FOUNDATIONS OF EXCELLENCE

Columbia Gorge Community College

The First Year Matters!

Columbia Gorge Community College
Foundations of Excellence
Final Report
January 2013

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IN SPECIAL RECOGNITION AND APPRECIATION FOR THEIR WORK

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Foundations of Excellence in the First-year of College

Introduction

Background

Columbia Gorge Community College (CGCC) was established in 1976, with the first classes offered in 1977. CGCC is a two-year public institution of higher education based in The Dalles, Oregon. The Dalles is a rural community 80 miles east of Portland, where the Columbia River defines the border between Oregon and Washington. This region encompasses 10,225 square miles with an estimated population of 81,173 (2008). CGCC is the only local provider of post-secondary education.

The College contracts with Portland Community College (PCC), an accredited community college through the Northwest Commission on Colleges and Universities (NWCCU), for instructional, financial aid and student record services during the last 35 years. In 2006, the Board of Education passed a resolution for CGCC to seek candidacy status for independent accreditation, and in January 2007, CGCC was approved for candidacy and began moving forward with the accreditation process. An application for Title III funds was made in 2010 with the intent to utilize funds to build infrastructure to support CGCC's progress toward independent accreditation. As CGCC looks to the future, and its ultimate disengagement from PCC in 2013, it is necessary to ensure that the College's processes and procedures are appropriate for, and reflect the nature of, the growing needs of a small, rural institution and the Students it serves.

Columbia Gorge Community College always maintained functions separate from PCC. Programming for students, academic advising, and the like, are services in which the College has sole oversight. In the past five years, CGCC experienced enrollment growth that clearly exceeded enrollment projections, which is partly attributed to the economic downturn. The College experienced rapid growth amid the work necessary for independent accreditation. The timing of the FoE work and rapid enrollment growth came at the perfect time, as it allowed the College to identify gaps and build a plan to address those gaps within programs and services that interwove into the work being done across the College that addressed the needs of accreditation.

Invitation to Participate in the Oregon Cohort

In 2008, CGCC's academic advisors had the privilege of hearing John Gardner as keynote speaker for the Oregon Student Success Conference. Afterwards, advisors had a new understanding and appreciation of the first-year experience in college and consistently referred to Gardner's work as the College sought ways of addressing the needs of our first-year students. Therefore, in June 2011, when CGCC received an invitation from Oregon's Community College and Workforce Development office offering the 17 community colleges in Oregon the opportunity to work "collectively to improve student persistence and success in their first-year... an important step towards helping more Students complete", we quickly accepted the invitation.

In total, seven Oregon Community Colleges committed to participate. The FoE self-study framework provided a support structure helped assess existing first-year programming, as well as helped identify gaps in first-year programming. However, more importantly, through the guidance of the Foundational Dimensions, the Dimension Committees targeted campus-wide gaps within Instructional Services and Student Services infrastructure related to first-year students, and facilitated the development of a plan that specifically addressed those gaps. This development plan allows CGCC to intentionally integrate the FoE action plan with other planning documents so that the likelihood of implementation of key initiatives within the plan is more plausible.

As the College responds to Oregon's focus on student success as an integral part of the completion agenda, CGCC's participation in the FoE assessment created a brilliant opportunity for the College to take intentional action in order to tackle

the needs of first-year students, and in turn address the requirements of accreditation standards, Oregon's student persistence and completion initiatives and the Governor's 40-40-20 goals.

Executive Summary

Getting Started

In October 2011, CGCC launched the FoE Initiative with a tailgate party introducing students, Staff and Faculty to the nine Dimensions. A cross-campus steering committee was formed and Dimension Committees were established. In total, 48 individuals participated in the self-study work, which included students, Faculty and Staff. To add perspective to the significance of this number for a small college, the FoE Initiative ran concurrently with the College's final stages of independent accreditation and parallel to the identification of core themes and related benchmarking. The FoE Initiative was presented at fall Faculty In-Service, with Faculty given the opportunity to participate in the FoE Faculty Survey. The FoE Student Survey was dispersed to students in December 2011. 65.6% of Faculty participated in the survey and 13.3% of students participated in the survey.

Evidence Based

Throughout the 2011-12 academic year, the Dimension Committees collected and analyzed evidence, hosted focus groups, and conducted surveys to better understand the landscape of CGCC's programming and interactions with first-year students (Appendix A & B). Unsurprisingly, the evidence suggested that CGCC had room for improvement. The College entered the FoE Initiative with a desire to obtain an accurate picture of its "first-year student experience", and establish baseline data that would inform future planning and benchmarking.

Dimension Reports

By the end of winter term, each committee collected, reviewed, and analyzed the evidence and began crafting a dimension report that assigned the College a letter grade of performance in each area, as well as outlined recommendations for action. Grades ranged from C's to F's with two dimensions not assigning grades, feeling they were unable to do so with accuracy. Initially, it was disheartening to make F grades in some areas; however, as the FoE Steering Committee discussed the topics, it became clear that as an institution historically focused on access, the grades assigned were an accurate representation of our institutional development as we begin shifting focus to include persistence and completion.

In total, there were 124 recommendations for improvement. The Steering Committee prioritized and categorized the recommendations into five broad goals:

- ➢ **Institutionalize the First-year**—Create a philosophy statement, clear goals and outcomes for first-year students, with continual assessment of the philosophy statement to verify it reflects and shapes first-year students experience(s).
- ➢ **Focus on Student Success**—Align with other initiatives to move the first term, first-year success agenda forward.
- ➢ **Improve Communication**—Provide consistent and timely communication to students, Faculty and Staff through web, email and in-person meetings and campus events.
- ➢ **Focus on Professional Development**—Educate Faculty and Staff about the needs of first-year students and the factors that lead to success and completion. Identify, promote and communicate the use high-impact practices (Appendix F).
- ➢ **Improve Assessment**—Ensure that assessment and evaluations are consistently used in programming for first-year students.

The Action Plan and Implementation Timeline

As the College begins the work, the first task for action in the 2012-13 academic year will be the establishment of a committee that will lead implementation of the action. The core of that committee will consist of members of the FoE Steering Committee and members of CGCC's Achieve the Dream Committee. Our desire is to link these two efforts such that both initiatives inform the other, and work in tandem to address the needs of first-year students and sub-populations within that group. Over the next several months, the Student Success Committee will develop a three to five-year action plan that will identify how the work will be implemented to accomplish the goals. Several of the recommendations have already been implemented or are currently in process. (All recommendations are listed in Appendix D and have not been included in the action plan.) To validate the importance of this work, the College committed funds in the 2013-14 budget to support the implementation of suggested recommendations and will continue its work with a Gardner consultant to ensure implementation of the action plan. Additionally, the FoE liaisons will "close the loop" by presenting the final FoE report and recommendations for action with CGCC's Executive Leadership Team, Education Board, Faculty, Staff and students in winter 2013.

Philosophy Dimension

"Foundations Institutions intentionally cultivate learning environments for new Students that emerge from a philosophy of two-year colleges as gateways to higher education." The philosophy is explicit and easily understood. It is consistent with the institutional mission, reflects a consensus of internal and external constituencies, and is widely disseminated. The philosophy is also the basis for organizational policies, practices, structures, leadership and resource allocation to support the new student experience."

The Philosophy Dimension Committee was charged with examining three performance indicators:

1) Whether a philosophy statement exists at CGCC

2) If a statement exists, its influence on current practices and policies related to the first-year experience

3) To what extent the statement has been disseminated to various departments.

While the committee was unanimous that a philosophy statement specific to the first-year experience does not exist, there is evidence that an *implied* philosophy does exist. This was supported by the Faculty/Staff survey in which 73% of respondents indicated that a philosophy for working with new Students had been at least moderately communicated to them. A majority of respondents (69%) indicated belief in the value of a first-year philosophy and that CGCC is committed to the success of first-year students (Appendix A). The following statement was drafted by the philosophy committee and presented as a starting point for the creation of a campus-wide first-year student success philosophy statement for CGCC:

Columbia Gorge Community College believes that Students new to the institution require encouragement and support to maximize their academic and overall success. CGCC supports the principle that all Students thrive through personalized contact with all facets of the College, but especially Student Services and Faculty. CGCC is committed to better understanding how these interactions benefit our Students and using that knowledge to promote success among first-year Students.

Highest Recommendation for Action:

➢ Develop a campus-wide philosophy/approach for first-year students.

Organization Dimension
"Foundations Institutions provide a comprehensive, coordinated, and flexible approach to the new student experience through effective organizational structures and policies. These structures and policies guide and align all aspects of the new student experience. Through effective partnerships, critical stakeholders such as instructional, administrative, and student services units provide a coherent experience for new Students that is enhanced by ongoing Faculty and Staff development activities and appropriate budgetary arrangements."

The Organization Dimension Committee discovered challenges and opportunities for greater integration and communication of the current practices of the "first-year experience". Three particular themes emerge throughout this dimension report:

1) Formal *Identification* of new students

2) *Institutionalization* of common practices for the first-year experience

3) *Communication* about first-year Students and the programming associated with the first-year experience

The committee recognizes that current practices include general support and interdepartmental communication regarding everyday tasks associated with the first-year (i.e.: advising, placement testing, tutoring). However, Faculty & Staff survey results indicate that the practices are not routine nor structured such that Faculty & Staff within the College's departments feel they have a voice in decisions about new student issues and experiences (Appendix A). Additionally, because the College has not adopted a philosophical statement defining the first-year experience, or established a clear organizational structure for first-year students, the committee found a lack of cohesiveness that is essential in successfully meeting the needs of this population.

Highest Recommendations for Action:

➢ Develop campus-wide philosophy statement relating to new students
➢ Establish a formalized process for identifying first term students
➢ Form a Student Success Steering Committee that focuses on first-year students, including developing, implementing, evaluating and assessing the services/programs/common practices for first-year students. The committee should include Staff and Faculty from multiple departments, as well as academic advisors.
➢ Significantly improve communication to Faculty and Staff related to first-year students through dissemination of information and professional development opportunities (e.g. workshops, breakout sessions, round-table conversations) at Faculty In-Services and CGCC All-Staff Trainings.
➢ Assign specific responsibility for retention

"Foundations Institutions deliver curricular and co-curricular learning experiences that engage new Students in order to develop knowledge, skills, attitudes, and behaviors consistent with the institutional mission, Students' academic and career goals and workplace expectations." Both in and out of the classroom, these learning experiences promote critical thinking, ethical decision making, and the lifelong pursuit of knowledge".

The Learning Dimension Committee evaluated learning experiences in and out of the classroom that engaged new students and promoted critical thinking, ethical decision making, and the lifelong pursuit of knowledge. The Committee recognized that as a candidate for independent accreditation, CGCC is implementing many college-wide assessment processes to measure student learning outcomes for its courses, degrees and certificates, but none are yet specific to first-year students or student engagement. However, the College currently tracks data identifying the causes of DFWI (drop, fail, withdrawal, incomplete) rates in its five most highly enrolled courses among first-year student. The primary method CGCC currently uses to reduce high DFWI rates is the Promoting Access to Student Success (PASS) program. The Committee recommends the College identify establish further best practices for communicating with poorly performing students.

A new attendance and refund policy was implemented fall 2011 and requires students to drop a class with the first week in order to receive a refund. The Committee found that this practice reduces the time students have to determine their likelihood of success in a course and recommends that the policy be reconsidered. Finally, the Committee determined that out of class learning opportunities are not a focus at CGCC at this time. However, special learning opportunities are available and some are being regularly assessed, most notably, service learning opportunities.

Highest Recommendations for Action:

➤ Apply consistent course evaluation schedule
➤ Continue to improve PASS program
➤ Identify, establish, and promote the use best practices when communicating with poorly performing students
➤ Increase out-of-class learning opportunities
➤ Re-consider the drop policy to two weeks instead of one week

Foundations Institutions make new Students a high priority for Faculty and Staff. A culture of responsibility for the experiences of new Students characterizes these institutions. This culture is realized through high-quality instruction, services, and support as well as substantial interactions with Students both inside and outside the classroom. Campus leaders nurture this culture and support it by appropriate institutional recognition and rewards."

The Campus Culture Committee met to determine to what degree CGCC Faculty and Staff make new students a high priority. The Committee's work revealed the need for institutional-wide learning goals and policies for first-year students. These goals and policies would convey the institution's commitment in assisting first-year students succeed. The goals and policies would be communicated at new instructor orientation, through Staff and Faculty handbooks, and at Faculty In-Service, and All-Staff Trainings. The Committee recommends establishing, promoting and documenting high-impact practices among Faculty and Staff working with first-year students through professional development opportunities. The FoE Steering Committee and Achieve The Dream Committee will work together to establish best practices,

including the 27 Best Practices established by Oregon Community Colleges (Appendix F), when working with first-year students and disseminate the information to Faculty at Faculty In-Services and Staff at All-Staff Trainings.

Highest Recommendations for Action:

➢ Create first-year student learning goals and policies
➢ Create an official policy regarding expectations for Faculty/Staff involvement with new students
➢ Communicate and share 27-Best Practices with Faculty & Staff (Appendix F)

Transitions Dimension

"Foundations Institutions facilitate appropriate student transitions beginning with outreach and recruitment and continuing throughout the period of enrollment. They communicate clear curricular/co-curricular expectations and possibilities, and they provide appropriate preparation and support for educational success. They are forthright about their responsibilities to Students as well as Students' responsibilities to themselves and the institution. These institutions create and maintain communication with secondary and other postsecondary institutions, families, employers, community agencies, and other sources of support for Students."

The Transitions Committee reviewed six performance indicators that address communication with students, families and other stakeholders to determine how well the College facilitates student connections. After careful analysis of the evidence, the committee found that the College does well or moderately well in communicating academic expectations, academic integrity, and information about academic programs and majors. Additionally, the committee found that pre-enrollment communication of financial aid and college costs was also communicated effectively (Appendix A & B).

Faculty & Student survey results (Appendix A & B) shared CGCC's Academic Advising did well in providing services to first-year students; however, services to second-year students lacked considerably, specifically information regarding transferring. Areas in need of greatest attention centered on facilitating connections between Faculty, Staff, and other students and providing opportunities for sharing information related to the transfer process.

70% of students felt the College did a "very high" job of providing academic advising services

Highest Recommendations for Action:

➢ Develop program-specific mentorship programs to link new and continuing students
➢ Encourage more student and Faculty connections outside the classroom
➢ Develop second year advising check- in to discuss next steps (graduation, transfer, applying for jobs, etc.)

All Students Dimension

Foundations Institutions serve all new Students according to their varied needs. These institutions anticipate, identify, and address the needs of traditional and non-traditional Students in response to their individual abilities, backgrounds, interests, and experiences. These efforts are subject to assessment and adjustment as needed. Institutions also ensure campus environments that are inclusive and safe for all Students.

The All Students Dimension analyzed data related to the College's ability to identify and respond to the needs of individuals. The Committee stated that the College has strength in identifying and recognizing academic and social needs of individual students, and collected this information through various methods. However, the College struggled identifying interventions and creating necessary budget to implement new services to address the social needs of first-year students. The committee found consistent evidence that while the College is making efforts to address the academic needs of its students, it lacks the necessary infrastructure to fully address the needs specifically related to the social and personal development of first-year students. To implement many of the suggested recommendations, substantial commitment by administration and subsequent budget allocation will be necessary.

"Of the courses with the highest enrollment among first-year Students, 15.6% referred to diversity, 6% used the word diversity, world views, ethnicity, gender diverse socioeconomic background(s) and 3.2% included guest speakers." (In reference to CGCC course syllabuses)

Highest Recommendations for Action:

➢ Develop tracking system for Group Advising and North Star Appointments
➢ Provision of personal services (mental health counseling, on-site child care, Veteran's services)
➢ Implement best practices among colleges to reinforce interactions between Faculty and Students (Appendix F)
➢ Provide non-classroom learning experiences, such as service-learning opportunities, volunteer opportunities, intentional interactions with Faculty and Staff, etc.

Diversity Dimension

Foundations Institutions ensure that new Students experience ongoing exploration of diverse ideas, worldviews, and cultures as a means of enhancing their learning and participation in pluralistic communities. Institutions cultivate an open and civil community in which Students interact with people from varied backgrounds and cultures. These institutions guide Students to reflect on ideas and values different from those they currently hold, and explore their own cultures and the cultures of others.

The Diversity Committee was tasked to identify the degree to which the College provides students the opportunities to experience diverse ideas and world views, as well as interact with individuals from diverse backgrounds and cultures. After a review of core coursework syllabi, the committee discovered very little reference directly related to diversity in the courses. The Committee hypothesized that although not specifically stated, perhaps opportunities exist in core classes that are not being documented. However, upon further examination, the committee suggested the survey and course syllabuses indicated that first-year students who are placed into core competency classes were less likely to experience diversity as opposed to their peers who took at least one of Arts & Letters and/or Social Science general education course. The committee also found there were few opportunities for out-of-class interactions for students with Faculty and Staff members which would enhance exposure to diverse cultures, ideas and backgrounds.

Highest Recommendations for Action:

➤ Provide a forum for all Faculty and Staff to discuss, and exchange ideas about high-impact practices (Appendix F), which might include, but are not limited to providing opportunities for diverse perspectives in writing and assignments, discussing diversity in the classroom, creating diversity workshops, and re-establishing CGCC's multicultural club

Roles & Purposes Dimension

"*Foundations Institutions promote student understanding of the various roles and purposes of higher education and those unique to two-year institutions, both for the individual and society*. These roles and purposes include learning for personal growth, career enhancement, workplace preparation and retraining, transfer for additional education, engaged citizenship, and serving the public good. Institutions encourage new Students to examine their motivation and goals with regard to higher education in general and to their own college. Students are exposed to the value of both a general education and focused study in an academic or career field."

The Roles & Purposes Committee examined to what degree CGCC effectively communicates its vision of the purpose of higher education to new students. The Committee suggested that CGCC's Career Guidance (CG) 209 course offered in the spring be offered in the fall. The course focuses on job finding skills and compiling appropriate and necessary information for job applications. Offering CG 209 in the fall could help students become more intentional as they plan their classes for the year. At this time, the Committee does not recommend that CG 209 is a required class for students, but promoted to students during their advising appointments and/or career counseling appointments. In addition, the Committee recommended that Staff and Faculty be made aware of the CGCC's career center: The Pathfinder Center, as well as its services and related career exploration resources so they may share its information with their students. Finally, as degree outcomes were assessed and programs reviewed, the committee recommended the College identify the importance of required program courses and competencies to help students understand the purpose of the courses and the value the classes hold to their professional development.

Highest Recommendations for Action:

➤ Educate Staff & Faculty of The Pathfinder Center services and its related career exploration resources
➤ Identify and communicate rationale for program-required courses

The Improvement Committee convened to identify the current assessment strategies utilized to determine the effectiveness of first-year initiatives. The Committee recognized the College's Institutional Assessment Committee's (IAC) focus on institution-wide assessment and improvement, but found IAC did not specifically addresses assessment of first-year students. While demographic characteristics of all students are tracked college-wide and published annually, no special distinction is made between new and all students. In addition, the College's knowledge base for understanding assessment data and its use is limited. The Committee recommends the College invest in formal training for Staff and Faculty to correctly understand and use assessment tools.

Highest Recommendations for Action:

➢ Develop a standing committee that focuses on first-year students, including assessment of programming for first-year students

➢ Invest in professional development opportunities that train Staff and Faculty on high-impact practices for first-year student success, as well as create opportunities that help constituents correctly assess and evaluate on-going assessment

➢ Implement recommendations from the FoE plan

Foundations of Excellence

Action Plan 2012-13

Phase I- Fall 2012		
Institutionalize First-Year Experience:	**In-Progress**	**Completed**
Identify standing Student Success Committee	X	
Develop and adopt first-year philosophy statement	X	
Define first-year student		X
Create process to identify and track first-year students		
Focus on Student Success:	**In-Progress**	**Completed**
Launch learning community in Hood River		X
Develop tracking system for Group Advising	X	
Develop tracking system for North Star appointments	X	
Improve Communication:	**In-Progress**	**Completed**
Redesign "My CGCC" website pages		X
Begin initial preparation for redesign of schedule and catalog section of web	X	
Begin utilizing electronic reminders of group advising, orientation and North Star appointments	X	
Focus on Professional Development:	**In-Progress**	**Completed**
Faculty led presentation at fall in-service on FoE work and Achieve the Dream work		X
Improve Assessment:	**In-Progress**	**Completed**
Provide assessment survey at Group Advising	X	
Establish and evaluate learning/advising outcomes for learning community		
Administer SENSE survey		X

Phase II- Winter 2013		
Institutionalize First-Year Experience:	**In-Progress**	**Completed**
Provide NSO for winter term		**X**
Develop a comprehensive plan for orientation, peer-mentoring and ongoing training of Faculty & Staff related to first-year students		
Determine scope of first-year experiences at CGCC		
Focus on Student Success:	**In-Progress**	**Completed**
Define SAP process and align with PASS. Develop processes to identify, communicate and track success	**X**	
Develop a mandatory advising session for Students at 30-45 credits (2nd year North Star Appointment)		
Departmental review of tutoring services		
Improve Communication:	**In-Progress**	**Completed**
Establish consistent format of syllabi, including required statements for 1st year philosophy, ADA, Academic honesty, weather etc.		
Develop syllabi statement to layout expectations for communication between Faculty and Students (what is considered timely, preferred means of communication, use of email and cell phone, etc.)		
Redesign of New Students webpage		**X**
Focus on Professional Development:	**In-Progress**	**Completed**
Re-convene the Diversity committee. Identify purpose and outcomes of committee. Establish regular meeting schedule		
Develop maintain and update Distressed and Disruptive Students: A Guide for Faculty		
Incorporate topic related to first-year student success at All-Staff/Faculty In-Service training		
Launch admissions module and provide training for users		
Improve Assessment:	**In-Progress**	**Completed**
Develop and conduct review of reasons for poor performance in high DFWI courses		
Gather & compare data for student success of students who take CG 101 vs. those who do not take CG 101.		

Phase III- Spring 2013		
Institutionalize First-Year Experience:	**In-Progress**	**Completed**
Provide NSO for Spring term	X	
Publicize the first-year goals in all formal campus publications (Student Handbook, Summer/Fall Schedule, Catalog, college news boards)		
Focus on Student Success:	**In-Progress**	**Completed**
Research possibilities to provide off-campus referrals for mental/emotional health needs		
Implement 2nd year North Star		
Improve Communication:	**In-Progress**	**Completed**
Widely disseminate information related to the implementation of degree audit system		
Communicate implementation of SAP standards for 2013-14 academic year		
Publicize learning communities on both campuses		
Develop method(s) for delivering communication effectively to first-year Students		
Redesign of Current Students webpage		X
Focus on Professional Development:	**In-Progress**	**Completed**
Report data related to success of learning community to Faculty		
Establish a process by which to collect and circulate information on promising practices and data related to first-year students to Staff & Faculty		
Improve Assessment:	**In-Progress**	**Completed**
Evaluate success rates of students taking CG101 classes compared to those who don't take CG 101; make recommendations for improvement		
Develop protocol for assessing and evaluating first-year experience(s)		

Appendix A

Survey Results: Faculty/Staff Survey for Two-Year Institutions

Confidentiality Notice: The Faculty/Staff Survey for Two-Year Institutions and New Student and Transfer-Bound Student Survey for 2-Year Institutions, developed by Educational Benchmarking, Inc. (EBI), assess the learning outcomes of first-year experience. The Foundations of Excellence Report is confidential and contains proprietary information and intellectual property of EBI and The Gardner Institute. Neither the FoE Report nor any of the information contained herein may be reproduced or disclosed under any circumstances without the express written permission of EBI and The Gardner Institute.

Appendix B

Survey Results: New Student and Transfer-Bound Student Survey for 2-Year Institutions

Confidentiality Notice: The Faculty/Staff Survey for Two-Year Institutions and New Student and Transfer-Bound Student Survey for 2-Year Institutions, developed by Educational Benchmarking, Inc. (EBI), assess the learning outcomes of first-year experience. The Foundations of Excellence Report is confidential and contains proprietary information and intellectual property of EBI and The Gardner Institute. Neither the FoE Report nor any of the information contained herein may be reproduced or disclosed under any circumstances without the express written permission of EBI and The Gardner Institute.

Appendix C

Grades

Dimension	Grade
Philosophy Dimension	N/A
Organization Dimension	C
Learning Dimension	F
Campus Culture Dimension	C-
Transitions Dimension	C-
All Students Dimension	C
Diversity Dimension	D+
Roles & Improvement Dimension	N/A
Improvement Dimension	F

All Recommendations

Category	Top 5	1st Priority	2nd Priority	3rd Priority
Student Success	Further develop PASS Program* -talk about it in GA -put it in catalog -better feedback -id at risk 1st term Students Expand student life* -full time advisor -more everything Require Students to take a college-prep course NSO* -better planning, funding -more frequently -family/support networks attend -student led tours before ea quarter Quiet study place in HR	Student clubs at HR-ICC Develop mentorship programs Expand resources to address non-academic risk factors Ride-share program for commuters	Learning communities and/or cohorts* Add consultation form online for Faculty and Students (PASS)* Strengthen ties between high school and college Faculty members Start cohort programs for Students in same fields to learn about professional networking and job finding	CG100 for HS Students in the spring Host sports games for Students
Communication	Create a college-wide calendar of events Hire a college marketing/outreach person Ensure the new website has functions to include families and support networks* Establish best-practices for communicating	Notify Faculty when a student drops Need a very clear link for new Students on the website* Easy navigation of website for new and cont. Students*	Improve communication w/social service organizations or churches to benefit Students	Feature student success resources in an organized way on web* Create an online admissions form Organize website
Campus Culture	First year Students participate in a workshop on cultural awareness and diversity Actively celebrate important intercultural events (ie. MLK day) Establish a Diversity Committee Continue to fund the Humanities Series Institute a campus-wide	Implement recommendations from the NS committee Continue data collection through CCSSE, SENSE etc.* Bilingual highly preferred on job descriptions Diversity question on	ID consistent, appropriate grant funding for any recommended new initiatives, materials and personnel IS/SS implement regular communication re: new student experience Intentional & active	Safe-zone for GLBT* Multi-cultural center Documentation of practices

	committee that focuses on 1st year Students	CGCC Employment Application	celebration of cultures of ethnic minorities: Hispanic culture Native American culture	
Mission and Policies	Add On-Campus Mental Health Counseling Services Explore Drop-out/retention data for FY Students (DFWI) Campus-wide philosophy/approach to FY student experience Campus –wide committee for implementation of action plan	Permanent committee focused on Assessment of first year Students Consistent Budget for current and new student initiatives College mission and FOE philosophy displayed across campuses Free disabilities testing	On-campus child care College policy on first Year experience Emergency blue light phones on campus	
Advisement	Better tracking of Northstar and group advising appts. More check points during the year Develop strategy for informing Students of financial aid -simplify -reminder to apply -check list -workshops Transfer focus 2nd year Northstar @ 45-57 credits, mandatory	Follow-up with those admitted but not enrolled -placement tested Develop system alert if a class is being repeated. Required to select a reason for repeat Establish process for id'ing 1st year Students Veteran and Active Duty support services	Identify strategies of how to serve Students with a break in enrollment Add survey to group advising or Compass Link survey to reg @30 credits Auto email @ 45 credits to make Northstar appt. to track progress Send email reminders about registration and reg steps	Better communicate Pathfinder Center to first year Students Create referral form and information brochures about campus-based assistance Create structured agenda for Northstar * Create and send letter acknowledging admission* Make advising guides available to Students outside advising appts* Emphasize how to access email to first term Students*

				Find and utilize information from compass re: student needs* Create Policy for degree monitoring*
Professional Development	More Faculty involvement in NSO Reinforce out-of-class interactions between Faculty & FY Students New Student Training and Information @ all-Staff trainings Invest in training Staff and Faculty to use and understand assessment tools*	Increase awareness and value of assessment and use of data* Study on Diversity in core competency classes Develop cultural competencies for Faculty and Staff. Opportunities for exchange and discussion	Develop classroom behavior guidelines Encourage more student and Faculty participation in environmental brown bag lunches	
Learning	Increase service learning/internship /coop opportunities for FY and 2nd year Students Standardized format for course syllabi Tutoring and PASS info on syllabi Course syllabi available online Interdisciplinary approaches to core competency classes	Develop rationales for Students about required courses Online database of courses that include service learning Fact sheet on internships and volunteer opportunities for FY Students Increase the numbers of courses that meet the cultural literacy requirement Create new student learning goals/Establish common learning goals	Offer more class options and variety More classes with lower pre-reqs	Offer CG 209 fall term Assess all CGCC courses Course evaluation consistency*

Evidence Library

	DIMENSION	EVIDENCE DOCUMENT	EVIDENCE DESCRIPTION
1	Transitions Dimension	11.3.11 Meeting Minutes	
2	Transitions Dimension	11.16.11 Meeting Minutes	
3	Learning Dimension	Faculty Contract	Speaks to the engagement PI.
4	Learning Dimension	Class Observation Form	Speaks to the engagement PI.
5	Learning Dimension	COMPASS Course Recommendations	Speaks to the placement PI.
6	Learning Dimension	Course Evaluation Core Questions	Speaks to engagement.
7	Organization Dimension	FAIR Postcard	PI 2.1 (c) financial aid
8	Organization Dimension	FAFSA Coversheet	PI 2.1 (c) Financial Aid
9	Organization Dimension	2.1(b): CGCC Catalog Information for New Students	Page 12 of CGCC's 2011-2012 catalog lists steps for new Students
10	Learning Dimension	Instructor Evaluations	Dates of evaluations for instructors teaching five highest enrollment courses.
11	Organization Dimension	2.1(b): Group Advising Spreadsheet	Showing initial reminder/confirmation calls, follow up calls and reschedules
12	Organization Dimension	The Navigator	2.1 (b) evidence - CGCC New Student Handbook
13	Organization Dimension	2.1(all) Group Advising Powerpoint w/ Advisor Notes	
14	Transitions Dimension	11.29.11 Meeting Minutes	
15	Organization Dimension	2.2(a): Advising Guide - AAOT	General degree example
16	Organization Dimension	2.2(a): Advising Guide - General Studies	General degree example
17	Organization Dimension	2.2(a): Advising Guide - Pre-Nursing	Program specific degree example
18	Organization Dimension	2.2(a): Advising Guide - RET	Program specific degree example
19	Campus Culture Dimension	Faculty Handbook 2011-2012	Can also be found at http://www.cgcc.cc.or.us/Academics/FacultyResources/Facultyresources.cfm
20	Campus Culture Dimension	New Instructor Orientation Checklist	Can also be found at http://www.cgcc.cc.or.us/Academics/FacultyResources/FacultyPoliciesProceduresForms_000.cfm
21	Organization Dimension	CGCC Fall 2011 New Students	2.1 (b) evidence - Students for a Term report identifying first term Students
22	Organization Dimension	Organization Dimension Meeting Minutes 11.14.11	Organization dimension committee meeting minutes
23	Organization Dimension	Organization Dimension Meeting Minutes 11.22.11	Organization dimension committee meeting minutes
24	Campus Culture Dimension	All-Staff Training Agenda (Sample)	From Fall 2011. Other agendas are available on the CGCC intranet site, http://intranet.cgcc.cc.or.us/ (must be on campus to access).
25	Organization Dimension	2.1(e): CG 100 Syllabus	
26	Organization Dimension	2.1(a)RogueNet Notes from Advising	Advisors Identifying 1st time Students with regards to NSO
27	Organization Dimension	2.1(e): RogueNet notes regarding North Star app't.	
28	Organization Dimension	2.2(a): Monitoring progress toward degree/certificate completion (RET tracking spreadsheet)	screen shot of access spreadsheet
29	Organization Dimension	2.2(a): Advisors Monitoring Students/ Student Ed plan from Rogue (kk)	Student Ed Plan from Rogue
30	Learning Dimension	Withdrawal Reasons 2010-2011	Speaks to PI 3.4, high incidences DFWI.
31	Learning Dimension	Drops 2010-2011	Potentially speaks to PI 3.4 in that it lists top reasons given for dropping a course.
32	Learning Dimension	Pass Referral Process	Speaks to the College's efforts to address potential causes of DFWI.
33	Learning Dimension	Cover letter to DFWI data	Explains some of the DFWI data.
34	Campus Culture Dimension	PASS Referral Form	Can also be found at http://www.cgcc.cc.or.us/Academics/FacultyResources/Facultyresources.cfm
35		PCC Curriculum Handbook	Speaks to 3.5 in that it explains curriculum process, including prerequisites.

36	Learning Dimension	COMPASS Description	Desc. of COMPASS exam. Speaks to proper placement.
37	Learning Dimension	Registration Process	Speaks to proper placement.
38	Learning Dimension	Withdrawal Policy	Board withdrawal policy. Speaks to DFWI rates.
39	Campus Culture Dimension	Management & Confidential Employee Handbook 2010-2011	Can also be found at http://www.cgcc.cc.or.us/PresidentsOffice/humanRes.cfm
40	Roles and Purposes Dimension	Roles and Responsibilities Meeting Minutes	November 18, 2011 first meeting
41		Meeting Minutes	December 2, 2011 minutesw
42	Diversity Dimension	Agenda and minutes_Meeting_10_19_11	
43	Diversity Dimension	Agenda and minutes_Meeting_11_02_11	
44	Diversity Dimension	Agenda and minutes_Meeting_12_06_11	
45	Organization Dimension	2.2(b): Screen Shot of Faculty Resources Webpage	Illustrates various resources Faculty have available to assist Students
46	Organization Dimension	2.2(b): Student-Instructor Consultation Form	Used for record of student and instructor meetings when student seeking assistance
47	Organization Dimension	2.2(b): Link to Faculty Resource Webpage	Same purpose as Doc#55
48	Organization Dimension	2.2(b): Syllabus checklist provided to instructors	Note: ADA statement and assistance is required on all syllabi
49	Organization Dimension	2.2(b): PASS Referral Form	
50	Organization Dimension	2.3: ABE Placement	Copy of e-mail from ABE instructors to advisors recommending placement for Students progressing to college-level courses
51	Roles and Purposes Dimension	Meeting Minutes 11/18/11	
52	Roles and Purposes Dimension	meeting Minutes 12/2/11	
53	Roles and Purposes Dimension	ESR CCOG	The Environmental Science course outcomes include learning for good citzenship and serving the public good
54	Roles and Purposes Dimension	RET inforamtion at Web site	Learning to improve future employment
55	Roles and Purposes Dimension	Health Oc information	There are links at the Web page realted to health occupation and employment
56	Roles and Purposes Dimension	CGCC Pathfinder Web site and links	Resources for job search, learning for personal enrichment
57	Roles and Purposes Dimension	Carrer Pathway Web site	
58	Roles and Purposes Dimension	CG 209 CCOG	Job finding class
59	Roles and Purposes Dimension	CG 100C CCOG	Course outcmes related to helping Students examne their motivation for higher education
60	Roles and Purposes Dimension	CG 111C CCOG	Course outcmes related to helping Students examne their motivation for higher education
61	Roles and Purposes Dimension	North Star Advising	
62	Organization Dimension	2.2(b): COMPASS survey	Questions and Resources Students receive when taking the Compass Placement Test
63	Campus Culture Dimension	NSO Evaluation Form 2011	Evaluation form for New Student Orientation 2011.
64	Campus Culture Dimension	NSO Evaluation Summary 2011	Summary of results from evaluation of New Student Orientation 2011.
65	Campus Culture Dimension	CGCC Resources for Faculty Webpage	
66	Organization Dimension	2.1(a): Notes from RogueNet (NSO and North Star for new Students)	2a)(kk) Notes from RogueNet: Advisor: noting which Students have signed up for New Student Orientation, what needs to be done in terms of creating ed plans, and who has completed North Star Appt. (all steps for first-time Students):
67	Learning Dimension	SENSE Survey Description	A survey that seeks to capture "institutional practices and student behaviors in the earliest weeks of college;" something that speaks to several areas of the Learning Dimension including, potentially, service learning.
68	Learning Dimension	Schedule of Classes - Fall 2011	Includes attendance policy.
69	All Students Dimension	All Students Meeting 1: Nov 4 Agenda	
70	All Students Dimension	All Students Meeting 2 Agenda	
71	All Students Dimension	All Students Focus Group Questions	
72	Philosophy Dimension	CGCC Fall 2011 Class Schedule	
73	Philosophy Dimension	CGCC Core Themes - Board Approved	
74	Philosophy Dimension	Core Themes - IAC Edits	

75	Diversity Dimension	Mid-Columbia Economic Development Strategy 2010-2011	
76	Diversity Dimension	CGCC Staff Employment Application	
77	Diversity Dimension	CGCC Faculty Employment Application	
78	Diversity Dimension	A note from the Japanese instructor on Japanese Visual Club	
79	Diversity Dimension	An interview with the Student Life Advisor	
80	Diversity Dimension	CGCC Catalog 2011-2012	
81	Diversity Dimension	The Navigator	
82	Diversity Dimension	Winter 2011 Class Schedule	
83	Diversity Dimension	Cultural Literacy Designation Form Request	
84	Diversity Dimension	New Student Orientation_Plan of the day	
85	Diversity Dimension	Latino Family Night_Summary	
86	Diversity Dimension	Humanities Series 2010 Handbill	
87	Diversity Dimension	Humanities Series 2011 Handbill	
88	Organization Dimension	2.1(e): Notes from Group Advising; North Star app't. and CG 100	
89	Organization Dimension	2.3/2.4: Partnership/Financial Responses from ABE/ESOL	Transcript of email correspondence regarding committee questions for ABE/ESOL particularly regarding partnerships between them and Student Services as well as financial resources.
90	Organization Dimension	2.2(a&c): Financial Aid Responses	
91	Diversity Dimension	Review of the syllabi for General Ed. Courses, Core Competency Courses, and College Success Courses	
92	Diversity Dimension	Cultural Literacy and Foreign Language Classes offered in the 2010-2011 Academic Year	
93	Diversity Dimension	CGCC Website	
94	Diversity Dimension	CGCC Human Resources IPEDS 2010 Report	Faculty and Staff Demographics
95	Diversity Dimension	CGCC Self Study 2011 Report	
96	Diversity Dimension	CGCC Employment Application_Faculty	
97	Diversity Dimension	CGCC Employment Application_Staff	
98	Diversity Dimension	Supplementary Survey for Faculty and Staff	
99	Organization Dimension	2.1(e): Advisor Notes	
100	Organization Dimension	2.1(d): Early Warning Notes	
101	Organization Dimension	2.1(e): New Student Checklist	
102	Campus Culture Dimension	Curriculum Office webpage	Houses program outcomes and course outcomes
103	Campus Culture Dimension	Department Chair Position Description	Not found on the CGCC website
104	Campus Culture Dimension	Department Chairs Meeting Agenda (Sample)	From Sept. 2010. Other agendas can be found on G:\SHARED\CGCC\Instructional Services\DEPARTMENT CHAIRS\Agendas\Fall 2010 (must be on campus to access).
105	Organization Dimension	Organization Dimension Grouped Recommendations	Per Gardner institute suggestion, the recommendations from the organization dimension have been grouped into categories.

27 Best Practices for Student Success

In 2009, Oregon's community colleges completed a survey of the status and intent of Oregon's identified "27 Best Practices" for student success. The survey responses offered a platform for college campus conversations on student success.

After a review of the data received, it was determined that most colleges already implement the following seven Best Practices:
- First term or first year experience;
- Learning centers (include tutoring, study skills, math development;
- Developmental classes and programs;
- One-stop enrollment services;
- Counseling and support groups;
- Financial aid outreach; and
- Co-curricular activities/student life

Oregon's seventeen community colleges updated their status and intent of the 27 Best Practices in Summer 2010 and Spring 2012. Colleges continue to use the 27 Best Practices as the foundation for many of their student success efforts.

Curricular Initiatives
Learning Communities/Cohort Groups
First Term or First Year Experience
Embedding Study Skills in Specific Courses
Curricular Innovations/Faculty Development
Career Pathways

Campus Climate
Relationship-building Activities
Non-Traditional Student Support
Co-Curricular Activities/Student Life
Faculty Involvement
Ceremonies, Traditions, and Special Events

Institutional Assistance & Academic Interventions
Learning Centers
Early Warning Systems
Mandatory Assessment and Basic Skills Pre-requisites
Summer Bridge Programs
Developmental Programs

Electronic and Online Tools
Online Student Services
Degree Audit

Student Development Initiatives
Mandatory Orientation/Special Workshops for New Students
Mandatory Advising/Degree Planning
One-Stop Enrollment Services
Peer Mentoring/Tutoring /Advising
Counseling and Support Groups
Career Exploration/Student Employment Services
Calling Campaigns; Person-to-Person Contact
Financial Aid Outreach

Institutional Leadership and Assessment
College-Wide Retention Initiatives
Systematic Assessment and Reviews

Appendix G

All Reports (Full)

Confidentiality Notice: The Faculty/Staff Survey for Two-Year Institutions and New Student and Transfer-Bound Student Survey for 2-Year Institutions, developed by Educational Benchmarking, Inc. (EBI), assess the learning outcomes of first-year experience. The Foundations of Excellence Report is confidential and contains proprietary information and intellectual property of EBI and The Gardner Institute. Neither the FoE Report nor any of the information contained herein may be reproduced or disclosed under any circumstances without the express written permission of EBI and The Gardner Institute.