	CGCC Priority	Department Goal	Actions	Timeline	Resources Needs	Dept/Lead	Notes
☑	**Advances equitable student success**	**Complete Gen Ed program mapping of outcomes (student success**	A. Work with Gen Ed department chairs and/or lead faculty to review degree outcomes for the AGS, AS, ASOT-BUS, and AAOT. Create spreadsheets (similar to those created for CTE programs) that map degree outcomes to ILOs. Review for gaps. (December - May, 2024-2025) 1. Refine draft spreadsheets created by Kristen B for use with Gen Ed chairs (October/November, 2024) 2. Arrange two 2-3-hour meetings with Gen Ed department chairs and/or lead faculty (Send Doodle Poll 1st week of winter term, 2025) 3. 1st meeting with Gen Ed group as a whole (February, 2025) 4. 2nd meeting with Gen Ed group as a whole (March, 2025) 5. Finalize spreadsheets (April, 2025) 6. Present analysis at Instructional Council, with discussion regarding gaps (May 24, 2025) B. Create/update spreadsheet showing all Gen Eds as they align under ILOs – major and minor designations; include in presentation to Instructional Council in May (April, 2025)	AY 2024-25	Department chair time	CAAD/Lewis	
☑	**Advances equitable student success**	**Revise ILO Assessment Rubrics for ILO #2 (Problem Solving), #4 (Cultural Awareness) and #5 (Community and Environmental Responsibility)**	* Confirm with Jarett availability of resources for paying adjunct faculty to participate in revision teams. (September, 2024) * Organize three revision teams including members of the ILO Assessment Committee as leads: Problem Solving (Kristen Booth / Annette Byers); Cultural Awareness (Kristen Kane / Zip Krummel); Community & Environmental Responsibility (Susan Lewis / Kaylie Brunton). (Two 3-hour meetings for each team over the 2024-25 academic year; completed by middle of spring term.) * Share draft rubrics with ILO Assessment Committee. (April or May, 2025) * Present to Instructional Council for review and feedback, obtaining ultimate agreement on use. (April or May IC meeting, 2025)	AY 2024-25 (Spring 2025)	* FT Faculty time (6 hours) * Pay for adjuncts (6 hours)	CAAD/Lewis	
☑	**Advances equitable student success**	**COMPUTER SCIENCE - Complete the courses needed to support both arms of the computer science mtm.**	The department has already completed a survey and determined that 25% of the students responding would want to take a computer course or higher level math course. The computer science MTM has been approved but we only have the OU track running. We do not have the courses to run the SU track. Data shows that the top two schools students transfer to are SU schools and that the third major enrollment placement is comp sci. The department is in the process of creating a plan (still needs approval) to create Linear Algebra, Discrete, and Differential Equations in order to support he SU comp sci track	Fall 2025	the faculty need either release time or compensation.	Math/Koop	
☑	**Advances equitable student success**	**Increase overall enrollment of students into math courses**	The department has already started this. 1) create a "fun" math elective where only the basics of math is needed - The Mathematics of Games has been created and will be offered spring 25 provided state approval 2) create new upper division courses such as Linear Algebra, Discrete, and Differential Equations. These are courses that high school students who have had calculus will be able to continue with math here at CGCC. These courses will also enhance the Computer Science MTM	Fall 2025	Funding is needed if faculty do not get release time. Or, this can be built into next years schedule to complete	Math/Koop	
☑	**Advances equitable student success**	**Provide some APA-style tutoring in the Cove during certain weeks of the term when students are working on papers.**	Internal training for those Instructors interested so all are up to date on the latest APA requirements; establish a schedule for being available at the appropriate times of each term.	AY 2025-26	Time and support; recognition always helps	SS/Krummel	
☑	**Advances equitable student success**	**Hiring a Spanish speaking tutor for science**	The hiring of a science tutor that is a native Spanish speaker.	AY 2024-25 (For Fall 2026 Start Date)	Funding to come in to hire a person	Science/Kovacich	

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☑	Advances equitable student success	CAAD: Curriculum – Resolve pending curriculum issues, including: Gen Ed credit requirements for AAS degrees, mandatory FYE, mandatory math and writing corequisites, contact hour definitions for all modalities.	1. Continue discussion within the Curriculum Committee (October, 2024 – April, 2025) 2. Engage Instructional Council in discussions regarding: Gen Ed credit requirements for AAS degrees, mandatory FYE, mandatory math and writing corequisites, contact hour definitions for all modalities. (December 2024 – January, 2025) 3. Engage Leadership Council in discussions regarding: Gen Ed credit requirements for AAS degrees. (December 2024 – January, 2025) 4. Submit any necessary curricular forms to the Curriculum Committee for review (February, 2025) 5. Submit any necessary revisions to the state and NWCCU as needed (March-May, 2025)	AY 2024-25	faculty time	CAAD/Lewis	Also fall under CGCC Priorities: Ensures equitable access
☑	Advances equitable student success	Maintain a catalog of sustainable, academically- and industry-relevant education and training programs.	Update course content to maintain alignment with advisory committee input. Invest in hybrid instructional delivery of some content.	Annual, continual process.	Long term course development efforts need to be considered in instructional load.	T&T/Pytel	Also fall under CGCC Priorities: Fosters inclusive prosperity and a thriving community
☑	Advances equitable student success	Create cross-discipline projects/courses with common, interconnected themes. Work between CTE, GE, and Health to create pathways with common themes - to possibly include something in conjunction with boosting AGS Outcome #6	Meet with appropriate and interested departments/Instructors to look at possible matching of curriculum timing and support of key thematical elements.	AY 2025-26	Support, tie to met, any required or suggested guidelines; recognition always helps	SS/Krummel	
☑	Advances equitable student success	Advance equitable student success by providing culturally responsive, anti-racist developmental writing courses that are student-focused (i.e., they meet student where they are)	Continue to offer culturally responsive, anti-racist, and inclusive WR 115 classes and accompanying labs AND develop two more writing courses that help students gain the skills needed to enroll in and succeed in WR 121	AY 2025-26	Support from CGCC to run WR 115 in 2025-26 AND waivers for development of two Writing Courses (electives that will serve as a bridge to WR 121).	ACC/Hancock	Also fall under CGCC Priorities: Fosters inclusive prosperity and a thriving community
☑	Advances equitable student success	Recruit PT Lab Assistant to support Nursing and Health Occupations simulation and practical labs		AY 2025-26		IS/NHO Dean	
☑	Advances equitable student success	Hire a full-time Adult Basic Education (GED/ESOL/IET) Faculty	Work with the administration to determine funding and feasibility of a full-time Pre College instructor.	Fall 2025	Determine funding model to sustain the position	ABE/Kelly	Also falls under CGCC Priorities: Ensures equitable access, Fosters inclusive prosperity and a thriving community
☑	Advances equitable student success	Creation of Integrated Education and Training programs at CGCC	Work with ECE, Health Careers and Tech and Trades departments to plan and implement IET pilot programs.	Spring 2025	Hire IET Coordinator. Coordinate resources to create sustainable IET programs	ABE/Kelly	Also falls under CGCC Priorities: Ensures equitable access, Fosters inclusive prosperity and a thriving community
☑	Advances equitable student success	Investigate and plan for more educational opportunities delivered in Spanish		On-going		TBD	
☑	Advances equitable student success	FYE- Enhance first-year success by mandating a 4-credit FYE course, establishing a placement rubric, and allocating resources for coordination. ***VPIS GOAL AY24-25***		On-going		Gilbert	
☑	Advances equitable student success	DEV ED - Implement specific recommendations of Dev Ed Working Group to better support student success and persistence in foundational courses ***VPIS GOAL AY24-25***		On-going		Koop, Hancock, Gilbert	

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☑	Advances equitable student success	**TWO-YEAR SCHEDULE - Develop a student-driven, two-year schedule. ***VPIS GOAL AY24-25***		On-going		Mustonen, Gilbert	
☐	Advances equitable student success	**Select a minimum of three courses where the final course grade is the only metric for course outcome assessment and identify specific assignments to more accurately assess student mastery of learning outcomes**	Prioritize select courses; solicit instructors to identify appropriate assignments	AY 2024-25	Work with CAAD Department, ie Kristen Booth	Meislahn	
☐	Advances equitable student success	**Initiate the inactivation of approximately 24 CAS & OS courses and the suspension of two (possibly, three) WT certificates - all determined to be no longer relevant**	Determinations have been made: just need to complete the paperwork	AY 2024-25	Work with Curriculum Office, ie Susan Lewis	Meislahn	
☐	Advances equitable student success	**Obtain General Education designation for at least two additional BA courses to facilitate access for more students to prepare for post-college**	Research Gen Ed designations in other Oregon institutions and initiate the applications	AY 2025-26	Work with Susan Lewis and curriculum committee	Meislahn	
☐	Advances equitable student success	**Develop and offer a series of non-credit hands-on workshops**		AY 2025-26		Wade, Gilbert	

☐	Advances equitable student success	**CPL - Implement recommendations from the Credit for Prior Learning Committee to establish, implement, increase, and support Credit for Prior Learning opportunities**	- Cross-collaborative coordination with Student Services; Business Office; IT;
			  ABE/GED/ESOL; and WIOA/OED
			- Train recruiters/advisors on Credit for Prior Learning strategies/pathways
			- Train current recruiter/advisors on CPL pathways and strategies for veterans and other
			  priority groups
			- Create and distribute bilingual promotional materials
			- Recruit 20 new Hispanic adult learners and provide them with career pathways aligned with
			  their work experiences annually
			- Recruit 20 new low-income adult learners and provide them with career pathways aligned
			  with their work experiences annually
			- Train faculty on Portfolio assessment
			- Recruit students to take the Portfolio course and submit Portfolios for assessment
			- Build integrations within the SIS system for managing CPL tracking
			- Publish information to increase awareness of opportunities
				AY 2025-27	Time for training and collaboration; VPAS for billing and remittance coordination; IT integrations	Mustonen	

☐	Advances equitable student success	**TWO-YEAR SCHEDULE - Develop a student-driven, two-year schedule. ***VPIS GOAL AY24-25***	Complete a Two-Year Schedule template consistent with meeting enrollment projections and targets year-over-year. Align the instructional budget to the Two-Year Schedule planning.	On-going	Classroom technological upgrades to increase modality and versatility in instructional delivery for more class offerings.	Mustonen, Gilbert	
☑	Fosters inclusive prosperity and a thriving community	**Increase enrollment and retention in Tech and Trades programs.**	Outreach efforts at Oregon Skilled Trades Fair and marketing efforts.	AY 2024-25	Jump starting outreach effort with Maritime Innovation grant	T&T/Pytel	
☑	Fosters inclusive prosperity and a thriving community	**Funds roll over for several years in an effort to buy big ticket equipment UV/Vis or NMR.**	Some accounting that will allow for funds roll over that is inline with state budgeting laws.	AY 2024-25 (For Fall 2026 Start Date)	Waiting for a new CFO to be hired	Science/Kovacich	

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☑	**Fosters inclusive prosperity and a thriving community**	**Second science lab on the Hood River campus, probably rooms 1.101 and 1.102 having the wall knocked down between them. Science and EMS/EMT usable.**	The use of bond funds to facilitate construction.	AY 2025-26	PC and Board decisions	Science/Kovacich	
☑	**Fosters inclusive prosperity and a thriving community**	**Process new Ag-Tech program.**	* Meet with local ag industry partners to determine desired degree path – AAS or AS or both. (November, 2024) * Develop Ag courses (November / December, 2025) * Build degree plan and final courses (January – February, 2025) * Prepare state NOA with LMI (March – May, 2025)	AY 2024-25 (For Fall 2026 Start Date)	* Connection with industry partners * Course development funding (expires as of 12.31.24)	CAAD/Lewis	Also fall under CGCC Priorities: Ensures equitable access, Advances equitable student success
☑	**Fosters inclusive prosperity and a thriving community**	**Foster student engagement through equity-centered, culturally-responsive, antiracist, and inclusive space development.**	Engage Critical Race spatial consultant (ICAP). Establish collaborative, coworking, and quiet zones in the learning commons that are responsive to student needs (detailed in Library Action Plan). Begin community learning project with advanced manufacturing and construction to create integrated, accessible study space and shelving. Establish makerspace for internal and community design projects	Bond dependent/ Waiting on funding	- Title III renovation: $26k. - Shelving estimate: $64k (Robert Clark). - Seeking LSTA funding for staffing and decor. - Considering makerspace technology. - Dan Clasen (TDAC) will help find grants.	LLC/Stanek	Also fall under CGCC Priorities: Ensures equitable access, Advances equitable student success,
☑	**Fosters inclusive prosperity and a thriving community**	**Foster student engagement through equity-centered, culturally-responsive, antiracist, and inclusive service provision.**	**Increase capacity:** Library staffing to improve coverage stability and research services and tutoring to include bilingual science **Staff community building:** Collaborate on overarching statement for LLC job positions to emphasize guiding principles, diversity, and teamwork across all student-facing services. **PD:** Provide professional development to all LLC areas Library - Open Education Leadership, internal cross-training in cataloging and research Tutoring - culturally affirmative tutoring strategies that center race. FYE - training for instructors. **Data Collection and Analysis:** Library: Improve data analysis through ILS implementation Tutoring: Systematize services and performance measurement plan for peer-to-peer and traditional tutors. FYE: analyze data and make adjustments to the course as we mandate for transfer degrees.	AY 2024-25	- Library has an additional 20 hours for part-time staff. - Considering a .75 Bilingual Science Tutor, possibly with Title III funding. - Seeking professional development funding for 1-2 FYE and 2-3 NCORE participants. - Danny's certification may incur costs; a recommendation letter was sent for a scholarship. - Committed to enhancing faculty development in open pedagogy and community engagement.	LLC/Stanek	Also fall under CGCC Priorities: Advances equitable student success, Ensures equitable access
☑	**Fosters inclusive prosperity and a thriving community**	**Foster student engagement through equity-centered, culturally-responsive, antiracist, and inclusive resource curation.**	Continue diversification project with physical and digital collections. Adopt ILS to improve holistic research navigation processes and facilitate more precise analysis and budgeting. Work on Digital Broadband grant opportunities to bridge the digital divide.	ILS is budget-dependent. Summon is a three-year commitment minimum with an upfront implementation cost. It takes 6 months to implement.	Summon (ILS): Year 1 ($16,319.00 w/setup fee) Year 2: $13,986.96, Year 3: $14,546.44 Other databases/resources of interest are OED, and Media Globe Player (specific to Shakespeare enrollment). - Maybe Title III for these. Would fit in $2711 database budget for Y4.	LLC/Stanek	Also fall under CGCC Priorities: Ensures equitable access, Advances equitable student success

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☑	**Fosters inclusive prosperity and a thriving community**	**CAAD: Curriculum – Process Paramedic articulation with Chemeketa**	1. Meet with Chemeketa EMS team to acquire and complete necessary documents for establishing contract/articulation. (November, 2024) 2. Resolve any HECC, EMS Consortium, EMS accreditor, and/or NWCCU compliance issues. (January-February, 2025) 3. Work with Chemeketa EMS team and CGCC's EMT Coordinator to arrange for Chemeketa and CGCC program requirement responsibilities: teaching space, equipment purchase for program. (January-May, 2025) 4. Work with Marketing Department (Chemeketa and CGCC) to advertise program. (February-August, 2025)	AY 2024-25 (For Fall 2026 Start Date)	health director, EMS director, and marketing director time expenses for faculty, equipment and advertising should be paid by Chemeketa	CAAD/Lewis	Also fall under CGCC Priorities: Ensures equitable access, Advances equitable student success,
☑	**Fosters inclusive prosperity and a thriving community**	**Foster a thriving community and advance equitable student success by nurturing robust, culturally responsive programs in Creative Writing and Visual Arts**	Promote and recognize Arts and Writing programs by publishing Otolith biannually; hosting yearly visiting artists and writers programs; and maintaining and replacing Studio arts equipment and facilities.	AY 2025-26	We need financial support for Otolith, visiting writing/authors series, equipment and facilities maintenance, and faculty time to produce these community building resources	ACC/Hancock	Also fall under CGCC Priorities: Advances equitable student success
☑	**Fosters inclusive prosperity and a thriving community**	**Ensure programs and spaces are modern and well-equipped for high-quality teaching and learning.**	AMT specifically needs to acquire a long term facility and AMF needs to consider modifying the existing Skills Center to accommodate expansion.	TBD	AMT may need grant writing assistance.	T&T/Pytel	Also fall under CGCC Priorities: Advances equitable student success
☑	**Fosters inclusive prosperity and a thriving community**	**Recruit Full-Time Dean of Nursing and Health Occupations**		AY 2025-26		IS/NHO Dean	
☑	**Fosters inclusive prosperity and a thriving community**	**Recruit FT EMT Instructor (paramedic quals, can do director, recruitment, and teach MP111)**		AY 2025-26		IS/NHO Dean	
☑	**Fosters inclusive prosperity and a thriving community**	**Sustain the Spanish GED Instruction Program for 25-27**	Track 24/25 enrollment in Spanish GED, seek funding sources.	On-going	Find sustainable funding source for Spanish GED Instruction	ABE/Kelly	Also fall under CGCC Priorities: Advances equitable student success, Ensures equitable access
☑	**Fosters inclusive prosperity and a thriving community**	**Develop Chicanx/Latinx/ Native American Studies**	Develop Chicanx/Latinx Studies 201, 202, 203 and Native American Studies 201, 202, 203	On-going		IS/DEI/PC	
☑	**Fosters inclusive prosperity and a thriving community**	**Exploring the Need for an Ethnic Studies/Social Sciences Instructor Position**	Rollover the emergent need "investigate ethnic studies/social sciences instructor" (instead of/crosswalk to this: Create job description for .5 MC Coordinator .5 ES (ChLa) Instructor and find budget)	On-going		IS/DEI/PC	
☑	**Fosters inclusive prosperity and a thriving community**	**Hire full-time bilingual/bicultural ED/ECE instructor**	Hire full-time bilingual/bicultural ED/ECE faculty to build pipeline and provide culturally affirming ECE/K-12 educator development and offer more ECE/ED courses (essentially the ECE rollover)	AY 2025-26		IS/Social Science	
☑	**Fosters inclusive prosperity and a thriving community**	**Develop, staff and implement a faculty profesional development program beyond Title III.**	Research and decide upon a model and requisite staffing (now thru next fall), request funds in operational planning (fall 2025), implement program (fall 2026)".	TBD		TBD	

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☑	**Fosters inclusive prosperity and a thriving community**	**Increase culturally affirming community-based learning and service-learning partnerships**		TBD		TBD	
☑	**Fosters inclusive prosperity and a thriving community**	**Data Review - Continue systematic review of disaggregated student achievement data, to identify potential issues and gaps for which interventions must be made**		On-going		Gilbert	
☑	**Fosters inclusive prosperity and a thriving community**	**CHAIR (HEALTH PATHWAY) - Provide release coverage for Health chair.**		On-going		Griffin, Gilbert	
☑	**Fosters inclusive prosperity and a thriving community**	**FACULTY (AG) - Explore faculty needs to support agricultural technology program in AY2025-26.**		On-going		Gilbert	
☑	**Fosters inclusive prosperity and a thriving community**	**DEAN CTE - Hire or release 1.0 FTE to provide administrative leadership/support for the Instructional Services division.**		On-going		Gilbert	
☐	**Fosters inclusive prosperity and a thriving community**	**ADJUNCT COMMITTEE WORK - Increase faculty participation in committee work and departmental efforts to create an engaged team**		On-going		Meislahn, Lewis, Stanek	
☐	**Fosters inclusive prosperity and a thriving community**	**Identify a schedule-to-budget plan that would sustain a 1.0 FTE coordinator**		AY 2025-26		Wade, Gilbert	
☑	**Ensures equitable access**	**Create a library of instructional resources**	1) create a folder with sub categories 2) identify different resources such as lesson videos, Nearpod, EdPuzzles, Desmos, activities and projects 3) put resources in appropriate subcategories and create an index so that faculty do not need to reinvent the wheel	AY 2024-25 (Ongoing Timeline)	Support will be needed if an instructor doesn't want to particiapte	Math/Koop	Also fall under CGCC Priorities: Advances equitable student success
☑	**Ensures equitable access**	**Advance equitable student success by offering courses that are inclusive, anti-racist and culturally responsive**	Examine all course outcomes in the ACC Department and revise those that are not culturally responsive, inclusive and anti-racist.	AY 2024-25 (For Fall 2026 Start Date)	We will need funding for an adjunct or course release for a FT faculty to do this work, which will include rewriting course outcomes and securing approval from Curriculum Committee.	ACC/Hancock	Also fall under CGCC Priorities: Advances equitable student success

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☑	Ensures equitable access	Instruction/SocSci	Boosting our instruction &/or incorporate more teaching strategies related to Information Literacy and analyzing personal values and ethics to engage more fully in local and global issues. This would align with Strategic Priority 2 "Advancing equitable student learning and educational outcomes" 1a. Perhaps we could gain some training to ensure that we do this with an eye on DEI best practices (Emergent Needs slide 6/Operational Goal)EN: "Continue faculty professional development, particularly centered on DEI best practices (i.e., anti-racist, culturally-responsive) within the delivery of curriculum"/ OG:Faculty PD- Continue faculty professional development, particularly centered on DEI best practices	AY 2025-26	Training to ensure that we do this with an eye on DEI best practices and time to incorporate	SS/Krummel	Also fall under CGCC Priorities: Advances equitable student success
☑	Ensures equitable access	CPL - Implement recommendations from the Credit for Prior Learning Committee to establish, implement, increase, and support Credit for Prior Learning opportunities		On-going		Mustonen, Gilbert	
☐	Ensures equitable access	TESTING - Hire a PT Testing Coordinator who can support, schedule, and proctor testing in the new Testing Center		On-going		Kelly, Lewis, Gilbert	
☐	Ensures equitable access	Marketing schedule collab		AY 2025-26		Wade, Gilbert	