COLUMBIA GORGE COMMUNITY COLLEGE

Strategic Work Plan 2016-2019
With 2018-19 Action Work Plan update

MISSION

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

VISION

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

CORE VALUES

Respect
Integrity
Community
Excellence
Learning
Service

CORE THEMES

Building Dreams (Access)
Transforming Lives (Education)
Strengthening Our Community (Partnerships)

Strategic Goals, Objectives, and Action Items

The following pages outline each Goal's objective, intended outcomes/measures, targets, related core theme(s), objective lead(s), planned actions, time-lines, action lead, and action status.

Goal Summary

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

Strategic Goal #2: Increase Retention and Completion Rates

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

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Aspirational Goal: To better serve the students in our region by becoming a Hispanic Serving Institution by 2021

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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	• 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 • FTE enrolled in: Running Start, Expanded Options, College Now, Early College, Gorge Scholars, Oregon Promise	• 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**	**Status**
Increase dual enrollment/dual credit offerings.		Eric Studebaker Lori Ufford	
Develop/Implement WIOA/IET certificates (as required for Title II)		Franceina Brackenbury	
Revise ABS schedule to include synchronous instruction		Franceina Brackenbury	
Develop non-credit certificates in fermentation sciences		Suzanne Burd	

Outreach and onboarding that is student- and family-centered: 1. Host Jr. / Sr. parent nights (ESOL, JR. SR. etc.) 2. Develop and offer a summer bridge program 3. Explore the hosting of OSU Family Days 4. Support and expand Student Ambassador Program 5. Provide training, in collaboration with Student Life, for conducting student-led orientation and campus tours 6. Explore feasibility of including in the onboarding process student panels that represent a variety of students		Student Services Student Life	
Host a college fair on campus - provide transportation		Student Services	

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

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
2. Marketing that focuses on college-going culture and knowledge about CGCC's programs	• Development of comprehensive marketing plan • Expanded social media communication • Relevant and current website information • Internal and external awareness of programs, events and activities • 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	• 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 Steph Hoppe

Work Plans to accomplish above objective			
Action	**Schedule**	**Lead**	**Status**
Coordinate collateral printed material with clear branding.		Dan Spatz Steph Hoppe	

Diverse outreach (equity and inclusion): 1. Host special events that include all – diversity focused (movie, discussion, …) 2. Host college program on Radio Tierra (include students) 3. Develop and implement outreach to Native communities 4. Develop bilingual marketing/outreach materials - translate marketing/media materials into other languages		Dan Spatz Steph Hoppe	
Marketing Vehicles/Locations: 1. Promote scholarships on website under current and future student tabs 2. Purchase billboard space to advertise our uniqueness (textbook-free degrees, Gorge Scholars, etc.) 3. Initiate student-led broadcasting 4. Introduce college presence at Saturday/Farmer's Market 5. 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		Dan Spatz Steph Hoppe	
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		Dan Spatz Steph Hoppe	
Market programs already in existence – i.e. Computer Science		Dan Spatz Steph Hoppe	

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

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
3. Identify a small number of high impact practices for CGCC to develop and implement	• 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 • Enrollment of underrepresented populations of CGCC	• 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**	**Status**
Provide wrap around services for students for whom English is not 1st language		Eric Studebaker Julie Belmore	
Provide Spanish language customer service training for faculty and staff		Eric Studebaker	
Provide diverse and varied scheduling		Lori/Instruction	
Develop a plan for how CGCC will comply with HB 2864 regarding institutional cultural competency	January, 2019		

Strategic Goal #2: Increase Retention and Completion Rates

Objective	Intended Outcomes / Measures	Target	Core Theme	Lead
1. Develop Guided Pathways model for CGCC programs	- Institutional plan to transition to guided pathways model - Professional development to enhance quality instruction and student services - Increase retention and completion <hr> - Student retention over 3 consecutive terms - Percent retention fall to fall	- 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**	**Status**

Initiate practices that build capacity for integration of Guided Pathways (GP):
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:
   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)
	1. January, 2019
	
	2. Spring, 2018
	
	3. 2018-19
		Lori Ufford	

Organization/Leadership: 1. Establish/formalize GP steering committee (include: Instruction, Student Services, IT, Faculty, Students, HS and university partners, Institutional Research & Assessment)	1. Spring, 2018	Lori Ufford
Communication: 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	1. Ongoing 2. Ongoing	Lori Ufford
Build faculty engagement/participation: 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: ... 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 body	1. Winter - Spring, 2019 2. Fall, 2018	Lori Ufford

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	• 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 • Student satisfaction with CGCC experience • Student retention over 3 consecutive terms • Percent retention fall to fall	• 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**	**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	Mike Taphouse, John Copp, Kristen Booth	

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, SOAR	
Faculty Professional Development: Provide training in: 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	1. Fall, 2018 2. Spring, 2019 3. Winter, 2019	Lori Ufford, Shayna Dahl	
Physical and mental health and safety: 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)	1. Develop summer, 2018; implement fall, 2018 2. Spring/summer, 2018 3.	Shayna Dahl Michelle Gietl Tama Bolton	
LGBTQ Support: 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		Ryan Brusco Michelle Gietl	

Housing resources: 1. Research need and feasibility of providing student housing (on campus or locally)	1. February, 2018	Dan Spatz	

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	• 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 _____ • 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	• 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**	**Status**
Establish guidelines for the adoption and sunset of credit and non-credit programs	October 2018	Susan Lewis	
Conduct surveys and hold focus groups to identify emerging and current employment training needs: 1. Staff and Board members conducting site visits of local industry to identify unmet skill sets in order to inform instructional programming. 2. Survey students (current and post-graduation) regarding job preparedness and employability	1. Winter/Spring 2018 2. 2018-19	Dan Spatz	
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	
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	
Rework community education (non-credit) faculty pay scale, hiring documents, and processes: 1. Conduct final legal review 2. Implement	Summer, 2018	Suzanne Burd	

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	• 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 • 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	• 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**	**Status**
Establish process for requesting professional development	Spring, 2018	Lori Ufford	
Develop and implement a professional development plan addressing: 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	
Build faculty engagement in Communities of Practice (formerly referred to as Faculty Inquiry Groups)	2018-19	John Schoppert	

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	• 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 • Percentage of FTE enrolled in credit courses • Enrollment of underrepresented populations • Student satisfaction with CGCC experience	• 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**	**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	
Develop certificate/degree in which all courses are designed to use OER or Low Cost materials	Spring, 2019	John Schoppert	
Implement student-centered scheduling	2018-19	Lori Ufford	

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	
Increase community "Hotspots" and/or access support for students	2018-19	IT	

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	• Ensure alignment of programs with educational transfer requirements; • Establish majors that articulate to EOU, OSU, PSU; • Produce transfer maps that align to common majors • Students who transfer to Oregon University System	• 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**	**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. 2. Suspension approved for fall 2018 by CC, Board, CCWD.
Maintain current and develop new articulation agreements with other educational institutions: 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	2018-19	Director of Curriculum & Assessment	

Strengthen transfer between CGCC and universities:
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
    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	

Provide clear transfer information to students: 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	1. When state process is complete 2. 2018-19	1. Curriculum Office 2. Advising	
Develop degree partnerships with 4-year institutions	2018-19	Student Services	

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	• 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 • FTE enrolled in Running Start, Expanded Options, College Now, Gorge Scholars, Oregon Promise and Early College • Community awareness and perception of CGCC	• 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**	**Status**
Improve relations with high school partners and the ESD	2018-19	Eric Studebaker	
Build strong partnerships between high school and CGCC faculty	2018-19	Lori Ufford	
Provide information to home schooled students regarding Early College	2018-19	Eric Studebaker	
Expand dual credit and high school to college pathways	2018-19	Eric Studebaker Lori Ufford	

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	• Provide opportunities to students for experiential learning • Number of business and industries assisted by CGCC • Regional industry satisfaction with CGCC	• 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**	**Status**
Identify internship opportunities: 1. Build internship opportunities related to Title I requirements for adult dislocated workers. 2. Fully implement and promote Gorge Works opportunities 3. Identify internship opportunities for all students	2018-19	1. Franceina Brackenbury 2. Dan Spatz 3. Instructional Directors	
Improve the inclusion and participation of technical Advisory Boards in the development and maintenance of CTE programs	2018-19	CTE Director	
Conduct business/campus tours	2018-19	Dan Spatz	
Develop work/skill center	2018-19	Dan Spatz	

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	• Respond to workforce needs through development of new CTE, customized training • Develop relevant non-credit certificate programs • Percentage of FTE enrolled in non-credit courses • Regional industry satisfaction with CGCC Community awareness and perception of CGCC	• 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

Work Plans to accomplish above objective			
Action	**Schedule**	**Lead**	**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	

Build/maintain connections with potential business funding sources: 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	1. Spring, 2018 2. Summer, 2018 3. 2018-19 4. 2018-19 5. Spring, 2019	Dan Spatz	
Build expanded team for the further development of Customized Training		Suzanne Burd	

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	• 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 • Enrollment demographics variance from regional • demographics for students • Enrollment of underserved populations	• 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**	**Status**
Submit relevant grant applications: 1. Meyer Memorial Grant 2. National Science Foundation (2nd grant) 3. Generate matching dollars in order to secure 11 G funding • Conduct feasibility study regarding student housing	2018-19	1. Dan Spatz 2. Mary Kramer 3. Dan Spatz	
Apply for Federal Title III and Title V Grants	2019	Dan Spatz	

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	- Develop strong ambassadors for CGCC - Increase private donations - Provide students resources for attending CGCC • Community awareness and perception of CGCC	- 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	Stephanie Hoppe

Work Plans to accomplish above objective			
Action	**Schedule**	**Lead**	**Status**
CGCC Foundation will align its efforts with the college's master plan through acquisition and allocation of foundation resources. 1. Develop an annual foundation budget that reflects alignment with three-year CGCC master plan cycle - Write a college/foundation communication procedure - Write a budget development procedure that addresses college/foundation collaboration	2018-19	Stephanie Hoppe	

CGCC Foundation board development will support its mission and prepare members to serve as CGCC ambassadors.
 	
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
 	
    • 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	Stephanie Hoppe	