

Core Theme C Narrative: Analysis

C1.1

Description of results:

Four grant opportunities reviewed using rubric (target = 75% of grants receive a 4-5 rating using grants rubric)

1. Rubric applied to Dept. of Labor II and Dept. of Energy I grants as test of completed grants.
 - a. Dept. of Labor II: 4.36
 - b. Dept. of Energy I: 4.14
2. Rubric has also been applied to OVAE, TAACCT II and HCIC grant opportunities.
 - a. OVAE: 0.94 (College ineligible to apply)
 - b. TAACCT II: 5.0 (One reviewer; needs WIA-led consortium)
 - c. HCIC: 1.91 (College partnering with Gorge Health Connect)

Analysis of results:

The grants rubric is designed for two purposes: to assess, in advance, the advisability of applying for a grant opportunity and to assess, after the fact, whether a grant obtained was worth the effort associated with that grant. In this first cycle of analysis, there has not been the opportunity to assess any grant at both stages – prior to application and post-completion. Instead, we tested the rubric on two grants post-completion (both of which originated as Congressionally-directed funding, or “earmarks,” and thus involved non-competitive but still time-consuming grant applications). We have also initiated prior review of grant opportunities. However, not all grant committee members returned their rubrics, and of those returned not everyone had the time to conduct a thorough analysis. Even with limited returns, this opportunity for prior analysis did reveal a fundamental problem with one of the grants under consideration (TAACCT II), in that the college did not qualify as grant lead. Instead, we elected to serve as partner in two related proposals (submitted by MCCOG and South Central Workforce Council). We also partnered with Gorge Health Connect in the HCIC proposal. None of these three partnership proposals has yet been awarded. If these are awarded, we will apply the grants rubric upon grant completion. In the meantime, we will continue to apply the rubric to new grant opportunities as a baseline reference for the next cycle of analysis.

Actions for improvement:

1. The grants rubric needs to clearly identify the grant opportunity at the top of the Excel spreadsheet. A new version of the rubric (051812) has been created with this identification field. This also identifies whether the college is lead or partner to another organization.
2. Systematic use of the grants rubric is necessary to maintain statistical consistency over time and to help ensure validity of averaged ratings. To achieve this, the lead for each grant should report to the grants committee, which should then complete the rubric through group review and consensus. This can be achieved through as an agenda item during grant committee meetings.
3. In some instances, grants rubric responses are limited to e-mail comments but do not include a return copy of the rubric. It will be difficult to track two sets of comments (e-mail and rubric).

Since the rubric contains a field for comments, this is where comments should be noted so that completed rubrics can be compiled for later review.

4. We discovered that two versions of the grants rubric were in circulation, one of which did not provide fields for comment after grant award. The revised rubric (version 051812) has the correct fields and will be used going forward.

Effectiveness of assessment:

1. Since there has not been opportunity in the current analysis cycle to follow a grant all the way through the process from pre-application review to post-award analysis, we cannot yet determine the effectiveness of the grants assessment.

C1.2

Description of results

- Jobs created: 36
- Private investment leveraged: \$693,788
- Business clients assisted by SBDC: 248
- Providers served by CCP: 67, with 11 established

Target:

- 35
- \$1 million
- 200
- 130 with 25 established

Analysis of results

C.1.2 measures (Number of businesses and industries assisted by CGCC) derive primarily from operational experience gained through the Small Business Development Center and Child Care Partners. Thus, associated targets are based upon many previous years of data collection; data gathered for these measures are also used in the SBDC and CCP annual reports submitted to respective state networks. SBDC targets related to job creation and clients served are realistic, reflecting real-world experience gained over many years. Targets should not be increased unless there is a corresponding increase in staffing capacity at SBDC to handle additional caseload. In reality, budgetary constraints impose continuing challenges in this regard. Private investment leveraged, while close to target for the period analyzed, reflects continuing effects of the regional and national recession. In fact, we anticipate a much lower level of private investment in the next analysis cycle, falling well short of target. Nevertheless, we should maintain the \$1 million target, since this is based upon operational experience over many years and should serve as a long-term baseline reference. Child Care Partners target reflects recent expansion of the CCP Service Delivery Area to include Sherman, Gilliam and Wheeler counties. The targets represent an extrapolation based upon the previous, smaller service area (Hood River and Wasco counties alone). While results fell short of target in this initial analysis year, we should maintain the targets and continue current efforts to reach current providers, and help establish new providers, over the expanded service area of Hood River, Gilliam, Sherman, Wasco and Wheeler counties.

Actions for improvement:

- Continue to explore community partnership opportunities for SBDC to leverage additional capacity (as in the current contract with Mid-Columbia Economic Development District for service to Klickitat and Skamania counties).

- Continue to use the recently-redesigned Child Care Partners website for outreach and delivery of selected services to the five-county service delivery area.
- Expand outreach to Latino child care providers.
- In keeping with recommendation C.3.2, consider moving business recruitment measure from C.3 to C.1.

Effectiveness of assessment:

- Relevant data are readily and routinely collected as part of required statewide reporting by SBDC and CCP. Data pertaining to job creation, capital formation and providers served/established are objective and quantifiable.

Core Theme C Narrative

C1.3

Description of results:

4 needs assessments completed (target = 1 needs assessment completed annually)

3. Oregon Green Technician Certificate labor market survey and analysis conducted to support reasoning for offering new statewide OGT Certificate beginning fall term 2011.
4. Cardinal Glass – worked with company to determine needs which lead to the development of the customized training course on Leadership
5. Assessment conducted of regional needs, as reported initially by STEM (Science, Technology, Engineering, and Math) advisory committee, that led to the development of the Industrial Electrical Basics & Troubleshooting training.
6. Hood River Juice Company – working with company to determine customized training needs.

7 advisory committees (target = 8 advisory committees)

1. STEM (Science, Technology, Engineering & Math)
2. Early Childhood Education
3. Child Care Partners
4. Small Business Development Center
5. Nursing
6. Medical Assisting
7. Emergency Medical Services

4 site visits (target = 3 site visits annually)

1. Cardinal Glass
2. Insitu
3. Hood River Juice Company
4. Iberdrola

Analysis of results:

Target goals were surpassed in two categories (400% and 133.3%) and 87.5% was earned in the third category.

Advisory committees are required for all CTE degree and certificate departments. Departments currently lacking advisory boards include: Business Administration and Computer Applications and Office Systems. In addition, CCWD has recommended that the Pre-College department create an advisory board. As a result of these needs, 3 advisory committees are in planning stages and are expected to come on line in 2012-13, including: Business Administration, Computer Applications and Office Systems, and Pre-College.

The economy has shown some improvement for some businesses within the college service area. As a result, these businesses are more likely to be seeking training opportunities for their employees. In response, the college conducted more than the targeted number of site visits; however, it is not expected that this trend will create a significant increase in demand every year.

Actions for improvement:

Follow through on plans to form the 3 proposed advisory committees. Revise target for 2012-13 to 10 advisory committees.

Effectiveness of assessment:

It appears that the benchmark for needs assessments was under estimated due to a misinterpretation of what level of needs assessment was being referred to. Rather than limiting results to larger institutional/community needs assessment (i.e. the Academic Master Plan), it was determined that smaller assessments about or in collaboration with individual employers, industry sectors, and/or public agencies would qualify as relevant needs assessments. Based on 2010-11 results and projected results for 2011-12, target should be increased to 5 needs assessments.

Site visit target for 2011-12 should be increased to 5 site visits.

C1.4

Description of results

5 employers (Cardinal Glass, Insitu, Hood River Juice Company, Mt Hood Meadows, City of The Dalles) using customized trainings served 167 employees (target = 9 employers using customized trainings served 89 employees)

of CTE employment placements (target = 50 CTE employment placements) placement statistics not available currently.

Analysis of results

Regarding customized trainings, the college achieved 56% of its target for employers served; however, because of multiple trainings at some of the sites, the number of employees served was 188%, surpassing the target of 89 employees served significantly. Again this reflects that some employers are experiencing some economic improvement and investing in employee training.

The college is unable to track employment of CTE students at this time. Some informal tracking is done of RET student placements and the Nursing and Medical Assisting programs survey employers of graduates, but the data is inexact and the numbers are small. There is no tracking of business, EEFS, or computer applications graduates. State and federal limitations based on confidentiality and availability exist for the collection of employment records. Records for students who become employed outside of Oregon are not available.

Actions for improvement:

Develop graduate survey to track CTE employment placements. Build on surveys currently in place for Nursing and RET to also address Business Administration, Computer Applications, and Early Education and Family Studies graduates. Assessment tool should differentiate between degree and certificate completers reporting that they are unemployed, employed in any position, or employed in the area of their degree or certificate.

Effectiveness of assessment:

Although there are difficulties with implementing the assessment of CTE employment placements, it is recommended that this remain as an assessment goal. It is recognized that a graduate employment survey has certain limitations: time commitment involved in implementation, statistically small numbers, and reliability of self-reported data.

**Report of Core Theme C, C2
Creating, maintaining and growing academic partnerships
Analysis and Actions for Improvement**

C2.1 – Percentage of high school student attending CGCC

Description of Results

Future Targets were calculated using the average of four years of historic data for students participating in College Now (college credit courses taught in the high schools), Expanded Options (OR)/Running Start (WA) (high schools students take college credit courses from the College), and Early College (College contracts with high schools to provide hybrid college credit courses with student support services).

The historic data indicates the number of Running Start students has increased over the last four years, while the number of Expanded Options students has significantly dropped. Early College is a new program the College started winter 2011. Results data are actual student counts for the 2010-11 year.

Analysis of Results

| Target | Actual | Percent Grade | Final Description |
|------------------|---------------------------|----------------------|--------------------------|
| 29 Running Start | 40 Running Start students | 138% | Exceeds target |

| | | | |
|----------------------------|---|------------|--------------------------|
| 37 Expanded Options | 12 Expanded Options students | 32% | Unsatisfactory |
| 20 Early College | 20 Early College students | 100% | Meets target |
| 265 College Now | 231 College Now students (College Now reflects data from eleven qualified high school instructors offering 26 college credit courses in five regional high schools.) | 87% | Needs Improvement |
| Total Average Score | | 89% | Needs Improvement |

Actions for Improvement

There is no evidence to indicate why Expanded Options participation has dropped so significantly over the target – or why Running Start has increased. Possibly a survey to high school students in our service area to determine why they are or are not participating in these college credit opportunities would be helpful.

It is anticipated that College Now will remain stagnant due to the fact that so few high school teachers qualify to teach college credit courses. The college may want to consider exploring the Eastern Promise model (EUO, TVCC, and BMCC) as a way to grow College Now opportunities in our service area.

CGCC has made significant progress in outreach to area high schools over the last two years. We are not capturing the number and types of outreach activities and collaborative projects conducted with our high schools. It’s important that we do so in order to determine if these activities are making a difference - are more area high schools students enrolling at CGCC than prior to the outreach?

Effectiveness of Assessment

- **Tools & Methodology** – The assessment tool is meaningful, however more information is needed to identify factors influencing the basic data.
- **Future Targets**-Future targets are reasonable under current conditions

C2.2 – Number of activities supporting community college, university, career tech relationships and number of students enrolled in programs.

Description of Results

Descriptions below are self-explanatory.

Analysis of Results

| Target | Actual | Percent Grade | Final Description |
|----------------------------|-----------------------------------|---------------|--------------------------|
| 8 articulation agreements | 5 college articulation agreements | 62.5% | Needs improvement |
| 8 degree partnerships | 6 degree partnerships | 75% | Needs improvement |
| 10 dual-enrolled students | 7 students who are dual-enrolled | 70% | Needs improvement |
| Total Average Score | | 69% | Needs improvement |

Actions for Improvement

While these data sources provide a glimpse of the types of partnerships that exist with community colleges and universities, it does not capture the grant and initiative partnerships that are in place, nor does it address advisory committee activities that support career tech relationships.

Considering the number of degree partnerships that currently exist, one would think the number of students dual enrolled would be higher. What steps could the College take to better promote and grow student degree partnership participation? Will this be important data piece under Achievement Compacts?

Effectiveness of Assessment

- **Tools & Methodology** – Note comments above under Actions for Improvement
- **Future Targets**-Future targets are reasonable under current conditions

Report of Core Theme C, Objective C3 “Cultivating productive relationships between governmental entities and community.” Analysis and Actions for Improvement

Report by Tria Bullard, Executive Assistant to the President/Board of Education, April 26, 2012

C3.1 – Number of CGCC advocacy and collaborative efforts

Description of Results

The College signed **4** intergovernmental agreements (IGAs) resulting in financial/other tangible benefits to both parties during the 2010-11 school year. These were:

- IGA with Hood River Valley Parks and Recreation District to construct a pedestrian bridge over Indian Creek.
- IGA with the State of Oregon acting by and through the Department of Veterans’ Affairs to have a Regional Veterans Services Officer on campus every month.
- IGA with Wasco County regarding the development of the National Guard Armory on College property.
- IGA to form the Region Nine Network (NineNet) to acquire and distribute access to a communications network for the public educational sites in Hood River and Wasco Counties, by providing access to the Internet.

The College gave **175** presentations and updates to local groups during 2010-11 (26 – Child Care Partners, 24 – Dave Mason, 10 – Mary Kramer, 75 – Dan Spatz, 12 – SBDC, 4 – Dr. Wolff, 24 – Dr. Toda). This consisted of “around the table” updates and actual time on the agenda for groups such as the local Chambers of Commerce, Community Outreach Team, and service clubs/organizations.

Analysis of Results

Overall, target goals were surpassed based on the two measures, for a total average score of over 158%.

Measure C3.1 Grade: Number of CGCC advocacy and collaborative efforts

| Target | Actual | Percent Grade | Final Description |
|--|--------------------------------|----------------------|-------------------------------|
| 2 collaborative partnerships per year resulting in financial/other tangible benefits to both parties | 4 intergovernmental agreements | 200% | Meets or Exceeds Target |
| 150 college presentations and updates to local groups | 175 community presentations | 117% | Meets or Exceeds Target |
| Total Average Score | | 158.5% | Meet or Exceeds Target |

Actions for Improvement

The College is doing well in this area but the significant total average score of 158.35% indicates the need to revise the targets significantly. One area of improvement to note would be in the redefinition of “presentations” to the community. These presentations should be targeted presentations that include local governments, visits by congressional delegation, etc. Presentations to local service clubs should not be counted in this section, and may be more applicable to Core Theme C4: Creating, maintaining, and growing community relationships.

Effectiveness of Assessment

Tools and Methodology/Future Targets

The number of collaborative partnerships is low and should be revised upward, based upon the definition of “resulting in financial/other tangible benefits to both parties” and the anticipated regional emphasis upon inter-governmental partnerships in response to budget constraints. It was noted that future consideration should include grant partnerships. It was also noted that these efforts extend beyond the College’s service district, to include regional and even national collaborative efforts.

The number of college presentations is very large and indicates that the definition of “presentations” needs to be further defined. The current target includes routine updates at recurring civic meetings; these may be incidental to other discussions at civic functions. The target should be revised downward to reflect targeted presentations. A new target of 75 presentations is suggested.

C3.2 – Business recruitment efforts in which CGCC participated.

Description of Results

The College did not participate in any business recruitment activities during the 2010-11 academic year and participated in 20 business conferences (such as the National Small Business Development Center Conference, Energy Career Pathways, etc.) representing CGCC and/or the Columbia Gorge region.

Analysis of Results

Overall, the College performed poorly with regard to the established targets (0% and 80%, respectively), for a total average score of 40%.

Measure C3.2 Grade: Business recruitment efforts in which CGCC participated

| Target | Actual | Percent Grade | Final Description |
|--|----------------|----------------------|--------------------------|
| 3 business recruitment activities annually | 0 recruitments | 0.0% | Poor |
| 25 conferences | 20 conferences | 80.0% | Needs Improvement |
| Total Average Score | | 40.0% | Poor |

Actions for Improvement

It is recommended that the College continue to support community partnership efforts to recruit employers, including a business development specialist in The Dalles and economic development strategy in Hood River.

Effectiveness of Assessment

Tools and Methodology/Future Targets

It was noted that successful business recruitments depend upon a variety of factors, many of which are beyond the control of the College. For instance, visual appearance of downtown, access to capital, quality of the K-12 educational system, and a lack of affordable workforce housing are all factors cited in recent, unsuccessful recruitment efforts. (Please see note below regarding C3 as a whole).

The number of business conferences attended is relevant, provided the content and opportunities for engagement at these conferences accurately reflects the measure. It has been determined that the current target is unrealistic, given anticipated fiscal constraints and the expected effect on travel budgets. The target should be revised downward to 5 conferences in which CGCC had a booth or featured speaker at the event. It is believed that the current "results" of 20 conferences indicates conferences attended, and not conferences in which CGCC played a key role as either a vendor or by providing a speaker.

Overall Score for Objective C3: 95% - Meets or Exceeds Target

Note Regarding Objective C3 as a Whole

Objective C3 is intended to measure the College's relationships with governmental agencies and the community; however, the measures reflect the College's collaborative relationships with governmental agencies (local, state, and federal), rather than the "community" as a whole. Community relationships are covered under Objective C4. More specifically, the efforts of the College under C3 are intended to measure collaborative and advocacy efforts with regard to economic and community development. (Community development, in this sense, means activities to improve the lives of residents in the community.)

For next year, it is recommended that Objective C3 be changed to be more reflective of its actual intent: "Objective C3 – Cultivating relationships with governmental entities to promote economic growth and community development."

Upon more thorough review of Measurement C3.2, it seems appropriate that this measure be included under Object C1.2 – Number of businesses and industries assisted by CGCC. Therefore, it is recommended that C3.2 be removed, leaving Objective C3 with only one measure. It may be appropriate to add an additional measure under C3, at the discretion of the Core Theme C Committee and/or Institutional Assessment Committee

Report of Core Theme Analysis and Actions for Improvement

Core Theme C4 - Creating, Maintaining and Growing Community Relationships

Report by Abigail Brown, RET Program Advisor, Draft: April 23, 2012

Measure C4.1 - Direct and Indirect Investments in the Community

Description of Results

The college offered a number of direct and indirect investments in the community by providing space for community organizations, serving on committees within the community, and supporting service-learning activities inside and outside of the classroom. The college sponsored and participated in **32** community events (Tech Day, Clean Energy Forum, Health Occupations Discovery Day, Early Childhood and Family Studies Discovery Day, Latino Family Night, Transfer Days, Golf Tournament, Foundation Donor Recognition, Cherry Festival, 4th of July Parade, Voter Registration, Safe Halloween Party HR, Hood River Valley High School Play, Wasco County Fair, Hood River County Fair, Tutor Trainings, Humanities Series, and Shared Voices Book Signings).

The college provided repetitive space to **22** organizations each year in The Dalles and Hood River (Toastmasters, Amateur Radio Association, Native Plant Society, local piano teachers, District 21, Junior Miss, CG-BREZ, Chamber of Commerce, Outreach Team, OSU Extension, Columbia Gorge Educational Service District, Oregon Department of Environmental Quality, La Clinica del Carino, HR Business Association, Heart Centered Communication, Gorge Literacy, Gorge Photography Club, HR Fire Department, Indian Creek Stewards, ARES Short Wave Radio, and HR Valley High School). The college provided space for **7** on-campus special events (Senator Wyden Visit, PGE Hearing, American Legion Essay Judging (2), Oregon Energy Trust Speaker, Senator Mark Johnson, and Commission Karen Joplin).

There were **92** staff and faculty members at the college on **83** unique community, state, and national committees. More information about these statistics may be found in the Accreditation folder on the college’s shared computer drive. The college hosted **7** college-wide service activities (Blood Drive, Canned Food Drive, Schoolbook Collection, Meals on Wheels, Salvation Army Adopt-A-Family, Elks Christmas Baskets, and FISH Christmas Wreath Fundraiser) and **5** faculty members were involved in service learning with **12** placements and **700** hours of service.

Analysis of Results

The college meets or exceeds all targets in this objective. The college greatly exceeded the amount of space that was provided to community groups and events. The college provided space to 29 organizations and events, whereas the goal was only to provide space to 16 organizations and events. Results of this objective are not surprising given the college’s dedication to involvement in the local community, but it is unclear if such involvement is adequately conveyed to campus staff and faculty, students at the college, or local community members. Even the college’s mission, “building dreams, transforming lives, and strengthening the community” is often shortened to “building dreams, transforming lives”. The college needs to continue to surpass these targets given the direct link to the mission statement of the institution, but more public information should be shared about the college’s great success in contributing to direct and indirect investments into the community.

Actions for Improvement

The college should continue to offer a number of direct and indirect investments in the community by providing space for community organizations, serving on committees within the community, and supporting service-learning activities inside and outside of the classroom. The college’s Marketing Committee should investigate communications plans for bettering informing the public at-large about the amount of direct and indirect investments provided to the service-district communities.

Effectiveness of Assessment

Information included in this objective is very important to quantify, but often difficult to obtain because it is necessary to contact a multitude of people across the college for this information. It is suggested that the President’s Office at Columbia Gorge Community College collect some of this information in their annual Faculty and Staff survey. If they could add questions about sponsoring community events sponsored, committees of service, and service activities – it would expedite the data collection process. In the same vein, Facilities Departments at both campuses should create databases to track space offered to community groups. No changes to the future targets are suggested at this time, but revisions should be considered next year if future targets continue to be met or exceeded.

Objective Grade

| Target | Actual | Percent Grade | Final Description |
|----------------------|----------------------|----------------------|--------------------------|
| 30 events | 32 events | 106.6% | Meet or Exceeds Target |
| 16 organizations and | 29 organizations and | 181.25% | Meet or Exceeds |

| | | | |
|-------------------------------|-------------------------------|----------------|-------------------------------|
| events | events | | Target |
| 90 faculty and staff | 92 faculty and staff | 102.2% | Meet or Exceeds Target |
| 7 college service activities | 7 service activities | 100% | Meet or Exceeds Target |
| 5 faculty in service learning | 5 faculty in service learning | 100% | Meet or Exceeds Target |
| Total Average Score | | 118.01% | Meet or Exceeds Target |

Measure C4.2 - Educational, Cultural, Environmental, Non-Profit and Civic Partnerships

Description of Results

The college offered a variety of educational/cultural events, supported environmental initiatives, and participated in non-profit/civic partnerships in accordance with this objective. The college hosted **2** art shows, **3** public workshops and speaker series (Writers Conference, Science Summit, and Humanities Series), **2** theater events, and **4** brown-bag environmental outreach lunches. The college also worked hard to meet the milestones of the American College and University President's Climate Commitment (ACUPCC) signed by Dr. Toda on December 2009 and formed **1** Green Team that began to meet on a monthly basis. The college also had a booth at **17** different community events. The following programs at the college had promotional booths at events: Renewable Energy Technology Program at 6 events, Student Services at 5 events, Child Care Partners at 5 events, and Nursing Program at 1 event.

Analysis of Results

The college meets or exceeds the environmental initiatives component of this objective, but the college needs improvement related to the educational/cultural events and non-profit/civic partnerships components of this objective. The college had a set a target to host at least 20 educational/cultural events and only hosted 11 such events. There is no central person assigned to conduct such activities, and – therefore – there is not always a consistent number of activities each year. It has also been mentioned that there are sometimes problems related to attendance at these events. This might be associated with the fact that there is not a central Marketing Department at the college to assist with these endeavors.

Actions for Improvement

The college should spend more time and energy in promoting and supporting educational/cultural events. One barrier to implementing more events is a lack of college funding available for educational/cultural events. This funding used to be available, but it has since been removed from the annual budget. The addition of such a minimal budget for such events would allow these events to be implemented on a more frequent basis. To currently implement an event, donors and sponsors must be found which is a time consuming task. Likewise, there is not a central policy that says the college endorses such educational/cultural events. The creation of such a policy could help ensure the college has strong administrative and planning backing to foster such events into perpetuity. Finally, the Marketing Committee at the college – formed of representatives from across the college – should be more active in raising awareness about these events using traditional and social media outlets.

Effectiveness of Assessment

Information included in this objective is very important to quantify, but often difficult to obtain because it is necessary to contact a multitude of people across the college for this information. The following departments across the college were contacted to glean information for this section: Renewable Energy Technology, Small Business Development Center, Student Services, Foundation, PTK/SC, Marketing Department, Child Care Partners, Gorge Literacy, and Nursing. A centralized email was sent to these departments to ask them questions about outreach events. The college is currently not meeting the targets, but the low number of 20 public events seems achievable in the near future. It is not suggested that targets are revised at this time.

Objective Grade

| Target | Actual | Percent Grade | Final Description |
|----------------------------|--------------------------|----------------------|--------------------------|
| 20 outreach events | 11 outreach events | 55% | Poor |
| ACUPCC milestones | Green Team meets monthly | 100% | Meet or Exceeds Target |
| Total Average Score | | 77.5% | Needs Improvement |

Measure C4.3 - Community Awareness and Perception of CGCC

Description of Results

The college attempted to analyze community awareness and perception of the institution by analyzing the publication of press releases and news articles, visits to the college website, the reach of college social media, and implementation of a community-based survey. The college compiled statistics for the press release and news articles by contacting departments across the college, and the college analyzed the website and social media by contacting the Information Technology Department at the college.

Analysis of Results

The college meets or exceeds most targets in this objective, but the college fails to perform in the number of website visits to the main college webpage each month. The college likely had difficulty gaining enough visitors to the main college webpage because the current webpage is an older version is not particularly easy to navigate. The college had 31,000 unique website visitors compared to the suggested 60,000 unique website visitors. The current webpage does not use cutting-edge Search Engine Optimization (SEO) tools to drive traffic to the website. The college is currently under contract with a private company to develop and build a new webpage. This new webpage will be easy to navigate and include SEO tools. The new college website will have more content, and the content will be re-structured for easy discovery.

Actions for Improvement

The college should continue public outreach efforts with press reports drafted and published in newspapers, but more energy needs to be given to the website outreach that occurs at the college. Website visits are only half of the intended target, but this problem will most likely be resolved after the college's new website will be deployed over the next year. In addition, this report suggests an updated revision of the target for annual unique website visitors to 40,000 to address this discrepancy for next year's report.

Effectiveness of Assessment

This analysis was somewhat effective, and the results give some representation of community members' awareness and ability to receive information from the college through the newspaper, the internet, and through social media channels. However, this report does not adequately evaluate the perception of the college through the eyes of community members. To better understand what the community thinks of the college, it is suggested that a survey is conducted annually with the community to ask them such questions. The actual survey tool should contain questions on topics such as: campus culture, family/support network inclusion, campus location, available coursework, media materials, etc. A target should be added to this section to implement one community survey on an annual basis. The results from the community survey can be detailed in the narrative that accompanies next year's report.

Objective Grade

| Target | Actual | Percent Grade | Final Description |
|---|--|----------------------|-------------------------------|
| 125 press reports annually | 126 press reports and newspaper articles | 100.8% | Meet or Exceeds Target |
| 60,000 visits per month at website or 720,000 visits per year | 31,000 visits a month at website. | 51.6% | Poor |
| 400 Facebook users | 456 new "likes" on Facebook | 114% | Meet or Exceeds Target |
| Total Average Score | | 88.8% | Meet or Exceeds Target |