

Strategic Goal #1: Increase enrollment of underserved students (Hispanic, 1st Generation, Low-income)

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
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 <hr/> <ul style="list-style-type: none"> FTE enrolled in: Running Start, Expanded Options, College Now, Early College, Gorge Scholars, Oregon Promise 	<ul style="list-style-type: none"> 5% increase in enrollment of 18-19 year olds meeting the underserved criteria Increased number of high school students participating in dual credit courses Increase in activities that foster collaboration with high school counselors 	A2.1, A3.2	Eric/ Student Services

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Increase dual enrollment/dual credit offerings.	Continuing. +30% FTE between '17 and '18.	Stephen Shwiff Mary Kramer	Initial work complete. Ongoing. (10.1.18) Winter 19 FTE +52% YTD (1.25.19) Waiting on Spring numbers and complete 2018-19 FTE numbers. (6.27.19) COMPLETED
Develop/Implement WIOA/IET certificates (as required for Title II)		Franceina Brackenbury	Developed and implemented the curriculum and schedule. 2 students enrolled in winter term. (1.25.19) COMPLETED (8.2.19)
Revise ABS schedule to include synchronous instruction		Franceina Brackenbury	INSTITUTIONAL (1.25.19)

Develop non-credit certificates in fermentation sciences		Suzanne Burd	<p>A feasibility study is underway to determine needed programming around the food and beverage industries, including fermentation sciences, manufacturing and supply chain. (10.1.18)</p> <p>Feasibility study completed. Two related noncredit courses under development. (1.25.19)</p>
<p>Outreach and onboarding that is student- and family-centered:</p> <ol style="list-style-type: none"> Host Jr. / Sr. parent nights (ESOL, JR. SR. etc.) Develop and offer a summer bridge program Explore the hosting of OSU Family Days Support and expand Student Ambassador Program Provide training, in collaboration with Student Life, for conducting student-led orientation and campus tours Explore feasibility of including in the onboarding process student panels that represent a variety of students 	<ol style="list-style-type: none"> Spring and Summer, 2018. 2018-19 Planned for 2019. Launch Fall 2018. Completed Summer 2018. Planned Fall 2018. 	<p>Student Services</p> <p>Student Life</p>	<ol style="list-style-type: none"> COMPLETED. Multiple events throughout Spring and Summer, 2018. (10.1.18) COMPLETED in collaboration with OSU summer, 2018. (10.1.18) Planned. (10.1.18) COMPLETED. Family days held with NWCSO 10/18. (1.25.19) Additional events include sponsoring the food bag program which is ongoing. (1.25.19) INSTITUTIONAL. Rolled out summer, 2018 with first-year Gorge Scholars serving as ambassadors (10.1.18) INSTITUTIONAL. This falls under the Campus Ambassador program. Students were provided a two-day training in September and will be leading campus tours and participating in New Student Days. Campus Ambassadors will also serve as volunteers at both on and off campus events. (10.1.18) Planned. (10.1.18)
Host a college fair on campus - provide transportation	2018-19	Student Services	<p>Event Planned Nov. 8, 2018 First Annual Columbia Gorge Regional College Fair (10.1.18)</p> <p>COMPLETED (1.25.19)</p>

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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 <hr/> <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 	<ul style="list-style-type: none"> Marketing plan completed by September 1, 2017 (completed) Expanded social media communication Relevant and current website information Internal and external awareness of programs, events and activities 	A1.1, A1.2, A1.3, A2.1, C1.2	Dan Spatz

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Coordinate collateral printed material with clear branding.	Anticipated completion Spring 2019.	Dan Spatz Eric Studebaker	In Progress & Current (10.1.18) Student Services COMPLETED (1.25.19)

<p>Diverse outreach (equity and inclusion):</p> <ol style="list-style-type: none"> Host special events that include all – diversity focused (movie, discussion, ...) Host college program on Radio Tierra (include students) Develop and implement outreach to Native communities Develop bilingual marketing/outreach materials - translate marketing/media materials into other languages 	<ol style="list-style-type: none"> 2018 On hold. 2017 Spring 2019. 	<ol style="list-style-type: none"> Eric Studebaker Dan Spatz Dan Spatz Dan Spatz 	<ol style="list-style-type: none"> COMPLETED – multiple events held in 2018. Culture Fest, Native American Celebration Day. Foundation events scheduled (10.1.18) Underway (10.1.18) Pending (7.29.19) Some completed (ES). Some pending (DS). (10.1.18) Coordinating through CG-ESD; work continues. (7.29.19) Current and on target for spring, 2019 completion. Translator selected, materials translated. (10.1.18) Angela Jones developing marketing plan to inform 2019-20 budget request. (1.25.19) Jessica Griffin-Conner posting social media regularly and tracking analytics. (1.25.19) INSTITUTIONAL (7.29.19)
<p>Marketing Vehicles/Locations:</p> <ol style="list-style-type: none"> Promote scholarships on website under current and future student tabs Purchase billboard space to advertise our uniqueness (textbook-free degrees, Gorge Scholars, etc.) Initiate student-led broadcasting Introduce college presence at Saturday/Farmer's Market Provide opportunities for faculty to visit local high schools and share information about specific classes that would be of potential interest to enrolling high school students 	<ol style="list-style-type: none"> Summer 2018. On hold 	<p>Dan Spatz Eric Studebaker Gerardo Cifuentes</p>	<ol style="list-style-type: none"> Promoted through Foundation website (DS) (10.1.18) INSTITUTIONAL Billboards purchased (DS) (10.1.18) COMPLETED No progress (10.1.18) Continuing to investigate options – Goldendale non-profit radio station closed and we might obtain license for transfer to The Dalles campus. (DS) (7.29.19) COMPLETED and actively participating. Ads purchased at FM (DS) (10.1.18) On hold (ES) (10.1.18) Rolled over to Student Services' next strategic work plan. (GC) (8.30.19) Developing contract with Oregonian Media Group for coordinated print and social media campaign to launch summer 2019 (DS) (7.29.19)

Marketing Tools: 1. Provide t-shirts/stickers/pens with CGCC logo to high schools and middle schools for giveaways at their own school (hand out at assemblies, awards, etc) 2. Arrange for student discounts – linked to student ID card	1. Spring 2018. 2. 2019	Dan Spatz Eric Studebaker	1. COMPLETED . Pens, hats, lip balm, sunglasses and pennants obtained. (10.1.18) 2. Planned, outreach pending (10.1.18) Not being pursued. (7.29.19) CANCELED
Market programs already in existence – i.e. Computer Science	2019	Dan Spatz Eric Studebaker	On-going through media releases (10.1.18) INSTITUTIONAL (7.29.19)

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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 <hr/> <ul style="list-style-type: none"> Enrollment of underrepresented populations of CGCC 	<ul style="list-style-type: none"> 50% of college faculty and staff participate in professional development offered by the college 	A3.2	Eric/ Student Services Lori/ Instruction

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Provide wrap around services for students for whom English is not 1st language	Spring, 2019	Eric Studebaker Julie Belmore Gerardo Cifuentes	Meeting scheduled for 9/19 to determine future plans (ES) (10.1.18) Ongoing (ES) (1.25.19) The question of language spoken at home has been added to the enrollment forms, allowing future access to these students. Further planning is needed. (JB) (7.15.19) Rolled over to 2019-20 Student Services' strategic plan. (GS) (8.30.19)
Provide Spanish language customer service training for faculty and staff	July, 2018	Eric Studebaker	COMPLETED (1.25.19)

Provide diverse and varied scheduling	2018-19	Lori/Instruction Student Services	<p>Started in spring, 2018 and continuing in fall, 2018. Enrollment Tracking Group started Summer 2018. (10.1.18)</p> <p>2018-19 academic year – Deans working with DC to provide robust scheduling that is student centered focusing on morning/afternoon/evening blocks. (8.2.19)</p> <p>INSTITUTIONAL</p>
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<p>Develop a plan for how CGCC will comply with HB 2864 regarding institutional cultural competency</p>	<p>January, 2019</p>	<p>Eric Studebaker Kelly Sullivan</p>	<p>In Progress (10.1.18)</p> <p>INSTITUTIONAL Kelly working with the Oregon Student Success Center on a plan for rural community colleges. (1.25.19)</p> <p>COMPLETED Professional Development Day (5.31.19) included 3-hour Diversity training on Equity, Privilege, and Implicit Bias. 38% of faculty and staff participated. For this event adjunct faculty were not directly invited, rather they had to ask to attend. 62% of invited staff and faculty attended. (6.19.19)</p> <p>INSTITUTIONAL College adopted new 2-5 year Institutional Goal, "Adoption/Implementation of Equity Practices and Mindset." Strategic goals for 2019-20 set.</p> <ol style="list-style-type: none"> 1. Define equity, its purpose and value at CGCC and communicate this definition to the college community 2. Institutionalize a Diversity, Equity & Inclusion Committee 3. Conduct an evaluation/assessment of how CGCC is currently meeting Cultural Competency Standards 4. Based on Cultural Competency Standards evaluation/assessment, develop a two- to five-year plan for getting the college to achievement in four years. Include plans for sustainability following Institutional Goal achievement. <p>Department goals addressing Strategic Plan Goals to be submitted via Department Review by August 31, 2019. (6.19.19)</p> <p>NEW IG/SPG 7.1.19</p>
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Strategic Goal #2: Increase Retention and Completion Rates

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
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 <hr/> <ul style="list-style-type: none"> Student retention over 3 consecutive terms Percent retention fall to fall 	<ul style="list-style-type: none"> By June 2017, CGCC will have a plan in place 10% of faculty will participate in professional development 5% increase in retention and completion rates by 2019/20 academic year 	B1.1, B1.2	Lori/ Instruction

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status

<p>Initiate practices that build capacity for integration of Guided Pathways (GP):</p> <ol style="list-style-type: none"> 1. Apply to be a participant in the statewide process for adopting GP 2. Using the state GP assessment rubric, build a three-year time line/schedule of objectives/actions 3. Implement year-one objectives/actions from time line/schedule – preliminary year-one objectives may include but are not limited to: <ol style="list-style-type: none"> a) Map Gen Ed courses for AAS degrees b) Initiate discussion regarding determination of “meta-majors” c) Determine college targets related to student “major” declaration and develop a plan for supporting the achievement of those targets d) Integrate GP work plan with statewide transfer work plan (HB 2998) 	<ol style="list-style-type: none"> 1. January, 2019 2. Spring, 2018 3. 2018-19 	Lori Ufford	<ol style="list-style-type: none"> 1. Deadline for application to Cohort 2 December 1, 2018 (10.1.18) Applying for final GP cohort in fall 2019. (8.2.19) 2. Delayed – Sending faculty to training on Oct. 19, 2018, target for time line end of fall term. USTA and academic major work to be released by the state workgroup in December 2018. (10.1.18) 3. Delayed, end of fall term 2018 (10.1.18) 4.20.19 Established meta-majors to begin working on mapping and determining appropriate math and elective classes for CTE programs in Fall 2019. (8.2.19) INSTITUTIONAL NEW IG/SPG 7.1.19
<p>Organization/Leadership:</p> <ol style="list-style-type: none"> 1. Establish/formalize GP steering committee (include: Instruction, Student Services, IT, Faculty, Students, HS and university partners, Institutional Research & Assessment) 	<ol style="list-style-type: none"> 1. Spring, 2018 	Lori Ufford	<p>Delayed, work in progress deadline end of fall term (10.1.18) IN-PROGRESS: Will apply to the final GP cohort in fall 2019. Establish a campus GP steering committee in fall 2019. (8.2.19) NEW IG/SPG 7.1.19</p>
<p>Communication:</p> <ol style="list-style-type: none"> 1. Disseminate GP information to all constituents: students, faculty, staff, junior and senior high schools, community 2. Ensure that there is common understanding of GP model 	<ol style="list-style-type: none"> 1. Ongoing 2. Ongoing 	Lori Ufford	<p>Sending faculty to GP summit in October (10.1.18) ONGOING: 2019-20 Academic year continue work with IC to identify sub-group to be on the steering committee. INSTITUTIONAL NEW IG/SPG 7.1.19</p>

<p>Build faculty engagement/participation:</p> <ol style="list-style-type: none"> 1. Initiate faculty to faculty conversations regarding GP curricula - "meta majors," transferability, comparable course work (CGCC to university as well as CGCC to high school) 2. Clarify/respond to faculty concerns regarding: <ul style="list-style-type: none"> ... potential for loss of employment ... potential for loss of course diversity ... potential for loss of faculty diversity ... potential for inability to meet the needs of a diverse student 	<ol style="list-style-type: none"> 1. Winter - Spring, 2019 2. Fall, 2018 	<p>Lori Ufford</p>	<p>In progress (10.1.18)</p> <p>ONGOING: Continuation of work around meta-majors in 19-20 academic year. Begin work with CTE programs to map degree paths. Build new programming for skill center based on GP. (8.2.19)</p> <p>INSTITUTIONAL</p> <p>NEW IG/SPG 7.1.19</p>
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Strategic Goal #2: Increase Retention and Completion Rates

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
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 <hr/> <ul style="list-style-type: none"> • Student satisfaction with CGCC experience • Student retention over 3 consecutive terms • Percent retention fall to fall 	<ul style="list-style-type: none"> • Increased numbers of students participating in campus activities and events • Increased level of student satisfaction and engagement with each survey cycle 	A4.1, B1.1 B1.2	Eric/ Student Services

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status

Develop/Implement faculty mentoring program: 1. Research potential model 2. Recruit faculty for mentor positions 3. Provide identified mentors with training	1. Fall-winter, 2017-18 2. Spring, 2018 3. Fall, 2018	Stephen Shwiff	<p>John Copp presented a proposal at the June Instructional Council mtg; The program is ready for implementation winter term – for full time faculty and full time students.</p> <p>Kristen and Mike and SST have stepped out of the implementation of this action. SST has requested an update at their next meeting the 1st week of October. (10.1.18)</p> <p>Stephen Shwiff has taken responsibility for moving this action item forward. Meeting with faculty 2.22.19 to discuss rollout. Goal is to have students assigned by end of winter term. Evaluate at end of academic year. (2.15.19)</p> <p>Spring Mentors assigned based on AAOT and ASOT-BA with 14 Full time Instructors and over 140 students in the program. Evaluation is ongoing with changes anticipated for full roll out Fall, 2019 (7.1.19)</p>
Co-curricular activities and development of college spirit: 1. Build faculty engagement as club advisors (research full time and adjunct compensation) 2. Update bulletin boards with clubs 3. Host a disc golf championship - HRICC vs TDC 4. Promote café as hub for student activity and engagement 5. Promote recognition of CGCC Student ID within the community	2018-19	Michelle Gietl, Dan Spatz	1. In process, to be revisited soon (10.1.18) NO CHANGE (MG) (6.18.19) 2. To be accomplished fall, 2018 (10.1.18) Need to revisit the plan to update the Board. It is not in a convenient location. Will discuss with student groups. (MG) (1.25.19) NO CHANGE – The 2019-20 ASG team will put this on their list. (MG) (6.18.19) 3. Disc golf to be identified as part of new Outdoor Program activities through Community Education. (1.25.19) Community Education is wanting to include Disc Golf in the Outdoor School; however, currently funds do not exist to purchase equipment. (RK) (8.13.19) Plans for Golf Championship, HRICC vs. TD cancelled. (8.13.19) CANCELLED 4. The cafe is being converted to an area for students to spend time in between classes. We have moved the foosball table to the cafe. We are looking for other games to purchase. Some of the furniture from the current Student Life Center will be moved as well. (10.1.18) Furniture has been moved into the café. The foosball table was moved in the fall. Board games to arrive beginning of February. Conversion still in progress. Plan to fully implement by end of winter term. (MG) (1.25.19)

			<p>A pool table and shuffleboard will be donated by a local organization this summer. Continuing to work on this transition. Will work with the new café manager. (MG) (6.18.19)</p> <p>5. Promoted Student ID discounts through chamber newsletters with no response; reaching out to businesses but college needs to offer incentive for business participation. (DS) (10.1.18)</p> <p>Monica Pope, Assistant Registrar, has been looking into businesses that already have a student discount. The 18-19 ASG team has committed to contacting local businesses to ask for a student discount. They will also build the list and communicate to the student body. (MG) (10.1.18)</p> <p>NO CHANGE – Need to revisit this with the new ASG team. (MG) (6.18.19)</p> <p>Promoting Student ID discounts through periodic media releases and other public announcements. (DS) (7.29.19)</p> <p>INSTITUTIONAL NEW IG/SPG 7.1.19</p>
<p>Faculty Professional Development:</p> <p>Provide training in:</p> <ol style="list-style-type: none"> 1. Classroom management (i.e. identifying students in crisis, providing appropriate support, referring students to appropriate support including the Early Alert System – PASS) 2. Teaching in a multi-cultural classroom 3. Best practices for developing student engagement 	<ol style="list-style-type: none"> 1. Fall, 2018 2. Spring, 2019 3. Winter, 2019 	<p>Lori Ufford, Shayna Dahl</p>	<ol style="list-style-type: none"> 1. Quarterly email sent to faculty regarding PASS that includes: general program info, how to make a referral, best practices on how to work with at-risk students. Also, there are Quick Guides on: Counseling Services, Disability Resources, BAT, and Title 9. Offer workshops on related subjects for general college as well as available for classes as requested. (10.1.18) <p>No change; ongoing activity is focused on growing what we are already doing and finding additional opportunities to support instructors in this area. (SD) (2.22.19)</p> <p>No change; ongoing development as opportunities and budget are available. Future plans may include presentation at Faculty Inservice and further development of online informational resources. (SD) (8.13.19)</p> <p>INSTITUTIONAL</p> <ol style="list-style-type: none"> 2. & 3 Professional development offered in Spring 2019 focused on equity and diversity. Definition of CGCC as an HSI is developing. Professional development opportunities around teaching and student engagement will be offered in the 2019-2020 academic year. (8.2.19)

<p>Physical and mental health and safety:</p> <ol style="list-style-type: none"> 1. Conduct campus climate survey – do you feel safe on campus? 2. Establish and support a “Filling the Need” club, providing access to food, rides, school supplies 3. Provide information on and promote the use of Oregon Student Aid (OrSA) 	<ol style="list-style-type: none"> 1. Develop summer, 2018; implement fall, 2018 2. Spring/summer 2018 3. Fall, 2018 	<p>Shayna Dahl Michelle Gietl Tama Bolton</p>	<ol style="list-style-type: none"> 1. Healthy Mind Survey will be conducted 11/2018 in conjunction with JED. (10.1.18) In Progress – the Healthy Minds Study has been open since 1.30.19 and will close 3.1.19 (SD) (2.22.19) Healthy Minds Study data is currently available. Working on ways to best analyze and for online system availability to manipulate data. (SD) (8.13.19) COMPLETED 2. Food Pantry completion has been delayed but is a Student Government priority for 2018-19. The food pantry will also include school supplies and other needed items. Phi Theta Kappa will be conducting a food drive during fall, 2018 as part of a regional service project with over 20 other chapters. Partnering with Oregon Food Bank. Working with local organizations re: commute options for students. CAT & Healthy Commute will participate in fall welcome week, promoting resources. (MG) (10.1.18) Also there is a Health & Wellness club being formed. Seeking students to write a charter. (SD) (10.1.18) NO CHANGE – The food pantry has not yet opened. Still need a solid decision made on the location. The 18-19 Board of Education donated \$1,9000 to Phi Theta Kappa to help get things going. The 19-20 ASG team will be working to promote ride share and use of public transportation. (MG) (6.18.19) NO CHANGE – still seeking enough interested students to form a charter and offer leadership. (SD) (8.13.19) 3. Implemented and ongoing as part of on-campus and off-campus outreach efforts. OSAC publications, in English and Spanish, are shared and discussed. (10.1.18) COMPLETED (1.25.19)
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<p>LGBTQ Support:</p> <ol style="list-style-type: none"> 1. Create “Rainbow Space” – safe space for students and teachers to be together outside academics 2. Open or promote self-identification 3. Initiate LGBTQ club 4. Build awareness of how to support students in transition 5. Build and promote mechanisms for student to student peer mentoring support 		<p>Ryan Brusco Michelle Gietl</p>	<ol style="list-style-type: none"> 3. Established Gender-Sexuality Alliance (G.S.A) Club (10.1.18) The G.S.A. club has shown no activity during the fall or winter quarters despite follow ups to the student who reestablished the club. (RB) (1.25.19) G.S.A still has shown no activity (RB) (6.10.19) 1, 2, 4, 5. Need additional resources and time to complete. Will engage with GSA members to assist in meeting these objectives. (10.1.18) No actions have been started since the club has shown no activity. (RB) (1.25.19) 4. Gender Inclusivity Workshop: Best Practices for Supporting Trans* & Non-Binary Students workshop. This campus wide and community educational workshop built awareness around supporting trans and non-binary students. (RB) (5.21.19) 1,2,5. Need additional resources and time to complete, but will be challenging without an active G.S.A on campus. (RB) (6.10.19) <p>NO CHANGE – We will revisit all of the above items to figure out a way to move forward. (MG) (6.18.19)</p>
<p>Housing resources:</p> <ol style="list-style-type: none"> 1. Research need and feasibility of providing student housing (on campus or locally) 	<ol style="list-style-type: none"> 1. February, 2018 	<p>Dan Spatz</p>	<p>Student housing needs survey, feasibility and financial analysis completed January 2018; college board requested formal partnership with City of The Dalles and Wasco County in August 2018. Other partners may also have role. Permission granted by Oregon Dept. of Justice to use housing investment as fiscal match for skills training center. Match must be obtained by January 2019. (10.1.18)</p> <p>Campus housing project funded as part of skill center project. A&E in 2019-20; groundbreaking anticipated 2020. (1.25.19)</p> <p>COMPLETED</p> <p>Groundbreaking scheduled for April 2020. (7.29.19)</p>

Strategic Goal #3: Provide Curriculum and Programs that are Relevant and Diverse

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
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 <hr/> <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 Learning outcomes at the degree/certificate/program Level Learning outcomes at the institutional level (Core Learning Outcomes) Regional industry satisfaction with CGCC 	<ul style="list-style-type: none"> Program review inform development Advisory committees established for all CTE programs by end of fall 2017-18 Program development guidelines established by May 2017 	A1.3 B3.1 B3.2 B3.3 C1.2	Lori/ Instruction

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Establish guidelines for the adoption and sunset of credit and non-credit programs	October 2018	Susan Lewis	<p>Met with Stephen Shwiff, transfer director, to begin development of guidelines. Rough draft of outline created with plan to flesh out and take to Curriculum Committee for input September 21. (10.1.18)</p> <p>Draft of process document reviewed by Curriculum Committee in January. Includes timeline and standards to be met. Determination of required levels of expectations will need further research and input from a wider college group. (1.25.19)</p> <p>Draft process reviewed by VP of Instruction and president. Approval to move forward to next steps regarding establishing benchmarks for standard. Meeting with team on 7/18 to determine benchmarks or at least to decide on how the benchmarks will be set and by whom. (7.12.19)</p> <p>Program Review team decided to hold off on setting benchmarks. May revisit the idea after one or more programs navigate the process. See if the benchmarks are needed. (7.29.19)</p> <p>NEW IG/SPG 7.1.19</p>
Conduct surveys and hold focus groups to identify emerging and current employment training needs: <ol style="list-style-type: none"> Staff and Board members conducting site visits of local industry to identify unmet skill sets in order to inform instructional programming. Survey students (current and post-graduation) regarding job 	<ol style="list-style-type: none"> Winter/Spring 2018 2018-19 	Dan Spatz	<p>Initial surveys completed April 2018. Current focus is on program development. Job readiness survey will be conducted February 2019 in coordination with WorkSource Oregon and ECWorks. (10.1.18)</p> <p>New data to be collected through community perception survey Spring 2019. Requesting guidance from ECWorks on skill center programming. Identified aviation maintenance as initial focus. (1.25.19)</p> <p>Data being collected through business & community survey Summer 2019. Survey under way; results by Sept. 2019. (7.29.19)</p>

Research and develop new certificates/degree program to fit our community's needs: 1. Education 2. Unmanned Aircraft Systems (UAS) 3. Fire Science/Paramedic	2018-19	Lori Ufford	1. MMT grant in process with decision expected by December. Initial work begun with OSU and local school districts. (10.1.18) MMT grant awarded to CGCC. (1.25.19) 1 st cohort for the Elementary Educator Transfer Pathway starting fall, 2019. 2 nd year coursework still under development. (8.13.19) INSTITUTIONAL 2. & 3 CTE programming is developing in conjunction with potential Skill Center (10.1.18) Institutional Goal #4 set 7.1.19 is to "Optimize Potential of Skills Center." 2019-20 SPG "Identify and initiate development of Skill Center programming that addresses regional needs." (8.13.19) NEW IG/SPG 7.1.19
Design proposal for the integration of OER, distance education, and course development: 1. Draft rubric to align curriculum, distance education, and OER development 2. Clarify impacts to Collective Bargaining Agreement (negotiation underway in Fall/Winter 2017/18)	1. Summer, 2018	John Schoppert, Susan Lewis, Paula Ascher	1. On hold pending budgeting decisions (10.1.18) 2. Contract approved and will be taken into consideration for any proposal (10.1.18) POSTPONED – anticipated return summer, 2019 (1.25.19) CANCELLED – budgeting for curriculum development remains under departmental control. Further action in this area has been cancelled as of this date. (7.12.19)
Rework community education (non-credit) faculty pay scale, hiring documents, and processes: 1. Conduct final legal review 2. Implement	Summer, 2018	Suzanne Burd	Implemented Summer term 2018 (10.1.18) COMPLETED

Strategic Goal #3: Provide Curriculum and Programs that are Relevant and Diverse

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
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 <hr/> <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 Learning outcomes at the degree/certificate/program level Learning outcomes at the institutional level 	<ul style="list-style-type: none"> Practices identified by spring 2017 2017-18 Budget includes professional development fund Process for requesting professional development dollars established by fall 2017 	A1.1 A3.2 B2.3 B2.4 B3.2 B3.3	Lori/ Instruction

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Establish process for requesting professional development	Spring, 2018	Lori Ufford	Delayed to fall, 2018 (10.1.18)
Develop and implement a professional development plan addressing: <ol style="list-style-type: none"> 1. Teaching fundamentals 2. Online instruction 3. Multicultural instruction 4. Open Education Resources (OER) 5. Guided Pathways (GP) 6. Dual credit/Accelerated Learning 7. Growth Mindset 	2018-19	Lori Ufford	Work to begin in fall, 2018 (10.1.18)
Build faculty engagement in Communities of Practice (formerly referred to as Faculty Inquiry Groups)	2018-19	John Schoppert	POSTPONED – Waiting to see amount of PD funding will be available in the next budget. (1.25.19)

Strategic Goal #3: Provide Curriculum and Programs that are Relevant and Diverse

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
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 <hr/> <ul style="list-style-type: none"> Percentage of FTE enrolled in credit courses Enrollment of underrepresented populations Student satisfaction with CGCC experience 	<ul style="list-style-type: none"> Identification of viable modes by September 2017 Development and delivery by Fall 2019 	A1.1 A3.2 A4.1	Instruction

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status

Explore and implement a wholly online certificate/degree 1. Business (Entrepreneurship certificate) 2. AAOT	1. Fall, 2019 2. 2018-19	1. Stephen Shwiff 2. DCs	1. Discussed with CAO - potential accelerated online certificate - target 3-5 years (10.1.18) Business Entrepreneurship Certificate added two online courses and plans on hybrid for most courses in 2019-20 year. (6.27.19) 2. Developed online SCI courses, COMM 111, (2019-20 school year) to meet AAOT requirements. MTH online courses proposed for development 2020-21 school year. Once MTH AAOT requirement online, AAOT will be fully online. (6.27.19)
Develop certificate/degree in which all courses are designed to use OER or Low Cost materials	Spring, 2019	John Schoppert	In progress – instructors continue to received OER grant funding. (1.25.19)
Implement student-centered scheduling	2018-19	Lori Ufford	Started in spring/2018 and continuing in fall/2018. (10.1.18) Prospective yearlong schedule completed to inform students and advising planning (6.28.19) COMPLETED
Research, develop, and implement synchronous instruction model: 1. Pre-College/Adult Basic Education (ABE) 2. Credit	1. Spring, 2018 2. 2018-19	1. Brackenbury 2. Instruction/IT	1. Delivered in ABS spring/2018 (10.1.18) INSTITUTIONAL (1.25.19) 2. Credit roll out in Fall/2018 (10.1.18) All BA classes offered synchronously 2018/19 (6.27.19) Synchronous instructor training plan developed and implemented 4.22.19 for Spring term BA instructors. (6.27.19) INSTITUTIONAL (6.27.19)
Increase community “Hotspots” and/or access support for students	2018-19	John Schoppert Dan Spatz	Google finalizing its grant award to the Dalles-Wasco public library – includes 25 hotspots ear-marked for CGCC. Decision expected before June. (JS) (1.25.19) Google grant awarded. Implementation anticipated by August, 2019. (DS) (7.24.19)

Strategic Goal #4: Expand Collaborations with Business, Industry and Educational Partners

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
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 <hr/> <ul style="list-style-type: none"> Students who transfer to Oregon University System 	<ul style="list-style-type: none"> Refresh MOU with degree partnership institutions by spring 2018 Identify majors in concert with state guidelines by 2019 Transfer maps aligned by 2019 Establish majors that articulate to OUS universities; Create transfer maps 	B2.7	Lori Ufford/ Instruction

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Transition to OCNE curriculum (1st cohort fall, 2018): 1. Refine nursing courses in anticipation of fall, 2018 start 2. Suspend Practical Nursing certificate: Submit substantive change to NWCCU	1. 2017-18 2. Summer, 2018	Doris Jepson	1. On track and ongoing. (10.1.18) Fall term completed; will continue over next two years. (1.25.19) First year completed. (6.10.19) COMPLETED 2. Suspension approved for fall 2018 by CC & Board. Submitted to CCWD and will go to NWCCU following CCWD approval. (10.1.18) Approved by NWCCU 5.22.19 COMPLETED (6.10.19) Suspension of Traditional AAS in Nursing Curriculum approved for fall 2019 by CC & Board. Will be submitted to CCWD and go to NWCCU following CCWD approval (1.25.19) Approved by NWCCU 5.22.19 COMPLETED (6.10.19)

<p>Maintain current and develop new articulation agreements with other educational institutions:</p> <ol style="list-style-type: none"> 1. Develop process for creation and management of articulation agreements 2. Meet with Oregon and Washington universities to create seamless transfer and articulation agreements 3. Expand articulation agreements from one year to three years 	<p>2018-19</p>	<p>Director of Curriculum & Assessment Registrar</p>	<ol style="list-style-type: none"> 1. Reviewing current AR/OP for needed updates (10.1.18) Waiting for revised procedure for updating ARs/OPs. (SL) (1.25.19) AR/OP for articulation agreements updated with VPSS, VPIS, registrar, and CTE dean. (DSJ) (8.21.19) Still waiting for AR/OP process for approval and posting. (SL) (6.27.19) 2. Meeting with advising to form list of potential programs for articulation (SL) (10.1.18) Developing Ed Pathway in collaboration with OSU. When curriculum/program is finalized, an articulation agreement will be formalized. (1.25.19) Curriculum development will be completed by October, 2019. At that time, we will move forward with an official articulation agreement. Requested the completion of an MOU to assure future articulation. Lori working with OSU. Enrolling students for fall, 2019. (SL) (6.27.19) Waiting for release of statewide Major Transfer Modules (MTM) and direction on how they should be offered. (SL) (1.25.19) Biology MTM released. Still waiting for direction from state on how to publicize and how the transcripting will work. Education MTM reported to be going for approval fall, 2019. Have adapted CGCC's Elementary Educator Transfer Pathway with OSU to include MTM curriculum. (SL) (6.27.19) Added WGU articulation agreement that was statewide approved and not on CGCC radar. Complete- on transfer articulation webpage. Added new agreement with CSU-Global Campus. (DSJ) (8.21.19) In-progress VPSS reached out to EOU to create a transfer agreement (mostly SS focused work). Identified additional schools to reach out to. (DSJ) (8.21.19) 3. Dependent on #2 (SL) (10.1.18) No change. (SL) (6.27.19)
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<p>Strengthen transfer between CGCC and universities:</p> <ol style="list-style-type: none"> 1. Support state initiative (HB 2998) 2. Promote course outcomes as method for gauging transferability 3. Create "Transfer" team to include: CTE and Transfer Directors, Registrar, SOAR, Advising Director, Department Chairs, Director of Curriculum & Assessment <ol style="list-style-type: none"> a. At each high school and university, identify point-of-contact individuals related to transferability b. Establish official liaisons within CGCC to communicate with universities 	2018-19	Registrar Director of Curriculum & Assessment	<ol style="list-style-type: none"> 1. John Copp serving on State transfer group, providing updates. Dawn member of OTAC. Core Transfer Map begins fall, 2018. (SL) (10.1.18) Core Transfer Map (CTM) included in 2019-20 catalog. MTMs not included at this time. Will enter Biology MTM on website in summer, 2019. (SL) (6.27.19) CTM added as option for grad petition. Work being done to use CTM as guide for College Now students/advisors. (DSJ) (8.21.19) 2. COMPLETED at state transfer meetings, AAOT outcomes to be based on gen ed transferability (SL) (10.1.18) 3. Not addressed as of yet. DC&A meeting regularly with Ryan Brusco to address transfer questions and goals. GECS makes connections with High School and college administrators. (SL) (10.1.18) POSTPONED due to lack of staff availability. (SL) (6.27.19) <ol style="list-style-type: none"> a. COMPLETED ORACRAO website identifies POC for transfer related questions or information. (DSJ) (8.21.19) b. ...
<p>Provide clear transfer information to students:</p> <ol style="list-style-type: none"> 1. Provide transfer path maps on website 2. Provide students with specific points-of-contact at Oregon universities, and educate them on self-avocation regarding transfer of credit 	<ol style="list-style-type: none"> 1. When state process is complete 2. 2018-19 	<ol style="list-style-type: none"> 1. Curriculum Office / Registrar 2. Advising 	<ol style="list-style-type: none"> 1. Website has links to university transfer sites. Waiting for final product in regards to USTAs. (SL) (10.1.18) Waiting for the development of advising guides for the top 4 transfer majors. (DSJ) (8.21.19) 2. INSTITUTIONAL Pathfinder/Career & Transfer Center provides information on contacts at universities. OSU, EOU, Linfield, and OHSU have established stronger contact pathways for students. (10.1.18)
Develop degree partnerships with 4-year institutions	2018-19	Student Services	Planned activity (10.1.18) POSTPONED: VPSS position vacant for 4 months. New VPSS will convene SS team to identify DP institutions to add. OSU DP updates added. Increase in number of students applying for OSU DP. (8.21.19)

Strategic Goal #4: Expand Collaborations with Business, Industry and Educational Partners

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
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 <hr/> <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 	<ul style="list-style-type: none"> • Four percentage annual increase of local high school student enrollment; • [X] established career pathways between districts and college; • [X] percentage annual increase of high school students participating in dual credit courses; • Max student participation in Gorge Scholars program (12) 	A.2.1 C2.1	Eric/ Student Services

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Improve relations with high school partners and the ESD	2018-19	Eric Studebaker	INSTITUTIONAL (1.25.19) MOA's were acknowledged by all school districts involved in dual credit. Facilitated high school dual credit training October, 2018. 45 high school instructors and administrators attended. CGCC collaborated with ESD on a rural high school grant. The grant provided reimbursement to the small rural schools and purchased dual credit course materials. (8.21.19)

Build strong partnerships between high school and CGCC faculty	2018-19	Lori Ufford	<p>In progress. Collaboration meeting in October. Sponsored dual credit mentorship. (10.1.18)</p> <p>INSTITUTIONAL (8.2.19)</p> <p>Eleven CGCC instructors offered mentorships to dual credit curriculum. Added 21 new college now classes in 2019. 22% increase. 14 CGCC faculty mentored college now instructors. (DSJ) (8.21.19)</p>
Provide information to home schooled students re: Early College	2018-19	E. Studebaker Gerardo Cifuentes	<p>Postponed (1.25.19)</p> <p>CANCELLED (GS) (8.30.19)</p>
Expand dual credit and high school to college pathways	2018-19	E. Studebaker Lori Ufford Gerardo Cifuentes	<p>In progress: Dual credit, Ed Pathway, faculty mentoring (10.1.18)</p> <p>MA pathway with HRVHS. (1.25.19)</p> <p>Elementary Educator Transfer Pathway is based on a Guided Pathway model that includes dual credit guidance. (8.13.19)</p> <p>INSTITUTIONAL</p> <p>Use of Core Transfer Map as a pathway for College Now students introduced October, 2018. Planning efforts have begun to roll out pathway to College Now instructors fall, 2019. (DSJ) (8.21.19)</p> <p>College Now was relocated to Instructional Services. (GC) (8.30.19)</p>

Strategic Goal #4: Expand Collaborations with Business, Industry and Educational Partners

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
3. Work with regional organizations to develop and offer internship programs	<ul style="list-style-type: none"> Provide opportunities to students for experiential learning Number of business and industries assisted by CGCC Regional industry satisfaction with CGCC 	<ul style="list-style-type: none"> Launch internship program by 2019 1 partnership created for internship 	C.1.1 C1.2	Lori Ufford

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Identify internship opportunities: <ol style="list-style-type: none"> Build internship opportunities related to Title I requirements for adult dislocated workers. Fully implement and promote Gorge Works opportunities Identify internship opportunities for all students 	2018-19	<ol style="list-style-type: none"> Franceina Brackenbury Dan Spatz Instructional Directors 	<ol style="list-style-type: none"> Created work experience opportunities related to Title 1B requirements for youth and adult/dislocated workers. INSTITUTIONAL (1.25.19) GorgeWorks internship program launched June 2018; four interns placed. Recruitment for 2019 starts January 2019. Port, college and chamber are working to transfer GorgeWorks to college responsibility by 2020 with 2019 as transitional year. (10.1.18) Status unchanged. (1.25.19) Chamber has lead in 2019; plan is to transfer to college in 2020-21. (7.29.19) Building experiential learning opportunities in BA redesign (10.1.18) Entrepreneurship program to work with SBDC to create links between students and community partners in job shadowing/internships. Capstone course each year to place students in community settings – May/June 2020. (2.15.19)

Improve the inclusion and participation of technical Advisory Boards in the development and maintenance of CTE programs	2018-19	CTE Director	<p>CTE Advisory Boards meet twice a year - October and March - for all CTE degree programs. Agendas are participatory and include a review of current curriculum and recommendations for improvements or revisions. (10.1.18)</p> <p>October 2018 meetings were held for three Advisory Boards (STEM, ECE, CAWT). (1.25.19) INSTITUTIONAL</p>
Conduct business/campus tours	2018-19	Dan Spatz	<p>On-going. Recent visits include Union Pacific and fiberoptics. (10.1.18)</p> <p>Union Pacific grant to expand welding classes received October 2018 resulted from earlier campus tour. (1.25.19)</p> <p>Campus tour with Boeing anticipated September 2019 in support of aviation maintenance program. (07.29.19)</p> <p>INSTITUTIONAL</p>
Develop work/skill center	2018-19	Dan Spatz	<p>Oregon Dept. of Justice authorized investment in campus housing as match for \$7.3 million Article XI-G allocation to construct skills center. College board approved request assistance to Enterprise Zone partners in August 2018. Decisions expected by December 2018 for January 2019 match deadline. If successful, construction will occur 2020-22. (10.1.18)</p> <p>IGA with city and county approved January 2019. College board approved January 2019. College bond sale scheduled Jan. 30, 2019. State bond sale scheduled May 2019. College to retain project manager and submit conditional use permit to city planning department. (1.25.19)</p> <p>Full match achieved Feb. 2019.</p> <p>State bond sale occurred June 4, 2019. Project manager selected in June 2019. Architect to be selected August 2019. Project must be completed by June 4, 2022. Project completion anticipated summer 2021. Project consists of skills center and student housing. (07.29.19)</p> <p>Institutional Goal #4 set 7.1.19 is to "Optimize Potential of Skills Center." (8.13.19)</p> <p>NEW IG/SPG 7.1.19</p>

Strategic Goal #5: Stable, Flexible Funding that Maintains Quality Programs, Faculty and Staff

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
1. Strengthen connections with community members and business partners in order to stay abreast of regional educational and workforce needs	<ul style="list-style-type: none"> Respond to workforce needs through development of new CTE, customized training Develop relevant non-credit certificate programs <hr/> <ul style="list-style-type: none"> Percentage of FTE enrolled in non-credit courses Regional industry satisfaction with CGCC Community awareness and perception of CGCC 	<ul style="list-style-type: none"> Review and update hiring processes for non-credit programs by February 2017 Identification of non-credit program develop annually 	A1.3 C1.2 C2.1	Dan Spatz Suzanne Burd / Rick Leibowitz Steph Hoppe

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
Establish contracts out of districts: Establish a MOU with Sherman, Gilliam and Wheeler counties to formalize delivery of services, including: distance delivery of credit classes, Adult Dislocated Worker, STEPS Grant, Community Education, and Customized Training.	Summer 2018	Dan Spatz	In process. Dr. Cronin and Dan met with Gilliam Co. Judge and superintendents August 2018. Gilliam Co. Court is reviewing. (10.1.18) Pending; Judge Shaffer lost election so we are building relationship with new county judge. (1.25.19) Met with Gilliam Co. Judge Elizabeth Farrar; letters of support from multiple entities for USDA RD distance learning proposal. (6.15.19)

<p>Build/maintain connections with potential business funding sources:</p> <ol style="list-style-type: none"> 1. Research potential partnership between Google and CGCC addressing workforce needs 2. Develop and promote industry/business sponsorship (hospital contracts, solar installation through Oregon Renewables Co-Op) 3. Research and pursue scholarships and program support for potential UAS programs (Boeing Foundation) 4. Research potential support for Food & Beverage/Fermentation program (EDA Grant) 5. Explore USDA funding and other funding for Culinary Arts program 	<ol style="list-style-type: none"> 1. Spring, 2018 2. Summer, 2018 3. 2018-19 4. 2018-19 5. Spring, 2019 	<p>Dan Spatz Suzanne Burd</p>	<ol style="list-style-type: none"> 1. In process with focus on fiberoptic installation (10.1.18) USDA distance learning proposal submitted and pending as of July 2019. (6.15.19) 2. Hospital CEO forum to be scheduled Fall/Winter 2018 (10.1.18) Responding to PHRMH request to establish dental assistant program; need to meet with MCMC CEO and leadership team on nursing program support. (1.25.19) Hospital CEO forum to be scheduled Spring 2020. (6.15.19) 3. Outreach under way to new CEO of Insitu (10.1.18) Tiffany scheduling meeting with Insitu CEO; introduced Dr. Cronin to new CEO at Sen. Wyden dinner in January 2019. (1.25.19) Outreach continuing with new CEO of Insitu. Met with human resources director 7.24.19 to discuss aviation maintenance program. Working with MCEDD and NWPUD on USDA RED program loan/grant; PUD board to consider in March. (1.25.19) Met with Boeing in Everett July 2019; follo-up work continuing in support of aviation maintenance / Uas program (7.25.19) 4. Three responses to RFP for food & beverage survey currently under review (10.1.18) Food and Beverage Collaborative Feasibility Study completed. Recommendations under review. Presented to Board of Ed in January. (1.25.19) COMPLETED 5. This needs to wait until we decide whether to start program, but potential partnerships are being explored (10.1.18)
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Build expanded team for the further development of Customized Training		<p>Suzanne Burd</p> <p>Rose Kelly</p> <p>Rick Leibowitz</p>	<p>In progress. (10.1.18)</p> <p>This activity is on hold as long as Suzanne is involved in growing the community education program. (1.25.19)</p> <p>Customized Training to be assigned via contracts to Suzanne Burd starting Feb. 1. (DS) (1.25.19)</p> <p>Community Education program assigned to Rose Kelly. Fall/summer 2019 schedule promoted this program on cover. (1.25.19)</p> <p>Customized Training assigned to Rick Leibowitz. (7.1.19)</p>
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Strategic Goal #5: Stable, Flexible Funding that Maintains Quality Programs, Faculty and Staff

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
2. Meet eligibility requirements for broader federal funding that supports student access and success	<ul style="list-style-type: none"> • Ensure adequate resources to support instruction and student success • Successful Title III Grant application in 2016-2017 • Meet Title V Grant Eligibility Requirements by Fall 2017 • Title V Grant application in 2021 <hr/> <ul style="list-style-type: none"> • Enrollment demographics variance from regional • demographics for students • Enrollment of underserved populations 	<ul style="list-style-type: none"> • Hire Community Outreach position by winter, 2017 • Collection of data for application by January, 2017 • Successful submission of Title 3 grant application by March 2017 	A3.1 A3.2	Dan Spatz

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status

<p>Submit relevant grant applications:</p> <ol style="list-style-type: none"> 1. Meyer Memorial Grant 2. National Science Foundation (2nd grant) 3. Generate matching dollars in order to secure 11 G funding <ul style="list-style-type: none"> • Conduct feasibility study regarding student housing 	2018-19	<ol style="list-style-type: none"> 1. Dan Spatz 2. Mary Kramer 3. Dan Spatz 	<ol style="list-style-type: none"> 1. Follow-up meeting with MMT and partners held in August. Grant currently under review at MMT. Decision expected by 12/18 (10.1.18) COMPLETED – MMT grant received. Teacher education track to start fall, 2019. (1.25.19) 2. Work has begun on NSF application. Grant is due 10/1/18. (10.1.18) Grant was submitted 10/1/18. Decision expected by May 2019. (1.25.19) Grant was not funded. Will revise and resubmit October, 2019. (6.27.19) 3. Student housing feasibility study completed January 2018. Student housing and skill center match achieved January 2019. Major next steps: Bond sales; Conditional use permit application; selection of project manager. (1.25.19) State bond sale completed June 2019. Project manager selected June 2019. A&E request for proposals released July 2019. (7.25.19) COMPLETED
Apply for Federal Title III and Title V Grants	2019	Dan Spatz	<p>Pending release of RFPs. (1.25.19)</p> <p>Title III, V proposals submitted July 2019. (7.25.19)</p> <p>COMPLETED</p>

Strategic Goal #5: Stable, Flexible Funding that Maintains Quality Programs, Faculty and Staff

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
3. Develop the partnership between CGCC and CGCC Foundation while following the terms of the Memorandum of Understanding	<ul style="list-style-type: none"> Develop strong ambassadors for CGCC Increase private donations Provide students resources for attending CGCC <hr/> <ul style="list-style-type: none"> Community awareness and perception of CGCC 	<ul style="list-style-type: none"> Develop diverse foundation board membership Increase private donations by [x] percent each year Develop a policy and process for professional development by June 2017 	C2.1	Steph Hoppe

Work Plans to accomplish above objective			
Action	Schedule	Lead	Activity/Status
<p>CGCC Foundation will align its efforts with the college's master plan through acquisition and allocation of foundation resources.</p> <p>1. Develop an annual foundation budget that reflects alignment with three-year CGCC master plan cycle</p> <ul style="list-style-type: none"> Write a college/foundation communication procedure Write a budget development procedure that addresses college/foundation collaboration 	2018-19	Steph Hoppe	<p>In progress; Anticipated timeline to completion November 2018 (10.1.18)</p> <p>Developed communication procedure and a budget development procedure, which were approved by the CGCC Foundation board 10.24.19. Both procedures were reviewed and approved by CGCC. (7.19.19)</p> <p>COMPLETED (1.25.19)</p>

<p>CGCC Foundation board development will support its mission and prepare members to serve as CGCC ambassadors.</p> <ol style="list-style-type: none"> 1. Provide Foundation Board with trends in education for community colleges, significant data, legislation, and demographics of our student population and service area 2. Perform community outreach to form connections that support the foundation and college missions <ul style="list-style-type: none"> • Create an ambassador packet in conjunction with the college to share with potential partners and community members • Introduce board members to the packets and ways to connect with potential partners and community members 	2018-19	Steph Hoppe	<ol style="list-style-type: none"> 1. Ongoing (10.1.18) CGCC Foundation's Board receives information at regular board meetings from the college president and Board of Education liaison; from monthly college newsletters and messages; and from CGCC Foundation executive director. (7.19.19) INSTITUTIONAL 2. In progress; Anticipated timeline to completion January 2019 (10.1.18) Completion expected March, 2019 (1.25.19) A small group of college and Foundation Board members were asked to provide feedback on items to include in the ambassador packet; CGCC marketing team was asked to help create those items; the creation of those items is in the works; after item creation, the boards will be trained on those items. (7.19.19)
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