

# Columbia Gorge Community College

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2021 Ad Hoc Report

Addressing NWCCU 2020 Recommendations 3 and 4

September 15, 2021



*building dreams, transforming lives*

## **Table of Contents**

Introduction	<i>i</i>
April 2020, Recommendation #3	1
April 2020, Recommendation #4	7
Conclusion	11

## **Introduction**

In April 2020, Columbia Gorge Community College completed its 7-Year Comprehensive Self-Evaluation for the Northwest Commission on Colleges and Universities. The NWCCU Evaluation Team included eight recommendations in their evaluation response, and the Commission determined that one of the recommendations represented an area of non-compliance – Recommendation #3 regarding the gathering and use of disaggregated data. Consequently, the Commission requested that Columbia Gorge Community College complete an Ad Hoc Report by September 15, 2021, addressing how the college was resolving the recommendation. In addition, the Commission requested, as part of this report, the college include a response to Recommendation #4 regarding assurance of sufficient staffing in role and number. The following describes our current status on both of these recommendations.

## April 2020, 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). (Mission – 1.D.2)*

*NWCCU Standard 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).*

The primary concern of the NWCCU Evaluation Team, in their recommendation to Columbia Gorge Community College on NWCCU Standard 1.D.2., was that the college was not systematically reviewing disaggregated data and using that data to inform decision-making at the institution. We identified that an appropriate and thorough response to this recommendation must be structural, cultural, and practical, to best fulfill our mission of building dreams, transforming lives, and strengthening our community through lifelong learning. Our three-pronged approach over the last year to lay the foundation and provide direction for this new accreditation cycle was: 1) procedurally ensure that disaggregated data informs institutional processes; 2) build a data-informed institutional culture; and 3) practically apply disaggregated data through the implementation of Guided Pathways. It is in this format that we endeavor to share our growth-to-date and plans for the future below.

### **Objective 1: Structural Improvement**

Our primary focus over the course of this last year was to address the fact that disaggregated data was not perceived as consistently used in institutional continuous improvement and decision-making processes. Our short-term goal was to ensure that our Core Themes Assessment, conducted by and across instructional and non-instructional departments, analyzed disaggregated data to inform continuous improvement processes. Our medium-term goal was to review our Core Themes as mission fulfillment indicators for the new cycle that will inform all assessment, budgeting, and planning processes. Finally, an ongoing goal that we began in earnest this year, was to ensure that budgeting and grant-seeking activities are inclusive of and informed by disaggregated data.

In direct response to NWCCU recommendations, the Institutional Assessment Committee committed swiftly to the systematic disaggregation of data through its 2019-20 Core Themes Assessment report (2021). As cited in the report, “Core Theme data was disaggregated where possible using the following categories: ethnicity/race, gender, age, first-generation college, and income status (based on Pell Grant applications) ... to identify potential equity gaps within these populations” (Appendix A: 2019-20 Core Themes Assessment Report, pg. 10). While the process of preparing and sharing the report (i.e., President’s Council, Leadership Council, Instructional

Council) were similar to years past, including public posting to our website, what was different was a section highlighting the impacts on disaggregated data. For example, data indicates that: while female-identifying and male-identifying students seem to enroll in College Now (dual credit) courses at a similar rate, the former group tends to enroll in Early College at a higher rate; students identifying as first-generation are less likely to enroll in accelerated high school courses overall; low-income students and students under the age of 18 are less likely to complete within a 150% timeline; and the majority of transfer students not continuing on to a second term were female. Further opportunities exist for us to disaggregate student mastery of learning outcomes, and to provide better indicators of our community-minded goals; however, we feel confident in our path forward with reporting, thanks to this experience and our medium-term and ongoing goals. This review of data helped reporting departments better understand their students and where they could seek to learn more about gaps and implement change – a change further codified in our Instructional Program Review process (five-year cycle with updates each year).

In fall 2021, we began the process of reviewing our strategic approach to mission fulfillment for continued relevance, efficiency, and reflection of work towards our vision. These various conversations took place with our director of accreditation and assessment/accreditation liaison officer, vice presidents of Instructional Services and Student Services, and our executive director of institutional effectiveness. We are grateful to Dr. Selena Grace, senior vice president at NWCCU for graciously sharing her time, advice, and perspective with us to inspire our review process. We re-established our mission fulfillment indicators for the new cycle under four Strategic Priorities that were reviewed by the President's Council, Leadership Council, and the Board of Education: Student Success; Diversity, Equity, and Inclusion; Fiscal Responsibility and Sustainability; and Community Connections. As a next step, we surveyed our campus community for their thoughts on objectives that would indicate to the institution that we were fulfilling our mission. These responses were reviewed and aggregated into measurable objectives. Student Success will be indicated by student completion of self-identified goals, retention through their academic journey, and student learning outcomes. Diversity, Equity and Inclusion will be indicated by disaggregated student success data highlighting our students from traditionally underrepresented groups, and disaggregated student scholarship data. Fiscal Responsibility and Sustainability will be indicated by the diversity of our funding sources, strategic enrollment, and textbook affordability. Finally, Community Connections will be indicated by non-credit community education, community engagement in college activities, dual credit, and alumni engagement. These Strategic Priorities and objectives will be the cornerstone of planning, assessing and budgeting processes, with the goal of better understanding and closing gaps in student achievement and the student experience. Final institutional measures will be reviewed by the President's Council and Leadership Council for regular reporting and action during the 2021-22 academic year.

Integration of Strategic Priorities into planning, assessing, and budgeting processes was immediately implemented with the pilot of a new budgeting process. The vice president of finance provided all instructional and non-instructional budget managers and their supervisors with prior years' budgets and projected budget, including potential cuts, for the next fiscal year. Each budget manager was invited to present to the President's Council to discuss how their department's work

fulfills the mission and connects to Strategic Priorities, their needs, wants, and where they would prioritize cuts to continuing serving students should the budget be reduced (Appendix A: Budget Manager Meetings). The triangulation of budget presentations, departmental goals, and disaggregated student data informed the final budget process in many ways that indicate our new process can be continued and improved. For example, student data from the 2019-20 Core Themes Report and Guided Pathways cohorts demonstrated a need to further invest in developmental education. When course assignment data was examined to match departmental requests at their budget presentations, the decision to proceed with full-time hires for math and writing was made, to better support student learning and retention goals for the coming year. In a similar vein, historical enrollment, retention and revenue data for the English for Speakers of Other Languages (ESOL) department indicated a need for a shift in direction. To that end, ESOL, which meets an important need within our community, was moved into our Adult Basic Skills department, the decision was made to seek Title II funds to support that programming, and a focus on better transitioning ESOL students to Pre-College or college-level programming has been made. Gaps identified in our disaggregated data, when examined against available institutional resources, focused grant-seeking behaviors, such as a TRIO Talent Services application to address enrollment and retention issues evident in our Core Themes Assessment Report, as well as a Title III request to address retention and completion challenges faced by our low-income and first generation students.

## **Objective 2: Cultural Improvement**

Our second objective to provide a sustainable response to this mission fulfillment recommendation has been to build a data-informed culture, through the normalization of data discussions throughout the institution, and ensuring the availability of appropriate data to support decision-making, budgeting, and planning. This deficiency was acknowledged by the Evaluation Team, who observed that the college had only really reviewed Hispanic-identifying student enrollment: “Without this data, the college remains mostly unaware of how the achievement of their various student populations compare and what equity gaps may exist.” Review of the entire report by the President’s Council and Institutional Assessment Committee, and informal conversations with employees confirmed that individuals were both uncomfortable discussing data and unsure of what data they should look at and how to obtain it.

While the Student Services department has become exceedingly familiar with and reliant upon disaggregated data to identify trends and gaps in enrollment and student performance, a concerted effort was made by leadership to build confidence in discussing, applying, and seeking out data through the establishment of small, sustainable habits. The weekly President’s Council (i.e., executive leadership) and monthly Instructional Council (i.e. VP, deans, directors, chairs) meetings added “data dives” on each agenda with rotating presenters presenting a variety of qualitative and quantitative data. Throughout the academic year, President’s Council covered topics such as: demographic breakdowns of institutional employees, grades, scholarship applications, and service area census tracts; dual credit enrollment after high school graduation; classroom capacity data for social distancing; instructor grades and course loads, and revenue by section; statewide and CGCC

costs per FTE and general fund expenditures; and ESOL enrollment and revenue over time. In the Instructional Council, topics included: enrollment data since 2013, including withdrawals and drops; reasons for student drops in week 1; Gateway Math enrollment, persistence, and impacts of scheduling on programs; courses identified as low-cost and that use Open Education Resources; review of disaggregated Core Theme data for developmental education; and first-time-ever-in-college data (Appendix A: Instructional Council Agendas/Minutes, pg. 87). In the President's Council, discussions about employee demographics, time-to-fill positions, and employee reasons for leaving were prompted by NWCCU recommendations and Leadership Council conversations about the process for filling positions. As a result, a document was created for managers to complete to obtain approval to fill positions, tied back to budget and Strategic Priorities (Appendix B: Hiring Request Form, pg. 201). Additionally, our Title III grant application was written to include specific strategies for increasing employee cultural awareness and to support the diversification of employees in a way that represents our students.

Both a goal and a benefit of normalizing discussions about data, and specifically the importance of disaggregating data to better identify and close achievement gaps, has been the increased request for data. While various important data sources are available for faculty and staff on the college website, including surveys (i.e., SENSE) and reports (i.e., Core Themes), presentations in President's Council and Instructional Council also aimed to demonstrate the diversity of credible data sources (i.e., Employment Departments, Higher Education Coordinating Commission Data Mart, IPEDS) to faculty and staff. Instructional Department leadership, for example, has seen an increase in customized requests for data from the Coordinated Oregon Research Enterprise (CORE) at Linn-Benton Community College, the institutional researcher contracted by the college. Instructional Program Review, as earlier mentioned, is an important analysis conducted every five years by each program or department. During the academic year 2020-21, the largest single program review – General Education – was prepared (for presentation in September 2021) by its five department chairs. Requests for the general education program, as well as individual disciplines, were made to explore and understand enrollment, retention, and completion, repeated courses, non-passing grades, drops, and dual credit enrollment with much of this data available using disaggregated models (Appendix A: Examples: 5-Year Report of Disaggregated Student Achievement in Higher Volume Courses, pg. 130). All future program reviews are asked to disaggregate at least “race/ethnicity, gender, age, first generation college student, and economic status (based on Pell applications).” In an effort to better understand student gateway math success and placement, and build a case for math corequisite development, Math Department leadership applied a similar approach to disaggregated data, including a specific look at our Hispanic-identifying students. While we are encouraged by our progress in building a data-informed culture – one in which those across the institution know how and where to seek data to inform decision-making, and understand what questions to ask of the data – we know that this work will require continued commitment.

### **Objective 3: Practical Improvements**

Our final approach to making sustainable institutional change in the spirit of NWCCU Standard 1.D.2 is our practical integration of the Guided Pathways (GP) model in Instructional Services. GP is a student-driven, evidence-based approach to higher education that uses choice architecture and disaggregated student data to identify gaps in student achievement and implement practical, institution-wide strategies to close those equity gaps for the betterment of all students. GP, therefore, directly aligns with three of our Strategic Priorities: Student Success; Diversity, Equity, and Inclusion; and Fiscal Responsibility and Sustainability. As with the approach outlined in this report to addressing our deficiencies in Standard 1.D.2, the implementation of GP over this past year focused on the structural, cultural, and practical approaches: building an institution-wide team to address institution-wide issues, fostering a shared understanding of the importance of this work through data, and identifying and implementing a plan of action.

In September 2020, a 15-person CGCC Steering Committee was established by the vice president of Instructional Services (VPIS), consisting of full-time and adjunct faculty, executive leadership, and deans and directors who all have subcommittee lead roles. The Steering Committee met monthly to discuss the shared work, common challenges, and shared data, and to identify an institutional action plan, timeline, and subcommittee leads. The first task of the Steering Committee, therefore, was to establish an understanding and college-wide vision and set of GP goals. In fall 2020, the VPIS hosted a college-wide, four-part book club reading and discussion of *Redesigning America's Community Colleges*, to build foundational awareness and understanding about Guided Pathways principles, best practices, and our student demographics and achievement. Book club sessions were well-attended by a cross-section of the institution, including student government leaders. In spring 2021, the VPIS began piloting an e-newsletter for the college community to share the work of the GP Steering and Sub-Committees, opportunities to learn more about GP, and other information pertaining to best practices and student success. The Pathfinder will be a regular communication, perhaps monthly, throughout planning, implementation, and evaluation.

Historically, disaggregated data was essential to building institutional support for GP. To identify equity gaps in student achievement and develop action plans to address these gaps, we pulled key performance indicators (KPIs) for our first-time-ever-in-college students from fall 2010 to the present, looking at, amongst other data: credit momentum (credits earned per term), persistence from term 1 to term 2, completion of college-level math and writing, placement into developmental education, and disaggregated credit, persistence, and disaggregated data by gender, age, full-time status, and eight ethnic identities (Appendix A: Guided Pathways KPI Report, pg. 143). When compared against our total college numbers on many of these indicators, clear areas of focus were highlighted. As such, the GP Steering Committee created a five-priority Action Plan: Student Services Redesign, First-Year Student Experience, Program Pathways and Mapping, Developmental Education Redesign, and Faculty and Staff Professional Development (Appendix A: Guided Pathways Action Plan, pg. 150). We also acknowledged the role of the college's Equity Action Committee in the support of this work across the action plan.



With a leadership team in place, baseline historical data disaggregated to the diversity of our students, and the support of faculty and staff, we also specified a Scale of Adoption Plan for academic year 2021-22 for all specific subcommittee activities (Appendix A: Guided Pathways Scale of Adoption Self-Assessment, pg. 152). Based on our KPIs, the GP Steering Committee prioritized the creation of clear meta majors, the adoption of a corequisite model in math, and the creation of a First-Year Experience course by Instructional and Student Services team members. The Program Pathway and Mapping subcommittee, led by faculty and administrative leadership, successfully identified a draft of seven meta majors that were edited and ultimately accepted by faculty. The next steps will include sharing with students for their feedback and then to begin mapping the curricula for programs within each meta major. The Developmental Education Redesign subcommittee was successfully awarded Strong Start to Finish grant funds to research and develop a Math 111 College Algebra corequisite lab. The first cohort of this corequisite will run and be evaluated in fall 2021. The Math Department intends to complete corequisite course development work for Math 243 Statistics and Math 105 Math in Society to be implemented in 2022. Finally, the First-Year Student Experience subcommittee has done extensive research on models at Oregon peer institutions and those further afield, highlighting primary learning outcomes for the course. In the academic year 2021-22, this experience should be defined for our students and brought through the Curriculum Committee to offer in the following academic year. This work has been completed in partnership with Student Services, whose support services are particularly vital to the success of first-time-ever-in-college students. We anticipate through this work to begin seeing practical success in data as soon as winter 2022, when the first Math corequisite will have completed. Should our Title III grant application be awarded – a grant written specifically with first-generation and low-income student achievement data in mind – we anticipate further student supports and personnel (i.e., early alert, tutoring/mentoring services coordination) will result in strong outcomes by year's end.

### **Looking Forward**

As we reflect on what we believe we have achieved in responding to our deficiency to NWCCU Standard 1.D.2, we are optimistic about our structural, cultural, and practical approach to sustainably incorporating disaggregated data in our decision-making processes and our regular discussions. In support of this student-driven mission, we identify some further areas for focus. First, we need to explore the disaggregation of student learning outcomes achievement data through our Curriculum and Academic Assessment Department as noted in NWCCU's 2020 recommendation #2. Next, ongoing training in or modeling of the accurate interpretation of data will be valuable in instructional and non-instructional reporting, particularly when addressing small sample sizes and the appropriate use of qualitative data in decision-making. While these concepts can be built into regular meeting data discussions, there may be an opportunity to take a more formal educational approach through professional development or presentations by our institutional research team. Finally, we are currently participating in the 2020-21 NWCCU Mission Fulfillment Fellowship, in which we are developing new institutional effectiveness assessment tools based on We Count's Data Equity Framework, ensuring that we address the college's goals for integration of disaggregated data.

We look forward to seeing how this work will positively impact all of our students, and specifically those traditionally underrepresented students who the data reveal may not historically or currently achieve at the same rates as the highest-achieving students.

## **Appendix A**

2019-20 Core Themes Assessment Report

Instructional Council Agendas/Minutes

Examples: 5-Year Report of Disaggregated Student Achievement in Higher Volume Courses

Guided Pathways KPI Report

Guided Pathways Action Plan

Guided Pathways Essential Practices – Scale of Adoption Self-Assessment

## **April 2020, Recommendation #4**

*The Evaluation Team recommends that the college ensure that sufficient staffing in role and number exists in all areas of the college. (Human Resources- 2.F.3)*

*NWCCU Standard 2.F.3: Consistent with its mission, programs, 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.*

The NWCCU Evaluation team, in their recommendation to Columbia Gorge Community College on NWCCU Standard 2.F.3, shared their concern that: “The college lacks 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” (Appendix B: Mission Fulfillment and Sustainability Peer-Evaluation Report, 2020, pg. 187). Specifically, the NWCCU observed a workload concern in its institutional interviews, that “existing staff and faculty are struggling with new workload demands and a lack of institutional personnel support to accomplish their jobs” (pg. 187). While perception of workload can vary, especially during times of crisis, such as the start of the pandemic, we do understand that there are systematic, practical, and communication-related considerations that must be made to ensure that issues of workload leading to concern are addressed proactively. We endeavor to illustrate below how we have been responding to this recommendation, to build sustainable faculty and staff to ensure attainment of institutional goals and objectives.

### **Reflection on Historical Context**

Prior to this recommendation in April of 2020, CGCC maintained a relatively stable personnel count. In 2018-19 total personnel was 130, in 2019-2020 personnel was 128 and 2020-2021 was projected at 121.5. While the number of staff has remained fairly consistent, the last couple of years have brought many challenges to staffing and workload.

In 2018, CGCC welcomed a new president, Dr. Marta Cronin. In 2019, we hired a new vice president (VP) of student services. The previous VP was in the role for less than three years, and prior to that the position was combined with the chief academic and student affairs officer. CGCC also saw the retirement of our previous VP of instructional services (VPIS) who was in the role for six years. CGCC hired a new VPIS in May of 2020. In addition to these staffing changes, the college has struggled to recruit for key finance positions, including VP of finance and accountant. Other key hard-to-fill positions have been financial aid director, director of facilities services and a systems administrator for Information Technology.

One of the major contributors to workload during the time of the site visit was the implementation of a new Student Information System (Campus Nexus), which began in earnest in October 2019. This implementation created additional work on many staff who were essential to building the new system, given their roles. As much as possible, duties were shifted, but it did add to employee workload.

In addition, right before our Spring 2020 accreditation visit, the college announced it would be making staffing changes due to the pandemic. Seventeen positions were affected, including nine layoffs (full-time and part-time), the elimination of two full-time positions, and temporary reduction to part-time of six full-time positions. This created uncertainty as to how workload would be managed for current and eliminated positions. The college did ultimately reinstate six of the laid off employees, and all of the positions reduced to part-time were returned to full-time by the beginning of fall 2020.

### **Responding to the Recommendation**

Our first actions to respond to the recommendation were to address the “lack of technology support and training after hours”. The college identified an opportunity to address these specifics while also addressing recommendations #7 (on NWCCU Standard 2.I.1) and #6 (on NWCCU Standard 2.H.1). Based on these recommendations for Information Technology Services (ITS) and Library Services (LLC), the college increased staffing in both areas. ITS promoted an internal candidate to information systems and security manager, hired a new computer technician II, and increased a computer tech I from a 0.5 FTE to a 1.0 FTE. In the LLC, the college added 1.5 FTE, including a 1.0 FTE digital access & public services librarian, with a MLIS. These actions were particularly crucial as the college continued to support remote teaching and learning throughout the academic year.

ITS and LLC worked closely together to meet faculty and student demand for instructional technology support, including the provision of hotspots for rural learners lacking access to broadband internet. While we continue to address the question of after-hours technology support, through the LLC, we began to record and share all professional development sessions, beginning with Fall 2020 Virtual Faculty In-Service Day, and culminating in a spring 2021 pilot of faculty-led professional development activities. After a Spring 2021 Virtual Faculty In-Service that focused on the virtual student experience (Appendix B: 2020 Fall Faculty Inservice, pg. 195), a full-time instructor on release facilitated three evening professional development sessions: Plagiarism-

Proofing the Classroom, Cultivating Belonging in Online Learning, and Exploring the HyFlex Modality. As we evaluate each session, we are learning what topics are of most need now for faculty to support their students, and the best times to reach them.

Our next steps to address the recommendation were geared at addressing the procedural inadequacies that we feel led to concerns over staffing and workload: better tying together planning and budgeting processes, and reviewing our process for hiring and filling vacancies. The Budget Manager and President's Council meetings allowed executive management to understand, directly from the instructional chairs and their deans, how their budget requests aligned with the mission, how they would prioritize cuts, and what they would do with additional funds to support the vision for their programs (Appendix B: Budget Manager Meetings, pg. 198). Through this process, for example, we identified the opportunity and need to sustain our Math and Writing and Literature departments with additional full-time faculty hires. This involved a review of credits taught over the prior two years. The increase in full-time faculty will ensure the college has the additional faculty needed to help move us forward with current initiatives and institutional priorities. We will continue to refine the alignment of our budgeting, planning, and assessment cycle to identify proactive opportunities like these to advance our educational objectives.

As it pertains to talent acquisition, it is an institutional practice to review job descriptions annually to ensure accuracy and to cut back on redundancy. Job descriptions are also reviewed when a vacancy occurs. In an effort to increase transparency and provide better data and documentation of decisions, Human Resources created a Hiring Request form to be used in the event of a college vacancy, or position creation (Appendix B: Hiring Request Form, pg. 201). The form was reviewed by the President's Council and Leadership Council, with a planned implementation of September 2021. The Hiring Request form includes questions about how the position will impact the college's ability to meet our mission, our Strategic Priorities and departmental goals, as well as our ability to meet accreditation requirements. The form also addresses whether the job description and current processes have been reviewed to evaluate whether all job duties reflect the current needs of the department and college. This form will be presented by hiring managers and approved by the president prior to recruitment and hiring. Prior to implementing this form, Leadership Council and President's Council collaborated to address a demonstrated need for consistent front-of-house representation at the Hood River Indian Creek Center (HRICC) – without such a position budgeted for the fiscal year. Ultimately, as both councils will continue to have daily representation at the Center to address major problems, it was acknowledged that coordinating responsibilities would best serve the need. As a result, the Instructional Services administrative assistant was transformed into the Instructional Services administrative coordinator, a position that would work with existing services and programs at HRICC.

### **Looking Forward**

As aforementioned, the college continues to review positions and processes to ensure adequate staffing levels. Human Resources regularly pulls reports from our hiring platform to understand the demographics, evaluations, and turnover rates of employees. A recent report indicates that the college's turnover rate from April 2020 to August 2021 is 32.4%, with an annualized rate of 21.6%,

compared to the Education Services sector rate of 56.4% (Appendix B: Paylocity Turnover Data Insights, pg. 204). When we consider relatively stable enrollment over the last five years, accounting for the impacts of the pandemic, it is clear that workload concerns require a more magnified lens. We are confident that the same concerns expressed during the site visit will not be repeated with the combined effect of our Hiring Request Form, alignment of budgeting, planning, and assessment processes, and better flow of communication between President's, Leadership, and Instructional Councils.

When we consider our efforts to consider educational objectives and continuity, an area of focus this year will be academics. One example is the digitization and organization of faculty credentials for ease of access in planning. This year, we will be working to use the Strategic Planning Online software tool to support this effort. Another example is the development and implementation of a program feasibility and sustainability rubric and evaluation process. A variety of processes currently incorporate such elements, such as Program Review, Program Review Update, and New Program Development through the Curriculum Committee; however, as a smaller institution that is working to most efficiently allocate its resources to support student goals and workforce development, we would benefit from a clear process. Finally, tangentially related, we continue to work to ensure that all full-time faculty are fulfilling their contractual obligation to participate in college initiatives. Unfortunately, the same willing instructors are involved in all events, but when we consider workload, it is important that everyone is fulfilling their commitments to institutional success.

## **Appendix B**

Mission Fulfillment and Sustainability Peer-Evaluation Report, 2020  
2020 Fall Faculty Inservice  
Budget Manager Meetings  
Hiring Request Form  
Paylocity Employee Turnover Data Insights

## Conclusion

In its efforts to address these two recommendations, CGCC has taken significant steps toward short- and long-term improvements.

Through a structural, cultural and practical approach to Recommendation #3, we have developed a campus culture that supports the gathering and analysis of disaggregated data. In review of our disaggregated data, we have identified areas where additional supports and resources would improve achievement for certain student populations. As a result, we have applied what we have learned from this data to planning, resource allocation, and resource development. Moving forward, we will continue to develop our abilities to gather and use disaggregated data, with particular attention to building mechanisms for the disaggregation of student learning outcomes results, and the interpretation of data when it includes small sample sizes.

In addressing Recommendation #4, we have implemented systematic, practical and communications related improvements to proactively ensure that CGCC has sufficient staffing to carry out the functions of the college. Positions that had been vacant in Information Technology and the Library were filled. New procedures were established to ensure that the college had adequate coverage and, at the same time, minimized redundancy in positions. Hiring decisions were guided by data that showed need for additional instruction and service supports. Finally, college leadership made the effort to improve communications in multiple areas between executive leadership, mid-management, and faculty/staff. Review of college staffing, at all levels, will be an ongoing process as we face current realities.