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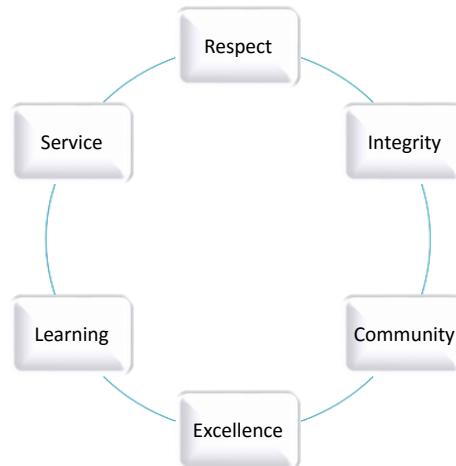
VISION STATEMENT

Become the first option of choice for education and training services in the communities we serve.

MISSION STATEMENT

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

CORE VALUES



CORE THEMES

Core Themes	Standards 1, 3, 4, 5	Building Dreams (Opportunities)	Transforming Lives (Education)	Strengthening Our Community (Partnerships)
		Objective A1: Providing a local option for obtaining quality education at an affordable price	Objective B1: Applying processes that lead to student retention	Objective C1: Cultivating productive business and industry relationships
		Objective A2: Providing college credit opportunities for high school students	Objective B2: Applying processes that lead to student progress, certificate/degree completion, and/or employment	Objective C2: Creating, maintaining, and growing community partnerships
		Objective A3: Serving the diversity of the college's service area	Objective B3: Ensuring student proficiency in course, program and institutional student learning outcomes	
		Objective A4: Meeting the expectations of CGCC's student body		

INTRODUCTION

The Columbia Gorge Community College (CGCC) Institutional Master Plan (IMP), 2016-2019, provides a roadmap for the continued development of the College in order to meet the needs of a changing student population, as well as the needs of our community and business partners. The plan will be reviewed annually, updated as needed, and re-written every three to five years in order to be responsive to the needs of students and our service area.

CGCC provides instruction in the core areas of academic transfer, workforce education, college preparation, and continuing education. Within this context, CGCC is committed to maintaining community colleges' traditional mission of offering broad access to learning. It is important that community colleges continue to offer two-year transfer degree programs, but that they are also responsive to the labor market in offering training options to help students access good jobs that do not require four-year degrees.

The Institutional Master Plan represents the guiding architecture for strategic planning and mission assessment at CGCC. In conjunction with the MP, the Facilities Master Plan and the Strategic Enrollment Plan outline goals and outcomes for those specific areas of the college.

PURPOSE OF THE MASTER PLAN

The Institutional Master Plan is designed to ensure that the college mission of "building of dreams and transforming lives" occur at CGCC and in the community. A primary goal of this plan is to make certain that the mission of the college is fulfilled and that the vision and core themes drive quality institutional improvement. Further clarifying the college mission, CGCC adopted "increasing enrollment" and "improving student success," as priorities in July, 2015. In an effort to build upon those themes this Academic Master Plan is divided into three components:

- Strategic directions for CGCC;
- Operational excellence;
- Mission, core themes, objectives and recommendations.

Integral to building this plan was extensive input by both internal and external communities, as well as a scan of the Mid-Columbia region's economic and workforce needs. The commitment to this plan's success comes from faculty and staff working together as they strive to increase student engagement, student learning, and student progression toward their goals. The Board of Education and college administration have expressed commitment to achieving the objectives of this plan. In developing this Institutional Master Plan, a number of strategic directions and operational improvements have emerged that will build connections and strengthen Columbia Gorge Community College.

SPECIAL THANKS TO THOSE WHO PARTICIPATED IN THE ACADEMIC MASTER PLANNING FORUMS:

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ASSUMPTIONS OF THE INSTITUTIONAL MASTER PLAN

- Used sample academic plans from approximately six different campuses throughout the nation;
- Used existing plans as the starting point;
- Began planning with comprehensive data that described the community, college and students (appendix);
- Utilized a 2015 gap analysis, as well as quantitative and qualitative data to project the growth of existing and future academic programs;
- Included the development of strategic directions for the college;
- Developed the plan with participation of faculty, staff, administrators, students and community stakeholders;
- Recommendations were derived from internal and external focus group discussions;
- Drafts of the Institutional Master Plan were reviewed by college constituents, the Executive Leadership Team, and the Board of Education for approval.

QUICK FACTS

PROFILE OF THE CGCC STUDENT (THE FOLLOWING PERCENTAGES REFLECT CHANGING DEMOGRAPHICS OF TODAY'S STUDENTS).

64% part-time
65% female
25% Hispanic
55% receive financial aid
21% enrolled in development education
46% transfer-focus

RETENTION AND GRADUATION

Fifty-five percent of full-time students and 35% of part-time students were retained from fall 2013 to fall 2014. This retention rate is an improvement from fall 2012-fall 2013 with 35% full-time and 27% of part-time students retained.

Thirteen percent of full-time students began studies in 2011 and graduated within 3 years. There is a wide gap between males and females with 9% males and 16% females graduating within 3 years.

*See appendix for tables on college data, service area data, analysis of higher education needs, and a research plan for analyzing enrollment patterns

ASPIRATIONAL GOAL—BECOME A HISPANIC SERVING INSTITUTION BY 2020

Throughout this process, a theme emerged from all groups—the need to better address the needs specific to underserved students by becoming a Hispanic Serving Institution. To clarify, the College has defined underserved to mean any student who has one or more of the following characteristics: Hispanic, First Generation, Pell Eligible.

A Hispanic-serving institution (HIS) is an institution of higher education that meets the Title V eligibility criteria established by the Department of Education and has an enrollment of at least 25% full-time equivalent students at the end of the year immediately preceding the date of application. This designation allows the institution to apply for Title V funding. The funds are designated to strengthen the institution such that educational barriers are mitigated, allowing greater access to post-secondary education and improving success for Hispanic students.

OVERVIEW OF PLANNING

The IMP is based on the mission, the core themes and the objectives that have been identified by CGCC. Under each objective, this plan focuses on actions and recommendations to achieve the objective.

Due to the complexity and extensive nature of the Institutional Master Plan, priorities for the current planning period have been identified. For budgeting purposes a biennial set of priorities will be selected thereafter.

Year 1 Priorities:

- Complete an analysis of the current schedule and build a one-year schedule of classes based on clear pathways and student needs. A commitment to offering the classes as published is important in order to build credibility with internal and external communities. The research plan in the appendix clarifies the process for enrollment analysis necessary for building schedules. In building this schedule, it is important to use the “Guided Pathways” model that implement guided curriculum maps in a coherent manner, rather than offering “cafeteria style education.” (*Redesigning America’s Community Colleges*, Bailey, Jaggars & Jenkins (2015);
- Develop an action plan to become a Hispanic-serving institution (25% of F.T.E enrollment);
- Build upon the previously developed first-year experience model to improve student success and bring together student success efforts across the college. The Student Success Team or a similar team will assess what is working and not working and recommend changes in current processes. (John N Gardner Institute for Excellence in Undergraduate Education, 2012);
- Build a comprehensive marketing plan that promotes branding of the institution

PART 1: STRATEGIC DIRECTIONS FOR THE NEXT TWO YEARS

The following strategic directions have been extracted from the core themes and objectives due to their urgency for completion.

BUILD ENROLLMENT

- Complete an analysis of the current schedule and build a one-year schedule of classes based on clear pathways and student needs. A commitment to offering the classes as published is important in order to build credibility with internal and external communities. The research plan in the appendix clarifies the process for enrollment analysis necessary for building schedules. In building this schedule, it is important to use the “Guided Pathways” model that implement guided curriculum maps in a coherent manner, rather than offering “cafeteria style education.”
(Redesigning America’s Community Colleges, Bailey, Jaggars & Jenkins (2015);
- Develop an action plan to become a Hispanic-serving institution (25% of F.T.E enrollment);
- Include current faculty in the development of guided educational pathways and a faculty mentoring program for students;
- Maximize use of resources to offer alternative delivery methods for instruction between the Indian Creek Hood River and The Dalles campuses;
- Develop a comprehensive distance learning plan;
- Build “stackable” credentials and certificates within degree programs. Spin out degrees, certificates and/or credentials from the RET program and redesign the business program;
- Strengthen partnerships with groups working in the community to improve economic vitality in the region (See objective C1 for specific recommendations);
- EMSI Gap Analysis and focus group feedback indicate the need for general maintenance and repair workers, industrial machinery mechanics, and three levels of welding;
Note: A credential refers to attestation of qualification issued by an educational institution or occupational certifying organization/industry. A certificate refers to a curriculum in which courses are taken that directly relate to a particular occupational area. A certificate program is usually half the time of an associate degree. A certification is an industry-recognized credential approved by industry (Department of Labor, 2010).
- Build a comprehensive marketing plan that promotes branding of the institution;
- Continue dialog with community partners on critical needs and changes in the health care area. Changes at the state and national levels in nursing, community health and mental health needs should drive new programming that addresses urgent needs in the region. Current research and feedback indicate the need to move toward a BSN in nursing either through OCNE or by working with the partners for approval to offer the BSN locally.
- Development of core courses that can lead to different pathways in the health care area has been suggested by several community groups.

INCREASE STUDENT SUCCESS

The Community College Survey of Student Engagement (CCSSE) and other research data indicate that engagement of students and a sense of belongingness are critical for student success.

Recommendations to create this environment include:

- Increase activities on campus for students. These activities will include game room and sports. Conduct best practice research to find best options for the college;
- Develop and implement a comprehensive professional development program that focuses on increasing student success;
- Build upon the previously developed first-year experience model to improve student success and bring together student success efforts across the college. The Student Success Team or a similar team will assess what is working and not working and recommend changes in current processes. (John N Gardner Institute for Excellence in Undergraduate Education, 2012)

SIGNIFICANT CHALLENGES

- Complex societal and demographic changes lead to increased diversity of students, their goals, and their levels of college readiness;
- Processes at the college need to be evaluated to be conducive to enrollment growth and student success;
- Public funding to ensure adequate resources to support instruction and student success support has declined;
- Multiple community demands call for enhanced partnerships and funding;
- There is a limited number of faculty and staff to accomplish priorities;
- Adequate institutional research is needed to provide evidence for decision-making and budgeting priorities;
- Community connections at many levels for the identification of workforce needs must be ongoing.

The Executive Leadership Team, the faculty, and the staff will work together to address these challenges in order to continue to offer innovative programs that help students build dreams, transform lives, and strengthen our community.

PART 2: OPERATIONAL EXCELLENCE

Each unit of the college will continuously assess and apply new principles, systems, and tools toward the sustainable improvement of college operations. This strategic direction will entail a continuous improvement process supportive of mission fulfillment and specifically focused on building enrollment and increasing student success. Significant ways in which process improvement will occur are:

- Focus college meetings on improving processes and supporting the clear vision of achieving college goals: building enrollment and increasing student success (*The 4 Disciplines of Execution*, McChesney, Covey, and Huling, (2012);
- Implement a process for assessing program viability for the purpose of development of new programs and discontinuation of underperforming programs. It will include enrollment, the number of program completers, cost of the program, placement of graduates in gainful employment, and community needs;
- Develop advisory committees for all Career and Technical Education programs. These committees will be appropriately refreshed to validate industry standards for quality and growth. The role of the advisory committees is to ensure that the workforce programs at CGCC are current and that skills being taught reflect the needs of the workforce;
- Continue to clearly evaluate course, program, and degree outcomes. Instructional Council is responsible for assuring that improvements are made annually based on this evaluation.
- Continuously improve and streamline processes in each support unit of the College, per best practices across the nation.

Note:

Core Curriculum Assessment

Outcomes assessment at the general education or core curriculum level ensures that students leave the college with some level of mastery of the institutional core learning outcomes. Analysis of the assessment results guides the general education department in improvements to the general education program. Each year, one core learning outcome is assessed by faculty, with the analysis completed by the general education department. Instructors teaching in the general education area use a rubric to score student artifacts or presentations relating to the objectives stated in the core curriculum learning outcomes.

Degree and Certificate Review and Assessment

Assessment of degrees and certificates is conducted annually. Three different assessment models are in use, including: Grades for specific course assignments that have been mapped to outcomes; external evaluators assessing student performance using a rubric that is aligned with outcomes; and, the use of course grades from a wide range of courses that have been mapped to outcomes.

Program Review and Assessment

Instructional programs are reviewed on a regular cycle to ensure relevancy and alignment with professional standards, community expectations, and workforce needs. Outcome assessments are conducted annually for programs. Degree, certificate, and program outcomes are found on the CGCC Curriculum Office website under "Program Outcomes."

Course Review and Assessment

CGCC's course assessment process combines student course evaluations and course outcomes assessment. Department chairs establish a schedule so faculty participate at least once per year. Regularly taught courses are assessed every three years. Participating faculty complete a plan for assessment at the beginning of the term and present results and an analysis at the end of the term. The plans are reviewed and posted to the Institutional Assessment website. Results and analysis are also received by department chairs and placed in individual portfolios and used for continual improvement of courses. Course outcomes are listed on the Course Content Outcomes Guides (CCOG) found on the CGCC Curriculum Office website.

Non-Instructional Department Review and Assessment

The process for non-instructional program review is in development. It is important that the reviews sync with the accreditation standards and inform the budgeting process

PART 3: MISSION AND CORE THEMES

The Academic Master Plan is directly linked to the core themes: Building Dreams, Transform Lives, and Strengthening Our Community.

Each of the core themes is comprised of objectives, actions and recommendations. Assessment of the core themes is the foundation of the college's planning, resource allocation, and staffing. This assessment provides the basis of the evaluation of mission fulfillment.

BUILDING DREAMS (ACCESS)

PLANNING STATEMENT:

CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills by:

- Providing a local option for obtaining quality education at an affordable price
- Providing college credit opportunities for high school students
- Serving the diversity of the college's service area
- Meeting the expectations of CGCC's student body

ACCESS			
Strategic Goal #1: Increase Enrollment of Underserved Students (Hispanic and/or 1st Generation and/or Pell Eligible)			
Objectives	Intended Outcomes	Measures	Core Theme
1. Outreach to regional high schools	<ul style="list-style-type: none"> • Increased enrollment of 18-19 year olds • Increase in enrollment of underserved students • Increase in dual-credit opportunities • Increase in activities that foster collaboration with high school counselors 	<ul style="list-style-type: none"> • FTE enrolled in: Running Start Expanded Options College Now, Early College Gorge Scholars Oregon Promise 	A2.1, A3.2
2. Marketing that focuses on college-going culture and knowledge about CGCC's programs	<ul style="list-style-type: none"> • Development of comprehensive marketing plan • Expanded social media communication • Relevant and current website information • Internal and external awareness of programs, events and activities 	<ul style="list-style-type: none"> • FTE of students enrolled in credit (LDC & CTE), Pre-College, ESOL, Community Ed, SBDC CCP, Customized Training • FTE of students enrolled in Running Start, Expanded Options, College Now Early College, Gorge Scholars, Oregon Promise • Community awareness and perception of CGCC 	A1.1, A1.2, A1.3, A2.1, C1.2
3. Identify a small number of high impact practices for CGCC to develop and implement	<ul style="list-style-type: none"> • Professional development that emphasizes high impact practices in supporting underserved populations • Data is used to drive decisions to increase successful outreach activities • High impact practices are consistently utilized 	<ul style="list-style-type: none"> • Enrollment of underrepresented populations 	A3.2

Focus groups and surveys of business and industry leaders were conducted in November 2015. Community input indicates the following:

Recommendations:

Objective 1

- Focus professional development on the concept of equity and how it relates to student recruitment and success;
- Strengthen communication with high school students, parents and counselors;
- Increase the number of courses, the formats in which they are offered and dual-credit opportunities for high school students;
- Create partnerships with high schools for alignment of career pathways;
- Strengthen the pipeline for College Now students, the Gorge Scholarship program and other dual credit students.

Objective 2

- Provide marketing materials in Spanish;
- Build a comprehensive marketing plan that promotes branding of the institution;

Objective 3

- Develop a comprehensive plan for high school recruitment;
- Develop an action plan to become a Hispanic-serving institution (25% of F.T.E enrollment)

Note: On the Indian Creek Hood River campus, 31% of credit registrations are by Hispanic students, as opposed to 20% on The Dalles campus. More than half of the Hispanic population in the region have less than a high school diploma as compared with 8% of non-Hispanic Whites. (Table 1.8, EMSI, *Economic Overview & Program Gap Analysis*, October 2015).

TRANSFORMING LIVES (EDUCATION)

PLANNING STATEMENT:

CGCC provides learning resources for a sustainable future for individuals by:

- Applying processes that lead to student retention
- Applying processes that lead to student progress, certificate/degree completion, and/or employment
- Ensuring student proficiency in course, program and institutional student learning outcomes

<p style="text-align: center;">EDUCATION</p> <p style="text-align: center;">Strategic Goal #2: Increase Retention and Completion Rates</p>			
Objectives	Intended Outcomes	Measures	Core Theme
1. Develop Guided Pathways model for CGCC programs	<ul style="list-style-type: none"> • Institutional plan to transition to guided pathways model • Professional development to enhance quality instruction and student services • Increase retention and completion 	<ul style="list-style-type: none"> • Student retention over 3 consecutive terms • Percent retention fall to fall • Student graduation 2-year degree or 1-year certificate seeking student graduating within 150% of time 	B1.1, B1.2 B2.1
2. Create a safe and secure campus culture that promotes diversity and student engagement	<ul style="list-style-type: none"> • Enrich and expand on-campus activities and events • Greater participation in campus activities and events • Increased student satisfaction and engagement • Greater utilization of student supports • Opportunities for broader student/faculty engagement 	<ul style="list-style-type: none"> • Student satisfaction with CGCC experience • Student retention over 3 consecutive terms • Percent retention fall term to fall term 	A4.1, B1.1 B1.2

Recommendations:

Objective 1

- Produce “transfer maps” for AAOT/AS degree seekers which align to common majors;
- Complete an analysis of the current schedule and build a one-year schedule of classes based on clear pathways and student needs. A commitment to offering the classes as published is important in order to build credibility with internal and external communities. The research plan in the appendix clarifies the process for enrollment analysis necessary for building schedules. In building this schedule, it is important to use the “Guided Pathways” model that implement guided curriculum maps in a coherent manner, rather than offering “cafeteria style education”;
- Ensure that course sequencing is coherent, that degree plans are clear, and that annual schedules are published where students can complete their credentials in a two to three-year framework (depending on the student’s college readiness).

Objective 2

- Involve Instructional Council and Academic Advising to develop a faculty mentoring program for students. Embed research based best-practice elements in academic advising and faculty mentoring programs.
- Focus professional development plan on student success;
- Review current literature and best practices that have increased retention;
- Conduct student focus groups relating to practices that make students successful using asset methodology (“Developing Local Models of Minority Student Success in College”, Gonzalez, 1997 and “Asset Models vs. Deficit Models”, Canales, 2009). Asset methodology uses current students to determine perceived barriers to their success at the college;

- Increase activities on campus for students. These activities will include game room and sports. Conduct best practice research to find best options for the college;
- Build upon the previously developed first-year experience model to improve student success and bring together student success efforts across the college. The Student Success Team or a similar team will assess what is working and not working and recommend changes in current processes. (John N Gardner Institute for Excellence in Undergraduate Education, 2012)

Note: A record number of degrees and certificates were awarded in 2012-1013. Fall to winter retention rates are 80% for degree-seeking students and 75% overall. Fall to Fall retention rate is 31% for all students. Full-time students have a slightly higher retention rate than part-time students. Fall to Fall represents a significant “leakage” point for students. Progression from developmental education to credit classes also represents a significant leakage point.

EDUCATION			
Strategic Goal #3— Provide Curriculum and Programs that are Relevant and Diverse			
Objectives	Intended Outcomes	Measures	Core Theme
1. Assess and develop academic and community education programs that are consistent with the needs of our service district	<ul style="list-style-type: none"> • Strengthen relationships with regional industries to inform program development that meet the needs of the service district • Program development and improvements are based on program review process • Utilize industry professionals in an advisory capacity to inform pertinent skills and knowledge necessary in specific industries • Structure programming in order to maximize opportunities for students and community partners 	<ul style="list-style-type: none"> • Percentage of FTE enrolled in non-credit courses (Community Ed, SBDC, CCP, Customized Training) compared to statewide average • Learning outcomes at the course level (based on students’ self-perception) • Learning outcomes at the degree/certificate/program level • Learning outcomes at the institutional level (Core Learning Outcomes) • Regional industry satisfaction with CGCC 	A1.3 B3.1 B3.2 B3.3 C1.2
2. Identify and implement the use of more high impact practices	<ul style="list-style-type: none"> • Identify a small number of high impact practices for CGCC to develop and implement • Professional Development provided to inform faculty • High impact practices are consistently utilized • Data is used to inform educational design and instruction • Reduction in disparities in students’ performance 	<ul style="list-style-type: none"> • Percentage of FTE enrolled in credit courses • Enrollment of underrepresented populations • Completion in Dev. Ed Writing with “C” or better • Completion in Dev. E. Math with “C” or better • Students who earn 15/30 credits in the year • Learning outcomes at the course level (based on students’ self-perception) • Learning outcomes at the degree/certificate/program level 	A1.1 A3.2 B2.3 B2.4 B3.2 B3.3

		<ul style="list-style-type: none"> Learning outcomes at the institutional level 	
3. Study and implement alternate delivery modes for instruction	<ul style="list-style-type: none"> Determine viable delivery modes Develop and implement delivery Support student learning through the creation of educational opportunities that are accessible and flexible Increased access and flexibility of instructional programming 	<ul style="list-style-type: none"> Percentage of FTE enrolled in credit courses Enrollment of underrepresented populations Student satisfaction with CGCC experience 	A1.1 A3.2 A4.1

Recommendations:

Objective 1

- Develop administrative rules and operating procedures for assessing program viability for the purpose of development of new programs and discontinuation of programs. It will include enrollment, the number of program completers, cost of the program, placement of graduates in gainful employment, and community needs.
- Continue dialog with community partners on critical needs and changes in the health care area. Changes at the state and national levels in nursing, community health and mental health needs should drive new programming that addresses urgent needs in the region. Current research and feedback indicate the need to move toward a BSN in nursing either through OCNE or by working with the partners for approval to offer the BSN locally.
- Partnerships with community organizations are essential in shaping the critical needs for community health workers including nurses, mental health workers and social workers. Development of core courses that can lead to different pathways in the health care area has been suggested by several focus groups. It is especially important that dialog continue regarding the vital decisions facing the nursing program.
- Development of core courses that can lead to different pathways in the health care area has been suggested by several community groups.
- Customer service is an important component to be built into programming and curriculum development.

Note: There is a strong history of businesses working with the college and advisory committees. The EMSI report will be important to these advisory committees as they move forward, as will be appropriate “refreshing” and “recharging” of the advisory committees. Renewable Energy Technology was the first wind-technician training program on the west coast and has brought CGCC national recognition. A Title III grant, DOL and EOE funding also support specific workforce training programs. The college has a Small Business Development Center (SBDC) that serves the region and provides small business management courses, as well as non-credit classes related to business and economic development.

Objective 2

- Leveraging CGCC Foundation professional development donation funds, develop and implement a comprehensive professional development program that focuses on increasing student success;
- Develop and implement operating procedure for requesting and approving professional development.
- Implement a professional development program to focus on improved student learning, retention and completion.
- Identify process for faculty to share newly acquired knowledge with other faculty and staff members.

Note: The facilities for teaching at CGCC are excellent, with smart classrooms throughout the campuses. Strategies such as flipped classrooms, accelerated classes, learning communities, peer-led learning, campus-wide discussions on retaining students, and the use of open education resources to alleviate textbook costs and to augment interactive teaching and learning are examples of adaptation to changing student learning styles. The library at CGCC is at the center of teaching and learning, with information literacy classes, as well as research and library skills classes. The CGCC library director has taken a leadership role in the encouragement of open and shared resources to promote student access and success.

Objective 3

To best serve students on both campuses, and within the educational service district alternative ways to deliver content needs to be explored. Given the funding issues faced by community colleges, it would be prudent to explore course delivery options that expand access to students without duplicating class offerings at both campuses. Comments from student focus groups suggest access is hindered by restrictions related to travel distance and limited transportation options. Students cannot always get the classes they need in a timely manner on the campus they desire.

- Develop a comprehensive distance learning plan to incorporate various course delivery methods and appropriate modalities for specific courses/programs;
- Identify courses/programs appropriate for alternative delivery;
- Develop and launch marketing plan for alternative delivery programs/courses;
- Build upon and expand services to distance students;
- Identify programs that could be delivered wholly online and schedule development of courses which need to be developed;
- Institute E-campus concept to online learning.

Note: Combined online and hybrid FTE have continued to increase over a five-year period. Students complete online classes an average of 6% less successfully than face to face classes. Students are 2% more successful in hybrid classes than face to face classes.

PARTNERSHIPS

PLANNING STATEMENT:

CGCC links college and community by:

- Cultivating productive business and industry relationships
- Creating, maintaining, and growing community partnerships

PARTNERSHIPS Strategic Goal #4—Expand Collaborations with Business, Industry and Educational Partners			
Objectives	Intended Outcomes	Measures	Core Theme
1. Develop degree partnerships and articulation agreements with other educational institutions	<ul style="list-style-type: none"> • Ensure alignment of programs with educational transfer requirements; • Establish majors that articulate to EOU, OSU, PSU; • Produce transfer maps that align to common majors 	<ul style="list-style-type: none"> • Students who transfer to Oregon University System 	B.2.7
2. Build stronger partnerships with regional K-12 school districts	<ul style="list-style-type: none"> • Increase successful transition between high school and CGCC • Annual increase in the number of students participating in Gorge Scholars/Oregon Promise program • Improved advisement and awareness of CGCC in high schools • Establish an annual meeting with high school counselors to strengthen communication and advising of HS students 	<ul style="list-style-type: none"> • FTE enrolled in Running Start, Expanded Options, College Now, Gorge Scholars, Oregon Promise and Early College • Community awareness and perception of CGCC 	A.2.1 C2.1
3. Work with regional business organizations to develop and offer apprenticeship programs	<ul style="list-style-type: none"> • Provide opportunities to students for experiential learning • Strengthen connections with community members to stay abreast of regional educational and workforce needs 	<ul style="list-style-type: none"> • Number of business and industries assisted by CGCC • Regional industry satisfaction with CGCC 	C.1.1 C1.2

Collaboration between educators, employers, economic development agencies and workforce entities is critical for workforce development in the Columbia Gorge region. The United States is currently experiencing a shortage of middle-skills workers. Middle-skill jobs are those jobs that require more education and training than a high school diploma but less than a four-year college degree, pay competitive wages, and offer tangible career paths. At the same time, many Americans struggle with unemployment and finding full-time work that pays a competitive wage. Labor market experts estimate that 47% of new job openings from 2010 to 2020 will fall into the middle-skills range. Today, a large pool of cheap, unskilled workers will discourage rather than attract businesses (Harvard Business Review, December, 2012). A 2014 survey of company executives by *Area Development* magazine found that availability of skilled labor has become the most important factor in site selection. One of the categories forecast to be hardest hit by the middle-skills shortage is skilled production workers (machinists, welders, cutters, etc.) For example, the number of welders has already fallen from 570,000 in 1988 to fewer than 360,000 in 2012. The fastest growing middle-skill health care occupations are physical therapy aides, physical therapy assistants, occupational therapy assistants, and diagnostic medical sonographers.

(Craig Giffi, Ben Dollar, "Help Wanted: American Manufacturing Competitiveness and the Looming Skills Gap," Deloitte Review, Issue 16, 2015).

Recommendations:

Objective 1

- Develop and improve programming and work skills, as indicated by industry interviews, surveys, and focus groups conducted on an annual basis;
- Establish and refresh advisory groups for all CTE programs;
- Renew degree partnership agreements with participating universities;
- Establish majors which articulate to OUS universities;
- Develop guided pathways for transfer degrees that are articulated with universities.

Objective 2

- Strengthen communication with high school students, parents and counselors;
- Increase the number of courses, the formats in which they are offered and dual-credit opportunities for high school students;
- Create partnerships with high schools for alignment of career pathways;
- Strengthen the pipeline for College Now students, the Gorge Scholarship program and other dual credit students.
-

Objective 3

- Partnerships with community organizations are essential in shaping the critical needs for community health workers including nurses, mental health workers and social workers; Development of core courses that can lead to different pathways in the health care area has been suggested by several focus groups. It is especially important that dialog continue regarding the vital decisions facing the nursing program.
- Interact with the Columbia Gorge Education and Workforce Collaborative;
- Reinforce partnerships with health care agencies and institution throughout the region;
- Partner with the current efforts in the community to build a culinary institute. Expansion of this program may be feasible, using the current kitchen at the college;
- Develop advisory committees for all Career and Technical Education programs that are effective and appropriately refreshed to ensure industry standards for quality and growth. The role of the advisory committees is to ensure that the workforce programs at CGCC are current and that skills being taught reflect the needs of the workforce.

Note: The College participates in degree partnerships where there are specific program articulation agreements with other higher education institutions. (Many to complete)

Two important industries in the Columbia River Gorge are health care and renewable energy technology. CGCC nursing and renewable energy technology are two of the college's flagship programs and these students have successfully completed national licensure (for the nursing program), gained employment, and pursued higher education.

Once a student graduates, it is difficult for colleges to track if they went on to pursue more education, employment, or both. The key advisers or department chairs for these programs rely on surveys and/or updates from individual graduates in order to understand the types of employment these students find.

Partnerships: Nursing

The nursing program is the only CGCC program associated with a national licensure exam, the National Council Licensure Examination commonly referred to as NCLEX. Graduates of CGCC's nursing program have a 93.3% pass rate on their first attempt. The Mid-Columbia Medical Center is the single employer of the largest number of CGCC nursing graduates, and many graduates have taken positions in the Northwest but outside the immediate Mid-Columbia region.

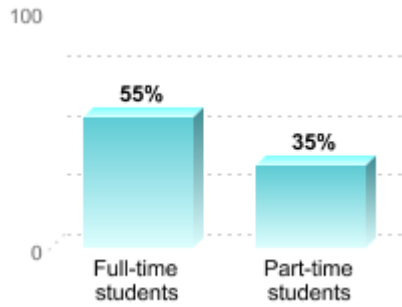
Partnerships: Renewable energy technology

In the first three years of the RET program, 172 students enrolled in the program, 102 certificates were awarded, and 57 associate's degrees were awarded. Most of the students who completed the program (76%) have found employment in technology and renewable energy, and nearly half of these are employed in wind energy. Approximately 10% of RET students went on to pursue higher education. Although the headcount in the program for the 2011-2012 year was smaller than previous years due to the completion of a federal grant, the program continues to develop. One example of this development is the recent installation of a new climbing tower at The Dalles campus. Two more successful partnerships are the Gorge Technology Alliance and the Gorge Wind Challenge, connecting the college with K-12 students.

Partnerships: Small Business Development Center

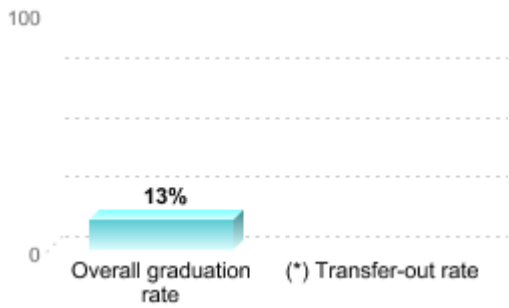
The Small Business Development Center (SBDC) is an important resource in Mid-Columbia area providing technical and business assistance to new and existing business owners. In 2011, the SBDC provided 915 hours of free business counseling to 282 clients throughout the Mid-Columbia region.

RETENTION RATES FOR FIRST-TIME STUDENTS



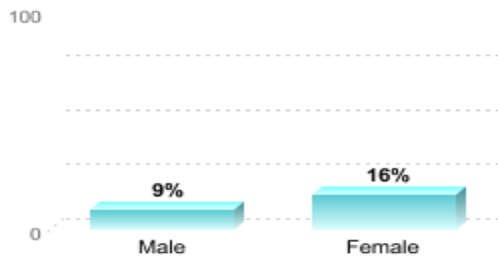
Percentage of Students Who Began Their Studies in Fall 2013 and Returned in Fall 2014

OVERALL GRADUATION AND TRANSFER-OUT RATES FOR STUDENTS



Percentage of Full-time, First-Time Students Who Graduated or Transferred Out Within 150% of "Normal Time" to Completion for Their Program

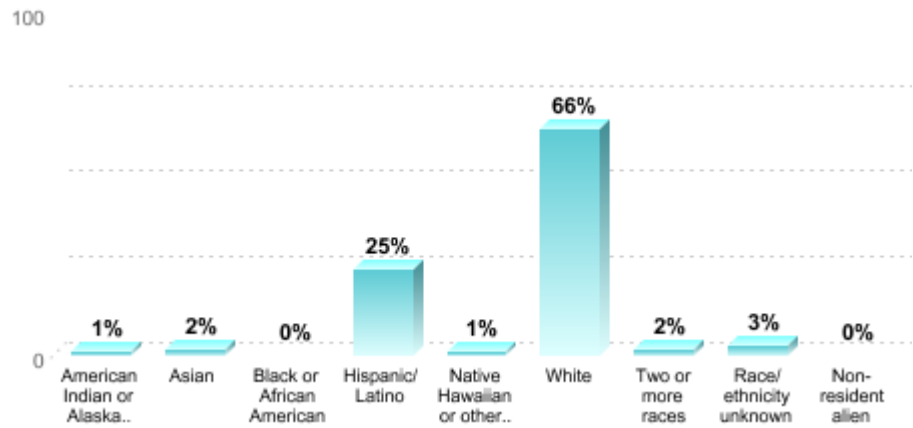
OVERALL GRADUATION RATE BY GENDER



OVERALL GRADUATION RATE BY GENDER

Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2011 and Graduated Within 150% of "Normal Time" to Completion for Their Program

ENROLLMENT BY ETHNICITY



▼COMPLETION BY PROGRAM

≤1
YEAR
CERTIFICATE

1
TO
≤2
YEAR
CERTIFICATE

ASSOCIATE

Data shown are for first majors.
 (-) Program is not offered at this award level.

Business, Management, Marketing, and Related Support Services

Accounting	-	2	-
Accounting Technology/Technician and Bookkeeping	-	-	3
Administrative Assistant and Secretarial Science, General	-	3	2
Business Administration and Management, General	-	-	1
General Office Occupations and Clerical Services	4	-	-
Marketing/Marketing Management, General	-	0	-
Office Management and Supervision	-	-	5
Retail Management	0	-	-
Category total	4	5	11

Computer and Information Sciences and Support Services

Data Entry/Microcomputer Applications, General	2	-	-
Word Processing	1	-	-
Category total	3	-	-

Education

▼COMPLETION BY PROGRAM

≤1
YEAR
CERTIFICATE

1
TO
≤2
YEAR
CERTIFICATE

ASSOCIATE

Early Childhood Education and Teaching	-	5	4
Category total	-	5	4
Engineering Technology and Engineering-Related Fields			
Electrical, Electronic and Communications Engineering Technology/Technician	-	8	13
Category total	-	8	13
Health Professions and Related Programs			
Health Information/Medical Records Technology/Technician	0	-	-
Licensed Practical/Vocational Nurse Training	-	21	-
Medical/Clinical Assistant	0	16	-
Registered Nursing/Registered Nurse	-	-	17
Category total	0	37	17
Liberal Arts and Sciences, General Studies and Humanities			
General Studies	-	-	36
Liberal Arts and Sciences/Liberal Studies	-	-	49
Category total	-	-	85
Grand total	7	55	130

RESEARCH PLAN

Purpose: To study enrollment trends 2005-present comparing overall college enrollment, degree and certificate declaration, and course enrollment in credit CTE and General Education Electives and General Electives. Additional recommendation: study of course offerings in multiple sections by mode, day, time and location.

Data to be gathered for degrees and certificates

- Degree and Certificate student declaration by term
- Degree and Certificate completion by year

Data to be gathered for credit courses (not including Pre-College, ESOL or Community Education)*

- Career and Technical Education including BA – align courses under each AAS degree and/or certificate (include ASOT-BUS and AS-CS)**
 - CTE courses scheduled by term
 - CTE courses ran by term – extract any courses cancelled for reasons other than low enrollment
 - Enrollment in courses held by term
 - # of degrees or certificates for which each course is required
- General Education Electives and General Electives (All credit courses not included in the CTE list)
 - courses scheduled by term
 - courses ran by term – extract any courses cancelled for reasons other than low enrollment

- Enrollment in courses held by term
- Enrollment in courses by section (mode, date, time and location) for those courses that regularly offer multiple sections (ART 231, MTH 20, MTH 60, MTH 65, MTH 95, MTH 111, MTH 112, PSY 201A, PSY 202A, RD 90, RD 115, WR 90, WR 115, WR 121, WR 122)

Data to be gathered regarding college enrollment

- Total CGCC enrollment in credit courses by term (CTE and General Education Electives and General Electives combined)

Realities to keep in mind

- Students may switch degree/certificate declarations often. Undecided students often declare for the AGS until they know what they want to do, resulting in the AGS being something of a holding area for students.
- Courses may be offered bi-annually or irregularly necessitating analysis that takes into consideration the pattern of specific classes

* Recommended to only include credit courses for this study. If desired, non-credit enrollment should be addressed in a separate project as there would be different parameters.

** While BA courses and some CIS and HEC courses are categorized as LDC courses rather than CTE, they should be included under CTE for the purposes of this study as they are primarily requirements for AAS degrees and career and technical certificates.

SERVICE AREA CENSUS DATA

Analysis of population characteristics stated in percentages in Hood River County indicates that more could be done to recruit additional Hispanics to the college. The percent of the population that is Hispanic (30.9%) is greater than the college Hispanics (25%).

Although the following two factors are not broken down by ethnicity, the percentage of high school or higher, aged 25+ years (84.1%) and large percentage of Language Other Than English spoken at home, age 5+ (28.2%) may point to a need for strengthening Adult Basic Education.

Columbia Gorge CC Service Area Population Characteristics Stated in Numbers

Hood River	Wasco	Wheeler	Sherman	Klickitat	Totals
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Population

Population estimates, July 1, 2014	22,885	25,515	1,375	1,710	20,861	72,346
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Age and Sex

Persons under 18 years, July 1, 2014	5,721	5,741	215	308	4,277	16,261
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Persons 65 years and over, July 1, 2014	3,227	5,077	457	424	4,402	13,587
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Female persons, July 1, 2014	11,420	12,860	677	862	10,305	36,123
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Race and Hispanic Origin

Black or African American alone, July 1, 2014	137	153	1	10	125	427
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American Indian and Alaska Native alone, July 1, 2014	252	1,072	23	39	584	1,970
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Asian alone, July 1, 2014	343	255	10	3	167	778
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Native Hawaiian and Other Pacific Islander alone, July 1, 2014	46	179	4	2	42	272
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Two or More Races, July 1, 2014	549	587	55	31	584	1,806
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Hispanic or Latino, July 1, 2014	7,071	4,338	72	116	2,566	14,163
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White alone, not Hispanic or Latino, July 1, 2014	14,738	19,315	1,220	1,529	17,085	53,886
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Population Characteristics

Veterans, 2009-2013	1,487	2,450	164	235	2,224	6,560
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Foreign born persons, 2009-2013	3,868	2,449	11	41	1,168	7,537
Housing						
Housing units, July 1, 2014, (V2014)	9,506	11,390	888	906	9,952	32,642
Owner-occupied housing unit rate, 2009-2013	6,283	7,392	639	588	6,946	21,849
Median value of owner-occupied housing units, 2009-2013	321,700	181,600	123,700	135,400	194,700	957,100
Median selected monthly owner costs -with a mortgage, 2009-2013	1,808	1,354	1,037	1,023	1,288	6,510
Median selected monthly owner costs - without a mortgage, 2009-2013	480	413	332	394	354	1,973
Median gross rent, 2009-2013	791	757	556	752	805	3,661
Building permits, 2014	88	-	-	-	83	171
Families and Living Arrangements						
Households, 2009-2013	8,144	9,612	625	827	8,019	27,227
Persons per household, 2009-2013	3	2	2	2	3	12
Living in same house 1 year ago, persons age 1 year+, 2009-2013	91	84	90	86	91	442
Language other than English spoken at home, persons age 5 years+, 2009-2013	6,454	3,904	28	44	2,190	12,620
Education						

High school graduate or higher, persons age 25 years+, 2009-2013	19,246	21,713	1,218	1,580	18,149	61,907
Bachelor's degree or higher, persons age 25 years+, 2009-2013	6,980	5,129	231	282	4,068	16,689
Health						
With a disability, under age 65 years, 2009-2013	1,510	2,756	125	219	2,962	7,572
Persons without health insurance, under age 65 years,	5,035	5,537	318	328	4,110	15,327
Economy						
In civilian labor force, total, percent of population age 16 years+, 2009-2013	15,814	15,054	773	952	10,973	43,565
In civilian labor force, female, percent of population age 16 years+, 2009-2013	14,509	14,288	700	862	10,201	40,560
Total accommodation and food services sales, 2007 (\$1,000) (c)	55,651	47,598	554	5,895	16,096	125,794
Total health care and social assistance receipts/revenue, 2007 (\$1,000)	107,566	137,351		247	45,324	290,488
Total manufacturers shipments, 2007 (\$1,000) (c)	245,734					245,734
Total merchant wholesaler sales, 2007 (\$1,000) (c)	224,366			12,037	25,794	262,197
Total retail sales, 2007 (\$1,000) (c)	293,665	381,866	10,357	56,043	65,712	807,643
Total retail sales per capita, 2007 (c)	13,872	16,089	7,419	33,162	3,268	73,810

Transportation

Mean travel time to work (minutes), workers age 16 years+, 2009-2013	17	16	22	21	20	19
Income and Poverty						
Median household income (in 2013 dollars), 2009-2013	56,725	43,765	37,974	42,639	41,694	222,797
Per capita income in past 12 months (in 2013 dollars), 2009-2013	25,181	22,844	24,575	24,314	22,229	119,143
Persons in poverty	3,387	4,389	311	292	3,317	11,696
Businesses						
Total employer establishments, 2013	975	704	29	52	529	2,289
Total employment, 2013	9,506	7,080	150	426	3,414	20,576
Total annual payroll, 2013 (1,000)	271,576	231,022	2,768	14,491	135,463	655,320
Total employment, percent change, 2012-2013	3	1	(6)	17	1	16
Total nonemployer establishments, 2013	1,788	1,262	141	108	1,378	4,677
All firms, 2007	2,251	1,828	122	146	1,958	6,305
Men-owned firms, 2007	988	730		50	797	2,565
Women-owned firms, 2007	523	403			643	1,569
Minority-owned firms, 2007	229	54				283

Nonminority-owned firms, 2007	1,790	1,515	94	115	1,694	5,208
Veteran-owned firms, 2007	103	114			157	374
Nonveteran-owned firms, 2007	1,832	1,390	91	121	1,685	5,119

Geography

Population per square mile, 2010	43	11	1	2	11	67
Land area in square miles, 2010	522	2,382	1,715	824	1,871	7,313

Source: US Census Bureau Quick Facts by County

Columbia Gorge CC Service Area Some Characteristics Stated as Percentages

	Hood River	Wasco	Wheeler	Sherman	Klickitat
<i>Population</i>					
Population estimates, July 1, 2014, (V2014)	22,885	25,515	1,375	1,710	20,861
<i>Age and Sex</i>					
Persons under 18 years, percent, July 1, 2014, (V2014)	25.0	22.5	15.6	18.0	20.5
Persons 65 years and over, percent, July 1, 2014, (V2014)	14.1	19.9	33.2	24.8	21.1
Female persons, percent, July 1, 2014, (V2014)	49.9	50.4	49.2	50.4	49.4
<i>Race and Hispanic Origin</i>					
Black or African American alone, percent, July 1, 2014, (V2014) (a)	0.6	0.6	0.1	0.6	0.6
American Indian and Alaska Native alone, percent, July 1, 2014, (V2014) (a)	1.1	4.2	1.7	2.3	2.8
Asian alone, percent, July 1, 2014, (V2014) (a)	1.5	1	0.7	0.2	0.8
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2014, (V2014) (a)	0.2	0.7	0.3	0.1	0.2

Two or More Races, percent, July 1, 2014, (V2014)	2.4	2.3	4	1.8	2.8
Hispanic or Latino, percent, July 1, 2014, (V2014) (b)	30.9	17	5.2	6.8	12.3
White alone, not Hispanic or Latino, percent, July 1, 2014, (V2014)	64.4	75.7	88.7	89.4	81.9

Population Characteristics

Veterans, 2009-2013	1,487	2,450	164	235	2,224
Foreign born persons, percent, 2009-2013	16.9	9.6	0.8	2.4	5.6

Housing

Housing units, July 1, 2014, (V2014)	9,506	11,390	888	906	9,952
Owner-occupied housing unit rate, 2009-2013	66.1	64.9	72	64.9	69.8
Median value of owner-occupied housing units, 2009-2013	\$ 321,700	\$ 181,600	\$ 123,700	\$ 135,400	\$ 194,700
Median selected monthly owner costs -with a mortgage, 2009-2013	\$ 1,808	\$ 1,354	\$ 1,037	\$ 1,023	\$ 1,288
Median selected monthly owner costs -without a mortgage, 2009-2013	\$ 480	\$ 413	\$ 332	\$ 394	\$ 354
Median gross rent, 2009-2013	\$ 791	\$ 757	\$ 556	\$ 752	\$ 805
Building permits, 2014	88	0	0	0	83

Families and Living Arrangements

Households, 2009-2013	8,144	9,612	625	827	8,019
Persons per household, 2009-2013	2.62	2.39	2.00	2.24	2.53
Living in same house 1 year ago, percent of persons age 1 year+, 2009-2013	90.7	84.0	90.0	86.1	90.8
Language other than English spoken at home, percent of persons age 5 years+, 2009-2013	28.2	15.3	2.0	2.6	10.5

Education

High school graduate or higher, percent of persons age 25 years+, 2009-2013	84.1	85.1	88.6	92.4	87.0
Bachelor's degree or higher, percent of persons age 25 years+, 2009-2013	30.5	20.1	16.8	16.5	19.5

Health

With a disability, under age 65 years, percent, 2009-2013	6.6	10.8	9.1	12.8	14.2
Persons without health insurance, under age 65 years, percent	22	21.7	23.1	19.2	19.7

Economy

In civilian labor force, total, percent of population age 16 years+, 2009-2013	69.1	59	56.2	55.7	52.6
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In civilian labor force, female, percent of population age 16 years+, 2009-2013	63.4	56.0	50.9	50.4	48.9
Total accommodation and food services sales, 2007 (\$1,000) (c)	55,651	47,598	554	5,895	16,096
Total health care and social assistance receipts/revenue, 2007 (\$1,000) (c)	107,566	137,351		247	45,324
Total manufacturers shipments, 2007 (\$1,000) (c)	245,734				
Total merchant wholesaler sales, 2007 (\$1,000) (c)	224,366			12,037	25,794
Total retail sales, 2007 (\$1,000) (c)	293,665	381,866	10,357	56,043	65,712
Total retail sales per capita, 2007 (c)	13,872	16,089	7,419	33,162	3,268
Transportation					
Mean travel time to work (minutes), workers age 16 years+, 2009-2013	17	16.1	22.4	20.5	20
Income and Poverty					
Median household income (in 2013 dollars), 2009-2013	56,725	43,765	37,974	42,639	41,694
Per capita income in past 12 months (in 2013 dollars), 2009- 2013	25,181	22,844	24,575	24,314	22,229
Persons in poverty, percent	14.8	17.2	22.6	17.1	15.9

Businesses

Total employer establishments, 2013	975	704	29	52	529
Total employment, 2013	9506	7080	150	426	3414
Total annual payroll, 2013 (1,000)	271,576	231,022	2,768	14,491	135,463
Total employment, percent change, 2012-2013	3	1	(6)	17	1
Total nonemployer establishments, 2013	1,788	1,262	141	108	1,378
All firms, 2007	2,251	1,828	122	146	1,958
Men-owned firms, 2007	988	730		50	797
Women-owned firms, 2007	523	403			643
Minority-owned firms, 2007	229	54			
Nonminority-owned firms, 2007	1,790	1,515	94	115	1,694
Veteran-owned firms, 2007	103	114			157
Nonveteran-owned firms, 2007	1,832	1,390	91	121	1,685
Geography					
Population per square mile, 2010	42.8	10.6	0.8	2.1	10.9
Land area in square miles, 2010	521.95	2381.52	1714.75	823.69	1871.31

Source: US Census Bureau Quick Facts by County