Strategic Planning Team
Goal #1 Adoption/Implementation of Equity Practices

Friday, April 19, 2019
Time: 1:00 – 4:00 pm
Location: Board Room, Building 1, 1ˢᵗ floor, The Dalles Campus

ATTENDEES:

Kristen Booth	Courtney Judah	Ashley Michels
Jennifer Christensen	Joel Kabakov	Pam Ritzenthaler
Megan Hoak	Susan Lewis	Kelly Sullivan
P.K. Hoffman	Mary Martin	

MINUTES

MEETING GOAL: Build a framework for achievement of the Institutional Goal

Opening conversation on the meaning of equity. The following list is areas that the group thought fell under the context of establishing equitable practices and mindset at CGCC:

- Access
- Cultural fluency
- Inclusiveness
- Teaching practices
- Curriculum
- Mental health
- Equity is addressing more than race/ethnicity, includes equity regarding socioeconomic differences as well.
- "Ableness"
- Employment practices
- Technology
- Parenting/nursing students/employees
- Equitable chance of success
- Inspiring student engagement in order to access available services
- Encourage student voice and self-advocacy

1. **Finalize Institutional Goal (IG) title**

   Goal Title: Adoption/Implementation of Equity Practices and Mindset

2. **Define goal achievement and determine assessment strategies for tracking progress and recognizing achievement**

   Achievement is defined as:

   - Students and employees report that they feel the college treats them equitably.
   - Equitable practices are in place and implemented.
   - Equitable practices are making a positive difference.
   - There is college-wide awareness of equity strategies and their implementation.
   - The college is in compliance with HB 2864.

- The college is meeting the spirit of HB 2864 as well as complying with its stipulations.

Assessment of achievement of IG:

- Exit interview for students dropping
- Student equity surveys (general and within individual classes)
- Advising contact
- Retention rates – potential retention bump may be an indicator; however, it is recognized that we would not know precisely the cause of the bump and could only speculate on its being the result of the college's adoption of more equitable practices.
- Student course completion rates
- Important to use disaggregated data where possible, and to develop such assessments where needed

Assessment of overall achievement of the Institutional Goal will be better determined when the 2019-20 evaluation/assessment is complete and the long-range plan is decided.

3. **Create a two- to five-year broad action plan**

Creating a long-range plan was not completed as the team felt that more information was needed. It was decided that this was one of the Strategic Goals for 2019-20 to develop the long-range plan based on evaluation of current status of equitable practices/mindset at the college.

4. **Establish strategic goals for the 2019-20 academic year**

- Define equity, its purpose and value at CGCC and communicate this definition to the college community
- Institutionalize a Diversity, Equity & Inclusion Committee
- Conduct an evaluation/assessment of how CGCC is currently meeting Cultural Competency Standards
- 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.

5. **Brainstorm processes for reporting progress and determining annual strategic goals in the next two to five years**

Suggested that the Diversity, Equity & Inclusion Committee could conduct the strategic planning meeting in the future. Concern was expressed about a small committee being

responsible for an Institutional Goal as well as making sure that our planning processes were inclusive and transparent.

Specific Suggestions:

- Review how CG courses may address equity in regards to access and student achievement
- Incorporation of "Brave Spaces" in classrooms and in general
- Strengthen support services for online activities (courses, registration)
- Respond to need for childcare services
- Use MCOD evaluation tool for campus-wide evaluation/assessment of equity
- The current Access and Diversity Committee could be the nucleus of the Diversity, Equity & Inclusion Committee.

Strategic Planning Team
Goal #2 Increase/development of strong Campus Life Culture

Friday, May 3, 2019
Time: 1:00 – 4:00 pm
Location: Board Room, Building 1, 1st floor, The Dalles Campus

ATTENDEES:

Dr. Marta Cronin	Susan Lewis	Tiffany Prince
Joel Kabakov	Emilie Miller	Jacob Toda
Rose Kelly	Pam Morse	
Zip Krummel	Jonathan Neptune	

MINUTES

MEETING GOAL: Build a framework for achievement of the Institutional Goal

Opening conversation on the meaning of Campus Life and thoughts about potential strategies for building a more robust Campus Life in both The Dalles and Hood River. Campus Life was described as the engagement in a college experience that goes beyond the classroom and extends past the student's attainment of his/her educational goal. It may take on different qualities on each campus and as for the college as a whole. Campus Life builds a CGCC culture that brings together students, college employees and the community. As such, it is necessary to involve all of these stakeholders in the development of a vibrant Campus Life and create meaningful methods of communication in the furthering of this goal. (See below to find a list of specific suggestions.)

1. **Finalize Institutional Goal (IG) title**
    Goal Title: Build a Vibrant Campus Life

2. **Define goal achievement and determine assessment strategies for tracking progress and recognizing achievement**

    Achievement is defined as:

    - Campus Life can be heard and seen at anytime
    - Consistent participation by students, employees, and community
    - A fuller activity calendar with consistency of programming
    - Community comes to campuses for CGCC events/activities
    - Community seeks to hold their events on the CGCC campuses
    - CGCC uses current marketing strategies
    - Campus Life is supported through budget allocations
    - Campus Life extends beyond the student's educational goals – alumni are engaged in the college for a lifetime

Assessment of achievement of IG:

- Participation at CGCC events (potential disaggregation of data showing student, employee, and community participation)
- Gather event feedback
- Track number of community events held at CGCC
- Track marketing hits
- Exit survey for graduates.
- CCSSE & SENSE responses

3. **Create a two- to five-year broad action plan**

Creating a long-range plan was not completed as the team felt that more information was needed. It was decided that this was one of the Strategic Goals for 2019-20 to develop the long-range plan based on an evaluation of current Campus Life conducted in 2019-20.

4. **Establish strategic goals for the 2019-20 academic year**

- Establish a cross-campus steering committee that includes students, employees, and community members.
- Create a long-range plan (2-4 years).
- Build a Campus Life marketing plan.
- Evaluate current Campus Life and determine strategies for ongoing assessment.
- Identify events/activities to be adopted, and determine the necessary resources.

5. **Brainstorm processes for reporting progress and determining annual strategic goals in the next two to five years**

- Agreed that there is a need for dissemination of assessment information related to mission/Core Theme achievement.
- Assessment Summit could be improved by the inclusion of non-committee affiliated individuals.
- Would like to see IG/SMP updates twice a year (December to inform budget build and an end-of-year summation. Post on website and send a link to all.
- In coming years, SMP goals could be created by the Campus Life Steering Committee plus other interested individuals. Thought that the open invitation process used for this round would achieve this.

Specific Suggestions:

Development

- Student involvement in organizing and decision making

- o Student focus groups
- o Survey of student interests
- Community engagement
- Provide consistency in programming in order to build participation (weekly, monthly, annual events repeated)
- Scheduling – previous course scheduling that left the noon hour open for events and meetings
- Be sure to keep in mind issues related to facilities management: safety, feasibility, building and grounds maintenance, budgetary impacts
- Develop strong advertising/marketing strategies that are current and accessed by all constituencies
- Provide information on how anyone could get involved in the development of activities – may be on the webpage and elsewhere

Suggested Activities or Activity Concepts

- Student Life Center – current proposal to redesign former tutoring lab next to café to be a Student Life Center where students can hang out, relax, mingle, enjoy themselves.
- Mountain Bike Path – in process – bringing together college and community in its creation.
- Community Ed offerings – current or in process – paddle boarding, kayaking, disc golf, etc.
- Other colleges often center Student Life around the inclusion of sports program or Greek society.
  - o Intramural sports – can be costly
- Hold events on campus rather than off-campus: Instead of having an author reading at Klindts, have it on The Dalles campus. Difficulties are present with hosting certain types of events on the Hood River campus because of limitations in facilities.
- The Grenada Theater is available for holding events.
- Hold child friendly events that allow entire families to attend. Hold events that highlight children that would result in parents coming to see their children. Can build potential for these parents then to attend other events and activities at the college.
- College pep band
- Science Pub Night – current activity
- Gardening

Strategic Planning Team
Goal #3 Develop/Implement Guided Pathways Model

Friday, April 26, 2019
Time: 9:00 am – 12:00 pm
Location: Board Room, Building 1, 1st floor, The Dalles Campus

ATTENDEES:

Robert Clark	Susan Lewis	Stephen Shwiff
Mike Johnson	Mary Martin	Abel Wolman
Kristen Kane	Ashley Michels	Lori Ufford
Zip Krummel	Monica Pope	

MINUTES

MEETING GOAL: Build a framework for achievement of the Institutional Goal

Opening conversation focused on getting a better understanding of Guided Pathways (GP) concepts as well as sharing what actions have been taken in this work to date. Lori shared some history of the GP movement nationally and in Oregon. Described Oregon's community college adoption cohorts and how CGCC is primed to enter the 3rd and final cohort this coming year. There are advantages to being a part of the final cohort – taking advantage of the work that has been done by the previous two cohorts.

Discussion proceeded around how GP may impact different areas at CGCC. Team discussion included: potential for limitation of student choice and not, a more informed student, staying on track to "completion," the need for a CGCC definition of completion, the avoidance of extra credits unrelated to goal, lowering the use of financial aid, GP's potential for transfer vs terminal degrees, earlier determination of major, meta major groupings and purpose, integration with student/campus life Institutional Goal, extending GP into the high schools, recognizing that CGCC students enter from various places with differing potential for previous credits earned, advising and mentoring possibilities, impacts on breadth of curricular offerings, importance of common understanding/awareness across college community, need for appropriate and accurate data, how developmental education fits into GP, and first-year experience opportunities.

Recent work has been done by the Instructional Council on the determination of meta majors. Five meta majors were chosen: Business; Education and Social Services; STEM (Computer, Engineering, Manufacturing, Science and Math); Liberal & Creative Arts; and Healthcare & Wellness.

1. **Finalize Institutional Goal (IG) title**

Goal Title: Establish an Institutional Guided Pathways Model

2. **Define goal achievement and determine assessment strategies for tracking progress and recognizing achievement**

   Achievement is defined as:

   - Students do not run out of financial aid prior to "completion."
   - CGCC's retention and completion rates are improved.
   - CGCC has a clear definition of what "completion" means regarding our students.
   - Students are able to make informed and meaningful "major" declarations early in their college career.
   - Have advising guides that provide students with recommended pathways for completion within meta majors, career and technical programs, and transfer degrees and major transfer modules.
   - Students are aware of pathways and receive contact, advising and mentoring, intervention, and promotional materials.
   - Students are assisted in their choice of major through first-year experience.
   - GP is integrated with financial aid and its regulations.
   - GP and Student/Campus Life IGs are collaborating in order to strengthen both.

   Assessment of achievement of IG:

   - Financial aid usage
   - Retention and completion rates – time to completion
   - Major declarations
   - Student numbers around staying on or going off track

   Assessment of overall achievement of the Institutional Goal will be better determined with the development of the long-range plan in 2019-20.

3. **Create a two- to five-year broad action plan**

   Creating a long-range plan was not completed as the team felt that more information was needed. It was decided that this was one of the Strategic Goals for 2019-20 to develop the long-range plan.

4. **Establish strategic goals for the 2019-20 academic year**

   - Establish a Guided Pathways team.
   - Develop a four-year plan for development and implementation.
   - Identify the data points and institutional benchmarks for tracking GP implementation and success.
   - Populate meta majors – programs and curriculum.

5. **Brainstorm processes for reporting progress and determining annual strategic goals in the next two to five year.**

- Break the Institutional Assessment & Planning Summit into two days
- Organize Strategic Planning Teams again next year along these same lines – liked the inclusive invitation and that it provided an opportunity for different people to engage and share
- Have a "Planning Summit" that was open to the entire college – students, faculty and staff
- Invite students to a student session/forum to discuss institutional and strategic goals – do not limit to student government and PTK

Strategic Planning Team
Goal #4 Optimize Potential of Skills Center

Friday, May 3, 2019
Time: 9:00 am – 12:00 pm
Location: Board Room, Building 1, 1st floor, The Dalles Campus

ATTENDEES:

Antonio Baptista	Susan Lewis	Dan Spatz
Annette Byers	Traci Miller	Jacob Toda
Doris Jepson	Kim Morgan	Lori Ufford
Joel Kabakov	Pam Morse	Sara Viemeister
Rick Leibowitz	Jim Pytel	

MINUTES

MEETING GOAL: Build a framework for achievement of the Institutional Goal

The meeting started with a general discussion around Skill Center vision. There was a question regarding the big picture nature of the Center – would it be solely a space for classrooms/teaching, or would it be a more comprehensive center where students, faculty and community would have collaborative access to resources and information. It was suggested that the Center be a place where high school juniors and seniors could start to explore one or more trades. Concern was expressed about the importance of community inclusion in these discussions at multiple levels.

The physical/architectural design of the building is still to be done, so questions around design matching purpose are still negotiable. It is required that the college seek and hire the most qualified architect rather than the least expensive. Concern was expressed regarding having the right people in the design process; the importance of having individuals who have specific pedagogical experience in teaching trades and in the types of spaces being designed. Decisions made today will have long range implications.

A significant amount of attention was devoted to how the college would determine the appropriate programs to be developed for delivery in the Skill Center. Questions existed around whether the building was driving the programs, or the programs driving the building. The answer seemed to be a little of both – plan is to build a flexible space that can adapt to changing programmatic needs in the future; however, there are always dollar realities that result in limitations to flexibility. Again, community involvement in the decision making process was encouraged. It was suggested that programming should stick to the fundamentals and core skills that may cross multiple careers/trades; don't

necessarily chase the hottest current trends as they may not be sustainable. Criteria that is based on data analysis was suggested for program adoption, including: labor market need, accessibility to living wage jobs upon completion, opportunity for career advancement, turn-over rate of positions as well as job saturation, evaluation of long-range need for program, cost analysis (cost of equipment and cost of development compared to projected enrollment), enrollment estimates, and industry support. It was noted that guidelines including these adoption parameters are currently being developed.

1. **Finalize Institutional Goal (IG) title**
   Goal Title: Optimize Potential of Skills Center

2. **Define goal achievement and determine assessment strategies for tracking progress and recognizing achievement**

   Achievement is defined as:
   - A building will be built that is designed to be:
     o distinctive
     o adaptable
     o responsive to community
     o support the development of trades
     o reflect, in design and function, an interactive learning approach to new industry and showcase sustainable practices
   - The Skill Center will be populated with successful programs that meet agreed upon standards of adoption, including but not limited to:
     o enrollment goals
     o adequately equipped
     o sustainable
   - Skill Center collaborates and communicates with community partners and industry to the benefit of students, college, and community service area.

   Assessment of achievement of IG:
   - surveys
   - data analytics regarding job placements
   - building completed on budget and according to standards expressed in achievement definition
   - enrollment data for programs housed in Skill Center
   - number of enrolled students in Skill Center programs being funded by WIOA
   - number of enrolled students in Skill Center programs that are receiving food stamps and or financial assistance

- number of enrolled students in Skill Center programs that represent underserved populations
- number of students enrolled in prerequisite and dual credit courses leading to Skill Center programs
- local/regional industry investment in program
- receipt of NSF funding
- cost analysis of program development and sustainability

3. **Create a two- to five-year broad action plan**

Creating a long-range plan was not completed as the team felt that more information was needed. It was decided that this would be one of the Strategic Goals for 2019-20.

4. **Establish strategic goals for the 2019-20 academic year**

- Establish steering committee and project development team.
- Develop a 4-year plan.
- Develop a communication plan that informs and engages all internal and external stakeholders in the CGCC Service Area.
- Complete purpose definition, planning, and design of Skill Center facility.
- Identify and initiate development of Skill Center programming that addresses regional needs.

5. **Brainstorm processes for reporting progress and determining annual strategic goals in the next two to five years**

- Would like to have updates on Mission fulfillment and Core Theme achievement.
- Would like to have updates on Institutional Goal progress/achievement.
- Like the opportunity to engage in this process through open invitation.

Specific Suggestions:

Building Design
- Rock Creek Center at PCC – good example of space
- Clackamas CC hosting an open house event June 13 at their new skills center
- Meet lead standards, be green, and have a smaller carbon footprint

Potential Programs
- Fire Science – developed in collaboration with local fire departments
- Viticulture
- EM-Tech may overlap with a proposed mechanics program

Strategic Planning Team
Goal #5 Establish Ongoing Fiscal Stability

Friday, May 10, 2019
Time: 1:00 – 4:00 pm
Location: Room 2.179, Building 2, 1st floor, The Dalles Campus

ATTENDEES:

Mike Mallery	Susan Lewis	Jacob Toda
P.K. Hoffman	Dan Spatz	Ann Willis

MINUTES

MEETING GOAL: Build a framework for achievement of the Institutional Goal

Opening conversation was on the meaning of "Fiscal Stability." Agreed that CGCC is not fiscally "unstable," and that the goal may be better expressed as ensuring fiscal "sustainability." Sustainability may be evidenced through appropriate budgeting and spending that can carry CGCC through the lean years as well as the fat.

There are significant budgetary impacts that are not within the college's control: legislative and governor priorities for the state budget (initiatives), a funding formula that may change once or twice every decade, employee benefit package requirements, the local and regional economy. On the other hand, the college can make decisions that have the potential to positively impact fiscal sustainability, including: enrollment management that leads to sustained enrollment growth; effective space utilization; cost effective programming decisions; generation of dollars/resources outside of state funding (grants, community partnerships); and professional development regarding budget development, management, and accountability.

Concern was expressed about CGCC being spread too thin in regards to programming. As a small community college, it was suggested that CGCC should direct resources towards a handful of reliable flagship programs and transfer degrees. Concern was also voiced regarding the long-range investment in CGCC's infrastructure. With the addition of the Skills Center and on-campus housing, the college will be facing additional maintenance and security issues. At the same time, existing facilities are aging, requiring upgrades as well as ongoing maintenance.

Finally, the group spoke about the need for aggressive marketing that uses all forms of outreach. Marketing needed to address community perception of the college as well as promote programs.

1. **Finalize Institutional Goal (IG) title**

Goal Title: Establish Fiscal Sustainability

2. **Define goal achievement and determine assessment strategies for tracking progress and recognizing achievement**

   Achievement is defined as:

   - The college has the necessary resources to support and grow the college's mission
   - Have Contingency and Reserve Funds that comply with Board fiscal policy
   - Program adoption and sunsetting is based on established parameters of need and cost-benefit analysis
   - Campus housing is self-sustaining
   - Investment in infrastructure is voluntary/proactive rather than solely reactive

   Assessment of achievement of IG:

   - Enrollment and retention rates
   - Student completion rates (transfer as well as degree/certificate completion)
   - Contingency and Reserve Fund balances
   - Cost-benefit analyses of programs
   - A balanced budget
   - Space utilization/enrollment management evaluations

3. **Create a two- to five-year broad action plan**

   Creating a long-range plan was not completed as the team felt that more information was needed. It was decided that this would be one of the Strategic Goals for 2019-20.

4. **Establish strategic goals for the 2019-20 academic year**

   - Develop a 3-5 year goal plan.
   - Build an enrollment management plan.
   - Establish need and cost-effectiveness benchmarks regarding program adoption and/or sunsetting.
   - Provide professional development regarding budget development, management, and accountability.
   - Have a transparent and inclusive 2020-21 budget build that leads to a balanced budget.

5. **Brainstorm processes for reporting progress and determining annual strategic goals in the next two to five years**

   - Potential of strategic planning software – Jacob will send a link to Monday.com, a less expensive team management software.

- Have meeting like this year's SPT meetings.
- Provide updates in a newsletter format.
- Have three faculty inservices rather than two – dedicate one to institutional issues – combine with staff inservice.
- Prefer an in-person update on mission fulfillment and CT assessment.

Specific Suggestions:

- Support Arts programming. The Arts have a cohesive nature and should be interwoven into the culture of the college. However, this requires budget to maintain and improve facilities (Building 4) and promote courses.
- All members of college be a positive voice for the college and keep an eye open for fund raising opportunities.
- Create processes and procedures for good and bad financial times.
- Department leads should know exactly the cost of items within their budget in order to effectively spend.
- Eliminate wasteful spending (purchase lower priced items when quality is not adversely impacted, don't purchase items we already have)
- Be aware of how department spending and/or requests may have impacts on other departments.