student confidentiality and protection of student rights.

CGCC has a comprehensive Disaster Procedures and Recovery Manual, which details provisions to ensure the security of student records. However, the manual was last updated November 2017. Many key personnel, who are responsible for the execution of the procedures are no longer with the institution or have transitioned to other positions on campus.

Institutional Integrity

2.D.1: The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

The CGCC catalog displays programs by suggested course sequence, which clearly articulates time to completion for potential students in an ideal situation, however the institution's ability to regularly offer required courses is a concern.

2.D.2: The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including

the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

The institution publishes comprehensive policies covering ethical standards and expectations for employees, board members, and foundation board members.

The institution has a central point of contact, Director of Community for external inquiries, comments, and grievances. The Director is tasked with distributing these external communications to the appropriate campus personnel for response. Current staff reductions have made timely response more difficult.

2.D.3: The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The institution adheres to clearly articulated standards to prevent conflict of interest by administration, faculty, staff, Board of Education members and Foundation Board members.

Financial Resources

2.E.1: The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The college has developed sound fiscal management practices that are supported by fiscal oversight from the Board of Education. The vice president for Financial Services facilitates internal and external processes that provide reasonable assurance of financial stability.

As documented in its self-study and confirmed during interviews, the business office maintains internal control processes to provide reasonable assurance of financial performance goals and the safeguarding of resources. Financial oversight practices include an analysis of budget-to-actual variances, cash flow analysis, and monitoring fund reserves. The business office performs monthly closing procedures to ensure proper account designation and that all transactions are in accordance with internal policy and external audit requirements. If any infraction is found, the responsible party meets with the supervisor to review the situation to ensure corrective action is provided as needed to prevent reoccurrence.

Annually, a single audit is performed by a certified public accounting firm. Audit results are provided to the Board of Education, the Oregon Higher Education Coordinating Commission, Wasco County Tax Assessor's Office, and Hood River County Tax Assessor's Office.

Ongoing reporting provides college constituents with information to contribute effectively to financial stability. The President's Council has a standing monthly agenda item regarding financial matters that address budget versus actual-to-date, fund balances, cash flow, analytics that inform planning and decision-making, and pending purchases. The Board of Education meets monthly and reviews budget versus actual-to-date variances over the same period of time as last year.

Commendation: The Evaluation Team commends the college on its commitment and hard work in the development of sound general ledger reporting practices to ensure solid financial statement reporting.

2.E.2: Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive

risk management to ensure short term financial health and long-term financial stability and sustainability.

As documented in its self-study and confirmed during interviews, the college's financial planning is tied to its Mission and involves the college community at every level. When the draft budget is finalized it is presented to the Budget Committee which is made up of public volunteers and members of the Board of Education. This ongoing stakeholder participation facilitates ownership in the activities of the college.

Financial health is facilitated through structured budgeting and oversight processes and a comprehensive risk assessment that is conducted by the Property and Casualty Coverage for Education Company to ensure appropriate available funds and insurance to cover the identified risks. Risk management is administered through the human resource office and an annual risk assessment is conducted by the Property and Casualty Coverage for Education Company.

The college resources include state support, tuition and fees, tax collected in Wasco and Hood River Counties, and grant and contract activities. Enrollment management, trends, tuition projections, and retention forecasts are utilized in the development of a conservative annual budget. Over the same time period from year-to-year, a comparison of budget-to-actual activity reporting and monitoring allows the college to mitigate budget fluctuations through a comprehensive budget planning process. This process incorporates the Board of Education and campus leadership participation resulting in approval by the Board of Education to adopt the annual operating budget. The adopted budget book guides the college in the budgeting and the financial management process.

The business office regularly monitors the cash flow and funding. Reports are analyzed monthly to ensure the financial needs of the institution are met and are provided to the President's Council to substantiate effective decision making.

A culture of open communication between the business office, the departmental budget managers, and the President's Council strengthens the financial success of departments, programs, and the college.

2.E.3: Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

As documented in its self-study and confirmed during interviews, the college has clearly defined policies that support the oversight and management of financial resources and it communicates those expectations to its constituents. In accordance with board policies, the Board of Education has general oversight over the college and its budget. The business office is responsible for facilitating the annual budget process and overseeing budget management throughout the year.

The college has a strong financial management team led by the vice president of financial services, who serves as the institutional chief business and budget officer.

Annually, the college goes through a financial and compliance audit by a registered and reputable CPA audit firm. The results are sent to the Board of Education, Assessor's Offices for Wasco and Hood River counties, Oregon's Higher Education Coordinating Commission, and placed on the business office's website.

Human Resources

2.F.1: Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

As documented in its self-study and confirmed during interviews, faculty and staff and administrators are apprised of their conditions of employment and work assignments upon employment. Staff and administrators receive a copy of their job descriptions with their official offer letter including any changes that are made to a current position. Faculty receive a Notice of Teaching Assignment prior to each term for which they are assigned to teach. Rights and responsibilities and criteria and procedures for evaluation, retention, promotion, and termination of faculty are located in the Faculty Collective Bargaining Agreement. Board policy establishes that the responsibility for staff evaluation is designated to the president.

2.F.2: The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

In its self-study the college confirms that it supports and encourages the professional development and growth of faculty, staff and administrators and that it offers multiple ways for faculty, staff and administrators to participate in professional development opportunities, through tuition waivers, in service trainings and staff meetings, and external learning opportunities such as conferences and webinars. While the college may support and encourage professional development, during the faculty and staff forums, they expressed that the lack of available resources provided limits their ability to participate in professional development opportunities.

Concern: The Evaluation Team is concerned that the college lacks a systematic approach to professional development, both in terms of identifying budget and individual, department, and institutional needs.

2.F.3: Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

At the beginning of the academic year of 2019-20, the institution employed 58 full-time and 13 part-time staff, 21 full-time faculty, 75 adjunct faculty, and 23 community education instructors. However, since the beginning of 2020 the college has had to make reduction in force due to the changing landscape of how services are provided and in anticipation of decreased funding. Of the 58 full-time employees, 2 positions were eliminated and 2 were laid off. Of the 13 part-time employees, 8 were laid off. Additionally, 7 full-time positions were reduced from 1.0 FTE to 0.5 FTE. Of these reductions, all were directly related to COVID except the 2 position eliminations.

During interviews with faculty and staff multiple issues were expressed related to workload concern. While the college continues to look for ways to balance current economic challenges and maintain sufficient staff to achieve college-wide goals and initiatives it is apparent that the existing staff and faculty are struggling with new workload demands and a lack of institutional personnel support to accomplish their jobs. An example of this challenge was articulated in the lack of technology support and training after hours.

Qualifications for faculty are set forth in the Faculty Collective Bargaining Agreement and in college policy. Classified and non-represented staff qualifications are set by the job description for each

position. Qualifications are screened during the interview process to verify the candidate has the necessary qualifications to perform the functions of the position.

Concern: The Evaluation Team is concerned that the college lacks faculty, staff, and administrators sufficient in role and number to sustain an adequate level of service, to achieve its institutional mission. Additionally, prior to the visit the team was made aware of reductions in CGCC employees. Although it was nice to know it did limit the team's ability to meet with certain positions.

2.F.4: Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

In its self-study the college reported that staff and administrator performance is currently reviewed annually based on hire date. In addition, a six-month mid-year evaluation is conducted. Supervisors for non-faculty employees are responsible for conducting these evaluations in an equitable and timely manner. The process for the annual evaluation includes a self-evaluation completed by the employee, and an evaluation completed by the supervisor. While the college has a clearly documented set of policies and procedures for evaluation of staff and administrators, what is not evident is documentation demonstrating that the evaluations are taking place.

In its self-study the college reported that faculty are evaluated based on language in the Faculty Collective Bargaining Agreement. While the college has a clearly documented set of policies and procedure for evaluation of faculty, what is not evident is documentation demonstrating that the evaluations are taking place.

In July of 2020, the college indicated it will be implementing a new evaluation process for staff and administrators through a web-based provider Paylocity. The college currently uses Paylocity for its payroll, recruiting, and onboarding functions. This new module should help automate and streamline the evaluation process, allowing more consistent completion and the ability to share and track feedback more efficiently.

Concern: The Evaluation Team is concerned that the college lacks evidence that demonstrates a consistent process by which employees are regularly evaluated.

Student Support Resources

2.G.1: Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

The institution's services and programs aim to meet students' needs holistically in order to support success. Individual staff members are responsible for multiple programs and students are connected to services on campus and provided through local partnerships. Staff members report strong relationships with students that allow them to provide students with timely, flexible, and individualized attention. Specific programs include adoption of Open Education Resources; childcare services; a newly established food pantry; and mental health support provided by a licensed counselor. A small emergency fund

offered through the foundation provides short-term funds, particularly for those, such as DACA students, who may not have access to resources through the state or federal government.

These programs represent attention to the varied needs of the student population, but evidence was not presented to affirm that planning for these services is guided by a focus on equity and closure of equity gaps in achievement. The recently formed Equity Action Committee could inform and support efforts to design the learning environment with equity at the center, particularly as the institution takes advantage of its status as a Hispanic Serving-Institution.

2.G.2: The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The catalog contains all required elements (institutional mission, admission requirements, grading policy, programs and courses, expected learning outcomes, etc.). The catalog is updated annually and made available through links on the Academics page of the institution's website. Printed copies of the catalog are available on campus and a printed quarterly schedule is provided through a mailing. The catalog is linked in multiple places on the website and specific content is referenced on the website making content from the 160-page catalog easily available.

2.G.3: Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Program deans reported that publications describing educational programs are reviewed and updated annually to maintain currency and accuracy.

2.G.4: The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

The Financial Aid office provides information and provides oversight for the federal and state financial aid programs very effectively. Students receive a high degree of support and quick responses from staff. The satisfactory academic progress policy follows federal guidelines and students who are at risk academically are referred to advising for support.

Financial aid information is provided to students in the catalog and on the college web pages and students are informed of financial aid options through a variety of methods including new student orientation, printed materials, and email notifications. The college participates in federal financial aid programs and adheres to all program statutes and regulations. Financial Aid staff monitor and comply

with all the appropriate state and federal reporting requirements but there is a concern that with recent staff reductions reporting requirements could be compromised.

2.G.5: Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

The Financial Aid office provides loan options and support information, but the college does not actively encourage students to participate in student loan programs. Default loan information (through 2016) is on the institution's Consumer Information page but is not linked to the financial aid / loan page where students are most likely to look. The default loan rate has dropped in the most recent year reported.

ECMC Solutions, an external service, is prominently listed on the loan page to support students in making decisions about loans and managing repayment. CGCC requires a self-administered exit counseling session for financial aid.

2.G.6: The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

The institution offers systematic and effective advising at both campus locations for students at key stages of their progress to ensure that they have accurate information and educational planning in place. Advising staff includes two dedicated academic advisors plus additional staff with advising responsibilities. Advising staff receive training and support to carry out their responsibilities and they are consulted in key decisions about course offerings that affect student progress. Students can meet with advisors by appointment and by walk-in appointment one day a week.

The advising web page lists academic planning resources for students and a link to request a meeting with an advisor. The page does not include an overview of the process, which includes an early advising appointment (OnTrack 1) and a mid-point appointment (OnTrack 2). These appointments appear on the new student checklist and students are required to complete key advising sessions in order to register.

Students are assigned to an advisor based on last name, but students are free to work with any of the advising staff. Students may make phone or Zoom appointments by email request or phone. The advising website does not identify responsibilities of advisors but the catalog includes brief information on what advisors do. The catalog contains valuable information to guide students through the educational process.

Overall, students express a high level of satisfaction with the advising at CGCC in the CCSSE, and the students who attended the student forum also expressed a high level of satisfaction with the information and support they receive from advisors.

2.G.7: The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy

and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

The student code of conduct and academic integrity policy form the foundation for identity verification. Secure and private student accounts are assigned to each student during the registration process.

Library and Information Resources

2.H.1: Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The Dalles campus provides 44 hours of library service but no professional librarian is available to support student learning and research. The main library is located at the Dalles campus, which holds a collection of approximately 20,000 books and other library services are delivered. A selection of online research databases, including e-books and periodical literature supports the curriculum. At Hood River, students can access a small collection of books through self-checkout and an online request form. At Hood River, individual faculty distribute reserve textbooks and other items directly to students and work study students are also available to provide access to reserve collections. As an extension of its print and electronic information collections, the library also organizes themed art shows and lends equipment like Chromebooks, hotspots, and STEM kits for distance learning.

Identified as a concern in 2013, library staffing continues to be a significant concern at both campuses and maintenance of basic library services and resources for students is at risk without adequate staffing to provide research instruction, circulation services, and maintain print and electronic resources. The Library Director, who holds a Master of Fine Arts is currently the only staff member. A position that was 50% assigned to technical support in the library has been eliminated. The library has recently lacked a credentialed librarian and a full-time professional librarian position has been approved to be filled in 2020. This position is intended to enable the library to be open year-round once the new dormitory is open.

Current instructional support for information literacy is not apparent on the library's website. On the college website, the Library appears in quick links. The library is not associated with academics along with other instructional support like Tutoring. A link to 24/7 research help is currently inactive and contact information for library staff is not provided. A one-credit research course has recently been revised to serve as a co-requisite to a writing course. This co-requisite strategy is difficult to scale with a single full-time staff and should be taught by a librarian.

The library's print collection suffers from insufficient funds to maintain currency and depth needed to meaningfully support the curriculum. Formal collection assessments are not conducted, but the director noted gaps in some subject areas, in part due to heavy weeding and an emphasis on purchasing e-books just prior to his arrival. The director has also identified a need for collections that serve the Spanish speaking population. Although students have access to resources through a courier system connected to the local library consortium, the funds are needed to revitalize the physical collection to meet student demand for current print resources.

The Evaluation Team is concerned that the library lacks sufficient staffing to analyze needs and provide library services and resources sufficient to support and sustain the institution's programs and curriculum.

Physical and Technology Infrastructure

2.I.1: Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

The college maintains two sites within its service district. The main campus is located at 400 East Scenic Drive, The Dalles. The second site is located at 1730 College Way, Hood River.

The Dalles Campus is approximately 62 acres. This campus includes five buildings that are maintained by the college for instructional and staff purposes, sheds, and storage areas, and the Fort Dalles Readiness and CGCC Workforce Center, which has classroom and meeting space used by the college but is owned and maintained by the Oregon National Guard. There are also four paved parking lots and one unpaved parking area. Campus buildings in The Dalles range in age from eight to 92 years. The newest building was finished in 2014 and houses CTE classrooms and labs.

The Hood River Indian Creek Campus sits on 13.5 acres which are bisected by Indian Creek, a public waterway, and the Indian Creek Trail. This location has a single building and parking lot. The building was constructed in 2008 and includes one large science lab, two computer labs, and 12 multipurpose classrooms. There is an information common space with computers and tables for student use as well as access to library materials. There are five offices for college staff and one large shared faculty office. Funding and space limit the ability to incorporate food service at the Indian Creek Campus, so two vending machines on the main floor offer a variety of beverages and snacks. Many restaurants and convenience stores are within walking distance. To ensure a leadership presence on the satellite campus, members of the President's Council provide coverage on a rotating basis.

The college is currently embarking on a capital construction project to build two new buildings on The Dalles Campus: The Treaty Oak Skill Center which will house career and technical education programs, and a 51-unit student residence hall. Both projects are scheduled to begin construction in June 2020 and be completed by summer 2021.

As documented in its self-study and verified by existing evidence the college's commitment to providing access for persons with disabilities and to maintaining healthy and safe facilities for all is reflected in multiple planning documents of the institution. All documents are used by a variety of constituents to guide renovations and mapping of new construction of college facilities. A thorough assessment of college campus properties and buildings is conducted regularly to ensure ADA compliance.

For the safety of the campus community, college policies prohibit the use or possession of drugs, alcohol, weapons, and non-service animals on campus. Appropriate signage is located campus wide to notify students and community members who use the campus of this policy.

The college has no campus police or security guards. Local police authorities coordinate with college administrators to ensure rapid response times and best-practices for safety. As both The Dalles and Hood River are small towns, response time to each campus is generally under three minutes. Safety and security training is held periodically to ensure staff and faculty are well-versed in procedures for possible events ranging from active-shooter incidents to natural disasters. While there is evidence of a commitment to safety and security, through dialogue with the campus community, there is concern that the Hood River campus lacks the appropriate emergency training **and the safety committee for both**

campuses is no longer in existence. Staff identified that this lack of a committee can be attributed to the lack of staffing and turn over in the administrative leadership of the facilities department.

The Information Technology Services department is responsible for creating and maintaining the technological infrastructure and providing technology and software training for the college.

The college maintains adequate security over all hardware and software resources. Access to computing infrastructure is kept in secure limited access locations. Information technology has procedures in place that demonstrate an acceptable amount of preparedness to protect the institution in the event of a disaster. The Information technology department has systems in place to protect the institution and restore computing functions thus limiting any disruption in operations. Critical servers are also equipped with an online continuous backup system.

While it is the responsibility of IT staff to provide technical support to students, staff, and faculty, the faculty and staff reported during interviews that the availability of staff is extremely limited. This observation concurs with an area of concern identified by the IT department in maintaining appropriate levels of service due to decreased levels in staffing due to decreases in funding. The reduction of staff has contributed to a reduction in available help-desk services.

The college uses Moodle as its learning management system. Faculty receive Moodle training through a series of modules that cover both pedagogy and technical skills particular to online instruction. Zoom is also used to facilitate communication with faculty and students and to allow for virtual meetings between The Dalles and Hood River campuses. While the availability of software and learning technology is evident, there is a lack of available training for faculty and staff due to a reduction in resources and staffing for the IT department. Faculty, staff, and the IT department concur that the lack of staffing and resources inhibit the ability of IT to provide effective training and service.

Concern: The college IT department lacks the staffing and resources to provide an adequate level of service and training necessary for the college to achieve its mission.

Commendations

Commendation #1: The Evaluation Team commends the college on its commitment and hard work in the development of sound general ledger reporting practices to ensure solid financial statement reporting.

Commendation #2: The Evaluation Team commends the college for its effective, knowledgeable, and responsive advising staff and systematic advising program that ensures that students receive regular guidance to help them clarify and maintain momentum in their educational goals.

Commendation #3: The Evaluation Team commends the college for their close community connections. Key community people and leaders stepped forward in support of the building project, a food pantry was created and open to the public, and more connections to area businesses for programming and training.

Commendation #4: The Evaluation Team commends the college's faculty, staff, and administration for their student focus, flexibility, hard work, and dedication. It was apparent to the team that faculty, staff, and administration have assumed many roles and responsibilities to keep the college moving forward and functional.

Recommendations

Recommendation #1: The Evaluation Team recommends that the college review its process for monitoring the internal environment and gathering input related to institutional decisions and planning to ensure the flow of communication is working efficiently and effectively across the entire institution. (1.B.4)

Recommendation #2: The Evaluation Team recommends that the college provide resources necessary to fully implement its assessment plans, collect direct measures of learning, and create a culture of learning outcomes assessment at the institutional, program, and course level. (1.C.5, 1.C.6, 1.C.7)

Recommendation #3: The Evaluation Team recommends that the college systematically review disaggregated student achievement data and use it to close barriers to academic excellence and achievement (equity gaps) (1.D.2)

Recommendation #4: The Evaluation Team recommends that the college ensure that sufficient staffing in role and number exists in all areas of the college. (2.F.3)

Recommendation #5: The Evaluation Team recommends that the college evaluate faculty, staff, and administrators regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. (2.F.4)

Recommendation #6: The Evaluation Team recommends that the college provide sufficient personnel and funds to ensure that library and information resources support the programs and curriculum. (2.H.1)

Recommendation #7: The Evaluation Team recommends that the college provide sufficient information technology resources and infrastructure in quantity and quality to support the learning and working environment consistent with the college mission. (2.I.1)

Core Theme A: Building Dreams – Access								
Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2019-20 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) ¹	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) ¹	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)		
	A1.2.a Enrollment in noncredit Pre-College ¹	?? or more FTE enrolled in noncredit courses (Pre-College)		?? or more FTE enrolled in noncredit courses (Pre-College)		?? or more FTE enrolled in noncredit courses (Pre-College)		
	A1.2.b Enrollment in noncredit ESOL ¹	?? or more FTE enrolled in noncredit courses (ESOL)		?? or more FTE enrolled in noncredit courses (ESOL)		?? or more FTE enrolled in noncredit courses (ESOL)		
	A1.3 Enrollment in noncredit courses (Community Ed, SBDC, CCP, Customized Training) ¹	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)		
	A1.3.a Enrollment in noncredit courses - Community Education ¹	?? or more FTE enrolled in noncredit courses (Community Education)		?? - ?? FTE enrolled in noncredit courses (Community Education)		?? or fewer FTE enrolled in noncredit courses (Community Education)		
	A1.3.b Enrollment in noncredit courses - Child Care Partners ¹	?? or more FTE enrolled in noncredit courses (Child Care Partners)		?? - ?? FTE enrolled in noncredit courses (Child Care Partners)		?? or fewer FTE enrolled in noncredit courses (Child Care Partners)		
	A1.3.c Enrollment in noncredit courses - Small Business Development Center ¹	?? or more FTE enrolled in noncredit courses (Small Business Development Center)		?? - ?? FTE enrolled in noncredit courses (Small Business Development Center)		?? or fewer FTE enrolled in noncredit courses (Small Business Development Center)		
Objective A2: Providing college credit opportunities	A2.1 High school student enrollment in accelerated learning opportunities ¹	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		

for high school students	A2.2 Enrollment of transitioning high school students ¹	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 (A3.2 measure needs to be revised to an percent rather than a % change)	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		

¹ Disaggregated data for measures available in Narrative Analysis.

Core Theme B: Transforming Lives – Education

Scale		5	4	3	2	1		
Objective	Measure	Surpasses Mission Expectation		Meets Mission Expectation		Below Mission Expectation	2019-20 Results	Score
Objective B1: Applying processes that lead to student retention	B1.1 Student retention over 3 consecutive terms ¹	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 ¹	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 ¹	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 ¹	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 ¹	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 ¹	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 ¹	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 upper division institutions. ¹	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		

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

Core Theme B: Transforming Lives – Education

	B2.7 Fall to fall retention rate of transfer students completing first year at university ¹	??? or higher Fall to fall retention rate of transfer students completing first year at university		??? - ??? Fall to fall retention rate of transfer students completing first year at university		??? or lower Fall to fall retention rate of transfer students completing first year at university		
	B2.8 CTE employment placements ²	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		

Core Theme B Work Group for 2018-19

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

¹ Disaggregated data for measures available in Narrative Analysis.

² Disaggregated data by program available in Narrative Analysis.

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

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
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)
	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)
	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)
	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)
	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)	

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. 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)
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	N/A	N/A	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	(New in 2018-19)	(New in 2018-19)	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.