Objective recommendations for Fiscal responsibility and sustainability:	Objective recommendations for Student Success:	Objective recommendations for Diversity, Equity and	Objective recommendations for Community Connections:	
Determine and maintain manageable student enrollment appropriate for a college in our location and mindful of our capacity. This would include enrollment in all of our types/categories of offerings. Ensure that student tuition and fees are maintained at a level that promotes enrollment while supporting fiscal sustainability. Build recognition of innovation and support for curiosity into budgeting.	Ensure student retention, including: term-to-term and fall-to-fall retention, tracking why students leave prior to completion and addressing areas under college control. Ensure student completion, including: degree/certificate/GED awarding (at 150%), transfer, employment. Ensure student learning, including: positive grade point averages, high levels of outcomes attainment (course, program, institutional), engage students in synthesis of learning and application, support student progression through foundational/gateway/milestone coursework.	Address identified equity gaps in student learning and completion. Provide support that is focused on attaining justice, in which the causes of inequity are addressed and the systemic barrier is removed. Instead of providing a box to look over the fence (equity), build the fence out of chain link so that everyone may see through it from the space they occupy (justice).	Being a good neighbor.	
1. Create, across the entire campus, a student centric destination campus that increases FTE by a measurable percent over the course of 3/5/10 years. This means facilities kicks it in gear to keep campus beautiful, instruction holds faculty accontable who do not perform, and student services improves advising and other services to meet student needs. If we need to spend money, and say good by to some faculty/staff to get there, we need to do both of those things, and do them now.	1. Increased tutoring and peer on peer (student on student) support services. 2. Hold faculty who are not student focused accountable and use performance plans as necessary 3. Utilize Library and Learning Commons to provide better resources to students, as well as professional development to faculty/staff. 4. Follow through on the FYE courses and remove any institutional hurdle, including personel, that may get in the way of this.	1. Get serious training to EAC quickly and manadate participation. 2. Simplfy curriculum development process so that relevant courses can happen quickly. (I actually think for where we are at now with DEI we're doing pretty good considering)	1. Use inservice to provide professional development that instructs faculty on how to work global, national, and regional issues into all relevant coursework.	
1) Allocate marketing budget to ensure Pacific Northwest regional awareness of student residential hall and skill center programming in order to achieve maximum occupancy of residential housing and strong FTE in new programming. 2) Together with Hood River community partners, devise strategy for highest and best use of Nix parcel in order to reduce or eliminate cost to general fund of this bond obligation. 3) Explore contracts out-of-district with Sherman, Gilliam and Wheeler counties with long-term goal of college tax district expansion. 4) Implement international students program, working through existing Sister Cities programs in Hood River and The Dalles 5) Renew direct funding commitments from healthcare partners to offset cost of nursing program 6) Establish training partnership with Goldendale pumped storage project as this rolls out, aligned with EM-Tech. 7) Establish training program focused on data center skills (fiberoptic installation, coding, other); note potential of new data center at John Day Dam (not Google) as well as anticipated expansion of Google in The Dalles.	1) Route incoming phone calls directly to staff instead of voicemail or phone tree. 2) Ensure student residential hall room rates are maintained at affordable level 3) Explore feasibility of second student residential hall 4) Allocate budget for student transit passes (LINK, CAT, Mt. Adams Transportation)	1) Expand bi-lingual staff and faculty capacity 2) Outreach to treaty tribes and Celilo Village to encourage enrollment of Native American populations 3) Consider offering instructional program in Sahaptin 4) Explore student exchange program with Michoacan' state, Mexico	1) Establish child care center on The Dalles Campus with commitment of long-term funding support from community partners 2) Establish Hood River community partnership to complete Indian Creek Trail connection and conduct habitat restoration on Hood River campus 3) Establish core instructional program for Hood River campus 4) Work with community partners in expanding regional broadband deployment to support distance learning 5) Ensure that college strategic planning is aligned with and informed by strategic planning of other community organizations, which often cite the college as a resource. Examples: CEDS, City of The Dalles strategic plan, City of Hood River, school districts, ports, Qlife broadband, GTA.	
	1. Continue to offer online, Zoom, or hybrid class so students who work have access to classes. 2. Offer incoming students support with financial aid, study skills, other college information 3. Continue to offer counseling services. This is vital for our students. 4. Maintain small class size so students can ask instructors for assistance. 5. Welcome students to the classrooms.	Engage faculty, students, and staff to learn more about how diversity enriches the educational experience.		
Establish a reserve fund for large, long-term expenses, such as state-of-the-art instructional equipment, to provide relevant student learning.	Launch a campus-wide campaign around Student Success where every staff, faculty and administrator understand their role in helping students succeed and walk that talk every day.		Encourage staff and faculty involvement in community activities and/or committees and allow a reasonable amount of work time to be used to support that involvement.	
-None at this time	-None at this time	-Promoting CGCC and community education in a variety of areas; high school campuses, social media, Radio Tierra, Adult Centers, public libraries, gyms, etc. -Making potential students aware of funding opportunities outside of FAFSA (STEP program through DHS, WIOA funds through WorkSource Oregon, etc.).	-Perform more promotion of CGCC's space for community use once COVID restrictions ease. There always seems to be ample room for other entities, particularly at the Hood River campus. -Perhaps the parking lots could even be used as COVID testing sites or inoculation sites... -Perhaps the lots could be used for drive-through holiday events should COVID continue to restrict parades, etc. Anything to physically draw community members to both campuses seems like it would be a great way to use and promote CGCC.	
I believe the college should focus on students and teachers. Give them what they need. Lower tuition, smaller class sizes, more involvement of instruction admin in teaching. A way to do this would be to stop paying for the Curriculum Office. Here is a poorly guarded secret instructors pay near no attention to what the Curriculum Office does. Instructors comply with what they need to comply with and that is it. Their is nearly no value to the students or instructors coming from this office. The office is also the least transparent about the work it does. Where ideas come from is a mystery to faculty because they are not included in the talks. Those in that office should teach students.	Lower tuition to reduce stress. Reduce class size to increase engagement and personal interaction between students and teachers.	Copying this answer: Reduce class size to increase engagement and personal interaction between students and teachers and also student to student interaction. Not knowing the cultures of others is what drives fear and increases division. When you "know" your classmates, you get to know people and the fear of not knowing fades.	College employees need to get out into the community and talk about what we do at the college. Events, sports, concerts, political meetings, get out and meet people, those are the connections that matter. Saying "Community Connections" is problematic, what we need is to meet people in those communities and tell them about our lives at CGCC. Individual connections is how the college gains ground in the community.	

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	I feel there are many things I would have been more inclined to do myself, had there been these types of opportunities at my college. Life Skill courses/opportunities: Learn how to to taxes Learn how to apply for car/home loans Basic home repairs Flat Tire fixing Bank account balancing Sewing This would not even need to be an actual creditable class, but rather a monthly demonstration or guest appearance/evening.			
In-house grant writer	TRIO grant Modify salary steps to pay a sustainable wage to retain/recruit talented staff			
	I feel that if these options were offered in my college, I would have had the opportunity to do them myself. This would not have to be a creditable course (s) but rather a monthly demonstration or Community Ed class. Life Skills: -Taking out car/home loans -Learn how to do your taxes -Change a flat tire -Managing a bank account -Self defense -Signing up for health Insurance -Home repairs These are all areas that I had no clue what to do in or after college that may have helped me earlier without struggling to find out how. It helps our student success in little ways.			
	More full-time staff and instructors so access is more readily available.	Training for staff & instructors	More outreach / public relations into the communities. More visibility such as CGCC merchandise being offered off campus.	
Budget awareness training - I feel that if more staff understood how the budget works, what comes from where, etc. it would be instrumental in finding new/better solutions to issues that come up.	More transfer partnerships/articulation agreements. It's great for us to get students in the door. Now what? Where do they go once we get them educated? I know Gerardo and Mary M. are working on more articulation agreements already, but I wanted to express my support for that.	More outreach to our underserved communities, specifically Native American and Hispanic. We might also be able to boost our summer term Comm. Ed enrollment by partnering with migrant ed to get their kids into some classes, which would give us an ROI in FTE.	It's hard during COVID, but we need to get out into the community more. We need a presence at every event we can possibly participate in, whether it's Cherry Festival or whatever.	
		More Latino faculty, and maybe a department liaison who communicates with all students of Latino heritage who take Science classes for instance. The liaison would be in contact with all of these students during a given term and would present ideas for how we can better serve this community.	Continue with online content for high school seniors. Run science summer camp for 9-15 year olds in our lab. Create research partnerships with local healthcare providers to explore issues that face our community.	
Make it more simple for non-degree seeking community members to quickly sign up to audit courses. I've had consistent feedback from folks who pay full price to audit that signing up is a big headache. This could help make it more financially sound to run classes that don't always fill with students on degree track. If we get more consistent community participation, we can offer more diverse courses that are interesting to students, draw local community members, and create campus community/culture.	Student orientation from staff before students begin each fall. I've had students who say they've never been told how to access their CGCC email or how to sign in to Moodle. It would really help us retain students if they had orientation that introduces them to people in all departments of college-so they know who is in library, tech support, etc before they even begin class. More technology support from staff for students-faculty spends too much time covering this instead of course material.	Need more staff & faculty of color. Need stronger tutoring support for ELL students and they should be set up with tutors in orientation, before starting classes. Should have African American literature and literature of immigration courses in our catalog.	More faculty-driven campus culture. Faculty available on campus for students to interact with outside of class. Summer creative arts festival featuring our faculty. For 1-2 days, faculty offers workshops in visual art, creative writing, music, etc. People pay for a pass to attend. Pass includes food from our cafe and a coupon at bookstore. Feature student art & readings around campus during festival. Use student work study to help organize. Excellent way to get potential students interested in classes at CGCC and create campus culture. Could also market to high schools and even give away a pass at each regional high school-maybe as reward for a writing/art contest?	

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It would be helpful if the President came up with how she believes the college makeup should look. She wants a destination college but it doesn't appear there is investing in structure that would support that. Slapping extra work on people will not make a destination college fiscally sustainable. It won't even bring in more students if it's not done properly. Departments, positions, down the line creating a college that she envisions, once that is figured out that might help in some of these fiscal arenas on the largest expense the college has, the employees. It would be nice if the college figured out that fiscal sustainability included the buildings and what's inside them. Everything is so grossly outdated and on the verge of failure. Pretty soon CGCC is going to be compared to TDHS in the public eye if building maintenance inside and out is not considered. This place needs a sprucing up and not just paint. Many employees watch their coworkers do half the work, half their job, or do lackadaisical work and get away with it. It's obvious CGCC can work with less people or work without an entire need being filled because someone else has picked up the slack, so why aren't those people being given a wage that should reflect that. More so by getting rid of the dead weight wouldn't the college be gaining more money financially by investing in those employees who give it their all, go above and beyond regularly?	It's widely known there are some faculty that constantly get poor reviews from students, that aren't linked to poor grades why are those faculty still here? A union contract isn't a good enough answer. That's failing students. The same should go for when a staff member is constantly failing the students. Consistent or block scheduling. Hard to say you're here for the students when they have to jump through outrageous scheduling for their schedules of classes or not register because the classes overlap, they are at odd times, or aren't able to provide a regular schedule to an employer or daycare. Building interiors that is inviting to students, that makes them want to stay here to hang out or study and not stay because there's wi-fi. That student commons committee work to create a student building is great in theory but won't work if the students are still sitting in the older than old cafe dining and lackluster furniture in the library or study nooks. It screams old creepy hospital that we can't afford or care to make look better.	Hiring of people who are diverse. Immediately terminate anyone who show signs of discrimination of race, sex, gender, religion, and more, towards students or college employees instead of sweeping it under the rug. Nothing about keeping these people around shows CGCC is welcoming of diversity, equity, and inclusivity. Continue to, and expand on, marketing and publishing in multiple languages. Be aware that diversity, equity, and inclusion can constantly evolve, making sure the college is staying on top of the changes and are welcoming to all people while realizing that access is never perfect and can always be improved.	Our college may be more connected than anyone even thought to realize. We have many faculty and staff members who are on boards, committees, organizations but does anyone know what exactly? Maybe we should start there and fill in the gaps? Or maybe that would help show areas we need to connect more. Might change the perception of this objective. By knowing who is "on" what that might help guide those people to feel comfortable, able, and supported in letting their groups know they are also representative of the college.	
I think CGCC should collaborate more with private sustainability groups and local agencies like USFS and ODEQ and EPA to support their roles going forward with climate change issues as I think they will be needing training for many green jobs.	I think CGCC should train students in climate care fields--not only in windmill repair but also in mitigation such as with existing fields of Hatchery work, and Forestry and maybe non profits	Faculty should be very diverse and perhaps an effort towards helping us be more cohesive as a group or groups here we can learn about eachother and support eachother?	I think teachers might make community connections and help students become involved--like internships or job shadowing. The nursing dept already does this but I think it might connect us closer to community members to do more of it?	

Objective recommendations for Fiscal responsibility and sustainability:	Objective recommendations for Student Success:	Objective recommendations for Diversity, Equity and	Objective recommendations for Community Connections:	
- Develop and implement a transparent, evidence-based budget model that supports institutional priorities. - Support and enhance effective marketing and consistent branding. - Evaluate and improve the outcomes of tuition-assistance programs on enrollment, retention, and graduation. - Advance financial resources through state appropriations, HECC, grants and Foundation, ensuring all sources are considered and developed. - Invest strategically in the College's program and facilities to ensure a high-quality educational experience. - Increase enrollment - Increase retention rate - Increase graduation rates - Invest in student recruitment and financial aid and create and sustain an inclusive campus community.	- Streamline college requirements and academic pathways to graduation. - Increase access to, and education about, scholarship opportunities, particularly for students of color, immigrants, rural and socio-economically disadvantaged students. - Provide opportunities for students to make connections between course experiences and other learning experiences (internships, externships, apprenticeships, fellowships, employment, service opportunities, travel, performances, etc.). Normally, something like the following objectives would fall under "Academic Excellence", but I'll put them here: - Promote enhanced communication and collaboration between staff and faculty pertaining to student excellence. - Promote high-quality, diverse and innovative models of program delivery that enhance student access and achievement. - Ensure appropriate class sizes to maximize faculty-student and student-student interactions. - Increase faculty development support for scholarly and creative pursuits as well as innovative curricular design and delivery efforts. - Increase professional development opportunities for staff in support of academic excellence and student achievement. - Develop and deploy a systemic framework to support performance improvement. - Elevate a culture that promotes creativity, intentionality, and reflection in teaching and learning - Provide competitive salaries and supportive working conditions that improve staff and faculty recruitment and retention. - Maintain appropriate staffing levels to ensure the continuity of programs, units and departments. - Implement processes to improve satisfaction and productivity of faculty and staff. - Create a flexible environment that allows for creativity and collaboration across disciplines. - Increase the accessibility and sharing of knowledge, scholarship, and primary source materials created at or owned by the College. - Develop a mechanism to support innovation of faculty, staff, and students that allows for experimenting and developing new programs, courses, and practices. - Involve alumni more fully in the life of the college - Develop programs that facilitate networking and mentoring relationships between students and alumni. - Actively serve alumni in ways that they deem meaningful. - Provide technical support for faculty, staff and students to meet the goals and mission of the college. - Develop and implement short- and long-term IT plans that are responsive to the needs of students, faculty and staff. I'm not sure if this fits underneath this priority, but I think it is important to consider the physical environment and its role in supporting student success and academic excellence. - Ensure the availability and effective utilization of accessible and comfortable classrooms, offices and meeting spaces.	- Attract and retain faculty who reflect the diversity of our students and are excellent teachers and leaders in scholarly and creative pursuits within their respective fields of expertise. - Attract and retain staff members who reflect the diversity of our students, excel in their areas of expertise and support academic excellence. - Implement student orientation programs that reflect diverse linguistic and cultural needs as well as differences in preparation and background. - Provide culturally responsive support for students from diverse communities. - Increase faculty development support to implement culturally responsive pedagogy and curriculum. - Increase support for professional development for staff to provide culturally and linguistically responsive services. - Support and enhance recruitment efforts for first-generation and underrepresented students - Empower students with diverse linguistic and cultural needs to identify current institutional barriers negatively impacting their ability to achieve their self-identified goals - Empower students with diverse linguistic and cultural needs to engage in the planning process to remove institutional barriers and promote an anti-bias and inclusive campus climate. - Evaluate institutional policies and practices with an equity and empowerment lens and make necessary changes to support an anti-bias and inclusive campus culture.	- Create Community Engagement Committee composed of campus and community constituents. - Increase opportunities for discourse with community to inform community engagement agenda - Develop a sustainable model that links service learning courses, service opportunities, and volunteer efforts to community organizations. - Expand the process for tracking and documenting the needs of community partners and link to our ability to address these needs over time. - Identify community workforce needs and seek to create partnerships to address them. - Enhance student development as engaged learners, researchers, and citizens by fostering community-based opportunities that deepen students' sense of human solidarity and concern for the common good. - Develop mechanism to measure impact of community engagement work	
Programs need to be evaluated for relevance in today's world and in light of enrollment trends. Outdated or obsolete programs and programs which do not pay for themselves need to be revamped or sunsetted. Departments may need to be reorganized. We need to make sure FT faculty is at full load and thus reduce the number of adjunct faculty teaching one or two courses per year. We may need to add FT faculty. Every department needs to be evaluated for staffing. Job descriptions need to be re-evaluated to make sure they match what employees are truly doing. Employees need to be evaluated to make sure they are in the right job for their skill set. There may need to be significant reorganization college-wide. We also need to control what costs we can. We need to take a hard look (again) at how benefits are provided. We also need to look at salary and wage levels to make sure they are adequate to attract and retain qualified employees.				