

2008 Self Study



Columbia Gorge Community College

Building Dreams, Transforming Lives

Appendix





# Appendix

to

2008 Comprehensive Self Study Report

Columbia Gorge Community College

The Dalles, Oregon



*building dreams, transforming lives*

Prepared for the  
Northwest Commission on Colleges and Universities

Accreditation Visit April 30 - May 2, 2008



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# Mission & Authority





## **Columbia Gorge Community College Vision, Mission, Values and Goals**

### **Vision:**

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

### **Mission:**

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

### **Values:**

- ❖ Respect for the individual
- ❖ Community focus
- ❖ Integrity
- ❖ Excellence
- ❖ Commitment to Learning

### **Goals:**

1. CGCC will provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve.
2. CGCC will provide services which support the development of all students and the achievement of their educational goals.
3. CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment.
4. CGCC will develop and maintain strong, collaborative partnerships and relationships within our community.
5. CGCC will provide governance and administrative structures which assure institutional effectiveness through innovative leadership and ongoing planning and evaluation.
6. CGCC will build the institution's financial capability through sound planning and effective use of fiscal resources.
7. CGCC will provide efficient operational processes which support current organizational needs and directions.
8. CGCC will utilize technology to improve teaching and learning, delivery of student services, delivery of administrative services, and workplace effectiveness.
9. CGCC will provide appropriate institutional facilities which support the achievement of the institution's mission and goals.





# CHARTER

*Know all men by these presents that:*

Treaty Oak Community College Service District

*was established by vote of the people on* November 2, 1976

*under the authority and by virtue of the laws of the sovereign State of Oregon, and is hereby granted all rights and privileges arising therefrom and pertaining thereto.*

*In witness whereof, I have hereunto set my hand and have caused the Great Seal of the State of Oregon to be affixed this* 1<sup>st</sup> *day of* December 1986



*[Handwritten signature in blue ink]*

GOVERNOR

*[Handwritten signature in red ink]*

CHAIRMAN, STATE BOARD OF EDUCATION

SUPERINTENDENT OF PUBLIC INSTRUCTION



**INTERGOVERNMENTAL SERVICE AGREEMENT  
BETWEEN  
COLUMBIA GORGE COMMUNITY COLLEGE  
AND  
PORTLAND COMMUNITY COLLEGE**

THIS INTERGOVERNMENTAL AGREEMENT, as authorized by ORS 190.010, is entered into on the date of last signature below, between Columbia Gorge Community College, hereinafter referred to as "CGCC", and Portland Community College, hereinafter referred to as "PCC".

WHEREAS, CGCC and PCC desire to cooperate in enabling CGCC to provide instructional and administrative services to patrons of the CGCC service area, and to do so without requiring PCC patrons to subsidize the operation of the CGCC district.

THEREFORE, the parties agree as follows:

I. CGCC agrees to:

Adhere to and to comply with all applicable federal and state laws, PCC Board policies, Northwest Commission on Colleges and Universities (NWCCU) standards, and PCC's academic policies and procedures. PCC will periodically monitor compliance with all applicable laws, standards, policies, and procedures.

Comply with all applicable Oregon and United States statutes governing the employment relationship including, but not limited to, the Americans with Disabilities Act, the Family Medical Leave Acts, and the Fair Labor Standards Act.

Be solely responsible for hiring, employing, supervising, evaluating, and compensating faculty and staff to provide instruction, student support, and administrative services. The recruitment and selection of faculty and staff at CGCC must be in compliance with the "Uniform Guidelines on Employee Selection Procedures" jointly adopted by the U.S. EEOC and the Office of Federal Contract Compliance. PCC will not provide and will not bill CGCC for any workers compensation coverage. PCC will monitor all hiring processes and supervision practices periodically. All faculty hired by CGCC must meet the qualifications established by PCC which will review the qualifications of all faculty on a periodic basis.

Be solely responsible for processing grievances filed by their students, administrators, faculty, and staff, for handling discrimination and affirmative action complaints, and for addressing violations of any of the above referenced employment laws. CGCC agrees to hold PCC harmless for any violations or resulting complaints or claims relative to this section. PCC assumes no liability for these actions and any services provided by PCC at CGCC's request relative to these actions are not covered in the agreement.

Consult with PCC regarding all contracts that have been or are being developed to provide instruction or other services related to instruction or instructional support services at CGCC for example, but not limited to, credit instruction and advanced



placement. Contracts to provide training services to business and industry are exempted from this provision.

Reimburse PCC for any other services not described in this agreement and agreed to by both parties in writing before the service is performed. Billing for additional services will be done on a quarterly basis by the PCC Financial Services Office with appropriate documentation to justify billings for all additional services.

II. PCC agrees to:

Provide the following comprehensive community college services to CGCC in compliance with PCC Board policies and NWCCU accreditation standards.

A. ACADEMIC SERVICES:

process and approve all CGCC's curricular changes and new programs following PCC procedures;

periodically review instructor files to assure they are qualified in the subject areas they teach and to review implementation of the credit instructor approval policy;

periodically review hiring and evaluative procedures to assure compliance with established PCC procedures;

provide course content guides, the approved textbook and materials lists and other up-to-date curriculum information;

review CGCC's instructional approval and evaluation procedures according to NWCCU standards;

provide opportunities for CGCC, upon mutual agreement, to confer with PCC faculty and administrators for the purpose of providing technical assistance;

provide opportunities for CGCC staff to participate in Subject Area Committees (SAC's), attend Educational Advisory Committee (EAC) meetings, and participate in other committees relevant to the agreement such as assessment and accreditation.

B. ENROLLMENT SERVICES:

provide class schedule entry support;

maintain academic records for all CGCC students attempting credit/CEU classes; provide transcript, transfer articulation, and related services;

provide financial aid services to CGCC as described in the Financial Aid addendum to this agreement.



C. INSTITUTIONAL RESEARCH:

provide the programming for CGCC to generate OCCURS and IPEDS data to prepare the reports CGCC will submit to the Department of Community Colleges and Workforce Development.

D. LIBRARIES:

provide library support services as specified in the Library Services addendum

E. FINANCIAL SERVICES:

be responsible for billing CGCC for services identified in paragraph VI and for all additional services in a timely manner;

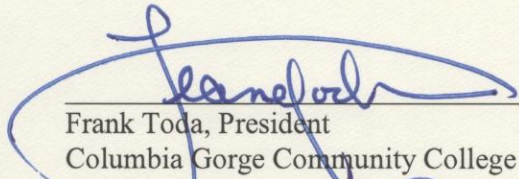
provide appropriate documentation to justify billings for all additional services.

- III. In return for services rendered under paragraph II of this agreement, CGCC will pay PCC an overhead charge of (10) percent based on CGCC's actual, annual costs for its full-time and part-time faculty (salary and fringe benefit payments), plus an eighteen (18) percent indirect charge on the value of this agreement.
- IV. Payments as identified in Paragraphs I and III will be made quarterly. Total payments to be made under this agreement as identified in the budget addendum will be estimated in advance each year, with adjustments to the estimate made on an annual basis. Final fiscal year billings for all costs will be provided no later than August 30.
- V. The budget agreement shall be adjusted annually by negotiations between CGCC and PCC. Any changes in the financial arrangement will be agreed upon by both parties by December 15 prior to the July 1 effective date. The financial arrangement identified in this agreement will be validated annually by submitting a budget for approval. Appropriate signatures on the budget document will be required for validation.
- VI. The Vice President of Academic Services at PCC will have overall responsibility for administering this agreement and designating other staff, as needed, to carry out this agreement.
- VII. The parties each agree to indemnify and hold harmless the other for any damages, disbursements, and attorney fees which may result from the party's actions or failures to act.
- VIII. This agreement is intended to be continuous from year to year unless terminated in one of the following ways:
- A. Either party may terminate this agreement effective at the start of the next fiscal year by at least six (6) months notice in writing.
- B. The parties must agree annually in advance on all services and costs for each fiscal year. If they fail to agree, either party may give notice to terminate. During

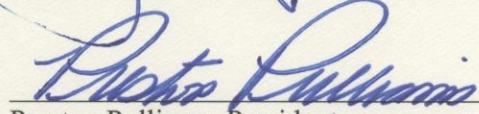


the one hundred and eighty (180) day notice period, the agreement in effect for the ending fiscal year will be continued.

- C. If either party breaches this agreement, the other may terminate the agreement upon ninety (90) days written notice to the breaching party. This right is in addition to any other rights hereunder or by law.
- D. By mutual agreement with mutually agreeable timelines.
- IX. The parties have entered into two addenda in conjunction with this Agreement, which are attached hereto and hereby incorporated by reference. The parties may agree on additional addenda provided that are reduced to writing and fully executed by both parties.
- X. Any amendment to this Agreement will not be effective unless reduced to writing and executed by both parties, except as otherwise provided in Paragraph V.

  
 \_\_\_\_\_  
 Frank Toda, President  
 Columbia Gorge Community College

6-16-2007  
 Date

  
 \_\_\_\_\_  
 Preston Pulliams, President  
 Portland Community College

June 16, 2007  
 Date

CLASSIC CREST



**LIBRARY SERVICES ADDENDUM A**  
**TO INTERGOVERNMENTAL SERVICE AGREEMENT BETWEEN**  
**COLUMBIA GORGE COMMUNITY COLLEGE AND**  
**PORTLAND COMMUNITY COLLEGE**

As an Addendum to their Intergovernmental Service Agreement and in further compliance with the standards of the Northwest Commission on Colleges and Universities (NWCCU), Portland Community College and Columbia Gorge Community College agree to provide the following:

Portland Community College will:

1. Provide access to the PCC library system via the Internet;
2. Loan PCC's print and media collection in a timely manner and for loan periods specified by LRC systems plus shipping periods;
3. Provide full library service to students and staff of CGCC who come to any PCC library.

Columbia Gorge Community College will:

1. Designate a space and a contact person to receive and distribute loaned library materials;
2. Provide all necessary hardware and software applications needed to access the Internet including any special applications needed to access PCC library services such as telnet;
3. Pay for costs associated with interlibrary loans for all materials, rental costs for films from outside vendors, etc., by establishing an account with PCC's delivery service at the Sylvania Bookstore and pay for replacement costs for lost materials;
4. Initiate a planning process to provide library services for all students enrolled at Columbia Gorge Community College by acquiring a collection at CGCC, which in ten years would generate normal community college library use (10 circulations per FTE per year). On an interim basis, until a permanent facility is available, develop contracts or participate in consortium agreements to provide quality library services to meet Northwest Accreditation Association standards.



**FINANCIAL AID ADDENDUM B****TO INTERGOVERNMENTAL SERVICE AGREEMENT BETWEEN  
COLUMBIA GORGE COMMUNITY COLLEGE AND  
PORTLAND COMMUNITY COLLEGE**

As an Addendum to their Intergovernmental Service Agreement and in further compliance with the standards of the Northwest Commission on Colleges and Universities (NWCCU), Portland Community College and Columbia Gorge Community College agree to provide the following:

Portland Community College:

1. Establish and maintain all official financial aid records for CGCC students.
2. Supply all financial aid related forms and documents.
3. Process all financial aid applications and related forms.
4. Perform file evaluation and analysis (needs analysis, data verification, student eligibility determination, professional judgment decisions) for all aid applicants.
5. Determine award eligibility and award amounts for all aid applicants.
6. Certify all loan applications.
7. Disburse and deliver financial aid according to PCC's disbursement schedule and federal cash management regulations.
8. Perform all federal refund/repayment calculations for students who withdraw or stop attending classes.
9. Bill CGCC for federal refunds and direct expenses incurred by PCC on behalf of CGCC.
10. Approve all Federal Work-Study contracts (PCC is the designated institution).
11. Approve all consortium agreements with other institutions (PCC is the home institution) for purposes of awarding financial aid for concurrent enrollment.
12. Monitor satisfactory academic progress for all financial aid students.
13. Adjudicate all satisfactory academic progress, time frame, and financial aid appeals.



14. Provide financial aid advising/counseling by phone or e-mail.

Note: CGCC students are not eligible for PCC Institutional Grants, nor are they eligible to charge books (using financial aid) at the PCC Bookstore.

15. Provide CGCC with copies of all appropriate financial aid policies, procedures, and related documentation.
16. Provide financial aid training to CGCC staff.
17. Provide query access to appropriate Banner financial aid screens.

#### Columbia Gorge Community College:

1. Disseminate financial aid information and forms to students and distribute financial aid checks to students.
2. Act as liaison between students and financial aid advisors at PCC.
3. Assist students in completing financial aid forms.
4. Maintain logging system to track all forms and documents submitted to PCC.
5. Conduct loan counseling (entrance and exit interviews) for all loan applicants according to PCC policies and federal regulations.
6. Conduct Federal Work-Study orientation sessions and make job referrals according to PCC policies and procedures.
7. Provide attendance verification and tuition account information to PCC for financial aid students who withdraw or stop attending classes by submitting the last date of attendance
8. Access Banner financial aid screens through data link to assist students in determining financial aid status.
9. Return all financial aid checks (aid canceled, student withdrawal, aid revision, etc.) according to PCC policies and federal cash management regulations.
10. Conduct financial aid workshops for students and parents according to PCC policies and procedures.
11. Attend OASFAA/OSSC financial aid training workshops.
12. Attend PCC financial aid training sessions.
13. Reduce or collect on CGCC students who have been shown to be in default.





Memorandum of Agreement  
Between

Portland Community College Libraries and Columbia Gorge Community College Library

In accordance with library and accreditation standards and to continue past services, this agreement between Portland Community College Libraries (PCC) and Columbia Gorge Community College Library (CGCC) defines the terms of PCC's support for CGCC and the terms of sharing the Colleges' integrated library system.

PCC and CGCC agree to share the Millennium integrated library system as developed and sold by Innovative Interfaces Incorporated (III) of Emeryville, California. This includes, but is not limited to, sharing the system software, hardware and databases. PCC and CGCC will share in the management of the system and will share costs.

**Portland Community College Libraries agree to:**

1. Columbia Gorge Community College's use of the III system and to CGCC adding its data to the III database.
2. House the Millennium server at PCC.
3. Give appropriate network access to the system.
4. Include CGCC librarian in Millennium trainings and discussions about system upgrades, changes and enhancements.
5. Work with CGCC librarian in discussions and decisions that will affect the functionality and availability of the system, or data in the system or other issues that will have an impact on CGCC's access to and/or use of the system.
6. Keep CGCC informed in advance about known down times.
7. Reply to CGCC's concerns or problems about the III system in 24 hours.
8. Visit the CGCC campus in The Dalles or Hood River at least once a year to offer consultation and review of CGCC services and operations.
9. Develop and monitor access to remote databases for CGCC users as allowed by PCC and/or CGCC licenses with database vendors.
10. Bill CGCC annually for library system use and sharing based on an annual review of these factors: percentage of items held, of bibliographic records stored, and total checkouts for the most recent fiscal year. Cost will be a percentage of Innovative Interface's annual maintenance invoice.



**Columbia Gorge Community College Library agrees to:**

1. Share its data with PCC in the Millennium system.
2. Add and update its own records in the system according to rules set down in the system manual or as negotiated with PCC's Library Technology Department.
3. Have PCC Library employees administer and manage the Ill system, except as noted above.
4. Notify PCC's Innovative System Manager of all major problems.
5. Purchase and maintain local workstation hardware and network connections necessary to operate the system.
6. Give at least six (6) months notice to PCC, if CGCC chooses to terminate its participation in the system.

**Renewal of Agreement:**

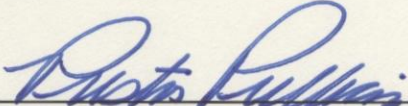
Portland Community College and Columbia Gorge Community College Libraries agree to review and/or renew this agreement annually.

**Schedule of Charges:**

PCC will bill CGCC at the percentage if Ill assesses new charges for required system upgrades in software or hardware.

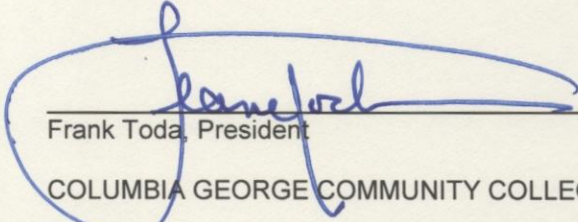
If CGCC agrees to share the use of new software or system modules that PCC decides to buy, PCC will bill CGCC at the same percentage.

**Agreed to by:**

  
 \_\_\_\_\_  
 Preston Pulliams, President

PORTLAND COMMUNITY COLLEGE

June 16, 2007  
 \_\_\_\_\_  
 Date

  
 \_\_\_\_\_  
 Frank Toda, President

COLUMBIA GEORGE COMMUNITY COLLEGE

6-16-2007  
 \_\_\_\_\_  
 Date



# Students



**COLUMBIA GORGE  
COMMUNITY COLLEGE**



**STUDENT PROFILE  
2006-2007**



**Compiled by Karen Carter  
Dean of Student Services**

**Columbia Gorge Community College  
400 East Scenic Drive  
The Dalles, Oregon 97058  
(541) 506-6010  
[www.cgcc.cc.or.us](http://www.cgcc.cc.or.us)**

It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Persons having questions about equal opportunity and nondiscrimination should contact:  
Executive Director of Human Resources and Strategic Planning - Employment  
Chief Academic Officer - Educational Program  
Dean of Student Services - Student Programs, Activities, and Services

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## STUDENT PROFILE SUMMARY 2006 - 2007

### ENROLLMENT

- Total FTE decreased 5.9 % over the previous year to 921.21.
- For the first time since the college moved to the current campus, enrollment did not meet the 3% average for projected annual growth. However, in the 12 years since CGCC has been on its current campus, the average annual growth has been just over 2 %.
- Unduplicated total headcount decreased 7.0 % to 5048 students. The headcount for credit students only declined 2.1 %.
- FTE for classes taught in Wasco County decreased 6.9 % over the previous year while FTE for classes taught in Hood River County decreased 2.1 % from the previous year.
- Reimbursable FTE decreased 5.7 % over the previous year.
- FTE was generated in the following manner, which is essentially the same distribution as last year.
  - 46.1 %: Lower Division Collegiate (transfer) courses.
  - 32.5 %: Professional/Technical courses.
  - 18.4 %: Developmental courses.
  - 2.5 %: Adult Continuing Education courses.
  - 0.5 %: Non-reimbursable

### CREDIT STUDENTS

- Full-time: 444 students were registered in a minimum of 12 credit hours for at least one quarter during the academic year, which is the first increase in four years. The average number of credits taken by full-time students was 13.2, down a little from last year.
- Part-time: 1075 students were registered as part-time students (enrolled in one to eleven credits at least one term). The average number of credits taken by part-time students was 5.8.

### AGE

- The average age of all students was 37.9, exactly the same as last year.
- The average age of full-time students was 27.7, exactly the same as last year.
- Students from 12 years old to 92 years old took classes.



## RESIDENCY

- 41.9 % of all students were from Wasco County (down from the 45.2 % last year).
- 27.5 % of all students were from Hood River County (down from the 28.2 % last year).
- 17.9 % of all students were from Washington (down from 18.8 % last year).
- 12.8 % of all students were from Oregon, outside Wasco and Hood River counties (almost double from the 7.8 % last year.)

## ETHNIC BACKGROUND

- The student body was more diverse ethnically than in the previous year. 84.9 % of all students served were Caucasian (compared to 85.8 % the previous year). The largest growth was in the Hispanic population, which increased to 12.8 % from 11.8%.
- The credit student population was also more diverse ethnically (82.8 % compared to 83.1 %) than the previous year, with the increase coming mostly from the Hispanic segment (13.3 % this year as compared to 12.1 % last year).

## GENDER

- 62.8 % of all students were female (approximately the same as last year).
- 69.7 % of credit students were female (an increase over the 68.1 % last year).

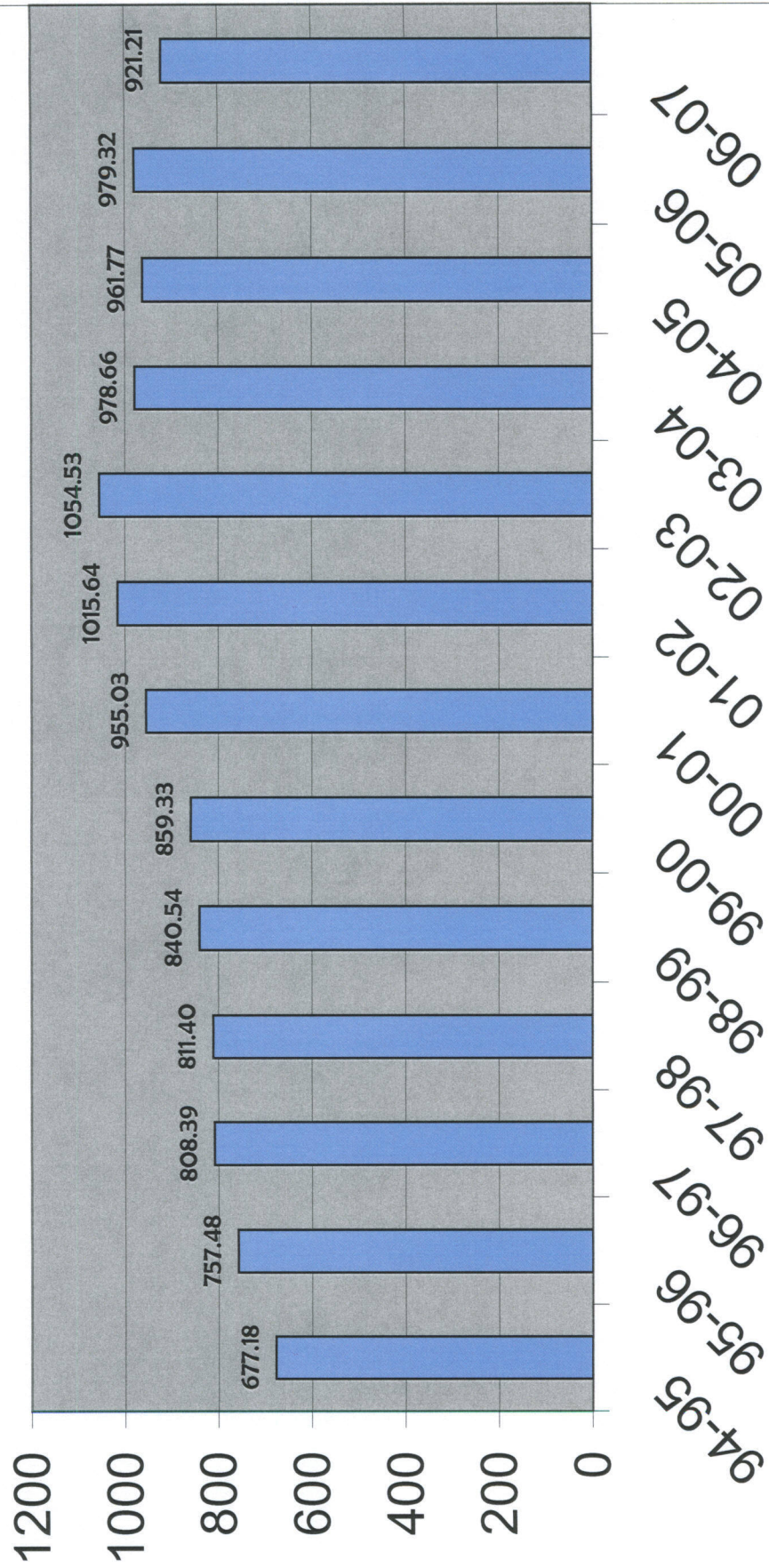
## FINANCIAL AID

- A total of \$2,512,694 was awarded to CGCC students in a combination of federal financial aid and CGCC Foundation scholarships. This is a decrease of 11.1 % over the previous year. For the first time in many years, there was a decrease in the percentage of loans awarded.
- For Fall term 2006, 57.0 % of the full-time students received financial aid, 46.0 % of students enrolled in 6-11 credits received financial aid, and 4.5 % of students enrolled in 5 credits or less received financial aid.

## GRADUATES

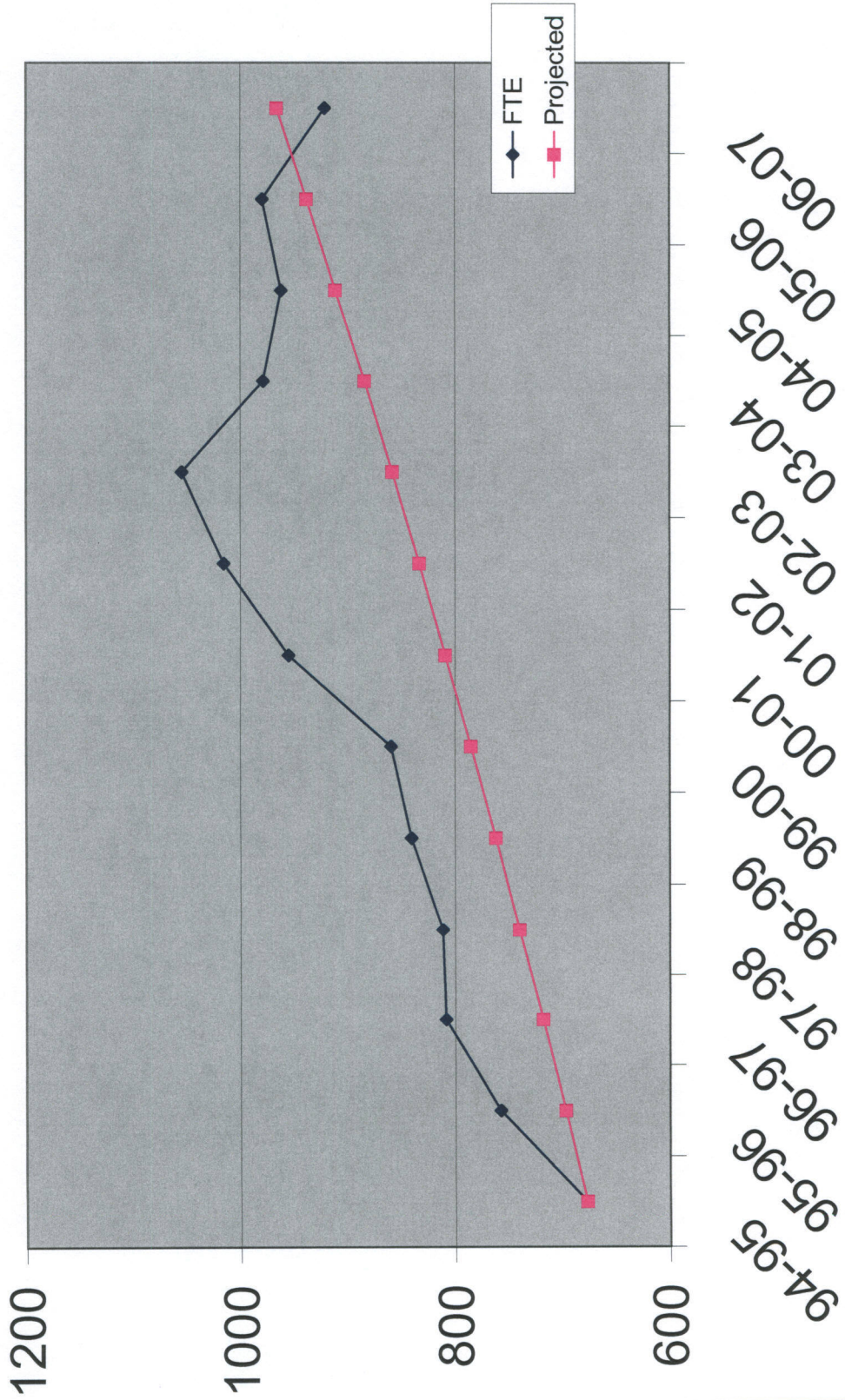
- There was a decrease in the total number of graduates. All segments (Degrees, Certificates, and High School Completions) were down, with the biggest drop in the general associate degrees. This follows June 2006 which had the highest total number of graduates ever at CGCC.

# Total FTE for Columbia Gorge Community College



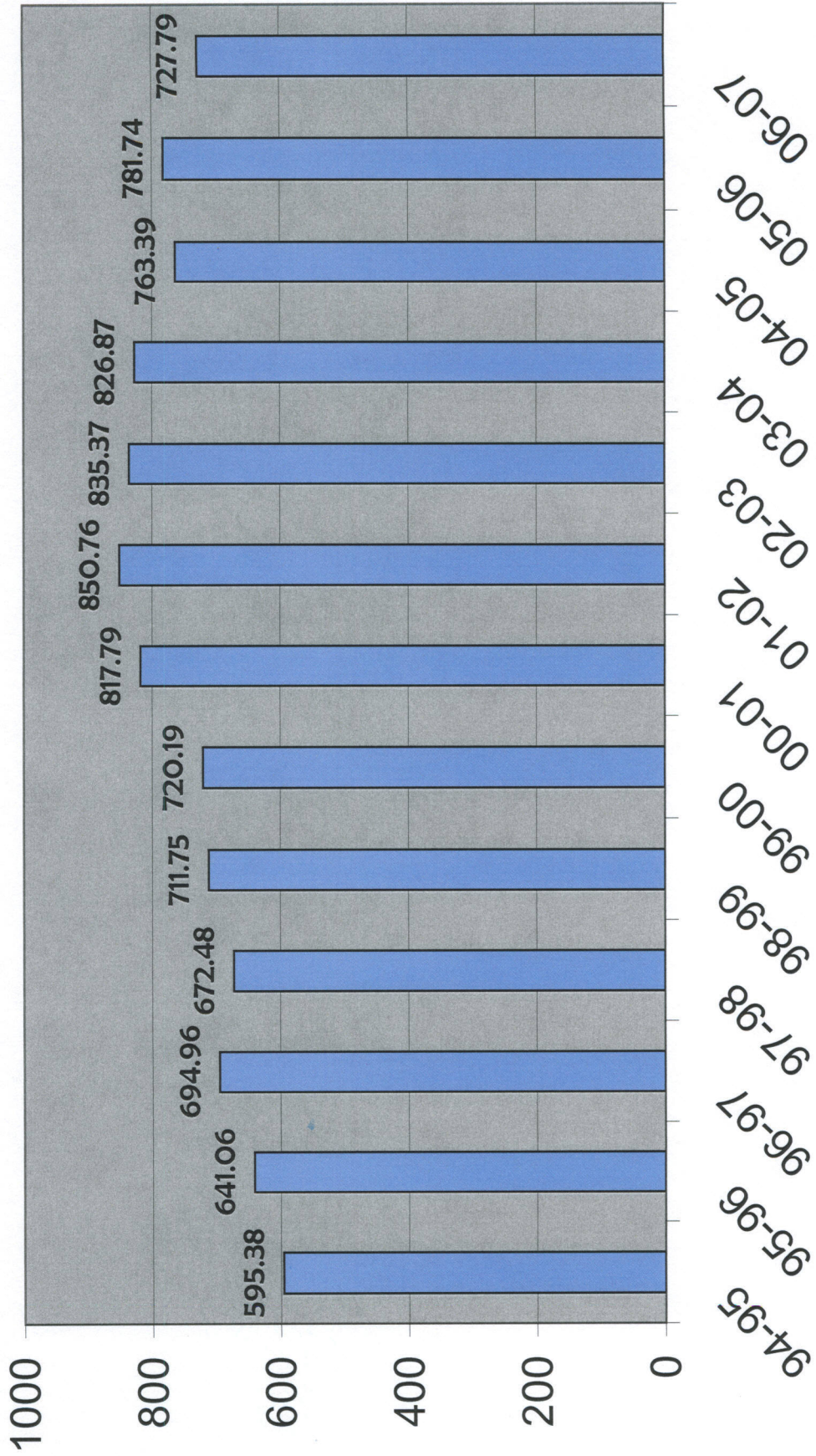


# Total FTE Compared To 3% Projected Growth



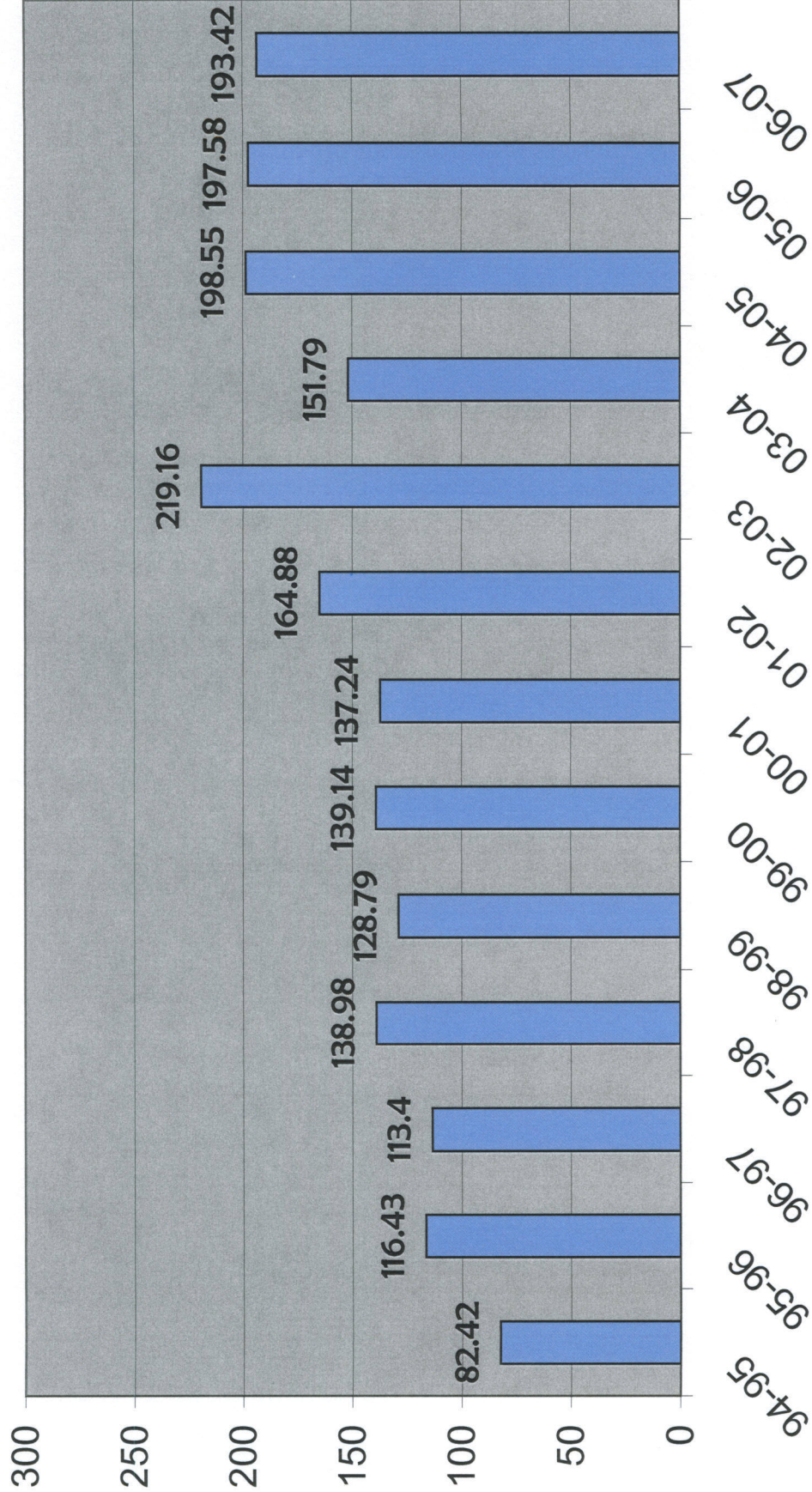


# Total FTE Wasco County Classes



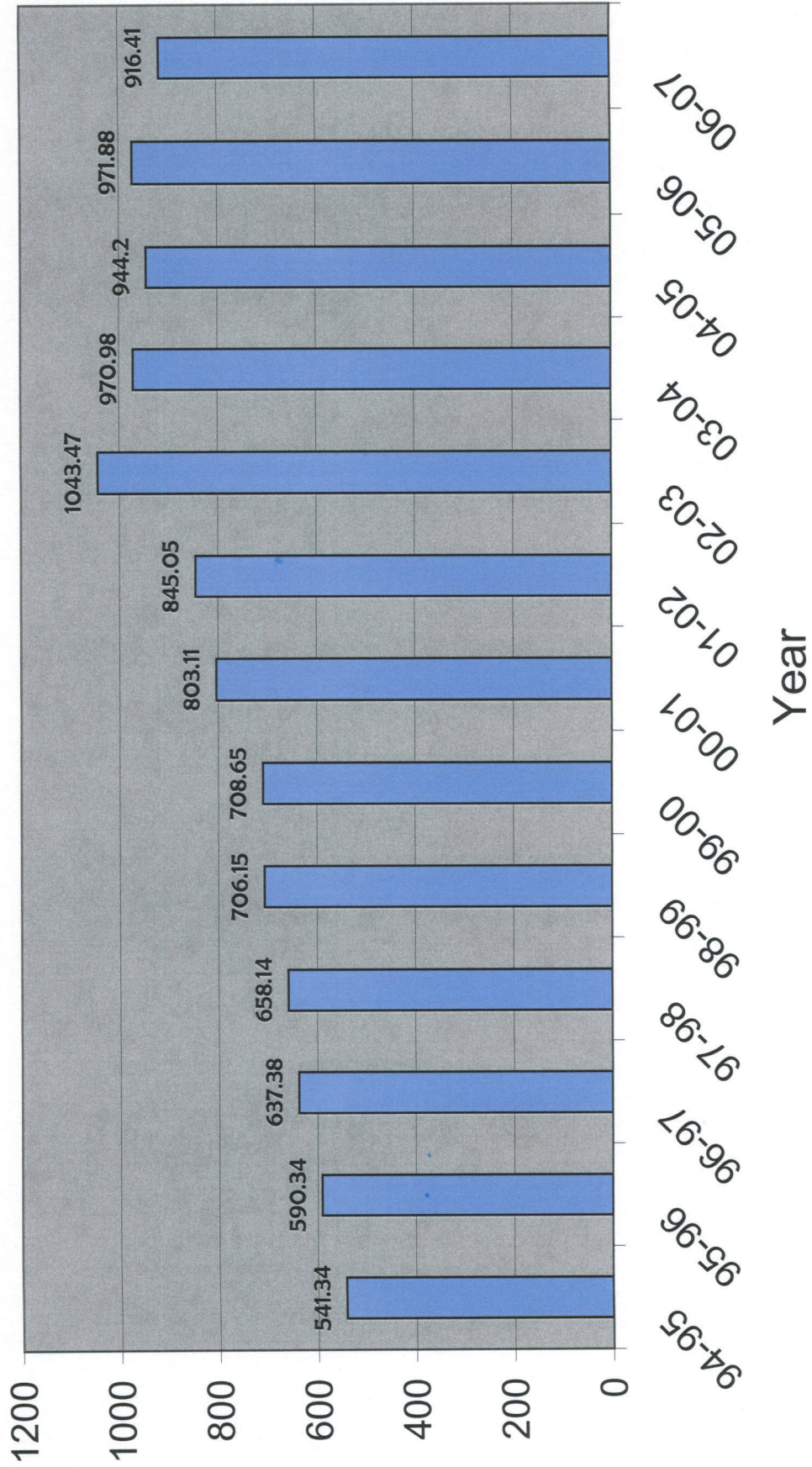


# Total FTE Hood River County Classes



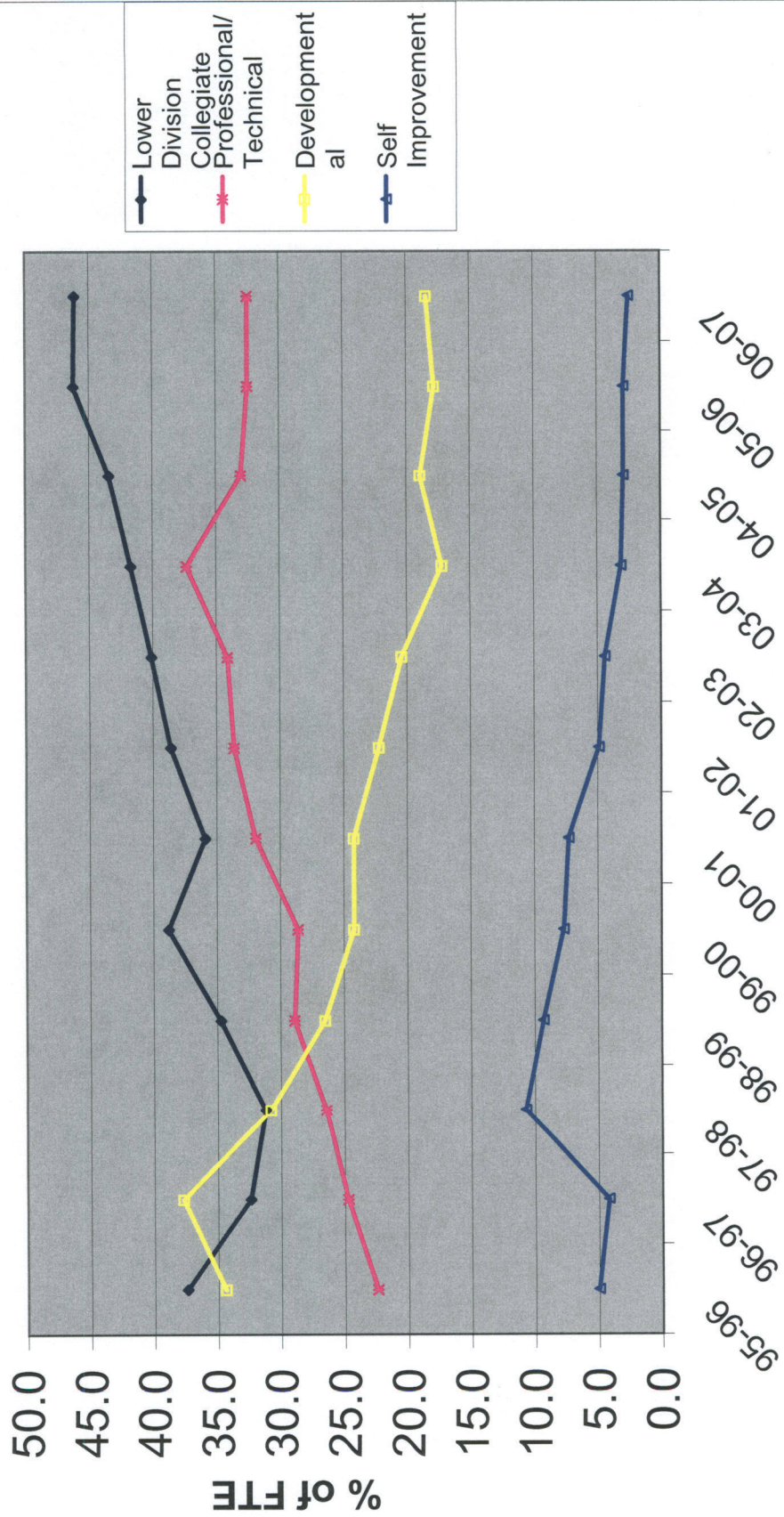


# Reimbursable FTE



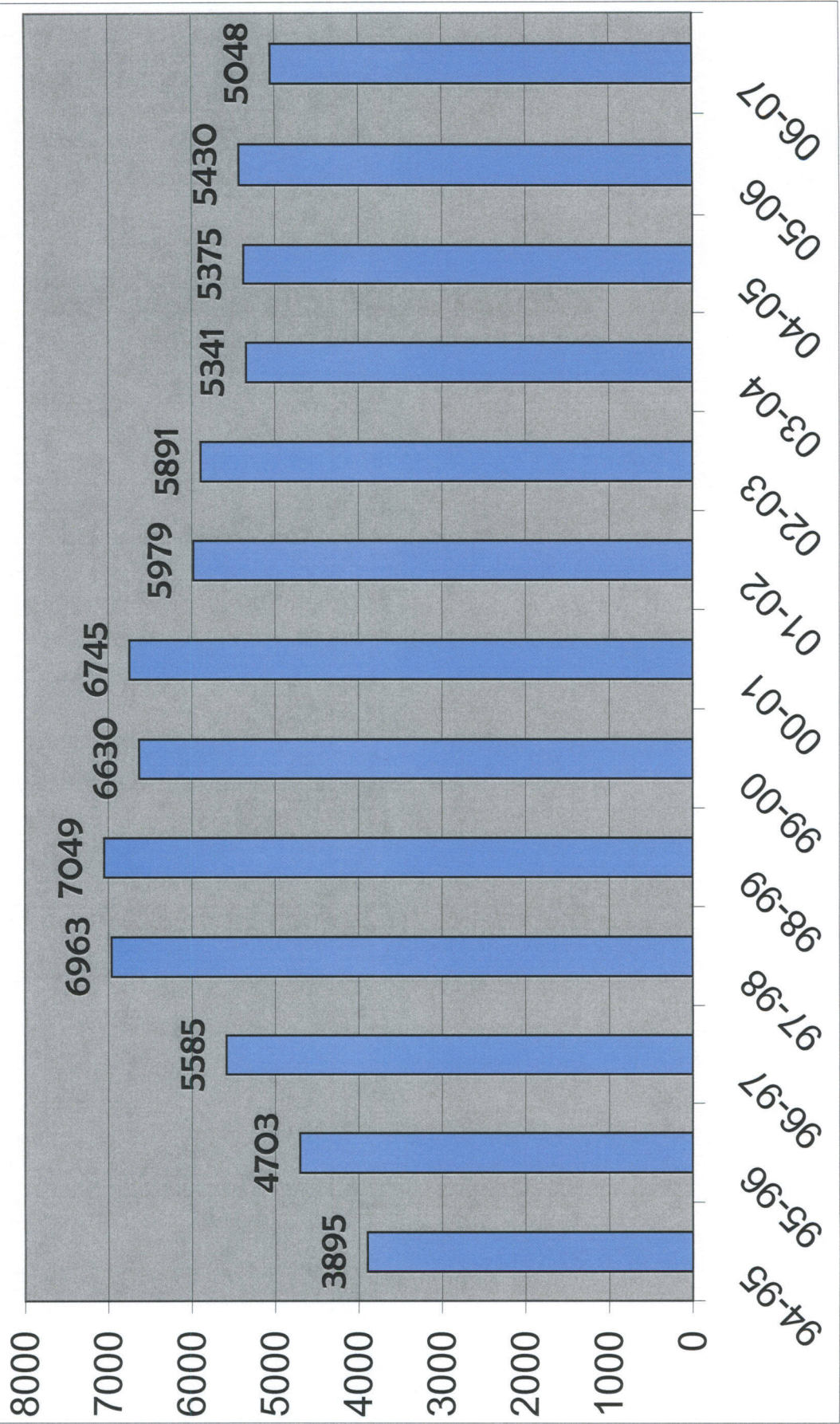


# Total FTE by Category



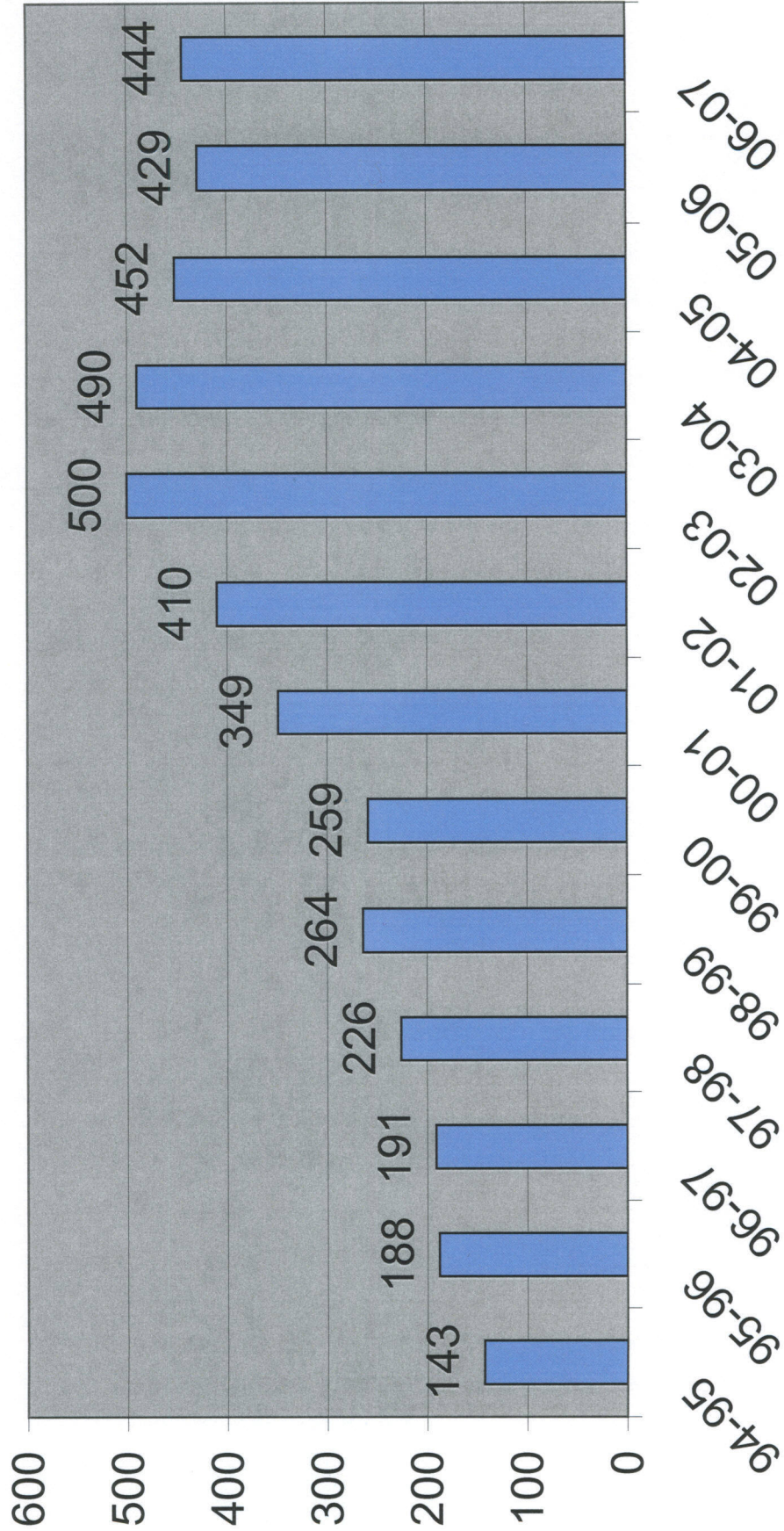


# Unduplicated Head Count





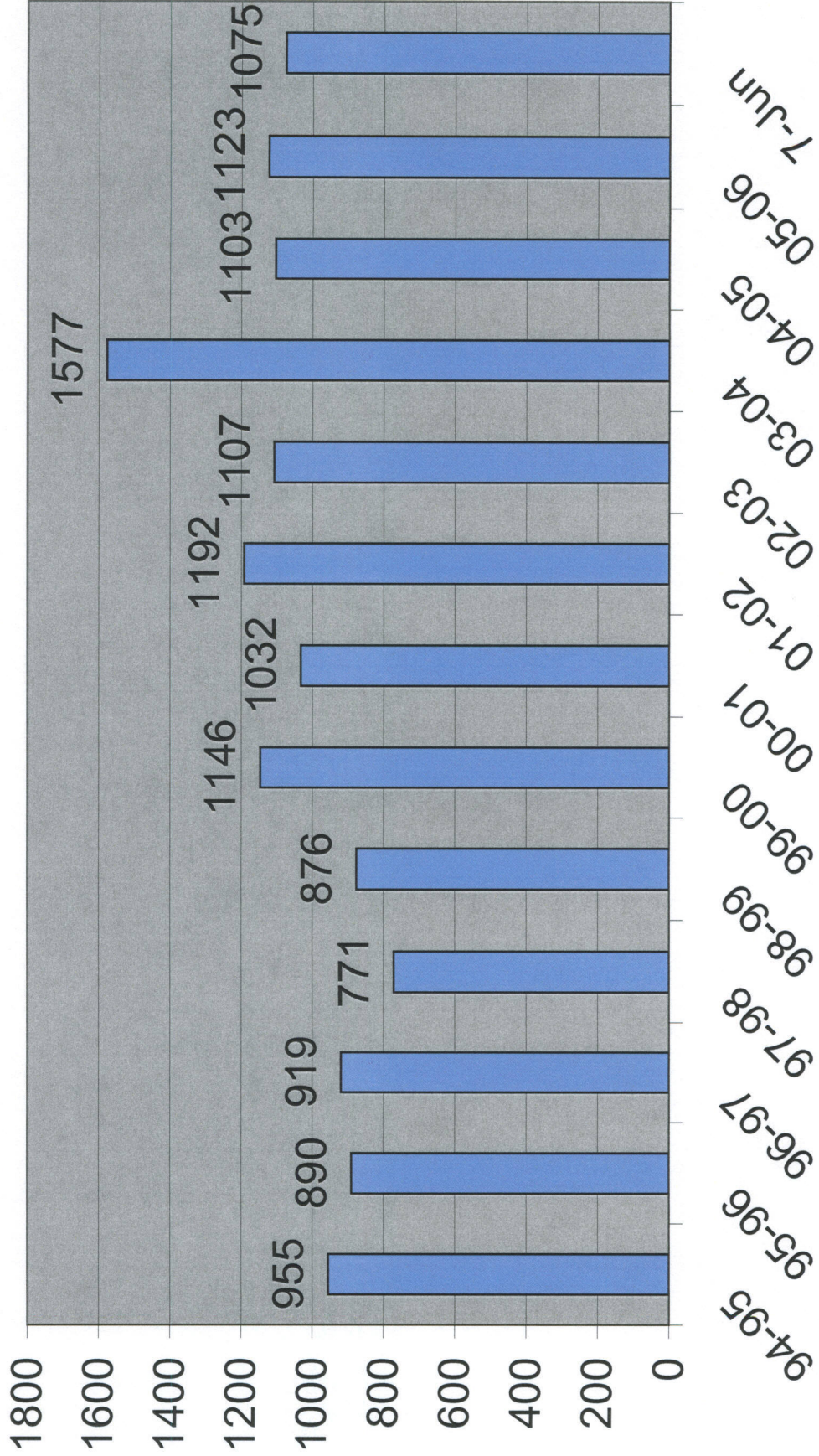
# Full-time Credit Students\*



\*Full-time at least one term

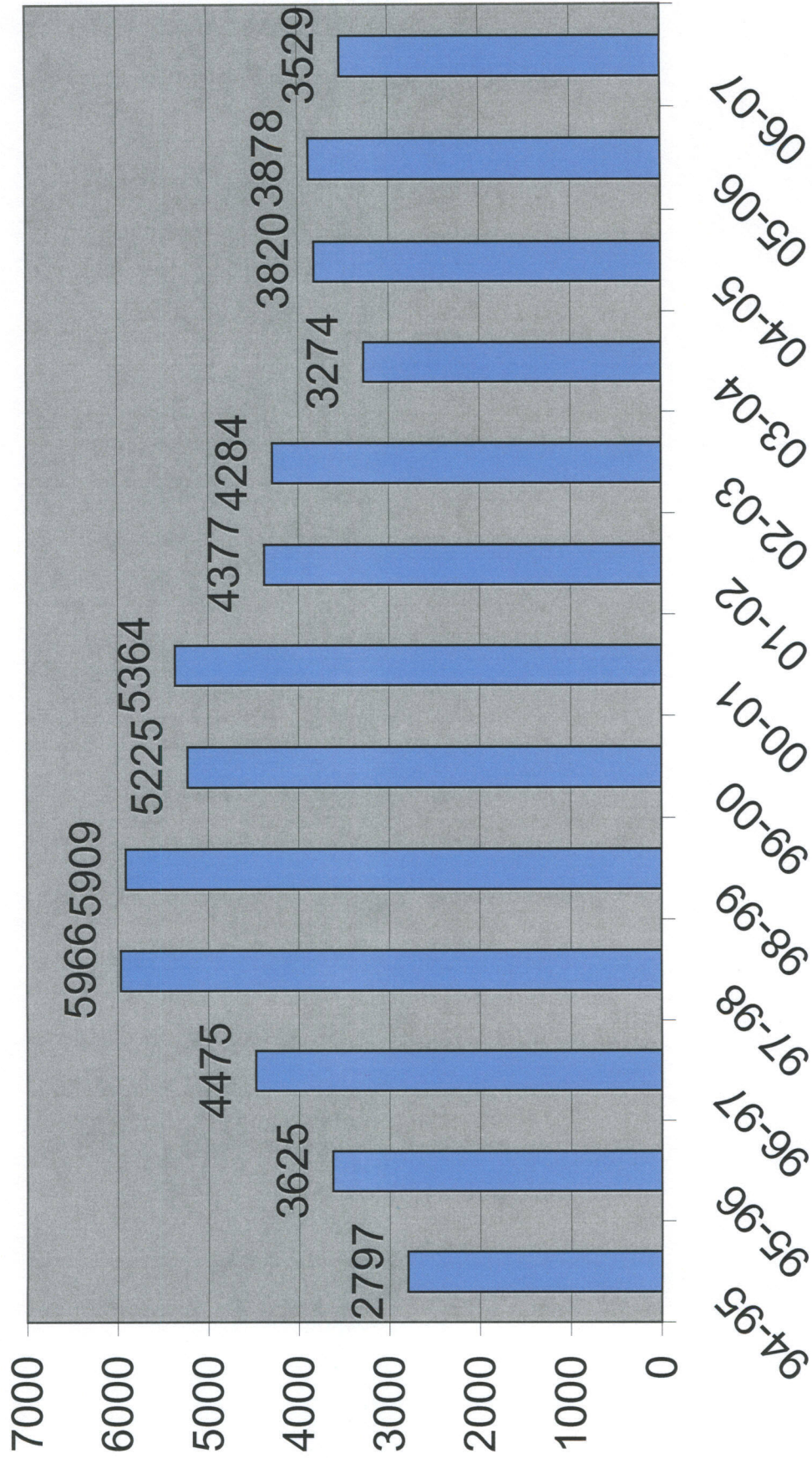


# Part-time Credit Students

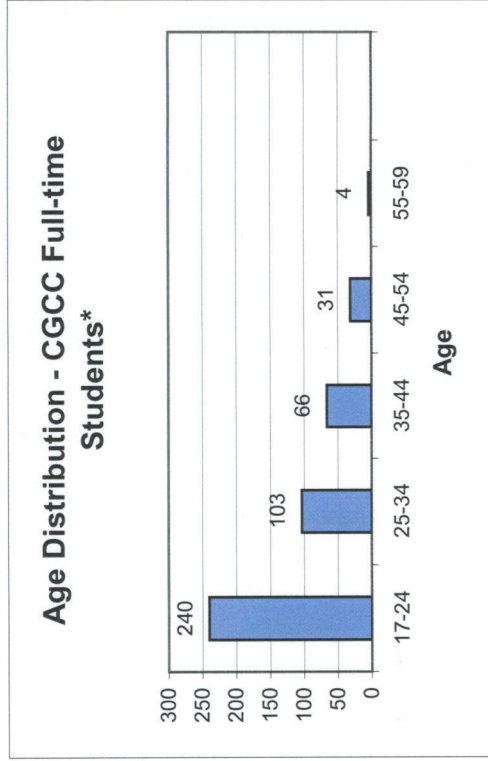
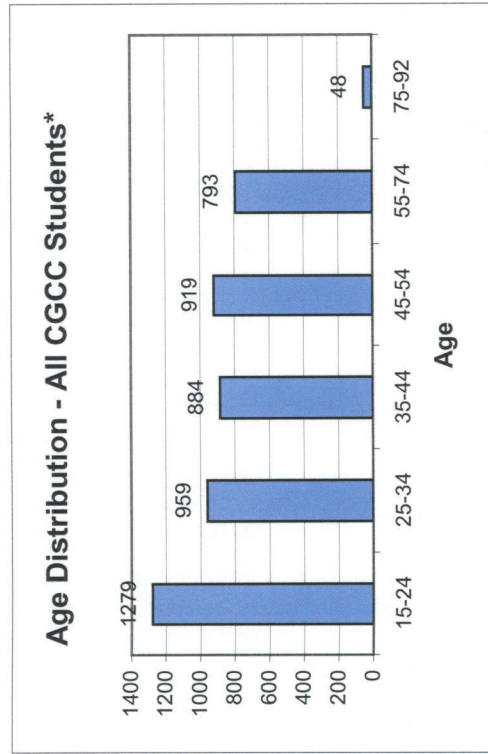




# Non-credit Students



# Age Distribution

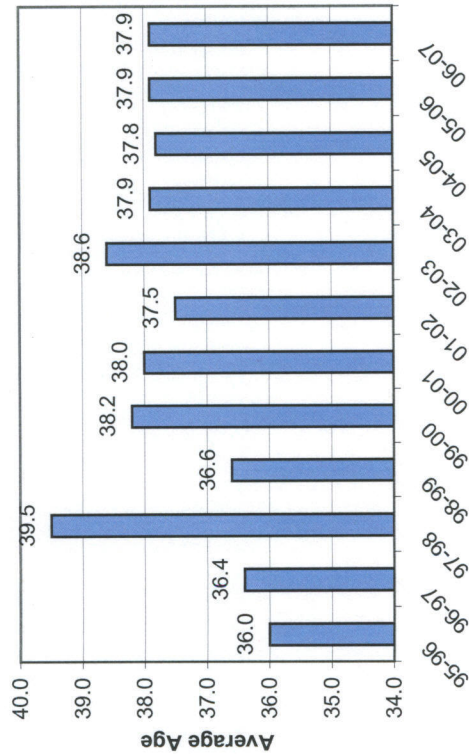


\*who reported age

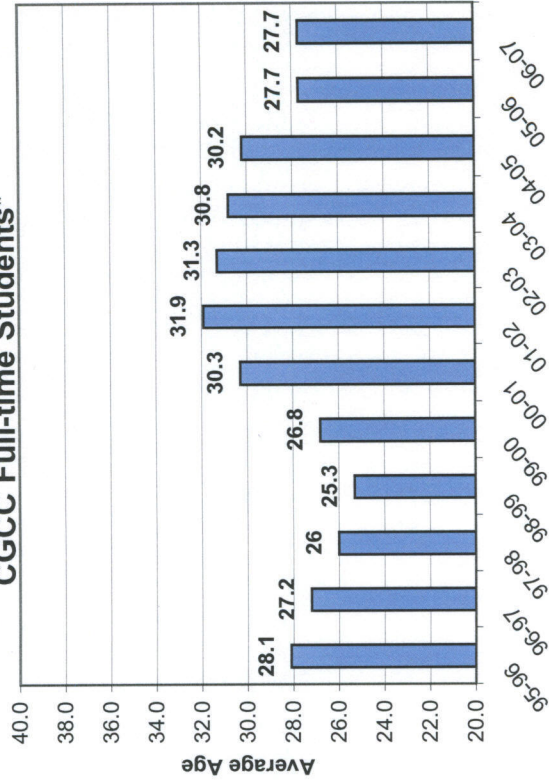


# Average Age

All CGCC Students\*



CGCC Full-time Students\*

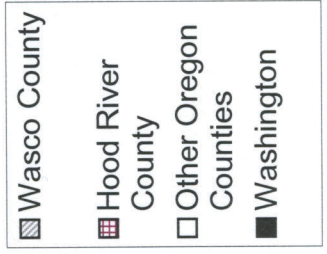


\*who reported age



# Residency

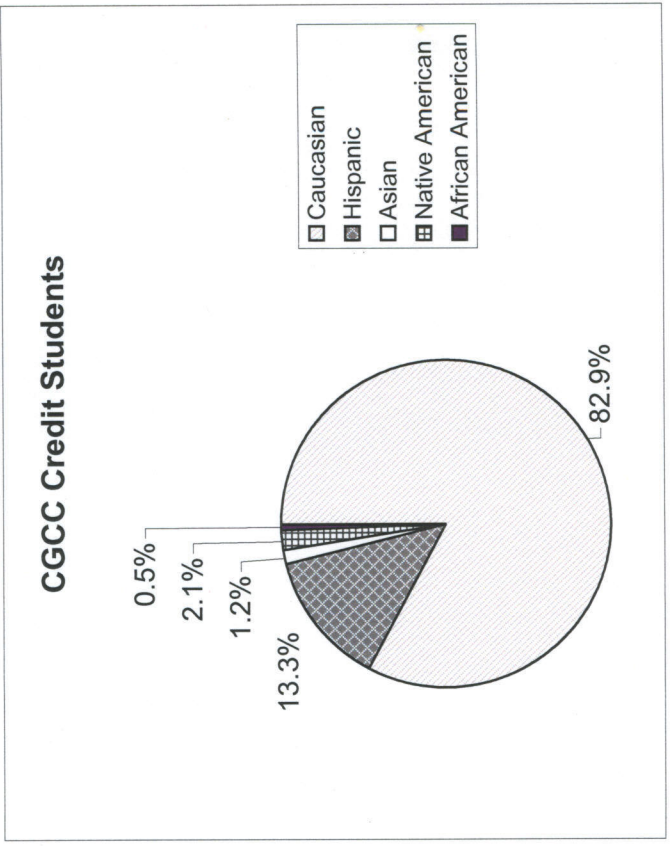
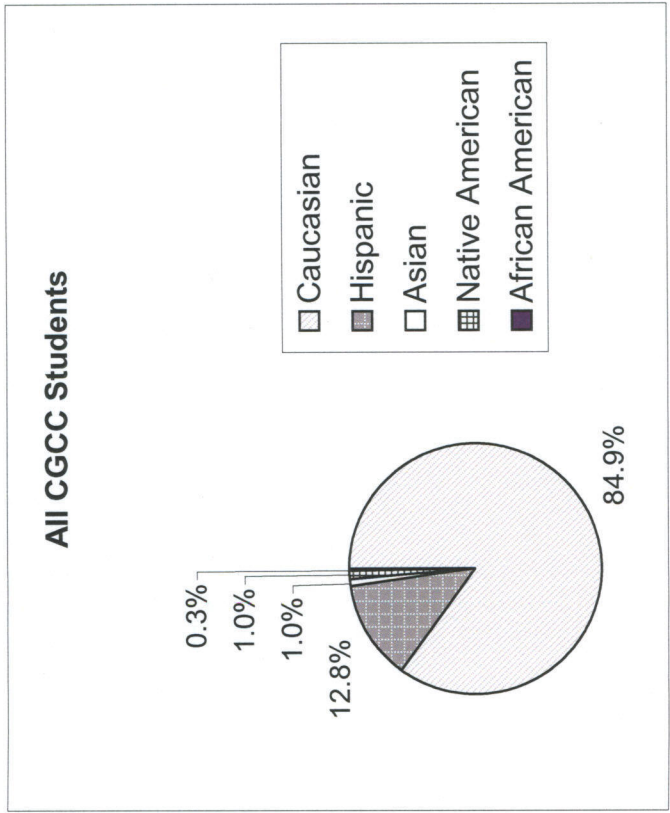
**Residency  
All CGCC Students**



**Residency  
Credit Students**



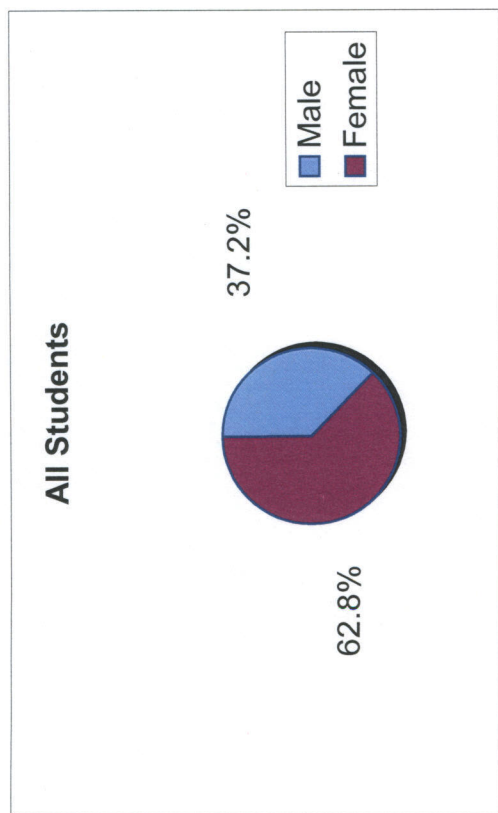
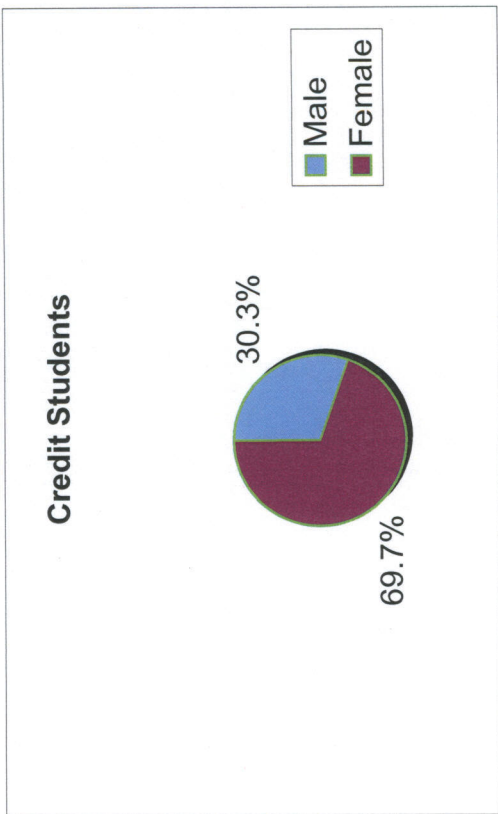
# Ethnicity \*



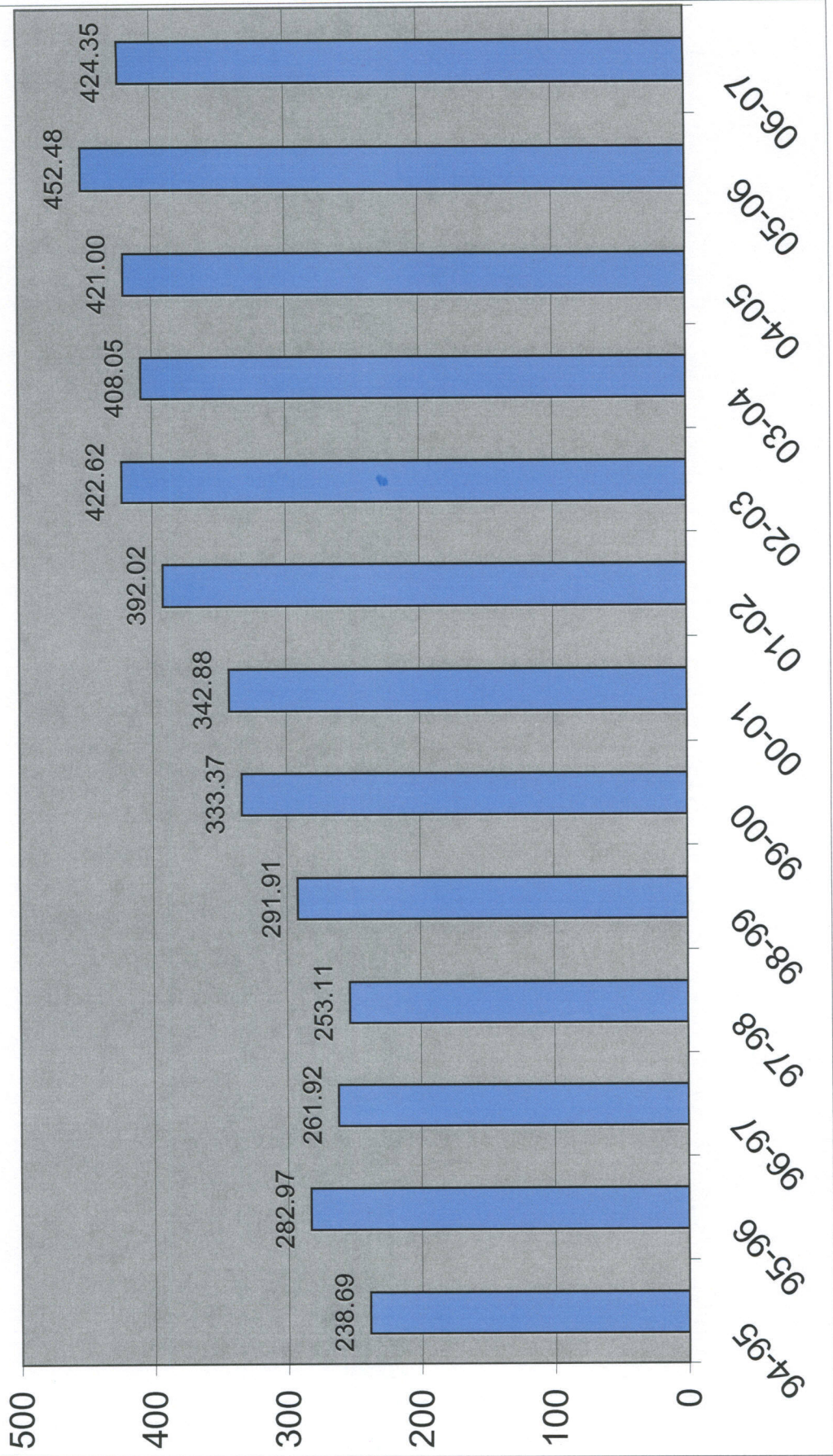
\*of those who reported ethnicity



# Gender Distribution

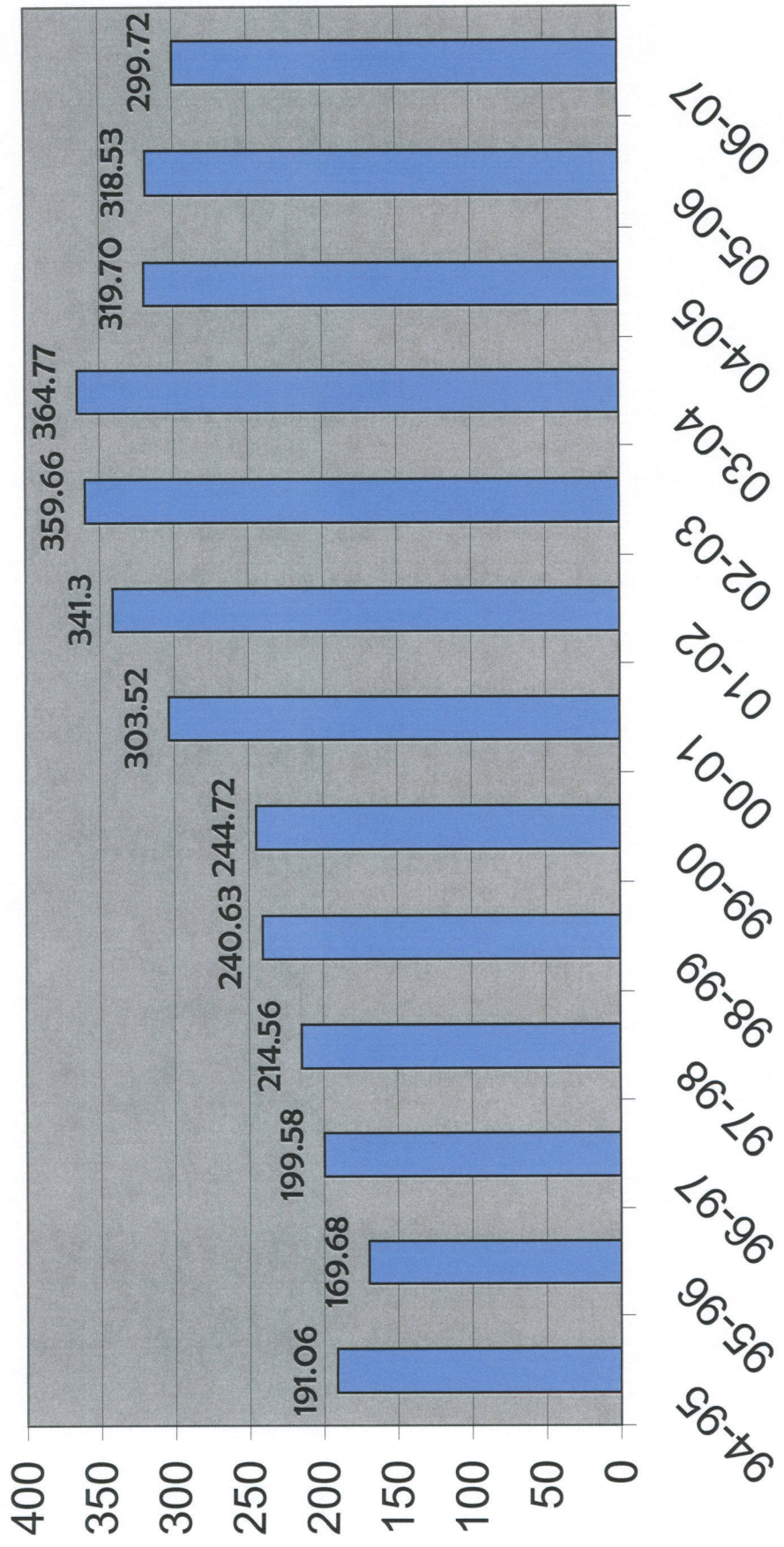


# Total Lower Division Collegiate FTE



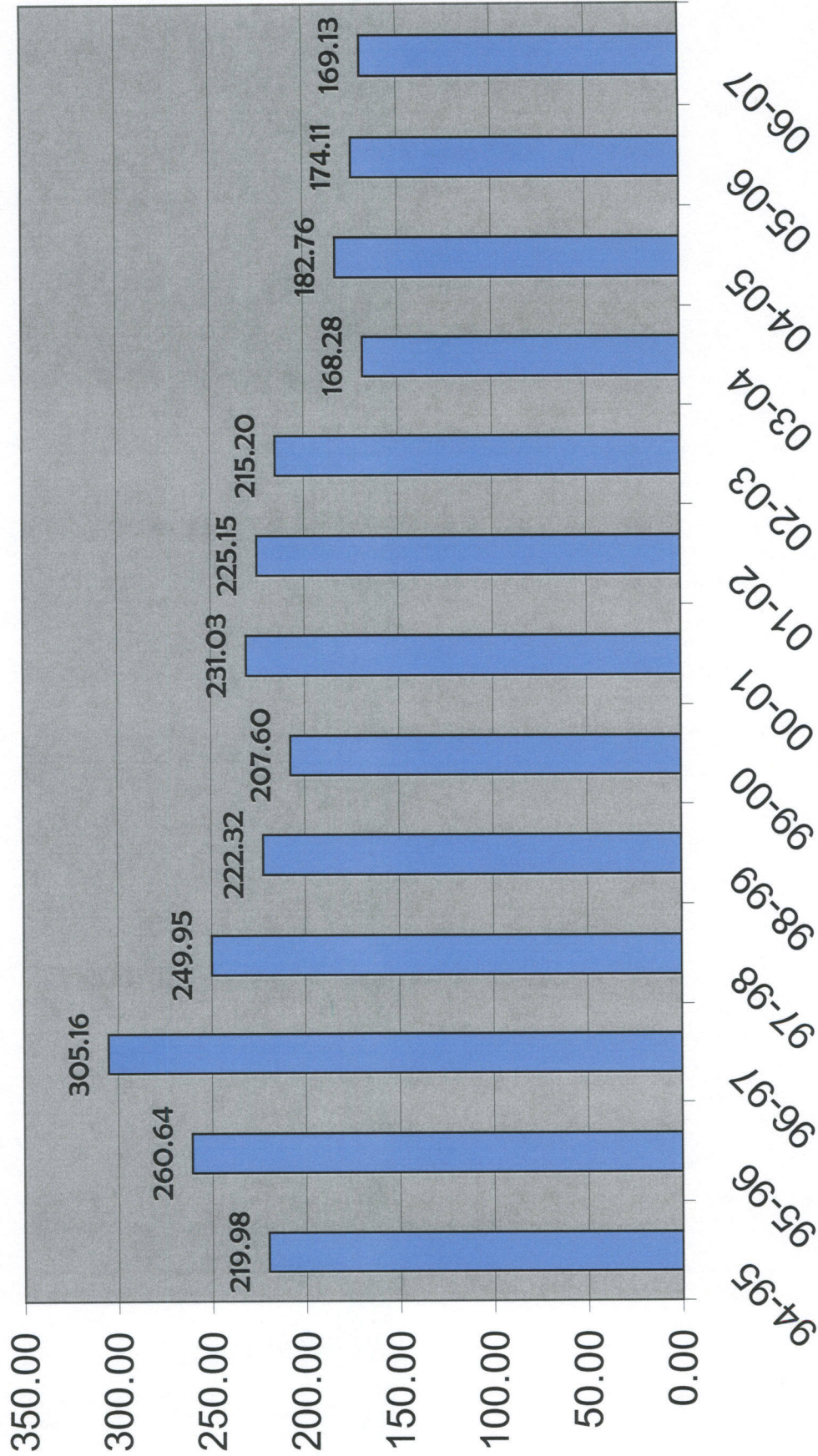


# Total Professional/Technical FTE



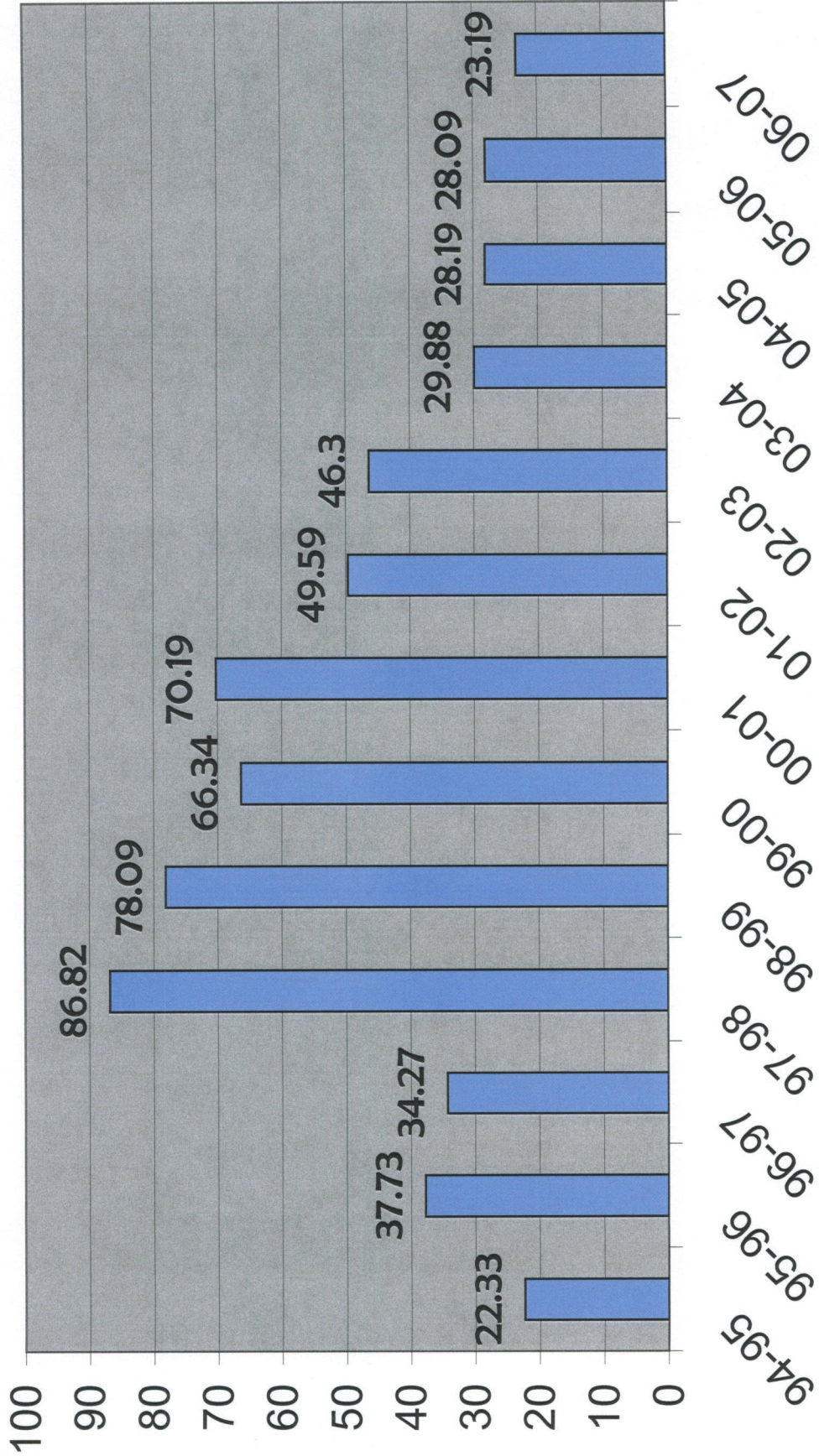


# Total Developmental FTE



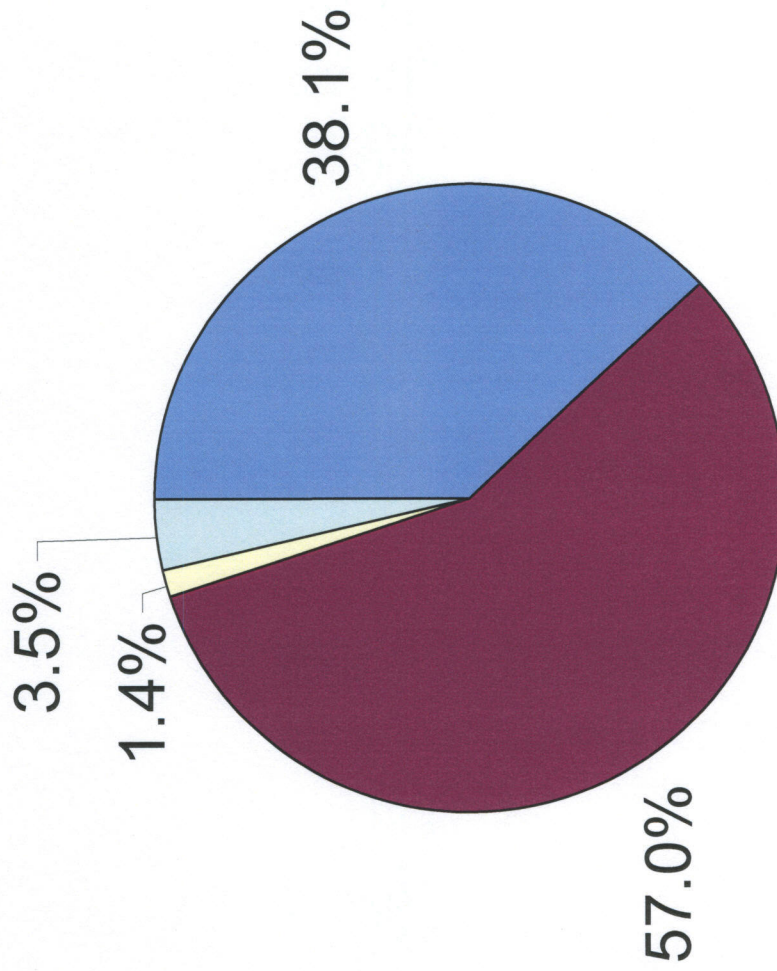


# Total Adult Continuing Education FTE





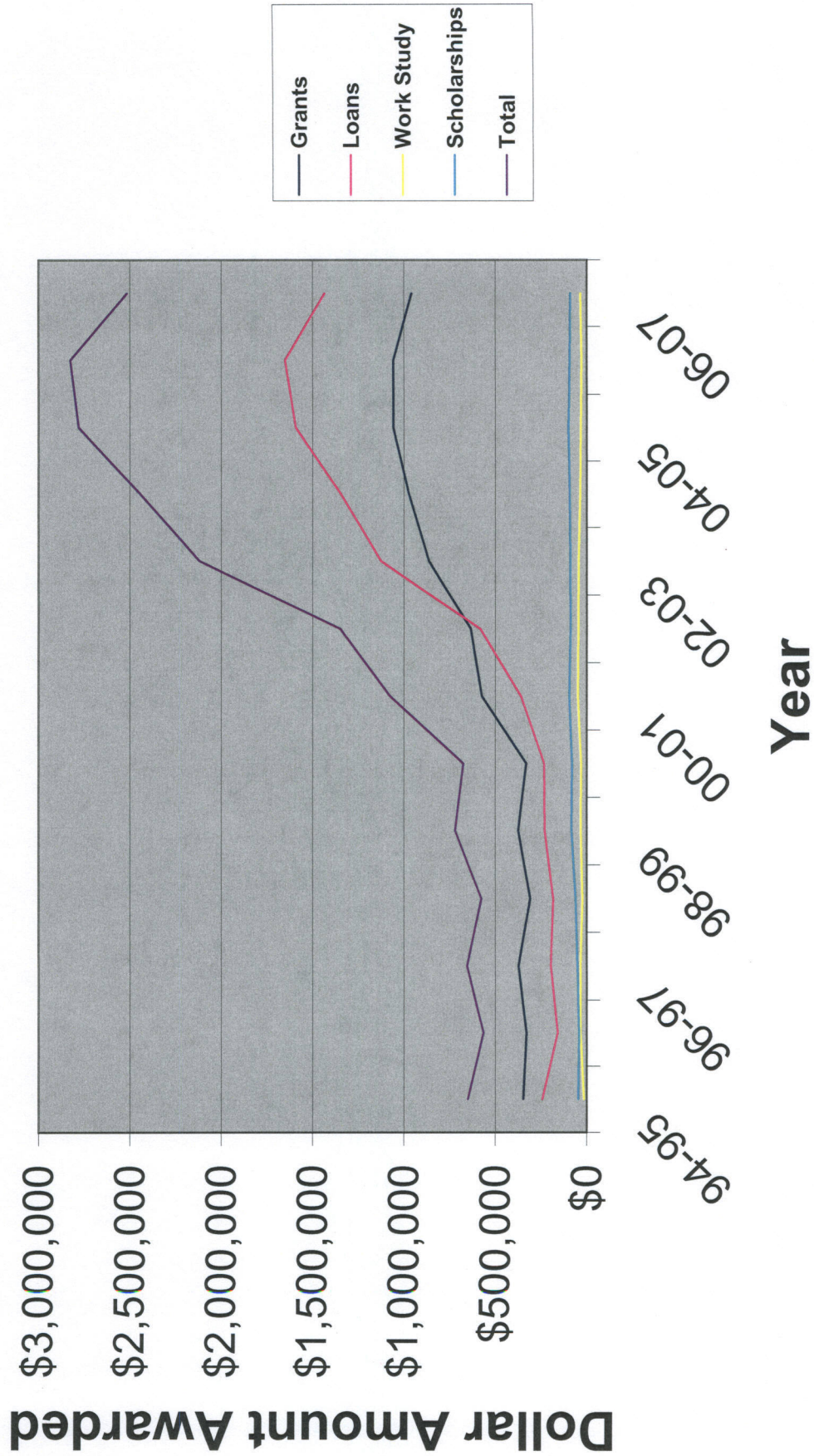
# Financial Aid Awards



Total Awarded: \$2,512,694

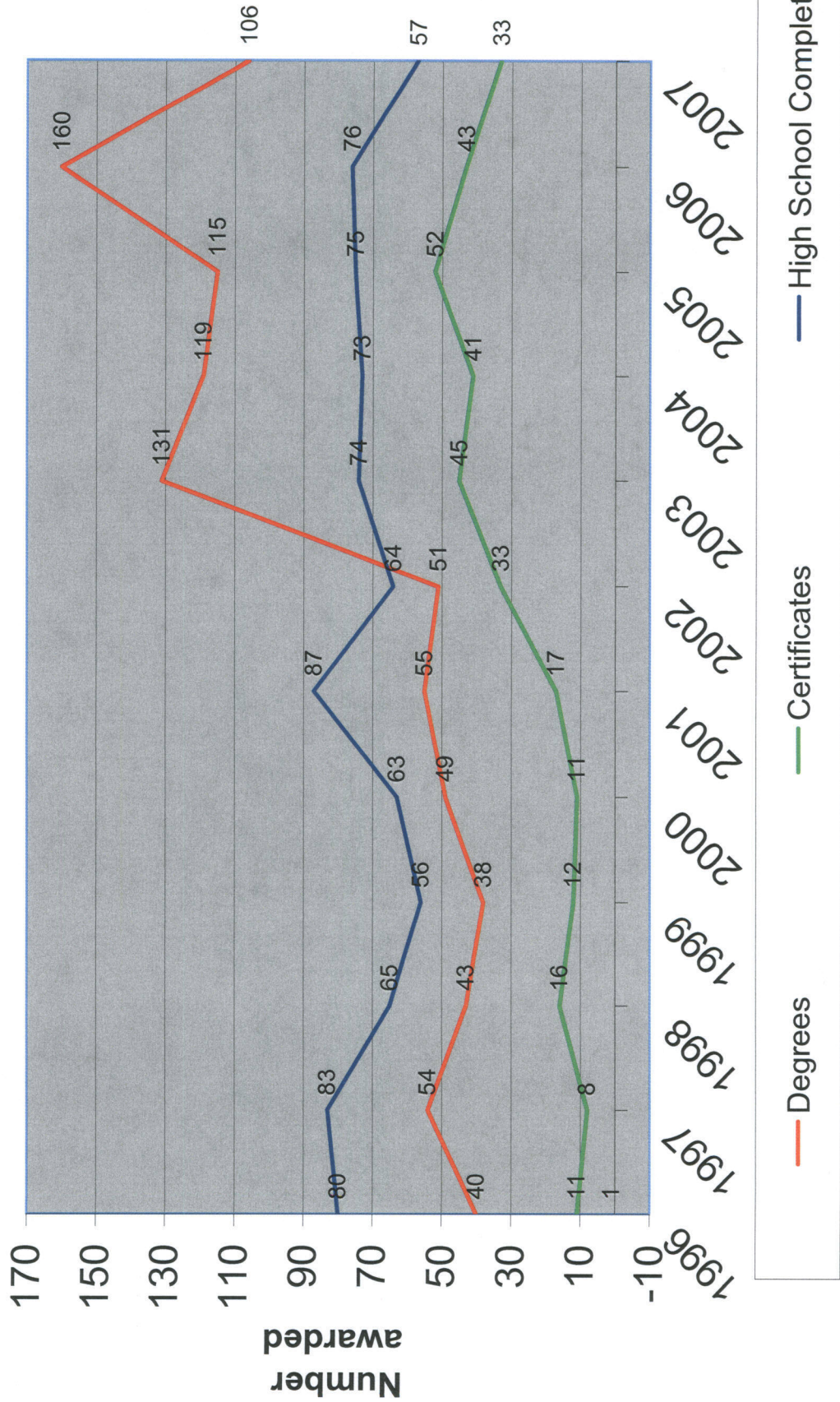


# History of Financial Aid Awards





## Degrees & Certificates Awarded





**OREGON COMMUNITY COLLEGE  
STUDENT OPINION SURVEY  
2006**

**SUMMARY FOR  
COLUMBIA GORGE COMMUNITY  
COLLEGE**

**February 2007**

(Prepared by Karen Carter  
Dean of Student Services)

**2006 STUDENT OPINION SURVEY SUMMARY**  
**COLUMBIA GORGE COMMUNITY COLLEGE**  
 (February 2007)

During April and May 2006, 201 students at CGCC were surveyed in credit classes at both The Dalles campus and the Hood River Center. These classes were selected to cover the range of academic programs, days and times of classes, and academic levels of coursework. The same survey has been conducted during even years since 1994.

- 80% of the students rated CGCC's "quality of education" as good to excellent, a decrease over the 83% from 2004. Statewide this number was also 80%.
- 72% of the students responding to the survey said they would probably or definitely choose this college again. This is an increase over the 66% reported in 2004. Statewide, 71% of the respondents agreed with this statement.
- Purpose for attending:

	<u>CGCC</u>	<u>OREGON</u>
○ Transfer to a 2-year or 4-year school:	42%	43%
○ Finish a degree or certificate:	35%	26%
○ Job related:	18%	18%
- Major reason for selecting CGCC:

	<u>CGCC</u>	<u>OREGON</u>
○ Convenient location	84%	62%
○ Low cost	49%	46%
○ Offered the courses I wanted	48%	54%
○ Could work while attending	47%	36%
- Services with the highest level of satisfaction (rated very satisfied to satisfied) of those who used the service:

	<u>CGCC</u>	<u>OREGON</u>
○ Computer services	86%	71%
○ Financial aid	83%	62%
○ Library	82%	71%
○ Academic advising	71%	61%
○ Tutoring	75%	61%



- Aspects of the college environment with the highest levels of satisfaction (rated very satisfied to satisfied):

	<u>CGCC</u>	<u>OREGON</u>
○ Class size	88%	71%
○ Attitude of teachers toward students	84%	70%
○ Library	80%	66%
○ College in general	79%	66%
○ Registration procedures	78%	62%
○ Challenge of program of study	74%	64%
○ Assistance by College staff	74%	55%
○ Catalog/admissions publication	74%	62%
○ Class schedule	74%	64%
○ Quality of instructors in major	73%	65%
○ Testing/grading	73%	63%
○ Advisor availability	73%	57%
○ Course content in major	71%	63%

- General statistics:

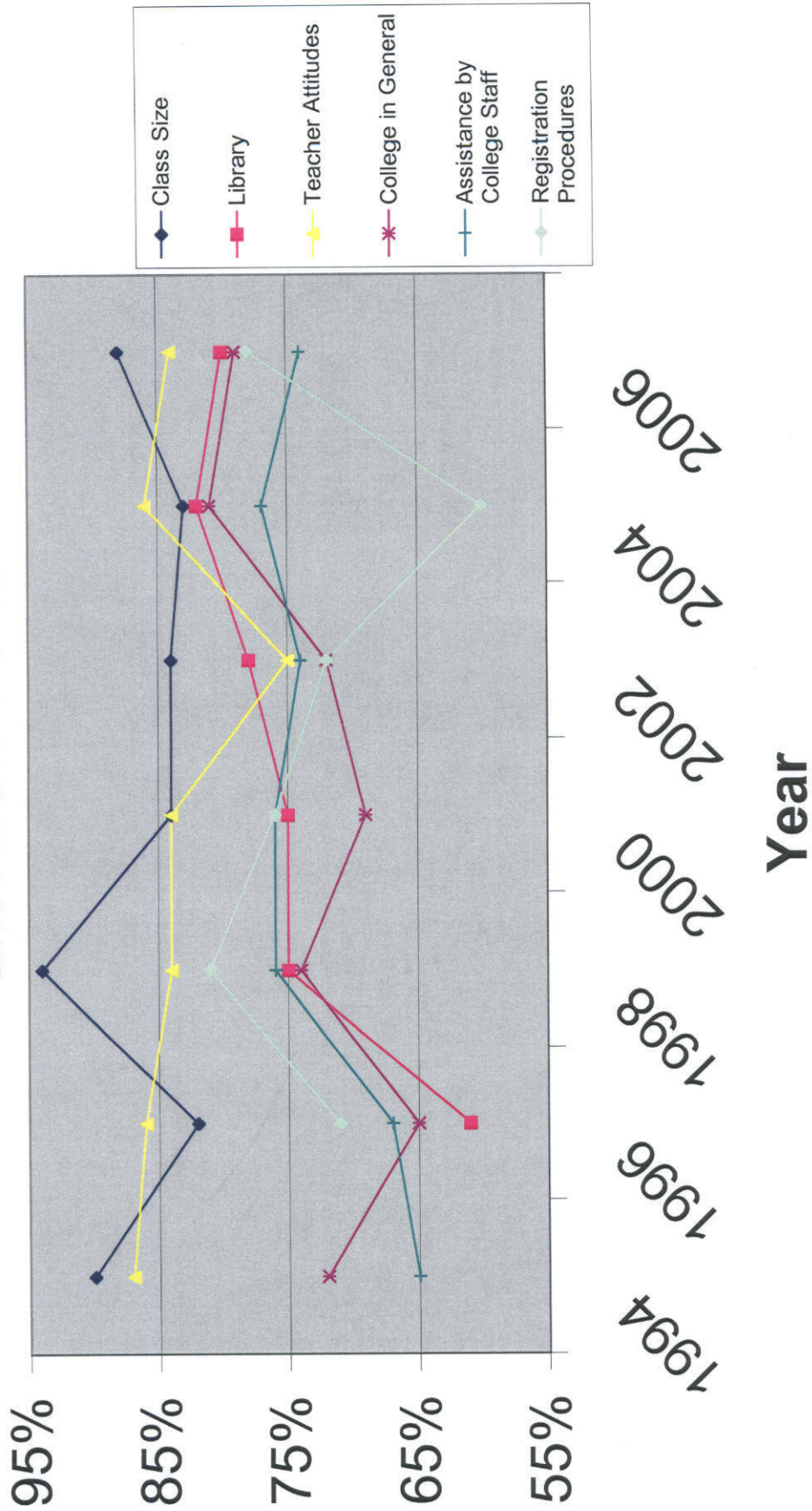
- 71% of the students completing this survey were female.
- 69% of the students were unmarried and 65% had no children.
- 42% are not working, 23% work up to half time, and 35% work half-time to full-time.
- 55% of the survey participants are full-time students.
- 74% of the students classified themselves as day students.
- 42% of the students entered CGCC from work, 4% transferred from another 2-year or 4-year college, and 28% entered CGCC directly from high school.
- 70% of the students received financial aid.
- 71% of the students said this was their first choice of college (compared to the state average of 67%).
- 72% said they would most likely choose this college again, very close to the state average of 71%).
- Overall quality of education (good to excellent) is 80%, almost identical to the state average.

**Local Questions:**

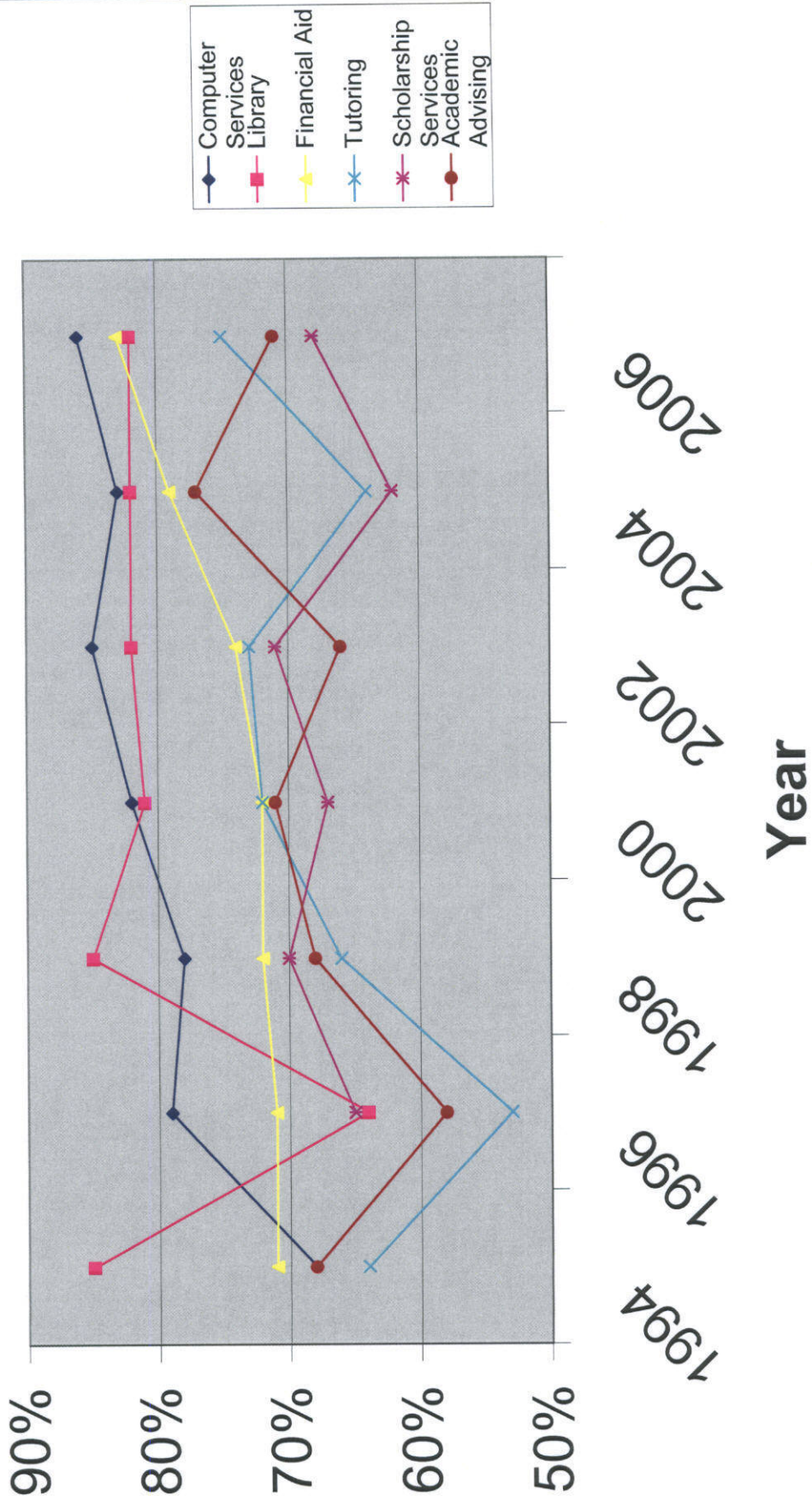
1. More than half (52%) of the respondents said they were first generation college students.
2. Services student would definitely use if they were available:
  - a. Walk-in Bookstore (59%)
  - b. Tutoring specific to my major field (54%)
  - c. Alternative delivery classes such as weekend classes and/or short term (4 week or less) credit courses (47%)
  - d. Job placement services (43%)
3. 42% of the students said they preferred to take classes in the morning (7:30 - noon).
4. The highest specific responses to the question: "I first learned about CGCC through" were:
  - a. Class schedule by mail (24%)
  - b. High school teach or counselor (18%)
  - c. Parents, children, family members (12%)
  - d. Friends and neighbors (10%)
5. 86% of the students said they used CGCC's web pages often or occasionally.
6. Only 62% of the respondents were aware of CGCC college-sponsored scholarships.
7. 83% said they had a personal computer in their home with Internet access, but 62% said that computer labs are necessary or important to their education.
8. 55% agreed or strongly agreed that CGCC should increase the number and variety of courses that can be taken on-line.



# Level of Satisfaction with College Environment

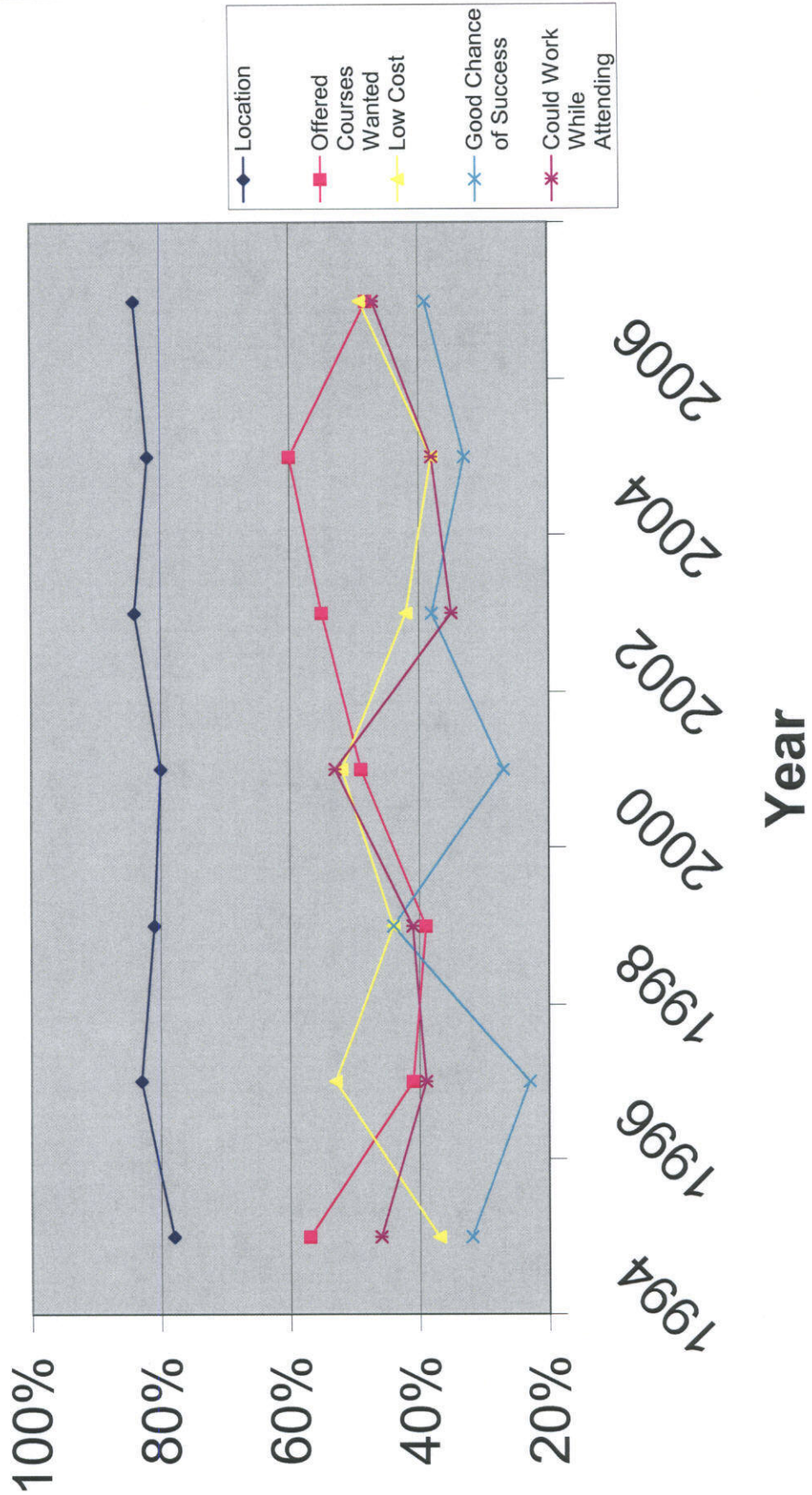


# Satisfaction With Services

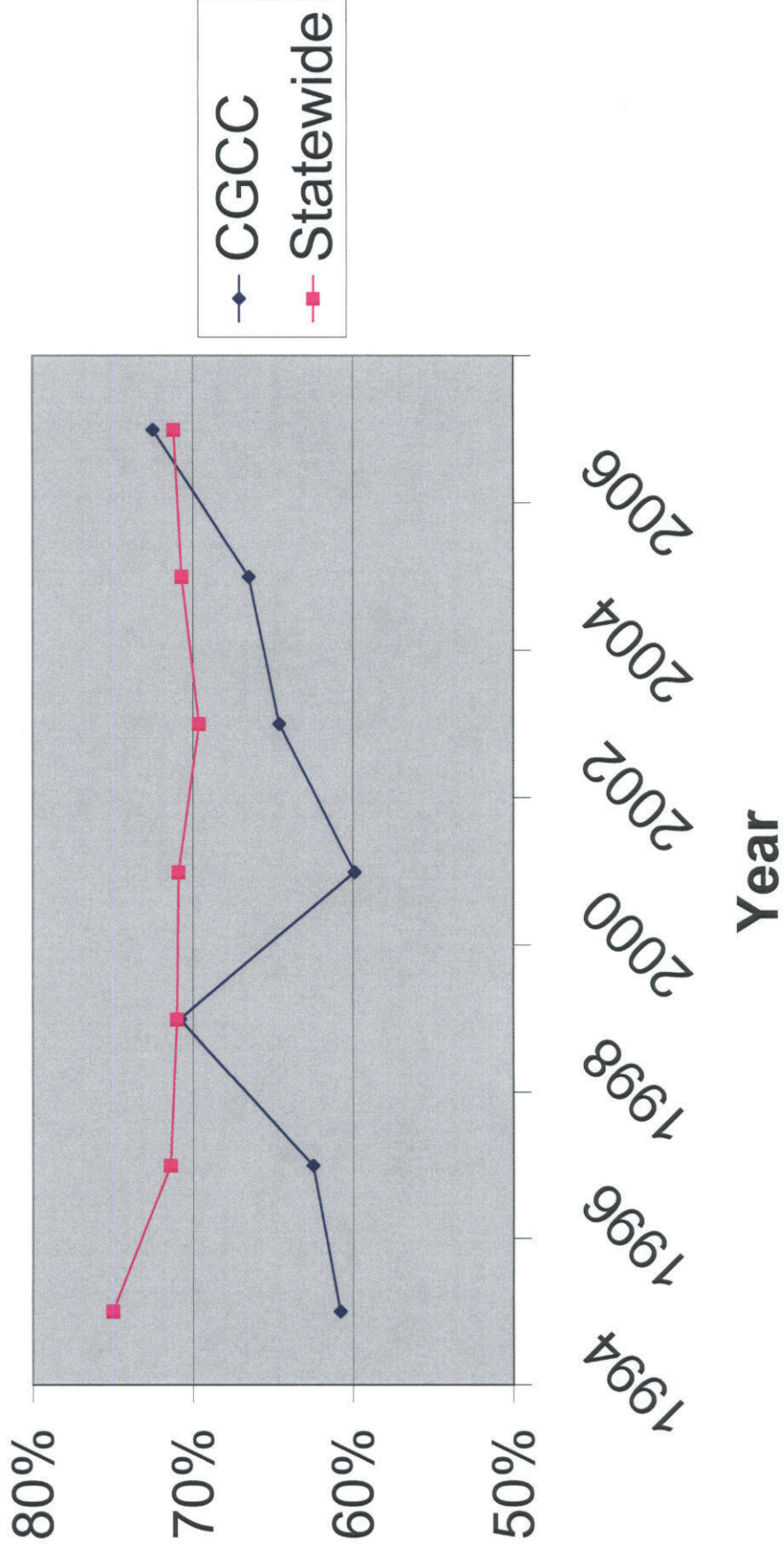




# Major Reason for Selecting CGCC

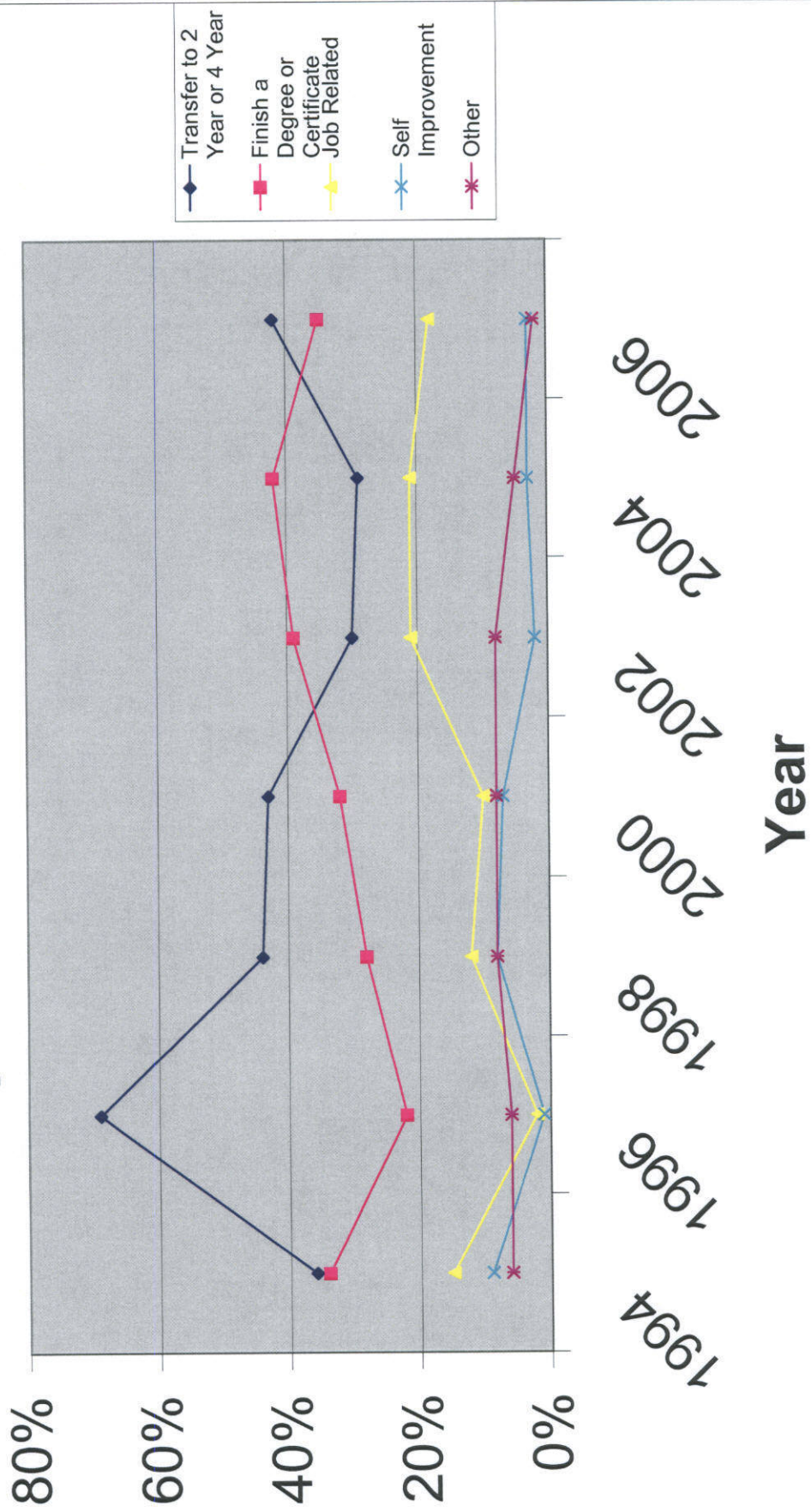


# Would You Choose This College Again? "Probably" and "Definitely Yes"

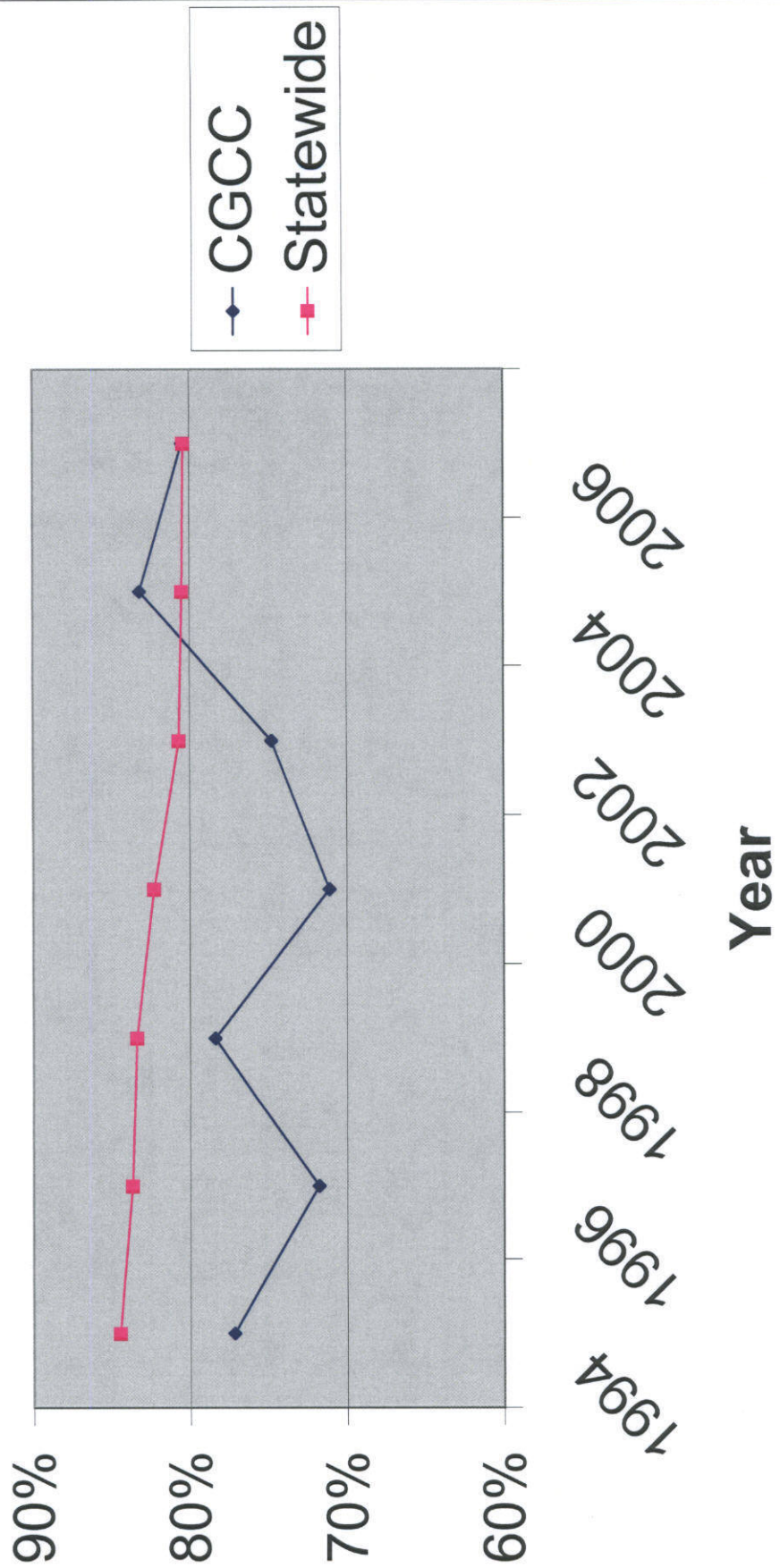




# Purpose for Attending CGCC



# Overall Quality of Education Good to Excellent





# **INSTITUTIONAL EFFECTIVENESS INDICATORS**

**COLUMBIA GORGE COMMUNITY COLLEGE**

**APRIL 2005  
COMPILED BY THE STUDENT SERVICES OFFICE**

ADULT BASIC SKILLS

Page C-1: Students successfully complete a level of instruction or continue to progress satisfactorily in Adult Basic Skills courses

Page C-2: Percentage of students who complete a GED or high school diploma who enroll in college credit courses

Page C-3: Students successfully complete a level of instruction or continue to progress satisfactorily in English as a Second Language courses

Page C-4: Percentage of Math 20 students who succeed in next-level math courses

Page C-5: Percentage of Writing 90 students who succeed in next-level writing courses

ACCESS TO COLUMBIA GORGE COMMUNITY COLLEGE

Page D-1: Percentage of Wasco County residents who enroll in classes at CGCC

Page D-2: Percentage of Hood River County residents who enroll in classes at CGCC

Page D-3: Percentages by race/ethnicity reflect district demographics

Page D-4: Total FTE generated

TRANSFER TO OREGON UNIVERSITY SYSTEM

Page E-1: Number of CGCC students who transfer to Oregon University System (OUS) institutions the following year

Page E-2: Comparison of CGCC student Grade Point Averages (GPA's) to other students at OUS institutions

SERVICES TO LOCAL BUSINESS

Page F-1: Hours provided by Small Business Development Center for seminars and workshops

Page F-2: Revenue for Small Business Development Center seminars and workshops



COLUMBIA GORGE COMMUNITY COLLEGE  
INSTITUTIONAL EFFECTIVENESS INDICATORS  
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PROGRESS TOWARD EDUCATIONAL GOAL

- Page A-1: Percentage of all CGCC students who re-enroll in a subsequent year
- Page A-2: Percentage of all CGCC credit students who re-enroll in a subsequent year
- Page A-3: Percentage of all fall term credit students who enroll subsequent terms
- Page A-4: Percentage of all fall term credit students enrolled in a minimum of six credits who enroll subsequent terms
- Page A-5: Percentage of courses in which student achieve A, B, C or pass grade

COMPLETION OF EDUCATIONAL GOAL

- Page B-1: Number of CGCC students who earn degrees and certificates
- Page B-2: Length of time for students to earn a degree or certificate
- Page B-3: Percentage of students who rate overall quality of education excellent or good
- Page B-4: Percentage of students who rate their satisfaction with college services as very satisfied or satisfied
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**Columbia Gorge Community College  
Institutional Effectiveness Indicators**

**April 2005**

**Executive Summary**

**CGCC COLLEGE MISSION**

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

Generally, institutional assessment is comprised of four facets:

- Institutional effectiveness indicators that represent a broad view of how well the college is doing
- Program and function review that look at academic programs and student support functions
- Learner outcomes that measure the student learning in the classroom
- Core outcomes that measure the college-wide outcomes or skills that are addressed throughout the curriculum rather than in one specific course

This report will relate the CGCC mission statement to specific data to measure institutional effectiveness. Data is obtained from a variety of sources that are referenced on each graph or table. Goals have been added to many of these indicators



### A summary of the data follows:

#### Progress Toward Educational Goal

- The average retention rate of all students from one year to the next is 28.2%, unchanged from last year. The goal of 5% increase in retention was not met for all students, but was exceeded for credit students.
- The average fall to winter retention rate of credit students is 55.4%, an increase over last year's number.
- The highest retention rate is in credit students registering in six credits or more (these are students who have a two year educational plan developed for them and are required to see an academic advisor every term). This number saw its first decline since Fall term 1997, most likely the result of two years of large graduating classes.

#### Completion of Educational Goal

- Over 77% (average) of students since 1994 rate the overall quality of their education here at CGCC as excellent or good. The goal that this number should be higher than students throughout the state of Oregon rate their community colleges was reached this year.
- Services with the highest level of student satisfaction are Computer Services, Library, and Financial Aid, the services that consistently rank as the top three.
- The qualities of the college environment that students rated the highest satisfaction are "Attitude of Teachers Toward Students" and "Quality of Instruction in Major", a large increase in satisfaction for both of these this year.

### Basic Skills

- There was a decline in students who completed their GED or high school diploma who subsequently enrolled in college credit courses. Recommendation that these completers be called to determine why they did not continue with college credit work.
- While there was a slight increase in the percentage of students who complete Basic Math (Math 20) successfully, there was actually a slight decline in the percentage of students who enroll in the next level and are successful.
- There was a slight decrease in students successfully completing Basic Writing (Writing 90), but there was an increase of those who enrolled in the next level and were successful.

### Access

- Total FTE has increased faster than the 3% enrollment growth projected when the college moved to its current campus in The Dalles.
- CGCC's student body is less diverse than the CGCC district.
- A lower percentage of the population in Hood River County enrolls in classes than in Wasco County. The result of this is to do more public awareness activities (marketing) in that county which is proposed in the 2005-06 budget.

### Transfer

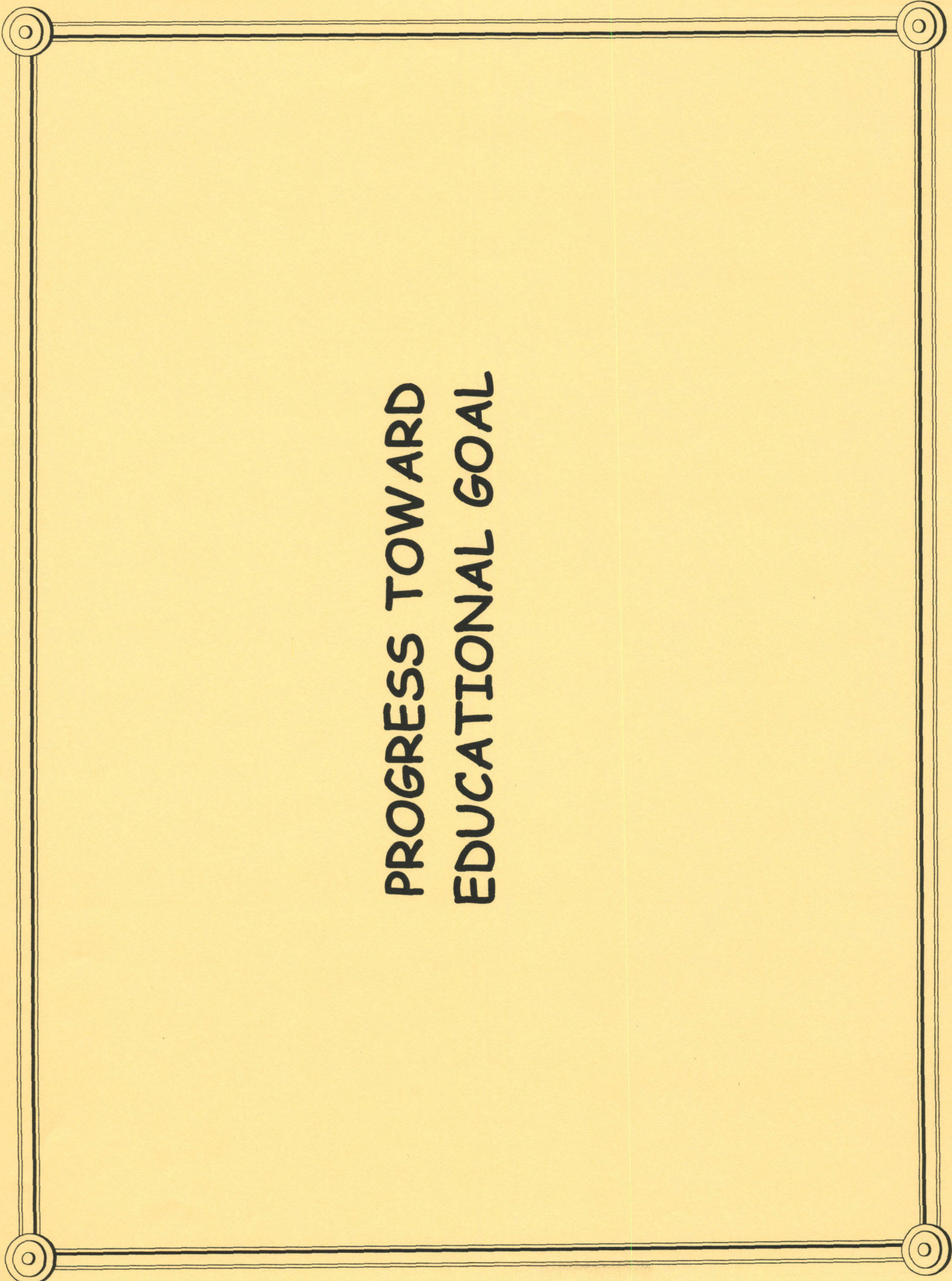
- 2001-2002 showed the lowest number of transfer students to a Oregon University System school since data has been collected in 1995-1996.
- The grade point average (gpa) of CGCC students is almost equal to that of all students transferring from Oregon community colleges. This gpa increased significantly over the previous year which shows that CGCC students are successful when they transfer.

### Services to Local Businesses

- The total number of training hours for the Small Business Development Center has been on an upward trend the last three years after the end of a four year program with the U. S. Army Corps of Engineers.
- The large increase in revenue was attributable to both an increase in seminars and workshops and a grant from the Oregon Economic Community Development Department.



**PROGRESS TOWARD  
EDUCATIONAL GOAL**

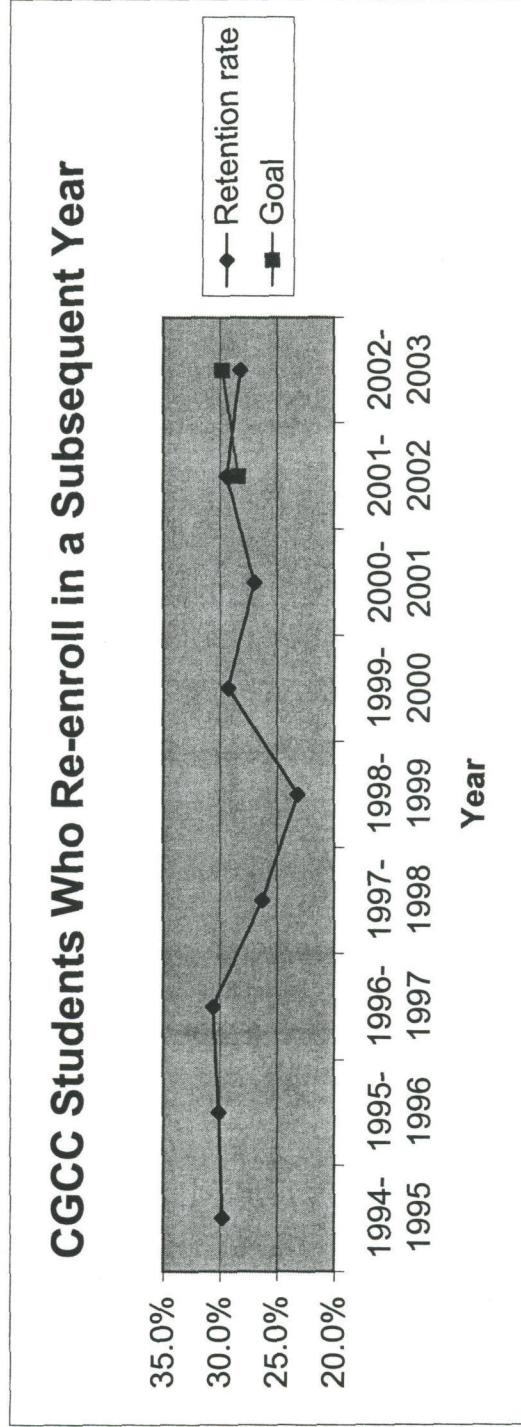




## INSTITUTIONAL EFFECTIVENESS

### *Progress Toward Educational Goal*

- Indicator**    Students continue to register for CGCC credit and non-credit classes
- Measure**    Percentage of all CGCC students who re-enroll in a subsequent year
- Goal**        Increase retention 5% annually (beginning with 2000-01)



Average retention is 28.2% for all CGCC students.

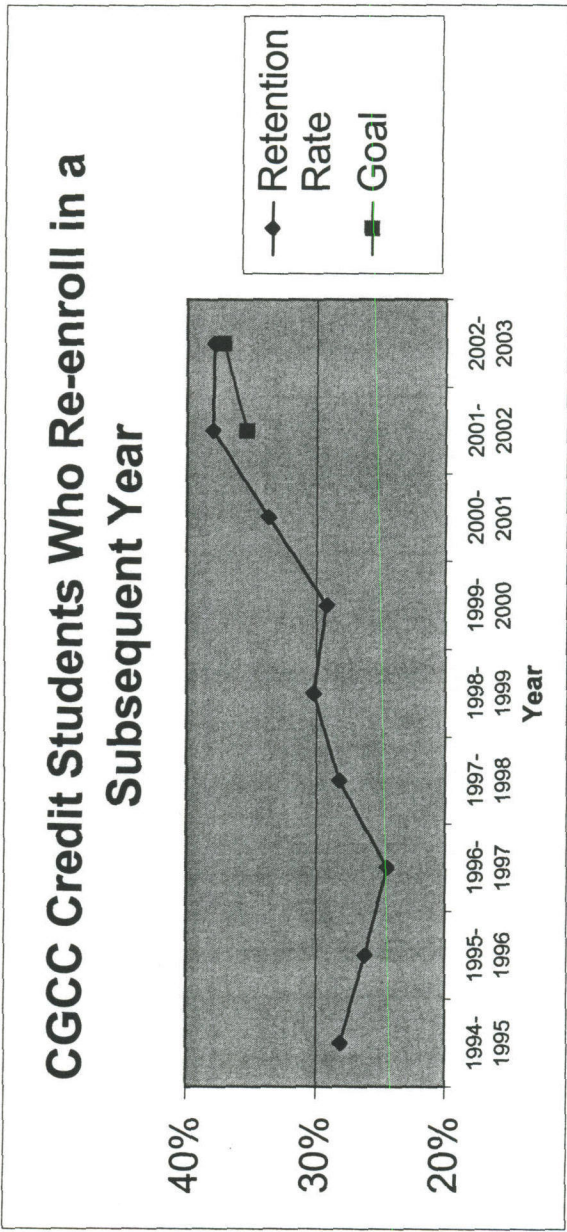
Source: Banner Student data



# INSTITUTIONAL EFFECTIVENESS

## Progress Toward Educational Goal

- Indicator** Students continue to register for CGCC credit Classes
- Measure** Percentage of all CGCC credit students who re-enroll in a subsequent year
- Goal** Increase retention 5% annually (beginning with 2000-01)



Average retention is 30.7% for CGCC credit students.

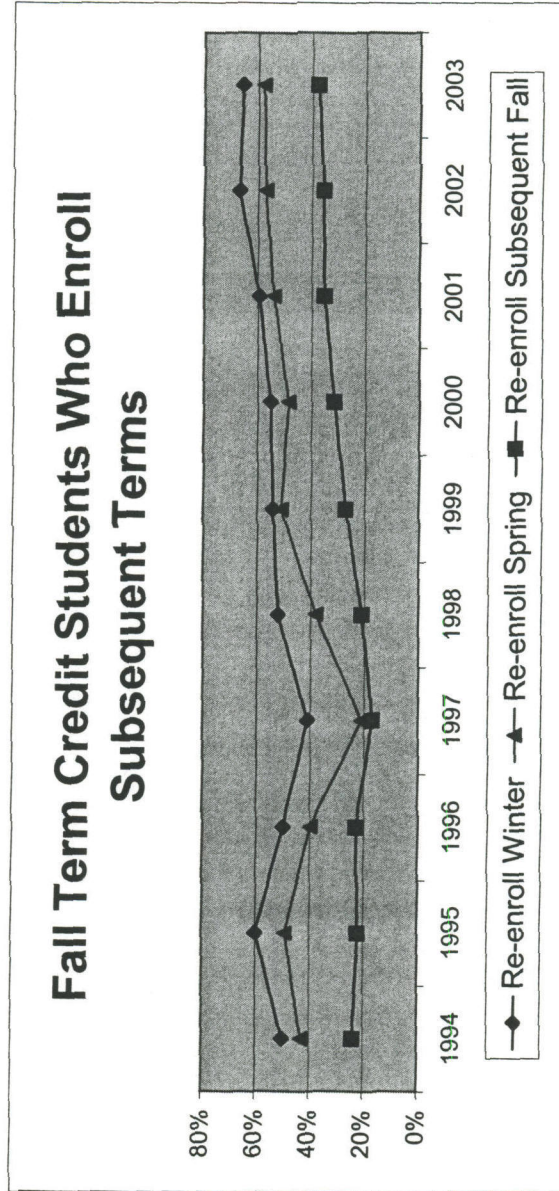
Source: Banner Student data

## INSTITUTIONAL EFFECTIVENESS

*Progress Toward Educational Goal*

**Indicator** Students continue to enroll in credit classes

**Measure** Percentage of all fall term credit students who enroll subsequent terms



Average fall to winter retention is 55.4%

Average fall to spring retention is 45.9%

Average fall to subsequent fall retention is 27.4%

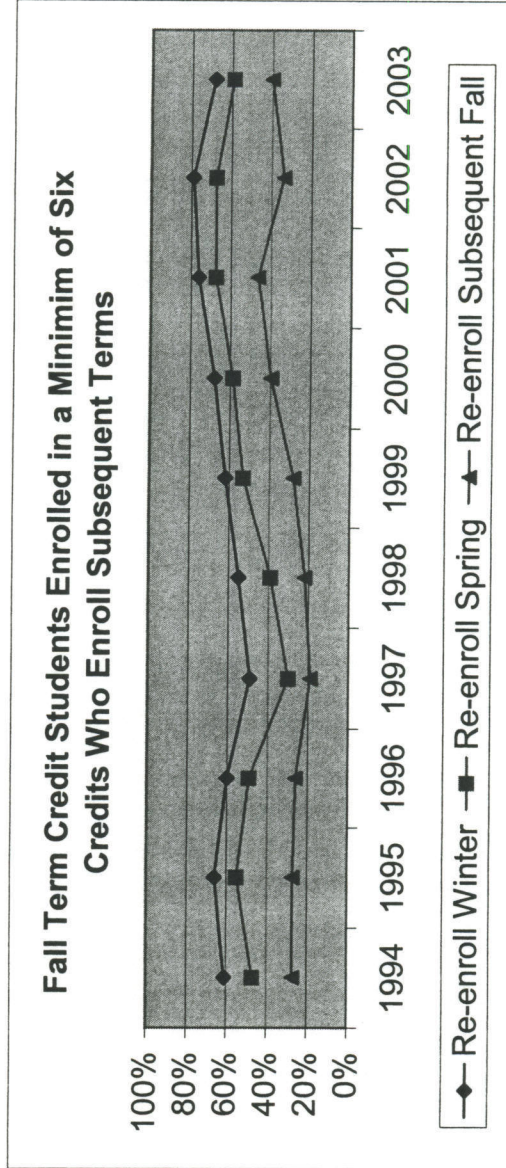
Source: Banner Student data



## INSTITUTIONAL EFFECTIVENESS

### *Progress Toward Educational Goal*

- Indicator**     Students with a minimum of six credits continue to enroll in credit classes
- Measure**     Percentage of all fall term credit students enrolled in a minimum of six credits who enroll subsequent terms



Average fall to winter retention is 64.3%  
 Average fall to spring retention is 52.5%  
 Average fall to subsequent fall retention is 30.9%

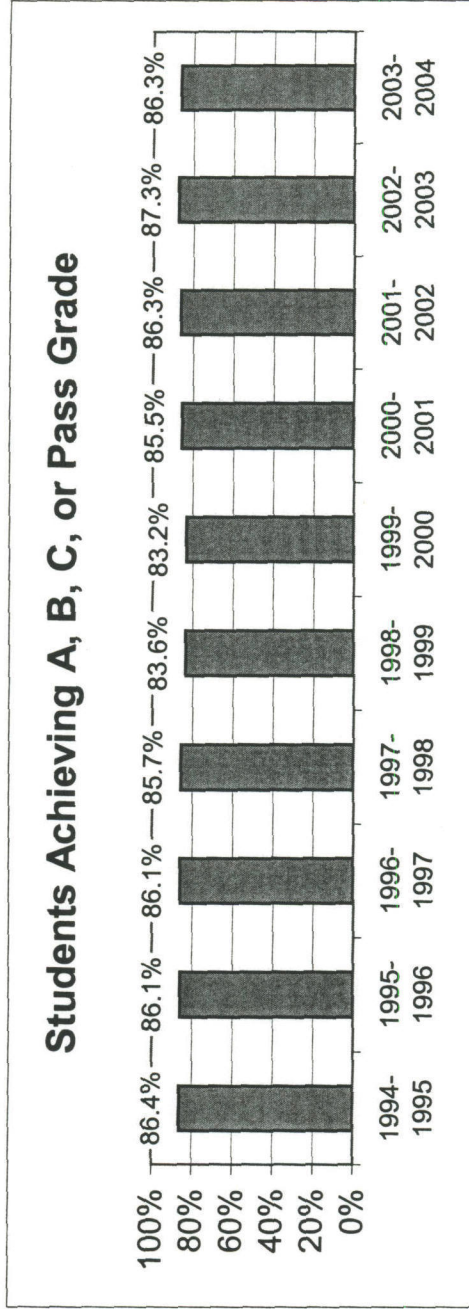
Source: Banner Student data

## INSTITUTIONAL EFFECTIVENESS

### *Progress Toward Educational Goal*

**Indicator**      Students successfully complete college credit courses

**Measure**      Percentage of courses in which students achieve A, B, C or pass grade



85.6% is the average percentage of students successfully completing college credit courses

Source: Banner Student data



**COMPLETION OF  
EDUCATIONAL GOAL**



## INSTITUTIONAL EFFECTIVENESS

### Completion of Educational Goal

**Indicator**      Students successfully completing the requirements for a degree or certificate

**Measure**      Number of CGCC students who earn degrees and certificates

	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>Certificates</b>									
One-Year or Less	11	8	16	12	11	17	33	45	41
<b>Degrees</b>									
Associate of Arts, Oregon Transfer	17	21	17	10	17	19	15	28	27
Associate of Science	10	14	11	6	12	15	8	14	14
Associate of General Studies	6	12	9	12	11	16	7	28	31
Associate of Applied Science	7	8	6	10	9	5	20	61	47
<b>Total</b>	<b>40</b>	<b>55</b>	<b>43</b>	<b>38</b>	<b>49</b>	<b>55</b>	<b>50</b>	<b>131</b>	<b>119</b>
High School Diplomas	6	13	1	6	6	12	5	5	7
GED Certificate	74	70	64	50	57	75	59	69	66
<b>Total High School Completion</b>	<b>80</b>	<b>83</b>	<b>65</b>	<b>56</b>	<b>63</b>	<b>87</b>	<b>64</b>	<b>74</b>	<b>73</b>
<b>Total Degrees/Certificates Awarded</b>	<b>131</b>	<b>146</b>	<b>124</b>	<b>106</b>	<b>123</b>	<b>159</b>	<b>147</b>	<b>250</b>	<b>233</b>



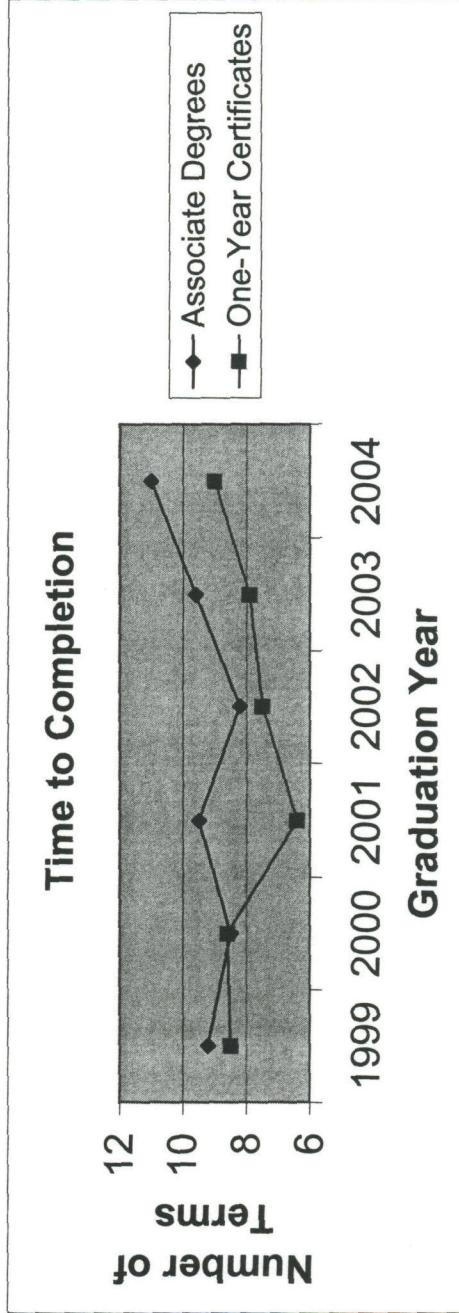
## INSTITUTIONAL EFFECTIVENESS

### Completion of Educational Goal

**Indicator** Students successfully completing the requirements for a degree or certificate

**Measure** Length of time at CGCC for students to earn a degree or certificate

**Goal** Reduce the number of terms at CGCC for a student to complete a degree or certificate



8.0 is the average number of terms students enroll to complete a one-year certificate  
 9.3 is the average number of terms students enroll to complete an Associate Degree

Source: Banner Student Data

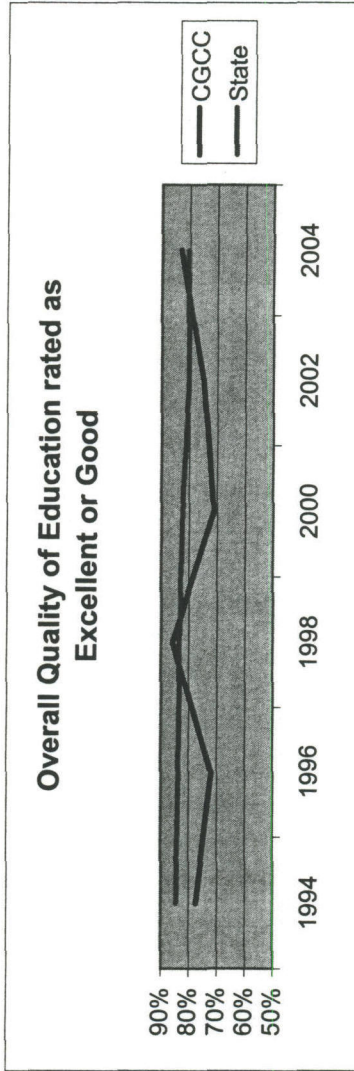
## INSTITUTIONAL EFFECTIVENESS

### Completion of Educational Goal

**Indicator** Students satisfied with the quality of their educational experience at CGCC

**Measure** Percentage of students who rate overall quality of education excellent or good

**Goal** CGCC students rate the overall quality of education at CGCC higher than the state average



77.4% is the average percentage of CGCC students who rate the overall quality of education at CGCC as excellent or good

82.5% is the average percentage of students statewide who rate the overall quality of education at their community college as excellent or good

Source: Student Opinion Survey

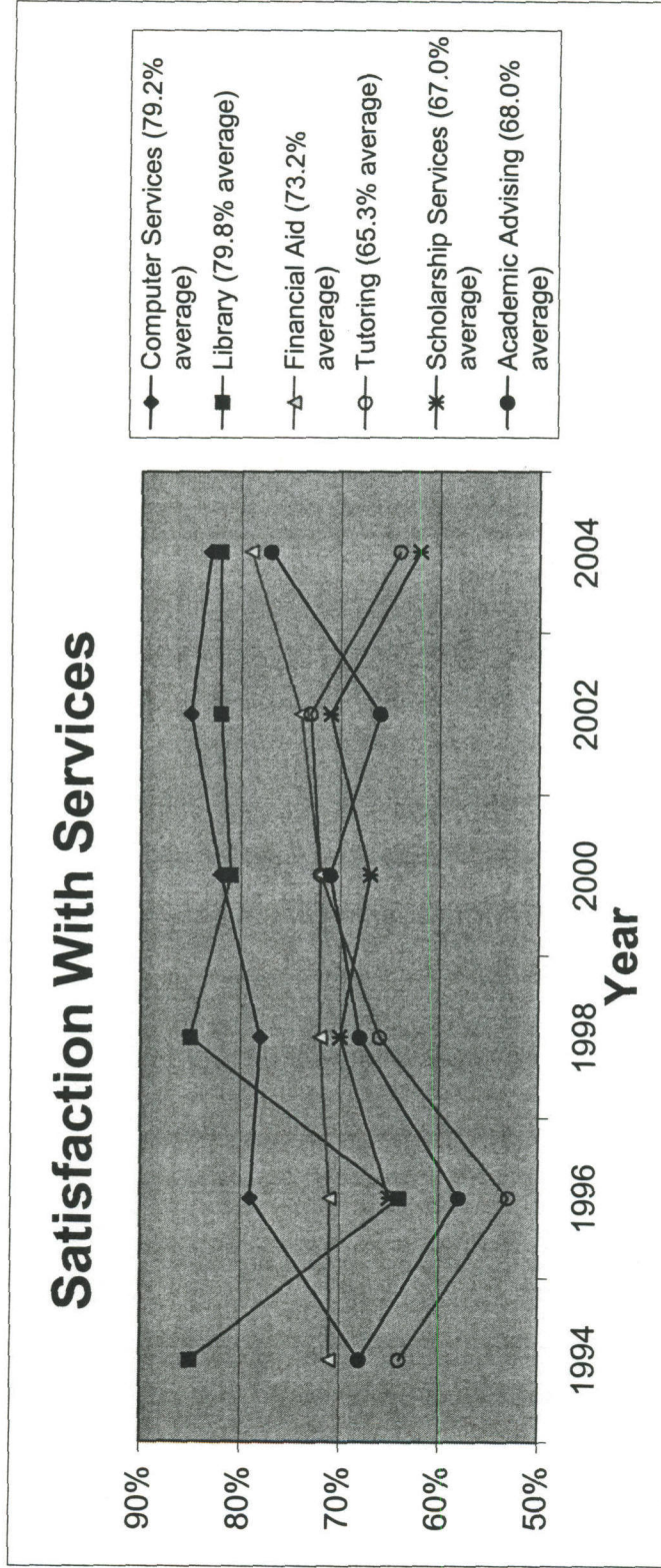


## INSTITUTIONAL EFFECTIVENESS

### Completion of Educational Goal

**Indicator** Students satisfied with college services at CGCC

**Measure** Percentage of students who rate their satisfaction with college services as very satisfied or satisfied



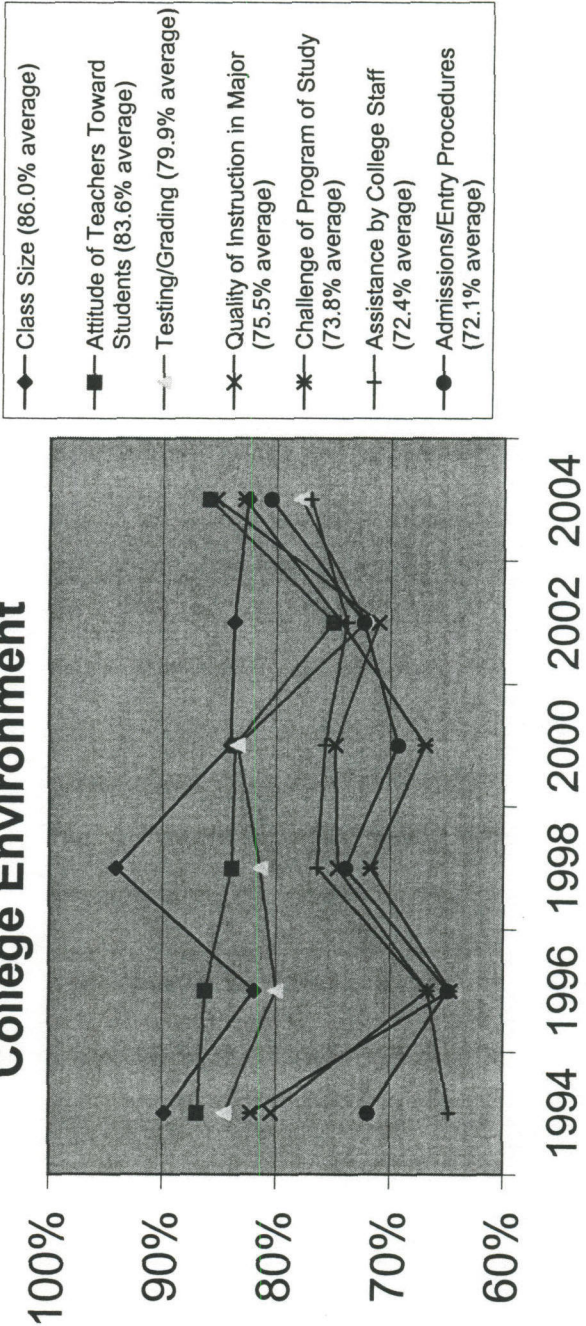
Source: Student Opinion Survey

## INSTITUTIONAL EFFECTIVENESS

### Completion of Educational Goal

- Indicator**    Students satisfied with the quality of the college environment
- Measure**    Percentage of students who rate their satisfaction as very satisfied or satisfied (listed from highest average percentage)

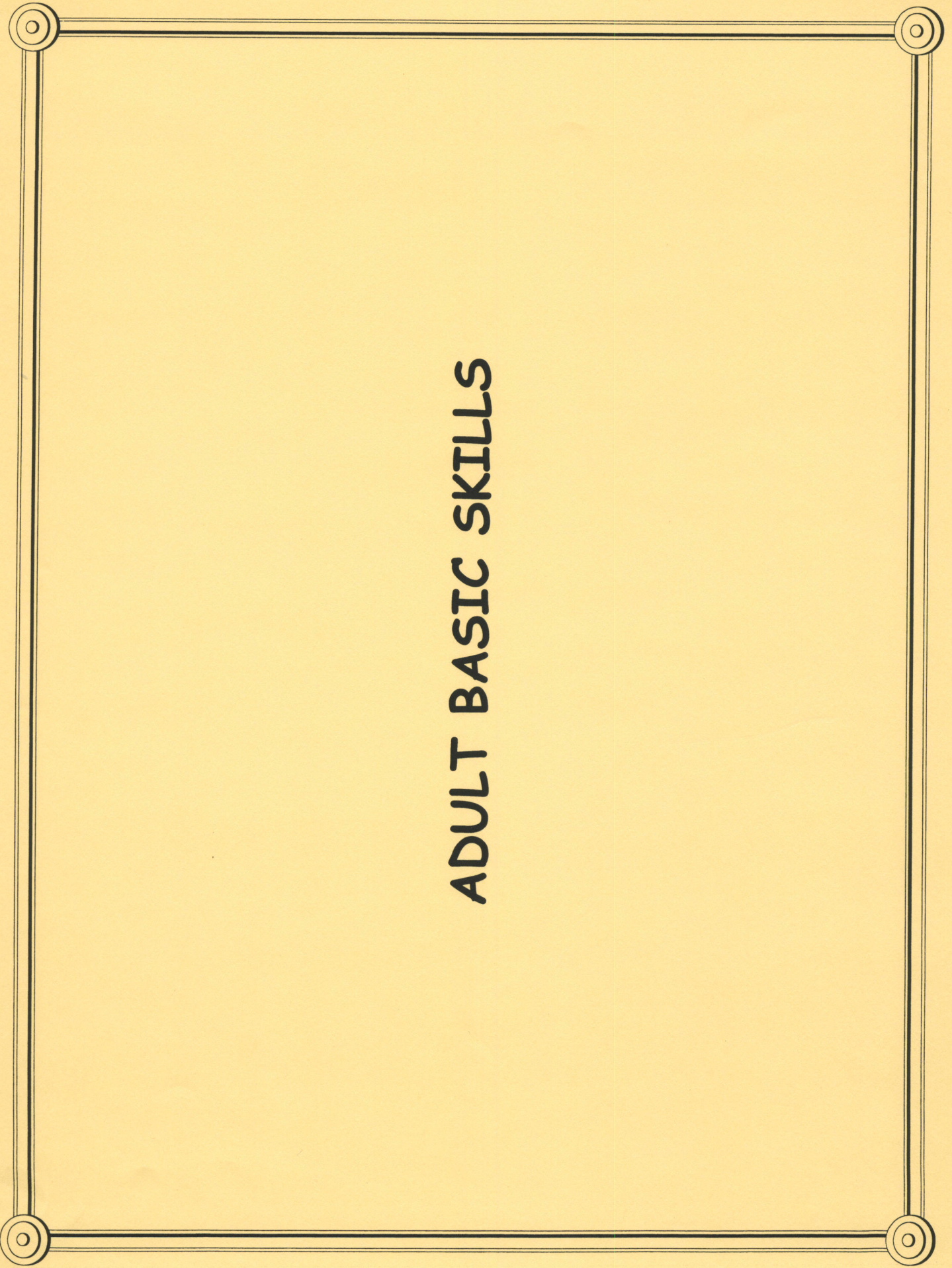
**Satisfaction with the Quality of College Environment**



Source: Student Opinion Survey



**ADULT BASIC SKILLS**

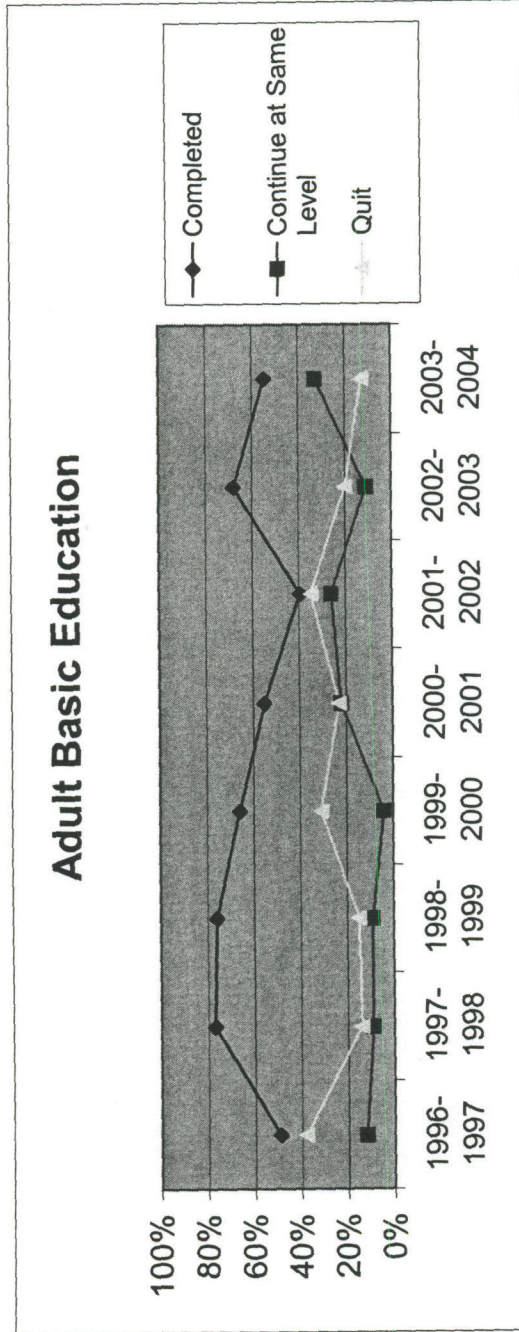




## INSTITUTIONAL EFFECTIVENESS

### Basic Skills

- Indicator** Students successfully complete Adult Basic Education courses
- Measure** Students successfully complete a level of instruction or continue to progress satisfactorily in Adult Basic Skills courses\*
- Goal** Increase the percentage of students who successfully complete a level of instruction



\*Adult Basic Education includes Basic Skills, GED and Adult High School Diploma program participants

Source: Adult Basic Education Federal Table #4



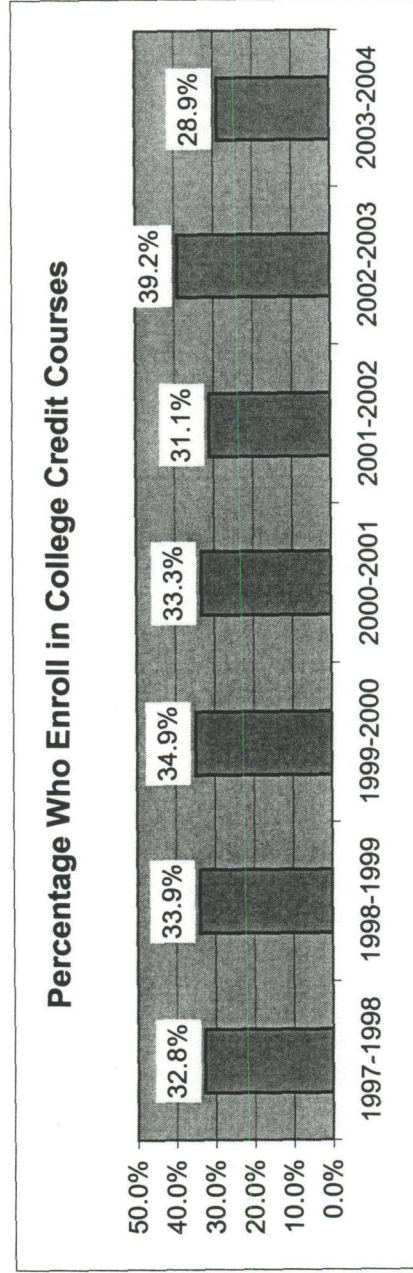
## INSTITUTIONAL EFFECTIVENESS

**Basic Skills**

**Indicator** Students move successfully from adult education classes (GED and High School Completion) to enroll in college credit classes

**Measure** Percentage of students who complete a GED or high school diploma who enroll in college credit courses

**Goal** Increase the percentage of GED or high school diploma students who enroll in college credit courses



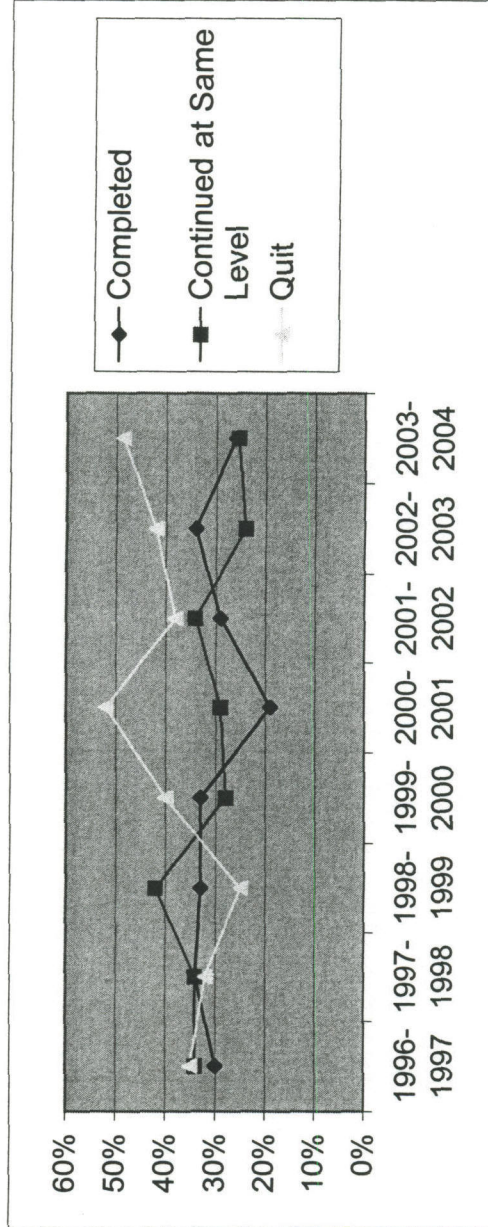
33.4% is the average percentage of students who earn a GED or high school diploma who enroll in college credit classes

Source: Banner Student data

## INSTITUTIONAL EFFECTIVENESS

### Basic Skills

- Indicator** Students successfully complete English as a Second Language courses
- Measure** Students successfully complete a level of instruction or continue to progress satisfactorily in English as a Second Language courses
- Goal** Increase the percentage of students who successfully complete a level of instruction



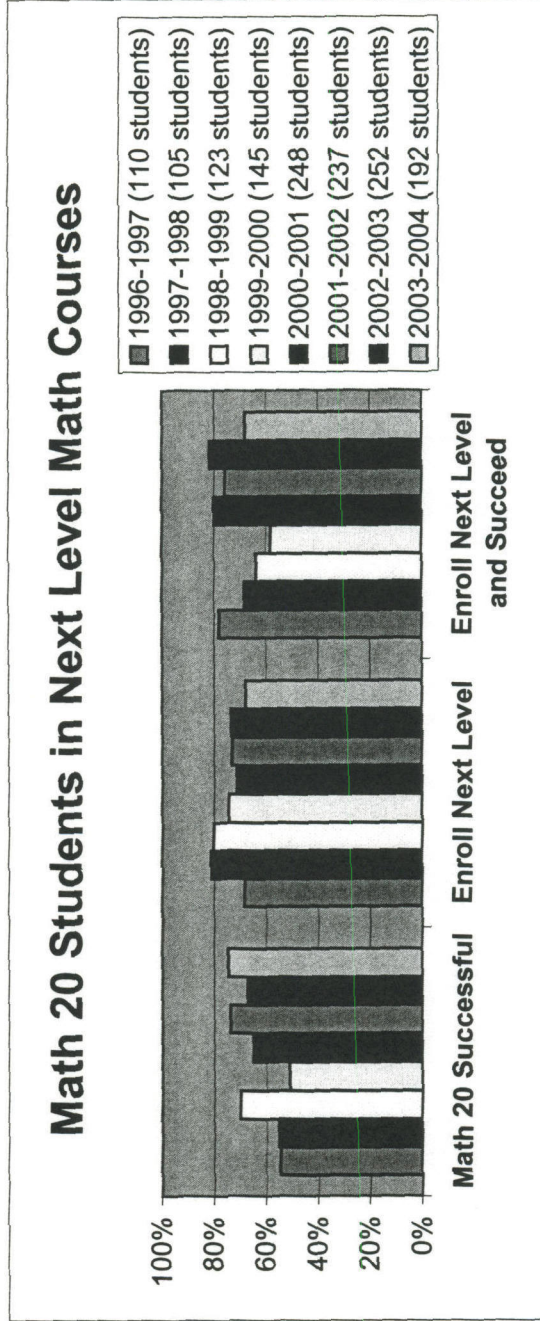
Source: Adult Basic Education Federal Table #4



## INSTITUTIONAL EFFECTIVENESS

### Basic Skills

- Indicator** Students move successfully from Developmental Education classes to enrollment in next level math courses
- Measure** Percentage of Math 20 students who succeed in next-level math courses\*  
\*This number includes only those students who completed Math 20 successfully and enrolled in a next level math course.
- Goal** Increase the number of Math 20 students who are successful in that course and who are successful in the next level of math



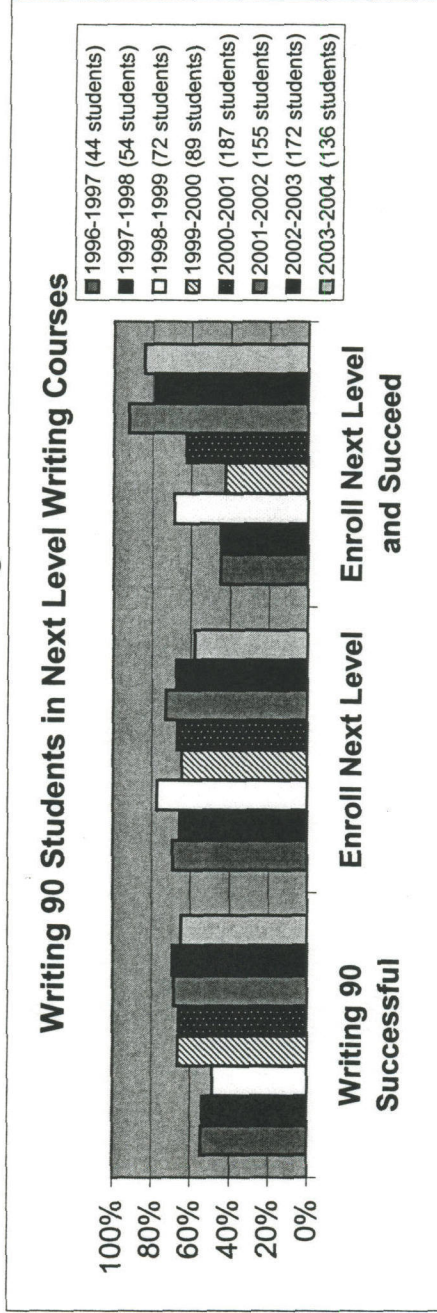
73.7% (average) of the successful Math 20 students registered in the next level math course

71.7% (average) of the students who enrolled in the next level math course were successful

## INSTITUTIONAL EFFECTIVENESS

### Basic Skills

- Indicator** Students move successfully from Developmental Education classes to enrollment in next level writing courses
- Measure** Percentage of Writing 90 students who succeed in next-level writing courses\*  
\*This number includes only those students who completed Writing 90 successfully and enrolled in a next level writing course.
- Goal** Increase the number of Writing 90 students who are successful in that course and who are successful in the next level of writing



- 61.4% (average) of students in Writing 90 were successful
- 67.6% (average) of the successful Writing 90 students registered in the next level writing course
- 64.8% (average) of the students who enrolled in the next level writing course were successful

Source: Banner Student data



**ACCESS TO COLUMBIA GORGE  
COMMUNITY COLLEGE**



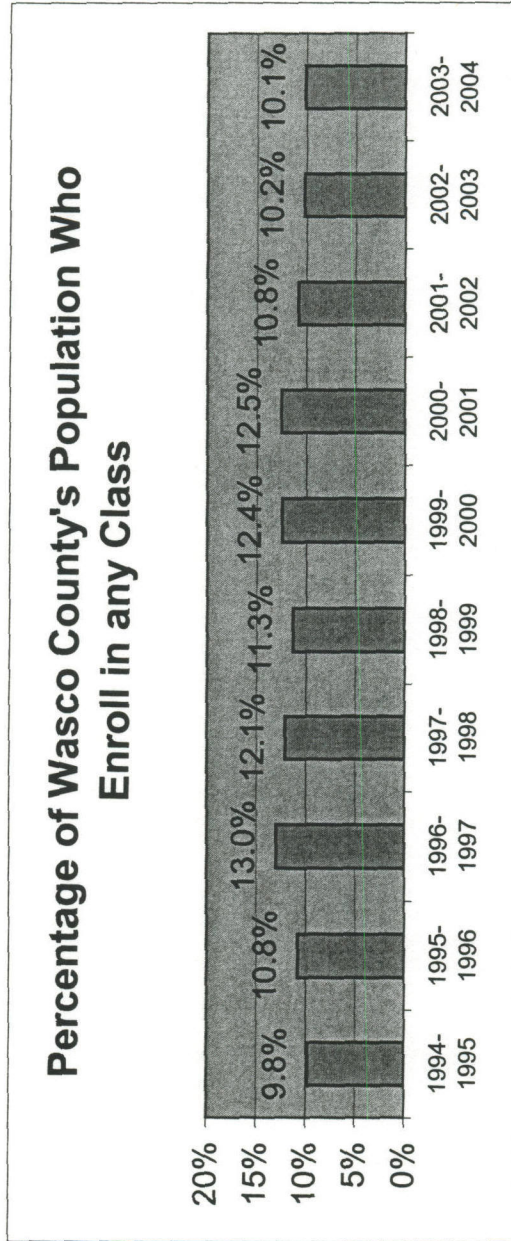


## INSTITUTIONAL EFFECTIVENESS

**Access**

**Indicator** District residents have access to educational opportunities at CGCC

**Measure** Percentage of district residents who enroll in classes at CGCC



An average of 11.3% of Wasco County residents enroll in CGCC classes

Source: Banner Student data and 2000 Census data

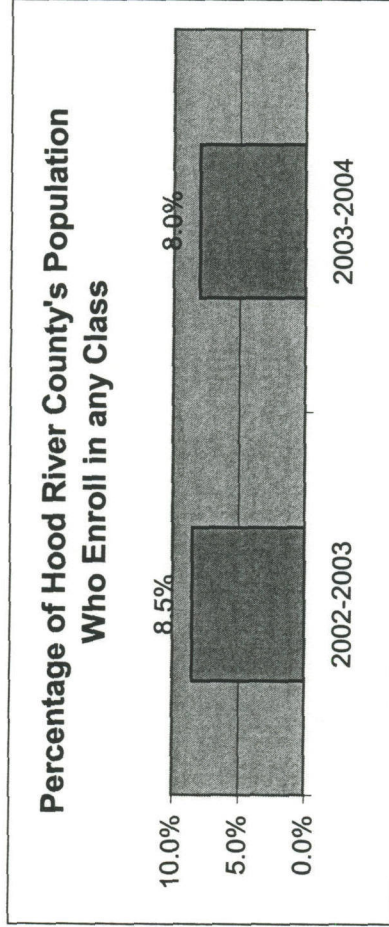


# INSTITUTIONAL EFFECTIVENESS

**Access**

**Indicator** District residents have access to educational opportunities at CGCC

**Measure** Percentage of district residents who enroll in classes at CGCC



An average of 8.2% of Hood River County residents enroll in CGCC classes

Source: Banner Student data and 2000 Census data

**INSTITUTIONAL EFFECTIVENESS**

**ACCESS**

**Indicator** Student demographics reflect district demographics

**Measure** Percentages by race/ethnicity reflect district demographics\*\*

**Goal** Ethnic diversity of CGCC reflects the ethnic diversity of the district

	CGCC	CGCC District*
Caucasian	88.2%	77.3%
Hispanic	9.8%	17.2%
African American	0.3%	0.4%
Native American	0.7%	2.4%
Asian	1.0%	1.4%
Other	0.0%	1.3%

\*Average of Wasco and Hood River county data

\*\*Of those students who chose to report their race/ethnicity

Source: Banner Student data and 2000 Census data



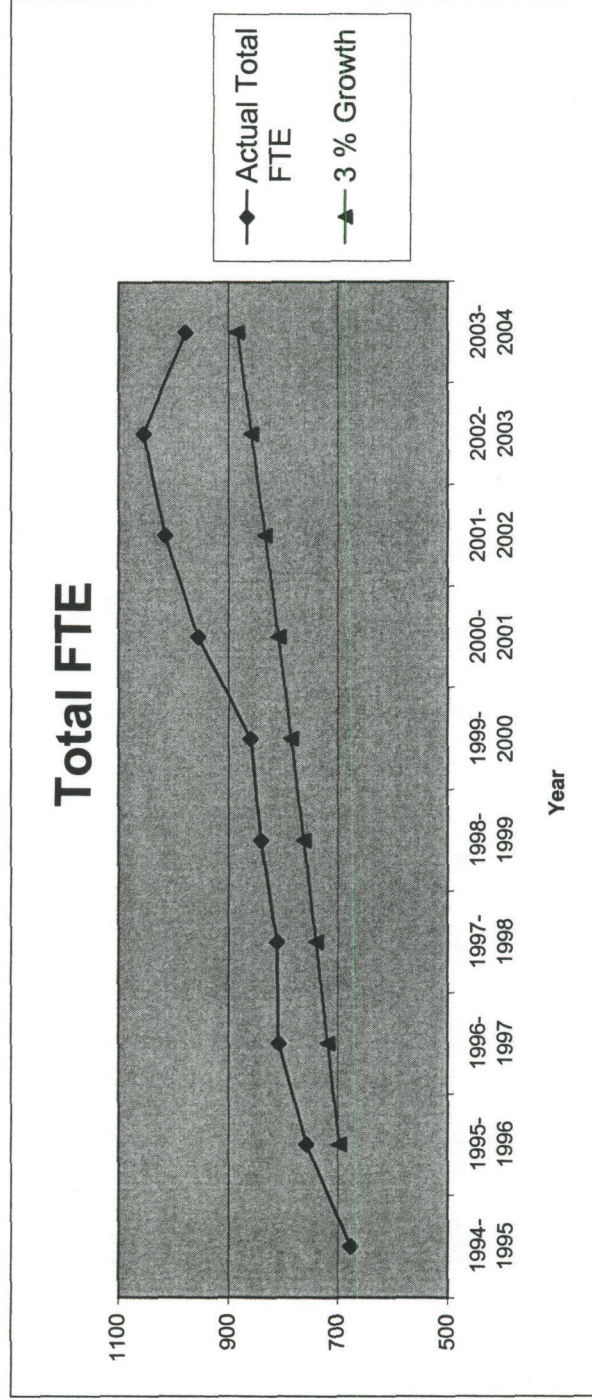
# INSTITUTIONAL EFFECTIVENESS

## ACCESS

**Indicator** District residents have access to educational opportunities at CGCC

**Measure** Total FTE generated

**Goal** Increase FTE annually by 3%



Source: Banner Student data



**TRANSFER TO OREGON  
UNIVERSITY SYSTEM**

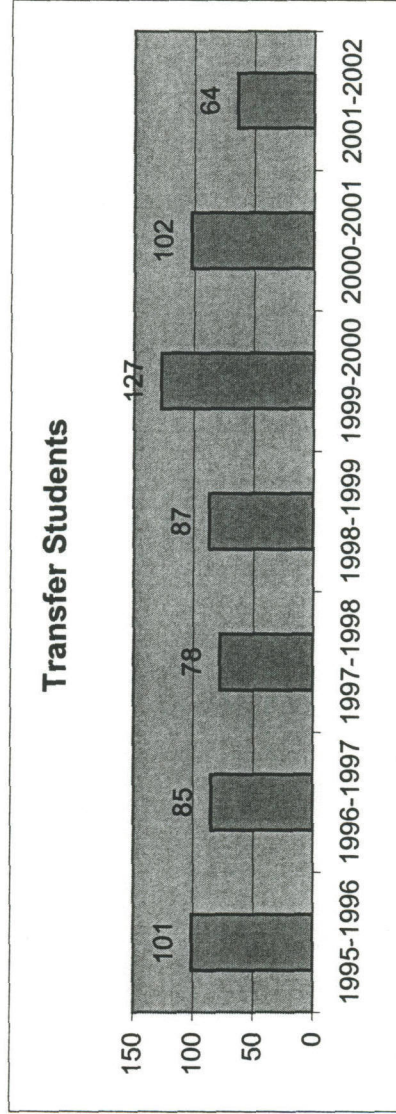


## INSTITUTIONAL EFFECTIVENESS

**Transfer**

**Indicator** Students move successfully from CGCC to another educational institution

**Measure** Number of CGCC students who transfer to Oregon University System (OUS) institutions the following year



**Note:** CGCC students can transfer to an OUS institution during any term of the academic year. Only those students who were enrolled at CGCC during the prior academic year are counted. For example, 72 students enrolled at CGCC during the 1994-95 academic year and then transferred to the OUS system in 1995-1996.

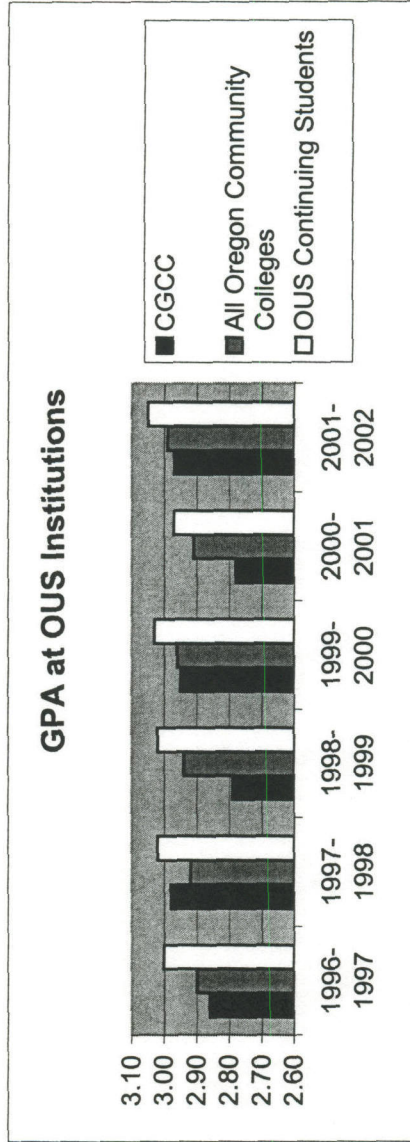
From 1995-96 through 2000-01, students transferred an average of 93 credits to an OUS institution.

Source: Transfer report prepared by OUS Office of Academic Affairs

## INSTITUTIONAL EFFECTIVENESS

**Transfer**

- Indicator** Students move successfully from CGCC to another educational institution\*
- Measure** Comparison of CGCC student Grade Point Averages (GPA's) to other students at Oregon University System (OUS) institutions\*
- Goal** GPA of CGCC transfer students is at least equal to that of all Oregon Community Colleges

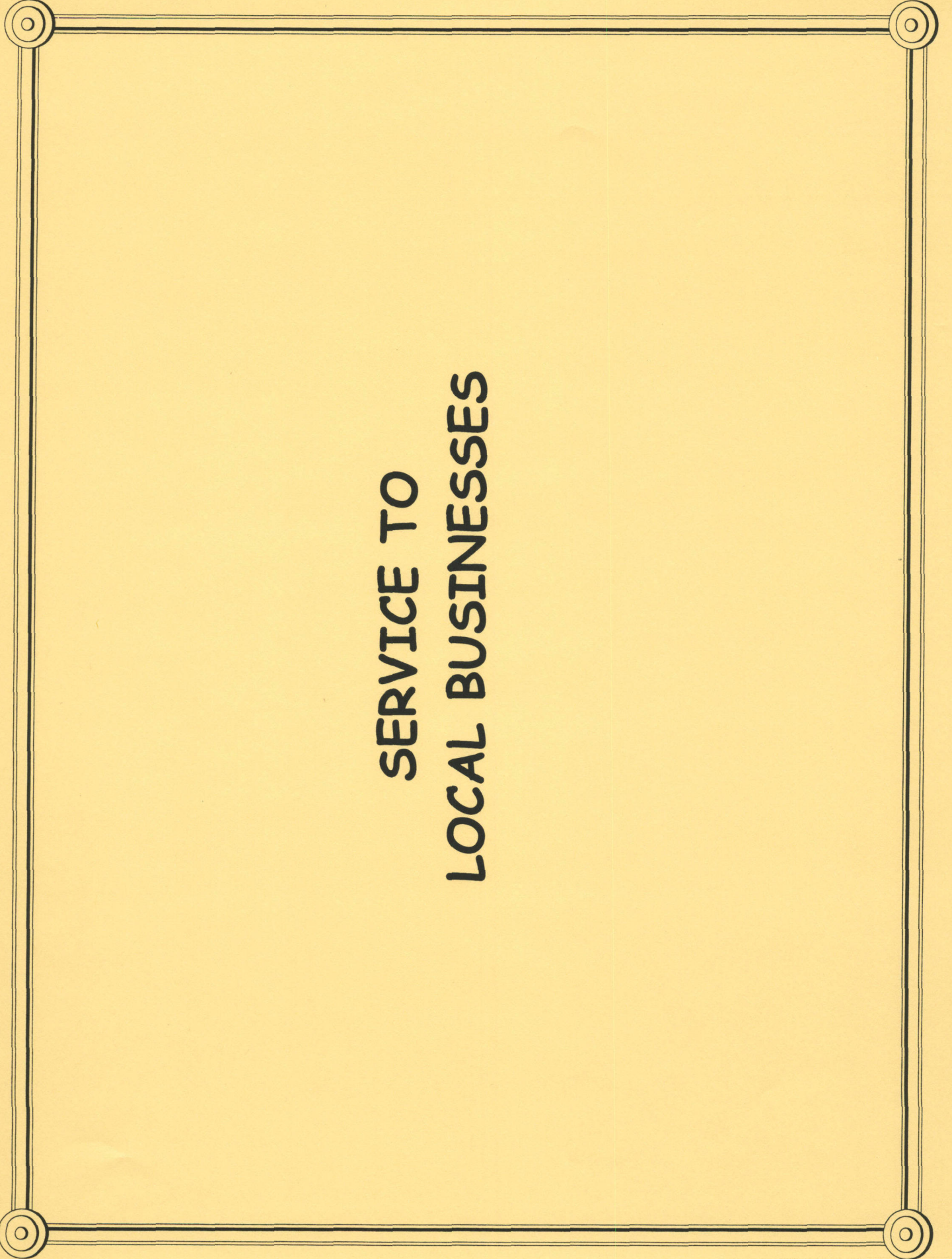


\*Students who were registered one year at CGCC and transferred to OUS institutions the next year

Source: report by OUS Office of Academic Affairs



**SERVICE TO  
LOCAL BUSINESSES**

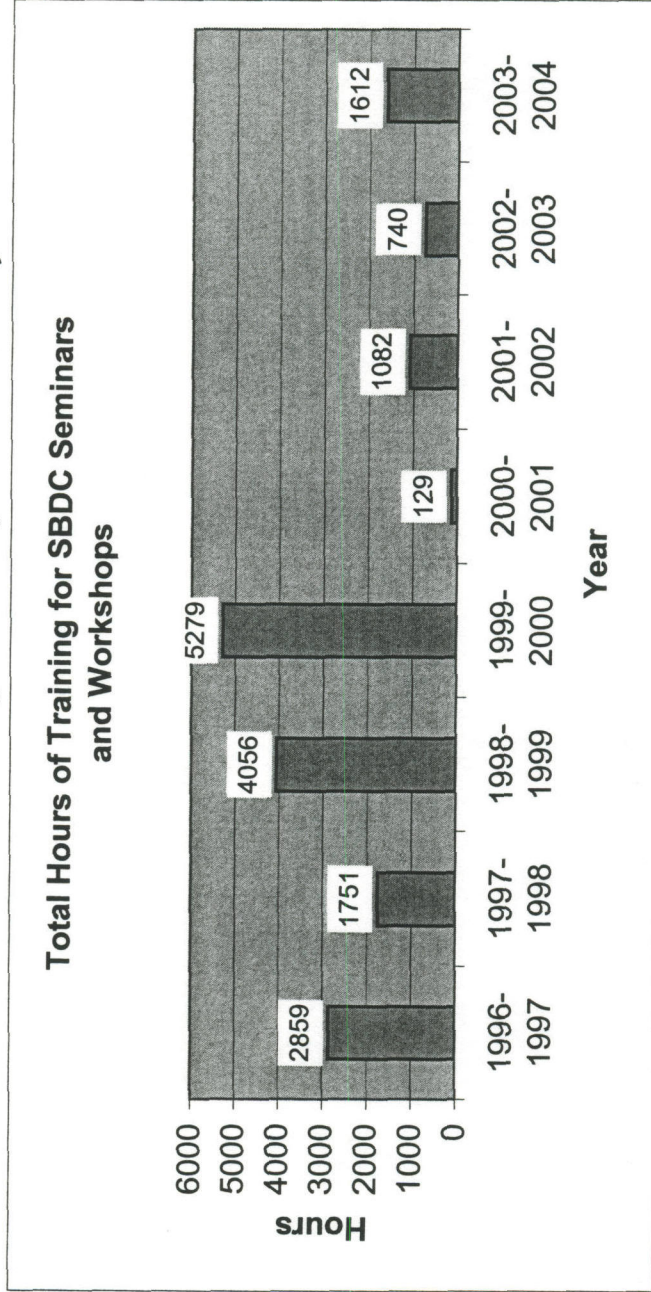




## INSTITUTIONAL EFFECTIVENESS

### Services to Local Businesses

- Indicator** CGCC will provide training to local businesses
- Measure** Hours provided by Small Business Development Center (SBDC) for seminars and workshops
- Goal** Increase number of hours of training offered by SBDC annually



Source: Oregon Small Business Development Center Network/SBA quarterly reports



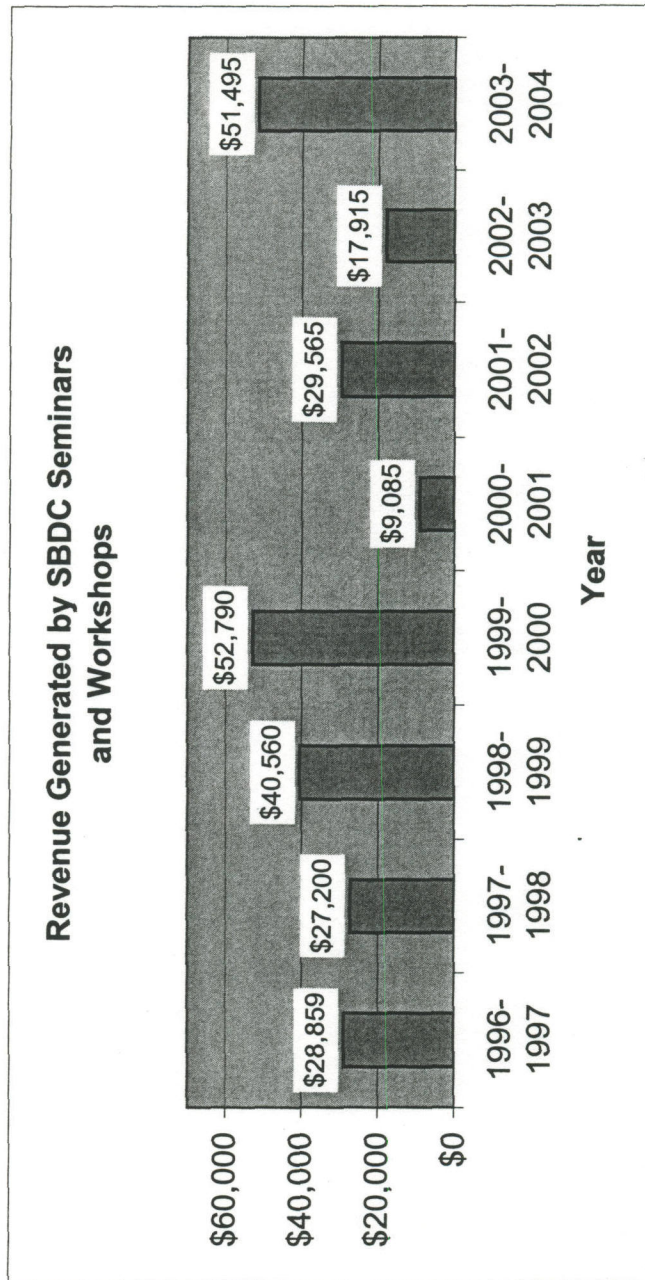
## INSTITUTIONAL EFFECTIVENESS

### Services to Local Businesses

**Indicator** CGCC will provide training to local businesses

**Measure** Revenue for Small Business Development Center (SBDC) seminars and workshops

**Goal** Increase the revenue generated annually by SBDC seminars and workshops



Source: Oregon Small Business Development Center Network/SBA quarterly reports

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**ASCGCC CONSTITUTION**

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**PREAMBLE**

We, the students of Columbia Gorge Community College, in order to provide for the conduct and support of student activities, guarantee equality of opportunity among students, and encourage student participation, do ordain and revise the following constitution as of May 1, 1998.

**ARTICLE I  
NAME, COLORS AND MASCOT**

The student body of Columbia Gorge Community College shall be known as the Associated Students of Columbia Gorge Community College, hereafter referred to as ASCGCC. The symbols of ASCGCC shall be as follows: The colors shall be teal blue and steel gray. The mascot shall be the Chinook salmon.

**ARTICLE II  
MEMBERSHIP**

All full-time, part-time or non-credit students enrolled at Columbia Gorge Community College (CGCC), are members of the ASCGCC and are entitled to vote in all ASCGCC elections.

**ARTICLE III  
PURPOSE AND RESPONSIBILITIES  
OF THE COUNCIL OF REPRESENTATIVES****Section A:**

The representative body of the ASCGCC shall be the Associated Student Council (ASC).

**Section B:**

The purpose of Student Council is to:

1. Provide regular channels in which to communicate student needs and suggestions to college administration, staff and faculty;
2. Promote opportunities for student involvement and to develop an interest in current issues that involve all segments of the student population;
3. Provide opportunities for students to develop character and leadership skills not always available through classroom learning alone;
4. Supervise and coordinate activities and events that shall make a positive impact on the students, the college and/or the Columbia Gorge community.



**Section C:**

The responsibilities of the ASC shall be as follows:

1. Serve as a communication conduit between CGCC students and GCGG administration, staff, faculty, Board and the residents of the Mid-Columbia area on issues affecting education and the student body.
2. Respond to student suggestions, complaints, and other needs;
3. Develop, coordinate and implement a balanced program of activities and events for CGCC students;
4. Be available to assist CGCC in a variety of service areas;
5. Act in advisory capacity to the CGCC Board of Education and administration;
6. Recognize and aid CGCC special interest clubs and organizations, provided this aid conforms with college policies, and local, state, and federal laws;
7. Coordinate the appointment of students to college committees;
8. Receive reports from and provide input to students serving on college committees;

**ARTICLE IV  
COUNCIL OF REPRESENTATIVES:  
STRUCTURE AND REQUIREMENTS**

**Section A:**

The Associated Student Council (ASC) shall consist of six to nine (6-9) members as described in the Bylaws and provided for in the ASC budget. The duties of the officers of ASC shall be outlined in the Associated Student Council Bylaws.

**Section B:**

Each Council member shall have one vote. The Council President, as meeting chair, shall vote only in case of a tie.

**Section C:**

All Officers will comply with the Board Policy: Requirements of Student Council (Appendix A of Constitution).

**ARTICLE V  
COUNCIL OF REPRESENTATIVES:  
TERM OF OFFICE**

**Section A:**

Associated Student Council (ASC) members shall be elected at the regular election held the fourth (4<sup>th</sup>) week of spring term. The term of office shall run for the duration of one-year beginning the first Monday after the ASC transition training and ending the Friday following the ASC transition training. The transition training will be held within 10 days, including weekends, of the election result announcement. The out-going OCCSA representative will attend the OCCSA board of presidents transitional meeting in May.

Section B:

No member shall serve more than two years in office.

**ARTICLE VI  
COUNCIL OF REPRESENTATIVES:  
ELECTIONS AND APPOINTMENTS**

Section A:

There shall be one (1) general election per year. The election will take place during the fourth (4<sup>th</sup>) week of spring term. These elections shall be held in compliance the ASCGCC Election Code.

**REQUIREMENTS OF CANDIDATES FOR OFFICE:** Candidates for the General Election must maintain a minimum 2.25 grade point average and have completed 12 credits at CGCC in the current academic year, prior to the general election. If elected, shall enroll and complete 11-12 credits per term and a 2.25 GPA or higher, per term, for each term in office.

Section B:

If a vacancy occurs, it shall be the responsibility of the ASC to fill that vacancy through appointment. Resignations from the ASC, and from other student council committees, should be in triplicate: one copy should be delivered to the ASC President, one copy should be delivered to the Director of Student Services and one copy should be delivered to the ASC advisor.

Section C:

Any student applying for an appointed ASC position must complete an application and interview process. The appointment process will follow the established hiring guidelines of GCGG. The ASC will solicit volunteers for vacant positions for 10 school days after the vacancy occurs. After the ten days the vacant position shall be filled in a timely manner. If the vacancy occurs after the seventh week of winter term, it will remain vacated until the regular general election.

**REQUIREMENTS OF APPOINTED POSITIONS:** Candidates who have previously attended CGCC must have a minimum 2.25 grade point average. Students who are in their first term at CGCC must submit two written academic references with their application. A high school transcript (if graduated within 1 year) can serve as 1 of the academic references.



**ARTICLE VII  
COUNCIL OF REPRESENTATIVES  
MEETINGS**

Section A:

Regular meetings of the council shall be held a minimum of twice per month during the academic year, for a minimum of 3 hours a month.

Section B:

A quorum shall be required for all Associated Student Council meetings. A quorum shall be defined as one half plus one of the ASC membership. The act of the majority of council members present at a meeting at which a quorum is established shall be the act of the council except as otherwise specifically proceeded in the ASCGCC Constitution and ASC Bylaws. In the event that the positions fixed by Article V above are not filled, a quorum shall constitute one half plus one of those positions filled as of the meeting date.

Section C:

Special meetings may be called by 2/3 vote of council or by a petition signed by fifteen members of the ASCGCC and presented to ASC.

Section D:

Associated Student Council meetings will be conducted in an orderly manner, using some defined means of parliamentary procedure. Robert's Rules of Order, revised is recommended, but not required, in conducting meetings.

**ARTICLE VIII  
AMENDMENTS TO THE CONSTITUTION**

Section A:

Amendments to this Constitution may originate in the Associated Student Council, requiring a two-thirds (2/3) majority vote of that body, or by a petition stating the proposed amendment and containing one-hundred (100) signatures of ASCGCC members and receive a two-thirds majority affirmative vote to be effective.

Section B:           All Proposed Amendments Must:

1. Be dated and submitted to the council with a copy to the council advisor;
2. Be posted by the council in two conspicuous locations to provide reasonable notice to the student body. Such posting must occur at least 10 days prior to the election concerning the amendment;
3. Be presented by the council to the student body for a vote in an election held within ten (10) school days of the last day of posting and;

4. Receive a two-thirds (2/3) affirmative majority vote of the total votes cast by the members of the student body to be adopted.

**ARTICLE IX**  
**RECALL AND REMOVAL OF OFFICERS**

Section A:

Associated Student Council members may be recalled through special elections called for that purpose. Recall petitions must contain 100 signatures of ASCGCC members and receive two-thirds (2/3) affirmative majority votes cast to be effective. The Associated Student Council may prescribe in an election code reasonable rules regarding petition timelines, petition form and other administrative matters related to recall elections.

Section B:           All Recall Petitions Must:

1. Be dated and submitted to the council with a copy to the council advisor;
2. Be posted by the council in two conspicuous locations to provide reasonable notice to the student body. Such posting must occur at least 10 days prior to the election concerning the amendment;
3. Be presented by the council to the student body for a vote in an election held within ten (10) school days of the last day of posting and;
4. Receive a two-thirds (2/3) affirmative majority vote of the total votes cast by the members the student body to be effective.

Section C:

ASC members must maintain good academic standing\*.

- Failure to maintain good academic standing, with a GPA above a 2.0 per term, shall result in the member being placed on probation for one quarter. An immediate vacancy shall be declared if the member remains on probation for a second consecutive quarter.
  - A council member on probation shall have all rights and responsibilities of non-probation council members.
  - Failure to return to good academic standing at the end of the probation quarter will result in immediate removal from Student Council.
  - Failure to maintain good academic standing, with a GPA below a 2.0 per term, shall result in an immediate vacancy being declared.

\*Good Academic Standing is defined as enrolling in and completing 11-12 credits or more and obtaining a 2.25 GPA or better, per term, for each term of office. Any exemption determined by administrative exception, i.e. class cancellations and learning disability accommodations.



Section D:

ASC members may be removed from office for neglect of duty, malfeasance or misfeasance.

1. Recommendations to the Director of Student Services for removal must be by 2/3 vote and shall come from ASC, for the ASC member.
2. Such recommendations shall come from Council only after the Executive Officer or his/her designee (representing the majority of council), and the affected student meet with the council advisor.
  - Specific concerns and examples will be outlined by the council representative.
  - Affected student will be heard.
  - A decision to place the affected student on an Improvement Plan will be made.
  - 2.a) If the decision is “Yes”:
    - A Plan for Improvement, with a specific end date, will be developed.
    - After the end date of the Plan for Improvement the council representative, affected student and advisor will meet to determine if the Improvement Plan conditions have been met.
    - If yes, the affected student will be returned to good standing. If no, will proceed to 2.b) (see below).
  - 2.b) If the decision is “No”:
    - The affected student will have an opportunity to meet with the Director of Student Services and fully discuss the facts of the case prior to the Director making a final decision
3. Nothing in this Constitution shall be construed to prevent the Director of Student Services from taking independent action in cases of neglect of duty, malfeasance, or misfeasance.

**Article X  
NON-DISCRIMINATION**

The ASCGCC and its council shall maintain a policy of non-discrimination and equal opportunity in programs and organizations without regard to sex, race, color, creed, national antecedents, handicaps, economic need, or age.

**ARTICLE XI  
ADVISOR’S ROLE**

Section A:

The Associated Student Council Advisor shall be appointed by the CGCC President or his/her designee.

Section B:

The Director of Student Services and college President shall define the duties and responsibilities of the advisor. These duties and responsibilities shall be outlined in the ASC Bylaws.

## ARTICLE XII BYLAWS AND ELECTION CODE

### Section A:

The Associated Student Council shall develop a set of Bylaws to guide the day-to-day operations. The Bylaws shall be available to the student body. Amendments to the Bylaws shall be posted for 14 school days and two hearings on the proposed Bylaws, open to the student body, must be held during the posting period. Adoption by the ASC shall be by 2/3 affirmative vote at the next regular meeting after the expiration of the posting.

### Section B:

The Associated Student Council shall also be authorized to adopt an election's code to govern student elections. The election's code shall be adopted and amended in the same manner as prescribed for the Bylaws.

## ARTICLE XIII ADMINISTRATIVE CHANGES

The ASCGCC Constitution and ASC Bylaws may be altered for the purpose of keeping them current with college terminology. Examples of such administrative changes include changes in department titles, staff position titles, terminology from outside the college, typing or grammatical errors, required credit hours for full-time status, number of signatures needed to comprise 5% of student body. When such alterations are deemed necessary, the following procedure will be used:

1. A member of ASC with the assistance of the Director of Student Services or his/her designee will review the Constitution and Bylaws and make the suggested changes.
2. During a regularly scheduled meeting of the Council, the suggested changes will be presented as an information item.
3. Council will have the opportunity to review the changes and ask questions.
4. A motion to make administrative changes to the Constitution and/or Bylaws will be made and must carry with a simple majority.
5. If the motion to amend passes, new copies of the documents will be created and distributed to ASC, the advisor and the Director of Student Services.

- Prepared by the 1986-87 ASCGCC Ad Hoc committee charter members: Kerry Droesch, Jackie Mazza, Diana Stephenson, Mary Harrison, Claressa Price, Douglas Thornburg, Tammy Jenkins, Anna Steeves, Andrea Williams, Robyn Jensen. Approved 1-8-87
- Revised: May 1988 lr; March 1989 gm; November 1989 kob; Jan 1996 ls,jc; Feb 1996 aw; March 1998 asg, admin update 2/99asg



## Administrative Requirements for Student Council Officers

This is a CGCC Board of Education Policy and can be changed by that body.

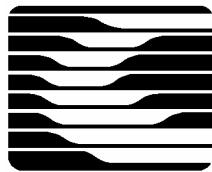
1. Academic success and preparation for future employment and education success is the primary goal of CGCC. To support these goals the Board of Education stipulates that the following are requirements for holding office:
  - Elected officers will participate in a Transition Training within 10 days of their election or appointment. The advisor will schedule the training and dates/times of the Transition Training will be included in the Candidate Application Packet.
  - Officers will participate in a 1 credit Leadership class each term in office beginning the Spring of their election, and continuing in Fall and Winter terms.
    - There is no tuition or fee for these classes. Homework associated with these classes will not be paid time, class attendance will be paid.
  - Officers will enroll in and complete a minimum of 11 credits per term (may include the 1 credit leadership class) and maintain a 2.25 GPA or higher, per term, for each term in office.
    - Individual exceptions may be considered based on extenuating circumstances.
2. Officers will be paid according to the CGCC Student Council Employment Procedure for Officers (Employment Procedure). The procedure will be an Appendix to the ASC Bylaws.
3. Council Business and Planning Meetings will be held weekly throughout the year. Council officers will also attend the Work Plan and Time Log meetings according to the Employment Procedure.
4. Acceptance of position and signing of Oath of Office indicates that the officer has reviewed, understands and agrees to comply with the Administrative Requirements Policy, Student Council Employment Procedures, CGCC Constitution and ASC By-laws, including Appendices A-C.
5. In addition, Council officers must comply with Student Rights and Responsibilities, Alcohol and Other Drug policies and procedures, and are subject to conformance with Board Policies and established administrative procedures.
6. CGCC President will designate the number of funded positions on the Student Council.

# Student Rights and Responsibilities

Includes the Code of Student Conduct &  
Academic Integrity Policy

Adopted January 2, 1995

Revised July 26, 2002



**COLUMBIA  
GORGE  
COMMUNITY  
COLLEGE**



# **Student Rights and Responsibilities**

## **College/Student Responsibilities**

Columbia Gorge Community College provides students with programs of general education, developmental, professional/technical, and community education. The College also provides cultural, leadership, recreational, and community service activities.

In order to assist students to benefit from courses, programs, and activities, the College also provides career guidance and academic advising services which students are encouraged to make use of.

The confidentiality of counseling and advising services will be strictly maintained, except when records are lawfully requested or subpoenaed from the College.

It is, in turn, the responsibility of the student to observe and to help maintain appropriate conditions in the classroom, on the campus, and in the community.

Columbia Gorge Community College is granted the right by law to adopt rules necessary to govern college operations and protect the freedom to learn. The purpose of the Student Rights and Responsibilities document is to enumerate the essential provisions for student freedom and for students to understand how they participate in the College community.

## **Protection of Freedom of Access to Higher Education**

The admissions policies of CGCC are a matter of institutional choice. The college polices are developed to encourage and reinforce the expectations for student success. Within the limits of its facilities and budget, CGCC is open to all applicants who are qualified according to current admission requirements.

It is the intent of the College that no student be denied admission because of his/her educational background or on the basis of race, color, religion, sex, sexual orientation, age, national origin, or disability. The college complies with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and other applicable laws and regulations. This non-discriminatory policy applies to admissions, employment, financial aid, and educational services, programs, and activities.

## **Protection of Freedom of Expression in the Classroom**

Students shall be free to take reasoned exception to the data or views offered in any course of study, and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study in which they are enrolled. It is the responsibility of the student to support the instructor's efforts to ensure freedom of expression.

## **Protection Against Improper Evaluation**

Student performance shall be evaluated on an academic basis, which may include attendance, not on the student's opinions or conduct in matters unrelated to academic standards. Students shall have the right to appeal their academic evaluation under the grievance procedure. At the same time, students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled. Students have the right to be informed about class requirements.

## **Protection Against Improper Disclosure**

Information about student views, beliefs, and political associations, which staff and faculty acquire in the course of their work as instructors and advisors, is considered confidential. Judgments of ability and character may be provided under appropriate circumstances.

## **Student Records and Confidentiality**

CGCC maintains student records in conformation with state and federal law. Except as provided in this policy, all information contained in the student records of CGCC that is personally identifiable to any student shall be kept confidential and not released to any person without prior written consent of the student, or the parent or guardian of a minor student, or upon lawful subpoena or other order of a court of competent jurisdiction, provided the student (or parent of a minor) is notified in advance of compliance with the subpoena or court order.

Faculty, advisors, and administrators of Columbia Gorge Community College, who in the performance of their duties, have access to the academic records of students, will respect confidential information about students, which they acquire in the course of their work.

Information from disciplinary or counseling files shall not be available to unauthorized persons on campus or to individuals off-campus without the written consent of the student involved, except under legal compulsion or in cases where the safety of persons or property is involved, in compliance with the Family/Educational Right to Privacy Act, Board Policy, and ORS 341.290 as now law or hereinafter amended.

Confidentiality exceptions include directory information. Directory information may be released to the media and for use in other local publications only at the direction of the Dean of Student Services. Students who do not wish to have any of the information listed below released by the College must make that request in writing each term at the time of registration. Directory information will not be released to vendors or others desiring to solicit students for memberships or purchases. Directory information include the student's name, address, phone number, major field of study, participation in official college activities, periods of enrollment, degrees, awards, and honors received, illness or accident information, as required in health and safety emergencies.

Release of Directory Information will be made only by the Dean of Student Services, or designee, to protect the right of students who do not want this information released. Student Services staff may refuse to give out directory information if they determine it would be detrimental to the best interest of the student involved.



## **Right of Sale and Distribution of Material and Right to Conduct Fundraising Activities**

The use of College grounds or facilities for the purpose of commercial or private gain is prohibited except where such activity contributes to the operation of the instructional program or where limited sale is specifically authorized by the College for the benefit of an approved student activity.

Students have the right to engage in legal incidental sales of personal property in private transactions, provided College Facilities are not expressly used for this purpose.

The Dean of Students Services must approve all fund-raising activities by clubs and organizations. All merchandise, periodicals, magazines, and books offered for commercial sale may be sold only through the College bookstore and food services, except when within district policy and approved by the Dean of Student Services.

Any person desiring to distribute publications, such as books, magazines, newspapers, handbills, leaflets, posters, and similar materials shall first register with the Student Services Office. This will insure reasonable areas and times for distribution and it will insure that the activities of the College will not be interfered with. All handbills, leaflets, posters and other similar materials must bear the name and address of the organization and / or individual distributing the materials. Printed materials shall not be placed on any vehicle parked on campus.

## **Right of Access to College Facilities**

Students have the right of access to College facilities, subject to ordinary schedules and regulations governing the use of each facility. When using these facilities, the student has the responsibility to respect these regulations and to comply with the spirit and intent of the rules governing facility use.

When faced with a situation which an administrator or instructor determines to be disruptive to the order of the College, threatening to the health and welfare of the College community, or interferes with the ingress and/or egress of persons from College facilities, college staff will have the authority to 1) prohibit entry of any person or persons, or to withdraw the privilege to enter or remain on any portion of a College campus or 2) give notice of trespass to any person, to whom the privilege has been withdrawn or who has been prohibited from entering into or remaining on the College campus.

Any student disobeying a reasonable order given by the College staff will be subject to disciplinary action, and/or criminal trespass laws.

## **Freedom of Inquiry and Expression**

Students and student organizations shall be free to examine and discuss all questions of interest to them and to express opinions publicly and privately. Students shall always be free to support causes by orderly means, which do not disrupt the regular and essential operation of the institution. The College reserves the right to regulate the time, place and manner of organized speech activities.

It should be clear to the community that in their public expressions, students or organizations speak only for themselves, not for the College.

Students, faculty, and administrative staff are obligated to protect the freedom of inquiry and expression from those who would prevent or disrupt it.

## **Code of Student Conduct**

CGCC recognizes a duty to protect their educational purpose through setting standards of scholarship and standards of conduct for the students who attend the College. Each student, by the act of registering, agrees to abide by the rules and regulations of the College and the Code of Student Conduct.

In developing responsible student conduct, disciplinary proceedings play a role substantially secondary to example, counseling, guidance, and admonition. In the exceptional circumstances when the preferred means fail to resolve problems of student conduct, proper procedural safeguards shall be observed to protect the student from the unfair imposition of penalties and to insure procedural fairness to an accused student.

If a student is charged or convicted of an off-campus violation of the law, the matter shall be no cause for disciplinary action by the College unless there is a reasonable possibility that the matter will materially or substantially disrupt the educational process of the College.

### **Violations**

Disciplinary action may result from the commission of any of the actions listed below, or any violation of civil or criminal law while on College property or at College sponsored events.

1. Academic cheating or plagiarism or aiding or abetting cheating or plagiarism.
2. Furnishing false information to the College with the intent to deceive the College or any person or agency.
3. Forgery, alteration or misuse of College documents, records, or identification cards whether in written or electronic form.
4. Physical abuse or harassment of another person as defined for ORS 166.065 [as now law or hereinafter amended].
5. Malicious destruction, damage, or misuse of College or private property (including library materials).
6. Theft or conversion of College property.
7. Conduct that materially or substantially disrupts the educational process of the College.



8. Lewd or indecent conduct as defined by ORS 163.465 [as now law or hereinafter amended].
9. Disorderly conduct as defined by ORS 166.025 [as now law or hereinafter amended].
10. Failure to comply with the lawful directions of College personnel acting in performance of their duties.
11. Unwanted contact or communication of any nature with another student or a staff member after being advised by a College official that such contact or communication is unwelcome and disruptive to the education process of the College as determined by a College official.
12. Interference by force or by violence (or by threat of force or violence) with any administrator, faculty or staff member, or student at the College who is in the lawful discharge or conduct of his/her duties or studies.
13. Possession, consumption, being perceptibly under the influence, or furnishing of alcoholic beverage (as identified by federal or state law) on College-owned or controlled property or at College or student organization functions.
14. Possession, consumption, being perceptibly under the influence, or furnishing of any narcotic or dangerous drug, as defined by ORS 475 and ORS 167.203 to lawfully prescribed by an authorized medical doctor or dentist.
15. Failure to disperse when an assembly is ordered to disperse by College officials.
16. Disobedience of the notice against trespass.
17. Failure to comply with the following rules regarding firearms and weapons:
  - a. The use, carrying, exhibiting, or displaying of any weapon (such as a gun, rifle, or other firearm) or any cutting or stabbing instrument (such as a dagger, sword, or knife) or any club or weapon apparently capable of producing bodily harm and/or property damages is prohibited on or in College facilities.
  - b. Explosives, incendiary devices, or any weapon facsimiles are prohibited on or in College facilities.

The above rules do not apply to equipment or materials owned, used, or maintained by the College, used by the College or under College direction, nor to law enforcement officers or campus security personnel.

18. Violations of published College regulations, including those related to entry and use of College facilities, the rules in this Section, and any other College regulations, which may be enacted.

## Sanctions

This policy establishes administrative rule to govern the College and its students, and to administer disciplinary action, pursuant to ORS 341.290.

Each faculty member is responsible for conduct in class and is authorized to take such steps as are necessary when behavior of a student interrupts the normal class procedure. When behavior is so serious as to result in removal from the class, the faculty member may remove the student from class for one day and must report the infraction in writing to the Dean of Student Services, at the earliest opportunity.

CGCC may apply sanctions for violations or take other appropriate action when student conduct substantially interferes with the College educational responsibility of ensuring the opportunity for all members of the College community to attain their educational objectives or subsidiary responsibilities, such as record keeping, providing miscellaneous services, and sponsoring out-of-class activities.

Sanctions, which may be imposed for the commission of College offenses, include:

1. Expulsion from the College (i.e., removal of the privilege to attend CGCC)
2. Suspension from CGCC for a definite period of time.
3. Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any College rule during the probation period may be grounds for suspension or expulsion from the College.
4. Disciplinary admonition and warning.

See the Academic Integrity Policy (beginning on page 11) for sanctions related to academic cheating or plagiarism or aiding or abetting cheating or plagiarism.

The parents or guardian or any student under 16 years who is placed on disciplinary probation or suspended or expelled shall be notified.

## Disciplinary Due Process Hearings Procedures

In keeping with the educational purposes of the College, disciplinary actions other than those requiring expulsion are intended to be remedial rather than punitive. Often disciplinary proceedings will be conducted informally between the student and the Dean of Student Services.

Disciplinary charges may be initiated against a student by another student, faculty, staff member, or a non-campus person. A complaint must be in writing, signed, and presented to the Dean of Student Services who will investigate and take appropriate action. A student charged with violating a College policy shall be given notice in person or by certified return receipt mail to meet with the Dean of Student Services or designee at a specific time, date, and place for a conference regarding a charge of misconduct. In the case of a minor student, such notice shall go to the parent or guardian.



Failure on the part of the student to meet with the Dean of Student Services of designee, as requested, as requested, may result in a decision being made in the student's absence. The student shall be notified of the decision by certified mail.

1. During investigation of the charges, the status of the student shall not be altered nor shall his/her right to be present on the campus and to attend classes be suspended except for reasons related to the safety and well-being of students, faculty, staff, or College property, or which relate to or interfere with the orderly operation of the College, as judged by the Dean of Student Services.
2. No disciplinary sanction as serious as expulsion, suspension, disciplinary probation, or disciplinary warning shall be imposed unless the student has been notified of the charges against him/her and the nature and source of the evidence. A student subject to these sanctions will be allowed to present his/her case to an appropriate College official and to have an advisor of his/her choice present. Advisors are not permitted to present the case but may advise the student.
3. Both the College and the student may seek legal advice at their own expense, but to avoid an adversarial situation, neither the College nor the student will be represented by a lawyer during the College process. The student may withdraw from College of his/her own volition at any time during the disciplinary process.

### **Informal Hearings**

Informal Hearings are held when alleged misconduct is of a less severe nature. The Dean of Student Services or designee shall conduct an informal hearing with the student and at such time the College official will:

1. Review the charges with the student.
2. Review the possible disciplinary action that may be taken if found to be true.
3. Provide the student an opportunity to respond to charges.

The College official will inform the student of the decision within 2 school days of the conference. The decision of the College official can be appealed through the College grievance process. Examples of possible action include:

1. Dismiss the charge.
2. Reprimand the student.
3. Order restitution.
4. Place on disciplinary probation.
5. Order summary suspension prior to formal hearing.

6. Report the incident to local law enforcement officials.

## **Formal Hearings**

Formal hearings are held in cases where alleged misconduct could result in such disciplinary action as final expulsion, indefinite or long-term suspension from the College. The Dean of Student Services will determine the student's status pending the hearing.

The written notice of the formal hearing shall inform the student of:

1. The policy or regulation alleged to have been violated in sufficient detail to allow the student to prepare a defense.
2. The possible disciplinary action to be taken.
3. The right not to be compelled to testify against oneself.
4. The right to a hearing as established under these disciplinary procedures.
5. The right to examine the evidence and to ask questions of witnesses appearing and testifying against him/her, and to offer witnesses and evidence on his/her behalf. Such evidence must be requested 3 school days before the hearing. The Dean of Student Services may determine under particular circumstances that written testimony and student witnesses will not be available when issues of harassment/intimidation are involved.
6. The student may have an advisor of his/her choice. The name and address of the advisor shall be provided no later than 3 school days prior to the hearing. The advisor is not permitted to speak at the College hearing.
7. The right to enter a plea of "guilty" or "not guilty" within 3 school days after the charge.
8. A plea of "not guilty" shall be entered and a hearing date set if the student fails to enter a plea within 3 school days.

## **Hearing Session**

The purpose is to review all the facts and to consider both written and oral testimony in an effort to determine whether or not College policy has been violated and whether or not the student should be disciplined; and if so, what disciplinary action should be taken.

1. The hearing will not be open to the public or members of the College community except those asked to give testimony.
2. Those present in the hearing room will be the Dean of Student Services, who will act as the hearings officer, the student's advisor, and the student involved in the action. In addition, witnesses will be interviewed individually and be absent from the hearing room during the time of other witness testimony.



3. The hearings officer will ask questions in an effort to understand the facts and to determine the strength and credibility of testimony. The student against whom the disciplinary charges have been made may question the witness. The hearings officer may determine under particular circumstances what written testimony and student witnesses will not be made available when issues of harassment and intimidation are involved.
4. After reviewing available information on the case, the hearings officer will afford the student an opportunity to make his/her final comments before a decision is made. The hearings officer will give his/her conclusions and decision in writing within 5 school days following the hearing.

## **Academic Integrity Policy**

### COLUMBIA GORGE COMMUNITY COLLEGE ACADEMIC INTEGRITY POLICY

Students of Columbia Gorge Community College (CGCC) are expected to behave as responsible members of the college community and to be honest and ethical in their academic work. CGCC strives to provide students with the knowledge, skills, judgment, and wisdom they need to function in society as educated adults. To falsify or fabricate the results of one's research; to present the words, ideas, data, or work of another as one's own; or to cheat on an examination corrupts the essential process of higher education.

### **Guidelines for Academic Integrity**

Students assume full responsibility for the content and integrity of the coursework they submit. The following are guidelines to assist students in observing academic integrity:

1. Students must do their own work and submit only their own work on examinations, reports, and projects, unless otherwise permitted by the instructor. Students are encouraged to contact their instructor about appropriate citation guidelines.
2. Students may benefit from working in groups. They may collaborate or cooperate with other students on graded assignments or examinations as directed by the instructor.
3. Students must follow all written and/or verbal instructions given by instructors or designated college representatives prior to taking examinations, placement assessments, tests, quizzes, and evaluations.
4. Students are responsible for adhering to course requirements as specified by the instructor in the course syllabus.

## **Forms of Academic Dishonesty**

Actions constituting violations of academic integrity include, but are not limited to, the following:

**Plagiarism:** the use of another's words, ideas, data, or product without appropriate acknowledgment, such as copying another's work, presenting someone else's opinions and theories as one's own, or working jointly on a project and then submitting it as one's own.

**Cheating:** the use or attempted use of unauthorized materials, information, or study aids; or an act of deceit by which a student attempts to misrepresent academic skills or knowledge; unauthorized copying or collaboration.

**Fabrication:** intentional misrepresentation or invention of any information, such as falsifying research, inventing or exaggerating data, or listing incorrect or fictitious references.

**Collusion:** assisting another to commit an act of academic dishonesty, such as paying or bribing someone to acquire a test or assignment, taking a test or doing an assignment for someone else, or allowing someone to do these things for one's own benefit.

**Academic Misconduct:** the intentional violation of college policies, such as tampering with grades, misrepresenting one's identity, or taking part in obtaining or distributing any part of a test or any information about the test.

## **Penalties for Academic Dishonesty**

If a student is found guilty of violating academic integrity, any one or a combination of the following penalties may be imposed by the faculty member:

- 1) Verbal or written warning.
- 2) A grade of "F" or "NP" for the assignment, project, or examination.

The following penalty may be imposed by the faculty member only after a hearing conducted by the subject or program area instructional administrator:

- 3) A grade of "F" or "NP" for the course, overriding a student withdrawal from the course.

The Dean of Student Services may also issue the following disciplinary sanctions, in accordance with the CGCC Code of Student Conduct:

- 4) Disciplinary admonition and warning.
- 5) Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or



the breaking of any college rule during the probation period may be grounds for suspension or expulsion from the college.

- 6) Suspension from Columbia Gorge Community College for a definite period of time (i.e. suspension of the privilege to attend Columbia Gorge Community College).
- 7) Expulsion from Columbia Gorge Community College (i.e. removal of the privilege to attend Columbia Gorge Community College).

### **Academic Dishonesty Complaint and Hearing Procedures**

1. The faculty member observing or investigating the apparent act of academic dishonesty documents the commission of the act, usually by writing down the time, date, place, and a description of the act.
2. The faculty member collects evidence, often by photocopying the plagiarized assignment and creating a paper trail of all that occurs after the alleged act of academic dishonesty. Often the evidence will include various samples of the student's work showing a radical disparity in style or ability.
3. The faculty member provides the student an opportunity to explain the incident.
4. The faculty member explains to the student the procedures and penalties for academic dishonesty and gives the student a copy of the Columbia Gorge Community College Academic Integrity Policy.
5. The faculty member may resolve the matter informally by determining an appropriate course of action, which may include a verbal or written warning, or a grade of "F" or "NP" on an assignment, project, or examination, or no further action. If the accused student contests the faculty member's decision, a hearing with the subject or program area instructional administrator may be requested.
6. If the faculty member wishes to initiate further action (e.g. assign a lower grade or a grade of "F" or "NP" for the course), the student is entitled to a hearing with the subject or program area instructional administrator. The faculty member submits a copy of the Academic Dishonesty Report form and any additional evidence to the administrator within 10 days of the alleged act of academic dishonesty, which initiates the hearing process.
7. Within 10 days of receiving an Academic Dishonesty Report form, the subject or program area instructional administrator notifies all parties in writing of the date, time and location of the hearing. At the hearing, the student meets with the faculty member and instructional administrator to hear the charges and present his/her side of the case. The student may bring an advisor, who may advise the student but not present the case. If

the student misses the hearing, the faculty member and the instructional administrator may proceed with the process to completion. The subject or program area instructional administrator will consider any evidence submitted within seven days of the hearing, and interview persons as warranted. The instructional administrator determines if the action recommended by the faculty member is appropriate.

8. Within 10 days of the hearing, the subject or program area instructional administrator sends written notification of the results to the student and faculty member.
9. Within 10 days of the notification, the student may submit a written appeal to the Dean of Instruction. The decision of the Dean of Instruction is final.
10. The subject area or program instructional manager sends a final report to the Dean of Student Services and the Dean of Instruction. The Dean of Student Services may also issue the following disciplinary sanctions, in accordance with the Code of Student Conduct:
  - 1) Disciplinary admonition and warning.
  - 2) Disciplinary probation with or without the loss of privileges for a definite period of time. The violation of the terms of the disciplinary probation or the breaking of any college rule during the probation period may be grounds for suspension or expulsion from the college.
  - 3) Suspension from Columbia Gorge Community College for a definite period of time (i.e. suspension of the privilege to attend Columbia Gorge Community College).
  - 4) Expulsion from Columbia Gorge Community College (i.e., removal of the privilege to attend Columbia Gorge Community College).

Code: **JFH-AP**  
Adopted: 2/13/91  
Revised/Readopted: 1/8/97,  
7/9/97,  
2/8/05,  
07/10/07

## **Student Grievance Procedure**

Columbia Gorge Community College has established these procedures which are designed to provide students an avenue to challenge decisions and/or actions taken by College faculty and staff **that are alleged to violate their rights as defined in the Student Rights and Responsibilities Handbook**. The grievance must address which right(s) is being violated.

A student who has a grievance and/or appeal shall follow the specified steps of this grievance procedure to assure the grievance and/or appeal is given fair and careful consideration. The procedures described here are separated based on the type of grievance.

The student will be allowed to have an advocate of his/her choice present in meetings throughout the grievance process. Advocates are not permitted to present the case, but may advise the student. Both the College and the student may seek legal advice at their own expense; however, neither the College nor the student shall be represented by a lawyer during any grievance meeting involving the College and the student.

Matters related to concerns involving harassment or discrimination on the basis of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law by a **college employee** should be directed to the Executive Director of Human Resources and Strategic Planning.

Matters related to concerns involving harassment or discrimination on the basis of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law by a **student** should be directed to the Dean of Student Services.

Any other **complaint** about college services, programs, or activities not addressed in the Student Rights Section of the Student Rights and Responsibilities Handbook should be put in writing and sent to the Dean of Student Services who will forward it to the appropriate administrator.

A student must initiate the grievance procedure within 30 calendar days of the event in which their right(s) has been violated, or the student loses the opportunity to grieve the issue. If a student misses a step deadline, the grievance is considered terminated.



## **Grievance Procedure**

**Step 1:** In order to resolve the grievance informally as quickly as possible, the first step shall be a person-to-person discussion between the student and the faculty/staff member. The student is encouraged to put the grievance in writing identifying which right has been violated, including a specific description of the problem, the reasons the student believes his/her rights have been violated, and a proposed remedy. If the grievance is related to a grade for a course, and the course is team taught, it is advisable to meet with all team members.

### **If the student so chooses, he/she may skip the informal step and begin the formal grievance procedure at Step 2.**

- If the student is filing a formal grade grievance, the most common grievance, the following information is included for quick reference and is the only basis for a grade grievance:

#### **“Protection Against Improper Evaluation”:**

***Student performance shall be evaluated on an academic basis, which may include attendance, not on the student’s opinions or conduct in matters unrelated to academic standards. Students shall have the right to appeal their academic evaluation under the grievance procedure. At the same time, students are responsible for maintaining the standards of academic performance established for each course in which they are enrolled. Students have the right to be informed about class requirements.***

**Step 2:** If the student is not satisfied with the outcome of Step 1, the student must submit a formal written grievance to the Dean of Student Services, with supporting evidence, including a specific description of the problem, the reasons the student believes his/her rights have been violated, and a proposed remedy within 10 working days of the communication with the faculty/staff member.

The Dean of Student Services will review the grievance and refer it to the appropriate Administrator (Department Chair, Instructional Program Director, or Director of Advising and Career Services). The Administrator will objectively investigate the grievance, consult with all involved parties, consider relevant evidence, and render a decision in writing to the student, the faculty member involved, and the Dean of Student Services.

Step 3: The student may appeal the decision in Step 2 to the Chief Academic Officer for academic evaluation grievances or to the Dean of Student Services for other grievances as defined in the Student Rights and Responsibilities Handbook if there is relevant evidence that was not available during Step 2. An appeal must be made within 10 working days of the Step 2 decision. The student must submit written justification for further review and provide evidence that there are grounds for the appeal.

The Chief Academic Officer or Dean of Student Services will objectively consult with all involved parties, consider relevant evidence that was not available or not considered during Step 2, and render a decision in writing. The decision of the Chief Academic Officer or Dean of Student Services will be final.

### **Maintaining Records**

When the grievance process is concluded, all documentation shall be forwarded to the Dean of Student Services who will maintain them in accordance with the state archival policies.

END OF PROCEDURE

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Student Service resources are available at  
The Dalles Campus and Hood River Center.

Información de estudiantes son disponibles en Hood River y  
The Dalles y se hablan español.

The Dalles Campus  
400 East Scenic Drive  
The Dalles, OR 97058  
541-506-6011

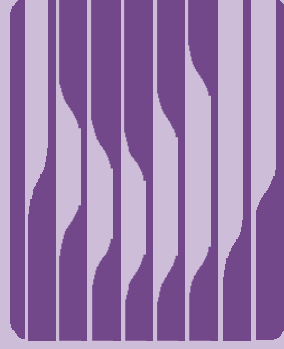
Hood River Center  
616 Industrial Street Suite 402  
Hood River, OR 97031  
541-386-3510

(offices located on third floor of the Big Seven Building)

CGCC delivers college credit instruction, certificates and degrees through its contract with Portland Community College (PCC). PCC is accredited through The Northwest Commission on Colleges and Universities (NWCCU). Credits, certificates and degrees earned at CGCC appear on PCC transcripts and are transferable to four-year institutions subject to the specific policies of those institutions.

*Building Dreams.....*

# Columbia Gorge Community College



Student Handbook  
Guía de Estudiantes  
2007-2008

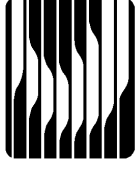
*.....Transforming Lives*



## *Welcome to Columbia Gorge Community College!*

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**COLUMBIA  
GORGE  
COMMUNITY  
COLLEGE**

Thank you for considering Columbia Gorge Community College as the place to continue your education. At CGCC you will find a supportive environment focused on "*Building Dreams and Transforming Lives*". We are committed to quality education where students are actively engaged in the learning process. Whether you are just starting out, continuing your college education, or seeking a career change, CGCC has a program, service, or course that will meet your needs.

Columbia Gorge Community College is an equal opportunity educator and employer. It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment. Persons having questions about equal opportunity and nondiscrimination should contact:

- Employment - Executive Director of Human Resources and Strategic Planning
- Educational Program - Chief Academic Officer
- Student Programs, Activities, and Services - Dean of Students

Title II Coordinator:

Karen Carter, Dean of Students  
541-506-6010

Title IX Coordinator &

Section 504 Coordinator for Students:

Lori Ufford, Director of Advising  
541-506-6025

Section 504 Coordinator for Employees:

Robb Van Cleave, Executive Director of Human Resources and Strategic Planning  
541-506-6150

# Administration, Faculty and Staff





**Columbia Gorge Community College - Organizational Chart**

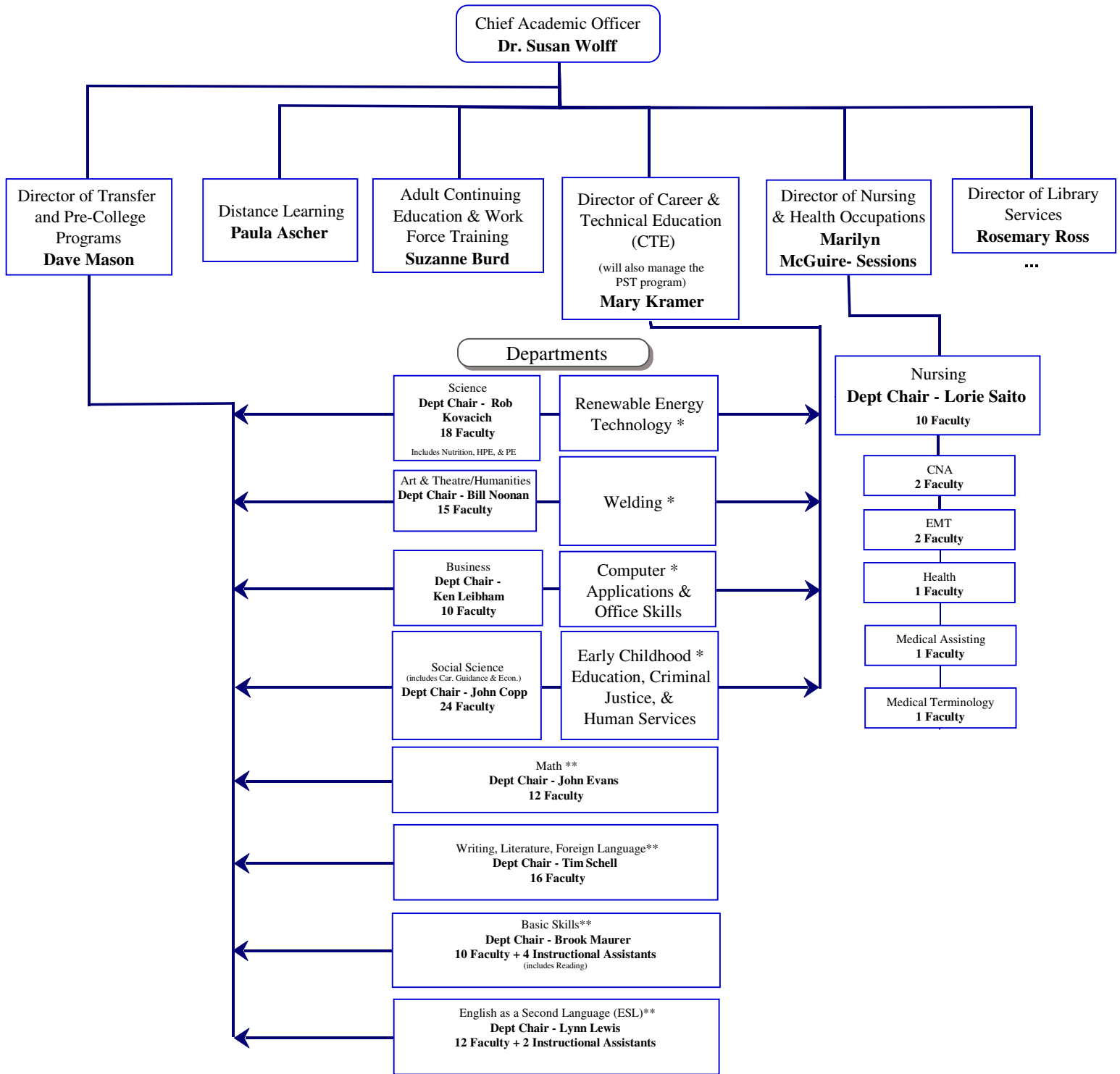
**OFFICE OF THE PRESIDENT**

**Dr. Frank K. Toda, President**

Maggie Johnson, Executive Assistant to the President  
and the CGCC Board of Education  
Vacant, President's Office Administrative Assistant

Mimi Maduro, Career  
Pathways Initiative  
Statewide Director

BUSINESS OFFICE Saundra Buchanan Chief Financial Officer	INFORMATION TECHNOLOGY SERVICES Bill Bohn Chief ITS Officer	FACILITIES SERVICES Robb Van Cleave Chief Talent and Strategy Officer	INSTRUCTIONAL SERVICES Dr. Susan J. Wolff Chief Academic Officer	RESOURCE DEVELOPMENT Dan Spatz Chief Institutional Advancement Officer	STUDENT SERVICES Karen Carter Chief Student Services Officer	HUMAN RESOURCES Robb Van Cleave Chief Talent and Strategy Officer
Contract and Grant Accountant Kella Helver	Network Specialist Christian McQuade	Purchasing, Procurement, and Facilities Projects Coordinator Kayleen Warner	Administrative Assistant to the CAO Charlotte Lavender	SBDC Director Mary Merrill	Administrative Assistant to the Chief Student Services Officer Mary Martin	HR Administrative Assistant Martha Dell
Payroll Accountant Diane Trubachik	Computer Support Technicians Steve Wadsworth Adam Glett	Facilities Services Supervisor Jim Austin	Instructional Svcs Admin Assist. Jennifer Halter	Resource Development Coordinator Darlene Marick	Financial Aid Specialist Shatyn Anderson	
Accounting Specialists Mayrie Cox Sidney Spaulding	Distance Learning and Instructional Technology Coordinator Paula Ascher	Facilities Services Administrative Assistant Christie Roy	Adult Continuing Education Coordinator Suzanne Burd	SBDC/Resource Development Administrative Assistant Chris LaDouceur	Student Services Administrative Assistants Laura Berkovich Jessica Griffin-Conner	
Bookstore Specialist Andrea Lepinski	ITS Administrative Assistant Cynthia Crampton	Facilities Coordinator - Maintenance Ino Olivan	Instructional Coordinator Susan Lewis	Business Development Specialist Guy Moser	Director of Advising and Career Services Lori Ufford	
Business Office Administrative Assistant Sue Stephens		Technicians Richard Dunlop Brian Fix Joe Garcia Pam Hill Don Knapp Debbie Kochis Joe Whitmore	Director of Transfer and Pre-College Programs Dave Mason	Counseling Specialist Mike DaMott Darrell Roberts	Advisors Kristen Kane Mike Taphouse	
			Pre-College Programs Admin. Asst. Jean Ewald	Region 9 Workforce Investment Coordinator vacant	Hood River Center Administrative Assistant Lynne Davidson	
			Director of Career and Tech Ed Mary Krainer	Child Care Partners Ruth Lusk, Director Kathleen McFarlane, Specialist	Career Development Specialist Jenny Jesch	
			Dir. of Nursing & Health Occupations Marilyn McGuire-Sessions	Food Service Class Act Cafe	Student Life Advisor Shayna Dahl	
			Health Occupations Coordinator Linda Quackenbush		Career Pathways Academic Advisor Ann Harris	
			Director of Library Services Rosemary Ross			
			Public Services Librarian Tracy Scharn			
			Library Assistants/Lab Aid Tony Dunne Laurie Dawkins Katherine Wallis Ron Watrus (Library Lab Aide)			
			Life Skills Project Specialist Chad Dahl			
			ESL Instructional Assistants Jannie Olivan Asalia Valdez			
			GED Instructional Assistants Kelly Wiley Traci Johnson Cylene Nathan			
			Adult Literacy Coordinator Shayna Dahl			
			Literacy Program Instructional Assistant Kathleen McFarlane			
			Full Time & Adjunct Faculty			
			Non-credit Instructors			



**KEY**  
 \* These Programs report to the Director of Career and Technical Education. Curriculum in these program areas reside in the department indicated on the left.  
 \*\* Developmental Education courses will be incorporated in the appropriate curriculum department.

# **COLUMBIA GORGE COMMUNITY COLLEGE**

## **Faculty Handbook 2007-08**

*Canstruyendo sueños y  
transformando vidas*

**Building Dreams,  
Transforming Lives**



## **ACCOMMODATION AND CIVIL RIGHTS INFORMATION**

### **Columbia Gorge Community College**

#### **Non-discrimination Statements**

It is the policy of Columbia Gorge Community College and its Board of Education that there will be no discrimination or harassment on the grounds of race, color, sex, marital status, national origin, religion, age, disability, veteran status, sexual orientation, and any other status protected by applicable local, state, or federal law in any educational programs, activities, or employment.

Persons having questions about equal opportunity and nondiscrimination should contact:  
Executive Director of Human Resources and Strategic Planning – Employment  
Chief Academic Officer – Educational Program  
Dean of Students – Student Programs, Activities, and Services

### **Columbia Gorge Community College**

#### **Contact Statement for Special Needs**

Individuals requiring special accommodations due to a disability should contact the Disabilities Services Office at 541-506-6011 (The Dalles Campus), 541-386-3510 (Hood River Center), 541-506-6016 (TTD).

### **Columbia Gorge Community College**

#### **Designated Contacts**

##### **Title II Coordinator:**

Karen Carter, Dean of Students  
Columbia Gorge Community College  
400 E Scenic Drive  
The Dalles, OR 97058  
541-506-6010

##### **Title IX Coordinator:**

Lori Ufford, Director of Advising  
Columbia Gorge Community College  
400 E Scenic Drive  
The Dalles, OR 97058  
541-506-6025

##### **Section 504 Coordinator:**

Students:  
Lori Ufford, Director of Advising  
Columbia Gorge Community College  
400 E Scenic Drive  
The Dalles, OR 97058  
541-506-6025

##### **Employees:**

Robb Van Cleave, Executive Director of Human Resources and Strategic Planning

Columbia Gorge Community College  
400 E Scenic Drive  
The Dalles, OR 97058  
541-506-6150

## IMPORTANT TELEPHONE NUMBERS

**ADMISSIONS/ADVISING**.....Rm. 2.190 ..... 506-6013

**AFFIRMATIVE ACTION** .....Rm. 3.117 ..... 506-6025

**AUDIO-VISUAL SERVICES** ..... 506-6031  
(Chief Academic Officer) or 506-6081(Library)

**BOOKSTORE**.....Rm. 2.138 ..... 506-6061

**COLLEGE OPERATOR** ..... 506-6000

Use this number to access voice mail from home or to hear special bulletins regarding college closures. If you do not know the extension for the party you wish to call, dial "1" for an alphabetical listing by last name.

**FACILITY PROBLEMS–CUSTODIAL MAINTENANCE**..... 506-6071  
or 1-541-300-1205

**FINANCIAL AID**.....Rm. 2.192 ..... 506-6021

### **HOOD RIVER CENTER**

Contact the Hood River Center's Administrative Assistant.....386-3510

### **INSTRUCTIONAL ISSUES**

Contact the Chief Academic Officer ..... 506-6030  
or Chief Academic Officer's Administrative Assistant ..... 506-6031

**OFFICE FOR STUDENTS WITH DISABILITIES** ..... 506-6025

**POLICE, FIRE, MEDICAL** ..... 911

### **PUBLIC SAFETY**

Police, Fire, Medical Emergency ..... 911  
Non-emergency assistance (Minor medical, motor assist, etc.)... 506-6071

### **ROOM CONFLICTS**

Chief Academic Officer's Administrative Assistant ..... 506-6031

### **STUDENT ISSUES**

Contact Dean of Student Services..... 506-6010  
or Dean of Student Services Administrative Assistant.....506-6013

This handbook is not to be construed as a contract between the College and the employee, or as a guarantee of employment for any particular length of time.



September 2007

As your Chief Academic Officer, I want to welcome all of you to Columbia Gorge Community College for what we know will be a fast-paced year filled with new experiences. Many of you are returning and we are fortunate to have hired several new faculty, too. I often refer to CGCC as the 14<sup>th</sup> largest of the 17 community colleges in the State of Oregon. We are like the *“Little Engine that Could – except we are the Little College that Does.”*

Being a small, rural college brings challenges but we are one of the few colleges in the State who have not only kept a stable work force, but have actually added faculty and staff. We have been able to do this by reallocating instructional resources to program areas that are high demand, high wage that are attracting students. In addition to our nationally recognized nursing program and its Rural Clinical Simulation Center, we have added a Medical Assisting program in response to health care partner requests and to add another rung to the health care career ladder. Watching the large wind turbine components being transported east on Interstate-84 and with the support of our local workforce development partners, the Mid-Columbia Council of Governments, and industry we secured funding to do a needs assessment and ultimately to develop curriculum for the Renewable Energy Technology program that is providing highly skilled technicians who install, operate, and maintain these large turbines.

However, we are more than a college that provides job training. We have developed a robust offering of general education courses with many new course additions. The hills of the Gorge are filled with talented, well-educated and skilled people who love to teach for the college. We have moved through the transition of 3 credit courses becoming 4 credits and will now begin the process of a requiring completion of pre-requisite courses to register for required program courses. To help with these types of transitions, Instructional Services staff and faculty developed a faculty instructional governance model and we now have 9 department chairs. The Pre-College programs of Basic Skills Development and English Speakers of Other Languages (previously known as ESL) and Adult High School Diploma are busy working on best practices in transitioning their students into college credit course work. We also hired an Instructional Coordinator with experience bringing co-curricular activities to the students and our communities.

The Adult Continuing Education program coordinator is busy developing an Hispanic Horticulture program at the request of local growers and shippers, continues to support the growing number of wine producers and grape growers, in addition to a variety of self-enrichment courses. Over 18% of all of our courses are offered through a variety of distance delivered courses and more faculty are requesting to be scheduled in classrooms with *“smart podiums.”* Here is some really good news, the college just received slightly less than \$400,000 from the Meyer Memorial Trust to fund smart technology in all classrooms in our new Health Sciences building in The Dalles.

Speaking of buildings, new drive ways and round-a-bouts – what a change to our campus in The Dalles and the campus on the Heights in Hood River!! Both are scheduled to be available for move-in late spring of 2008. And certainly not last or the least – the college and its faculty and staff have been working hard to write the self-study document as a first step in requesting candidacy for independent accreditation. We are proud to wear our buttons that say, “Excellence and Independence.” Please join us and wear your buttons and tell students about this process and its importance to them.

I hope you have a productive and enjoyable academic year.

Sincerely,

Dr. Susan J. Wolff  
Chief Academic Officer

COLUMBIA GORGE COMMUNITY COLLEGE

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**ALL FORMS, POLICIES & PROCEDURES, DEPARTMENT CHAIR ORGANIZATIONAL CHART & INSTRUCTOR QUALIFICATIONS are located at**  
[http://www.cgcc.cc.or.us/Academics/FacultyResources/FacultyPoliciesProceduresForms\\_000.cfm](http://www.cgcc.cc.or.us/Academics/FacultyResources/FacultyPoliciesProceduresForms_000.cfm)

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 Advance Travel Authorization  
 Attendance Record  
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**EMERGENCIES –Incident/Accident Report**  
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 Employee Tuition Waiver  
 Incomplete Request (Student/Instructor Consultation Documentation)  
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### ***IMPORTANT POLICIES AND PROCEDURES***

Electronic Information Resources Policy  
 Food and Drink Policy  
 No Smoking Policy  
 Sexual Harassment Policy  
 Student Grievance Policy and Procedure  
 Student Rights and Responsibilities (includes Code of Student Conduct & Academic Integrity Policy)

**NOTE: ALL OTHER POLICIES FOR THE COLLEGE CAN BE FOUND IN THE COLUMBIA GORGE COMMUNITY COLLEGE BOARD POLICY BOOK IN THE COLLEGE LIBRARY OR IN THE CHIEF ACADEMIC OFFICER'S OFFICE.**

### ***DEPARTMENT CHAIR ORGANIZATIONAL CHART***

### ***INSTRUCTOR QUALIFICATIONS***

# COLLECTIVE BARGAINING AGREEMENT

BETWEEN

Local 4754  
United Employees of  
Columbia Gorge  
Community College

AFT, AFL-CIO

(Covering Faculty Employees)

AND

Columbia Gorge  
Community College

FOR

July 1, 2007 through June 30, 2010



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**AGREEMENT**

This Agreement is made and entered into this 1st day of July, 2007, by and between Columbia Gorge Community College, hereinafter referred to as the Employer, and United Employees of Columbia Gorge Community College, Local 4754, AFT, AFL-CIO, hereinafter referred to as the Union, for itself and on behalf of the employees in the bargaining unit described herein.

**ARTICLE I - RECOGNITION**

- A. Columbia Gorge Community College ("the College") recognizes the United Employees of Columbia Gorge Community College, AFT Local 4754 ("the Union") as the exclusive collective bargaining representative with respect to wages, hours, and related conditions of employment as set forth in ORS 243.650 to 243.782 for the following personnel at the College:
1. Full-time instructors;
  2. Part-time instructors who teach credit courses;
  3. Part-time instructors who teach noncredit courses in adult basic education, GED, English as a second language, and vocational (professional/technical) education. The following employees are excluded from the bargaining unit:
    - a. Instructors of other noncredit courses;
    - b. Professional support staff;
    - c. Administrators;
    - d. Confidentials;
    - e. Supervisors;
    - f. Classified employees;
    - g. Faculty who teach less than a three-credit class or 30 hours per term; or
    - h. Instructors of courses that are subcontracted by or for business, industry, or agencies.
- B. When an employee holds both a position included and a position excluded under this article, the agreement will apply to that employee with respect to the included position only.
- C. New and Modified Positions. The Employer will notify the Union upon creation of new faculty positions and the Union and the Employer will meet to determine the appropriate unit placement and compensation of the job. The meeting to discuss unit placement of the position will be held within fifteen (15) working days from the time of the Employer's notice. Compensation issues will be resolved according to the provisions of Article XIV, Compensation. The Union can initiate discussions under this paragraph when it believes that the duties of a position have been modified so substantially that the position should be considered a new position and a new salary placement is appropriate.
- D. The Employer will distribute a copy of the collective bargaining agreement and a membership application to all new employees in positions covered by this Agreement. The Union and the Employer will share equally the cost of printing one hundred fifty (150) copies of the Agreement. After copies have been distributed to faculty employees and management personnel the Union and the Employer will divide the remaining copies. Each time additional copies are needed during the life of the contract for distribution to new faculty and management employees, the Union and the Employer will share equally the cost of printing twenty-five (25) additional copies.

## **Article II - Union Security And Interests**

### **A. Union Security**

1. Dues Deduction. Upon written authorization from the employee, the Employer will deduct Union dues and fees from the employee's regular paycheck. The amount to be deducted shall be certified by the Union to the Employer.
2. Dues Remittance. The sum of all monies so deducted shall be remitted to the Union within seven (7) days of the date the payroll is paid together with a list of employees from whom the deductions were made and the amount deducted from each.
3. Notice of Changes. The Union will notify the Employer at least thirty (30) days in advance of the effective date of any changes in the amount of Union dues and fees to be deducted.
4. Voluntary Contributions to Union's COPE (Committee on Political Education) Fund. The Employer, upon written authorization from the employee, will deduct voluntary contributions from the employee to the Union's COPE fund from the employee's regular paycheck. The amount to be deducted shall be that amount designated by the employee in their voluntary written authorization. The sum of all monies so deducted shall be remitted to the Union as soon as possible after the payroll is paid together with a list of employees from whom the voluntary contributions are deducted and amount deducted from each.
5. By the end of the first week of each new term the College will provide the Union a list of all full-time and part-time faculty members, including address, phone number, and e-mail addresses when available. By the end of the fifth week of each term the College will provide an updated list plus each faculty member's work assignment in terms of credit hours or contact hours as appropriate.
6. The Employer shall notify the Union President or his or her designee before a new employee starts work and the union representative shall be given the opportunity to meet with the new employee to discuss union membership and benefits during work time. However, the employer shall not pay additional compensation to employees for compliance with this provision.

### **B. Union Interests**

1. Bulletin Boards. The Employer will provide a bulletin board in the mail room for use by the Union.
2. Board Material. The Employer will provide the Union with a copy of its Board meeting packets, to the extent they are distributed to the public, in advance of Board meetings.
3. Union Access. Representatives of the Union shall have reasonable access to all bargaining unit work areas in order to exercise the Union's representation responsibilities, including administering this Agreement, as long as work is not disrupted.
4. Union Business. Because paid leave is not available for attendance at collective bargaining negotiations, the College will make every reasonable effort to accommodate Union requests that negotiations for a successor agreement occur outside normal work hours.
5. Use of College Facilities. The Union will be allowed to use College meeting rooms to hold regular monthly Union meetings and for meetings related to collective bargaining negotiations and handling of grievances, provided that the room is scheduled and approved in advance by the College. Use of College meeting rooms must be in accordance with the College's Facility Use Policies, including policies related to refreshments, clean up, and security. The Union will ensure that its meetings do not



disrupt any College function. College facilities will not be used by the Union for social functions, fundraising activities, strike-related activities, or anti-College activities. A failure by the Union to comply with this section is justification for the College to refuse future requests by the Union to use College meeting rooms.

6. Use of College Equipment. The Union shall be allowed use of College office equipment, such as needed for duplication and distribution of information to employees, only in accordance with Board policies regarding such matters as they apply to other non-college groups. It is understood that not all College office equipment is available for use by non-College groups and that available equipment typically has a rental charge. Use of College equipment under this section does not allow personal use by Union representatives or bargaining unit members. Approved use of College meeting rooms does not create a right to use any College equipment located in or around those rooms.
7. Upon completion of the Capital Construction Project the Employer will provide space on The Dalles campus to the Union for the purpose of storing Union records and files. If possible, the Employer will provide a space adequate for storage and conducting Union business. The Employer will not provide office furniture or equipment. The location of the space will be determined by the employer.

### **C. Union Activities**

Faculty are expected to devote their time on the job to the business of the Employer. Employees, however, may make necessary contact during work time with Employer representatives for business related to the administration of this Agreement.

**ARTICLE III - GRIEVANCES AND ARBITRATION**

**A. Grievances**

1. Definition. A grievance is a claim by a bargaining unit member(s) of an injury to the grievant due to a violation of a provision of this Agreement by the Employer. A grievance may be filed by the union when the Union alleges a violation by the Employer of a provision of this agreement that specifically grants a right to the Union, as an organization. A grievance shall not include, and this grievance procedure shall not apply to: (a) any matter as to which the Employer is without authority to act; (b) any matter as to which the employee has sought relief in another forum established by state or federal law; (c) termination of a temporary employee at the end of the temporary assignment; and (d) dismissal of a probationary employee.
2. Procedures. Grievances shall be subject to the following procedure. All time limits are exclusive of Saturdays, Sundays, and holidays as defined in this Agreement and any other day when the Employer does not operate.
  - Step One — The grievant shall present and discuss the grievance orally with the immediate supervisor within ten (10) days of the event giving rise to the grievance. The immediate supervisor shall respond orally within ten (10) days.
  - Step Two — Grievances unresolved at the preceding step may be submitted in writing to the immediate supervisor. The grievance must be submitted within ten (10) days of the answer in Step One. The supervisor will respond in writing within ten (10) days of receipt of the grievance.
  - Step Three — Grievances unresolved at the preceding step may be submitted in writing to the President or President's designee, within ten (10) days of the answer in Step Two. The president, or the designee, shall respond in writing within ten (10) days of receipt of the grievance.

**B. Arbitration**

1.
  - a. Notice. Grievances unresolved in the procedure above may be submitted to arbitration by the Union. The Union shall notify the Employer within 15 days of the answer in Step Three of its intent to arbitrate the matter.
  - b. Selection of the Arbitrator. The parties will meet to mutually select an arbitrator within seven (7) days of the notice to arbitrate. When mutual agreement cannot be reached, the Employment Relations Board will be requested to provide a list of five (5) arbitrators from which a single name will be selected by alternately striking names from the list. The party striking the first name will be determined by the flip of a coin.
 

The request to the ERB shall be submitted within fourteen (14) days of the notice to arbitrate. The parties will select the arbitrator from the list within fourteen (14) days of the date sent from the ERB. The parties will schedule any arbitration hearing on a date the arbitrator is available within sixty (60) days of the date of the notice of arbitration. When the arbitrator is not available within those sixty (60) days, the parties will select the nearest date to the time that the parties and the arbitrator are available.
  - c. Arbitrator's Authority. The decision of the arbitrator shall be final and binding to the extent that it is consistent with the law and this Agreement. The arbitrator shall have no authority to add to, to modify, or to subtract from the terms and conditions of

employment or to issue any decision which requires the commission of an act prohibited by law or this Agreement.

- d. Costs. The cost of arbitration shall be shared equally by the parties except that each party shall bear the cost of its own witnesses. Neither party will be obligated to the cost of a stenographic transcript except by prior agreement. A request of the arbitrator for a transcript shall be considered a part of the cost of arbitration.
- C. Written grievances and responses do not preclude meetings at mutually agreeable times within the times specified for discussion of the grievance and attempts to resolve the grievance.
- D. Grievances involving discipline or discharge shall begin at Step Two.
- E. A grievant may have a Union representative present at any step of the procedure.
- F. Time limits at any step may be modified by mutual written agreement.
- G. Failure by the Employer at any step to issue a response within the specified time frame permits the grievant to proceed to the next step. Failure by the grievant to appeal a decision within the specified time frame is deemed acceptance of the last response of the Employer.
- H. Grievance meetings with management and other related matters such as requesting and receiving information and materials may be conducted during the work day but are not part of the faculty's paid work time.



**ARTICLE IV - EMPLOYMENT STATUS****A. Probationary Status**

1. Each new Full-time faculty member will serve a probationary period of three (3) full academic years that begin September 1<sup>st</sup>.

At the discretion of the College, a fourth or fifth academic year of probation can be required when the College determines the additional time is required to assess whether the faculty member's performance merits attainment of regular status.

2. A probationary faculty member will be employed under a one-year contract or a portion of a year when hired mid-year. The contract may be nonrenewed in the discretion of the administration. Nonrenewal notification will be received by the employee by March 31.
3. A nonrenewed probationary faculty member shall have the right to an informal hearing before the president to discuss the reason(s) for the nonrenewal. Nonrenewal decisions are not subject to the grievance procedure.
4. The College may not terminate a probationary appointment before the end of the term of appointment without due process, unless the program is reduced or eliminated.

**B. Regular Status**

A Full-time instructor whose contract is renewed for another year after completion of the designated probationary period shall attain status as a regular faculty member.

**C. Part-time Faculty**

Part-time faculty are employed on a term-by-term basis and are not considered on probationary or regular status. Employment of Part-time faculty does not create any right, interest, or expectancy for any future employment except as expressly provided in this Agreement.

**D. Temporary Employment**

Faculty who are employed on a Full-time temporary basis for one academic year or less are not considered being either probationary or regular status. Faculty who are elected as department chairs, and such action makes them full-time, their status is neither probationary nor regular status for the duration of the department chair duties.

**ARTICLE V - POSTING OF POSITIONS**

- A. Vacancies in Full-time faculty positions will be posted internally not later than external advertisement of the vacancy.
- B. The College will post an announcement internally and in advance of hire for any Part-time faculty position which is advertised outside the College.
- C. All work experience at the College will be considered in screening applicants for vacancies.

## ARTICLE VI - WORK YEAR AND WORKLOAD

### **A. Hours**

1. Work Year and Work Week. The work year for Full-time faculty is one hundred eighty (180) contract days. The work week is thirty-five (35) hours, which is typically seven (7) hours per day for five (5) consecutive days per week. Noninstructional days which are contract days include student advising during registration, Saturday in-service days and four (4) holidays. If a faculty member is assigned to student advising on a noninstructional day, the assignment will be for a full day or half day.

### **B. Assignments**

1. Student Advising During Registration. Noninstructional student advising days during registration (typically up to three days preceding fall term and one day preceding winter term) will be scheduled by the Chief Academic Officer or designee with input from the faculty members involved. The College will notify the faculty member and the student advisees of the advising assignment. Maintaining current information to be used in student advising is a responsibility shared by the faculty and the College. The College will provide to the faculty information in the College's possession which is to be used in student advising.
2. Teaching
  - a. The College will consider preferences of the faculty in making instructional assignments.
  - b. Employees will be notified of their teaching assignments at least ten (10) days before the date of the first class. However, this does not preclude changes in the class schedule due to circumstances such as class cancellation and the addition of new classes.
  - c. Department Chairs will recommend to the Chief Academic Officer and/or Instructional Directors the days and times classes in their subject area should meet.
  - d. As in the past, Full-time faculty will continue to make themselves available to teach at least one night class per year.
  - e. The College will make reasonable efforts to avoid assigning Full-time faculty members to a class schedule which involves more than four different preparations.
  - f. The faculty member will recommend to the Chief Academic Officer and/or Instructional Directors their daily work schedule showing a typical week the College is in session and including teaching assignments, office hours, and other instructional related activities. The recommended schedule shall be filed with the Chief Academic Officer and/or Instructional Directors by the first day of classes each term.
  - g. Full-time faculty shall include their office hours on each of their course syllabi and near the door of their assigned office location. Office hours are to be held at the faculty's assigned office location unless arrangements are made in advance with the Chief Academic Officer and/or Instructional Director. If the faculty member is teaching a hybrid or online course, they will post a statement on the course site indicating when the faculty member will be available for online discussions.
3. New course development/major revision of an existing course.
  - a. The development of a new course, the major revision of an existing course, or the development of an online or hybrid course may be initiated by the College or may be requested by the faculty and approved by the College. The request shall include a



description of the course objectives, including student outcomes, justification for the course, and expectations for the course.

- b. A Faculty member who agrees to accept an assignment for developing a new course shall either receive released time or additional compensation as stated in Article XIV.A.3. A Faculty member may be authorized for release time or additional compensation for a major revision of an existing course, if that revision is so major that it is similar to development of a new course. It is understood that different subject matters entail more or less frequent and extensive revisions to maintain currency of the course. Release time or additional compensation will not be provided for developing courses where the changes are to keep the course content current.

### **C. Workload**

1. Faculty members are professional employees and, as such, exercise judgment and discretion in their work hours to fulfill their professional responsibilities. It is understood that the work hours stated in this article are approximations of the time faculty members will spend in certain tasks. It is also understood that faculty spend additional time, including off-campus and outside the normal workday, in fulfilling their professional duties.
2. A Full-time workload is: 15-16 credit hours per week of lecture classes; 18-20 contact hours per week of lecture/lab; or 22-26 contact hours per week of lab, clinical, Adult Basic Education, GED and English as a Second Language when taught in a lab format. A full-time workload for Adult Basic Education, GED and ESL taught in a lecture/lab format is 18-20 contact hours per week.
3. Each full-time faculty will prepare an annual work calendar that indicates work days for the academic year and send it to the Chief Academic Officer and/or Instructional Director. The Chief Academic Officer and/or Instructional Director and faculty member will determine the number of hours per week and location at which a faculty member will be teaching and performing other instructional related tasks. The Chief Academic Officer and/or Instructional Director's decisions regarding the number of hours per week a faculty member will be at either campus shall be reasonable and take into account travel time between sites. The Full-time faculty member shall have at least five office hours per week.
4. Full-time faculty can be assigned to work for extra pay beyond the normal job assignment either by increasing the work week (an overload) or by lengthening the work year (extended service). An overload assignment will not exceed one class or five work hours per week except by mutual agreement of the College and the faculty member. Extended service can be on a Part-time or Full-time basis. The College will attempt to assign overloads and extended service on a consensual basis and will take into consideration the preferences of the faculty member.
5. The work load for Part-time faculty will be as stated in the job description or posting. It includes all activities directly related to the classroom assignment, such as course preparation, teaching and meeting the class, evaluating students' work, submitting grade and related reports, attendance at a reasonable number of required staff meetings and a reasonable amount of student contact to respond to questions and to resolve problems related to the course.
6. All faculty members are eligible to be considered for assignment to management support functions, such as Instructional Coordinator. When a faculty member accepts such an assignment, the faculty member will either receive release time from his or her normal duties or will receive additional compensation at the special projects rate specified in Article XIV.

7. If insufficient work is available to assign a full work schedule to a Full-time faculty member, for example, because of insufficient enrollment, and if the Full-time faculty member has not had an equivalent overload that year, classes assigned to a Part-time faculty member will be reassigned to the Full-time faculty member in order to maintain a full annual workload. The Chief Academic Officer will consult with the affected faculty before making the reassignment. Alternatively, the College and the Full-time faculty member can agree that the Full-time faculty member will teach in another subject area in which the faculty member is qualified.

**ARTICLE VII - LAYOFF AND RECALL OF FACULTY**

- A. When the College determines that a layoff of faculty is necessary because of funding or a program change, the faculty to be laid off will be selected according to lowest seniority from the faculty in a program or instructional subject area which is being reduced or eliminated in the following order:
1. Volunteers,
  2. Temporary Faculty,
  3. Part-time Faculty
  4. Full-time Faculty
- B. An exception can be made to the layoff order of paragraph A if: (1) the remaining faculty do not have the necessary education, skills, or experience for the remaining work; (2) the remaining faculty are not available to teach the remaining courses at the times and days scheduled; (3) the College determines that a program or instructional subject area can no longer support Full-time faculty, in which case Full-time faculty will have the opportunity to replace a Part-time employee or to take a Part-time load if available; or (4) a faculty member is on a plan to improve unsatisfactory performance, in which case that faculty member can be laid off before other faculty.
- C. Full-time faculty will be given at least ten months' notice of layoff or pay in lieu of notice. The College will send a copy of the layoff notice to the Union.
- D. Recall from layoff for Full-time faculty will be in the same program or instructional area from which the faculty was laid off. Recall notices shall be sent by certified mail to the Full-time faculty member's last known address with a copy to the Union. Recall will be in the reverse order of layoff, subject to the exceptions described in paragraph A above. Full-time faculty members on layoff retain recall rights for two years after layoff or until one of the following occurs:
1. The faculty member is recalled;
  2. The faculty member resigns or retires;
  3. The faculty member refuses recall to a position as an instructor; or
  4. The faculty member fails to respond within 30 days to notice of recall.
- E. Seniority for purposes of this Article is defined as the length of employment at Columbia Gorge Community College (including when it was part of Portland Community College) as a faculty member from the most recent date of hire as a faculty member. Seniority will continue to accrue during paid leaves of absence and up to one academic term of unpaid leave of absence.
- F. A step increase which was earned before the layoff and which is implemented for actively employed faculty during the period of layoff will be granted to the laid off faculty at the time of recall. Otherwise, upon recall, the faculty member shall be placed at the same step on the salary scale as he or she held at the time of layoff. Seniority accrued at the time of layoff will be restored, but no additional seniority is earned during the layoff period. For Full-time faculty, accumulated but unused sick leave will be restored, but sick leave does not accrue during the layoff period.
- G. The College will continue coverage of insurance programs for a laid-off Full-time faculty member for the first thirty (30) days of layoff. Thereafter, any continued participation in the College insurance program is in accordance with the insurance policy, state and federal law and at the Full-time faculty member's expense.



**A. Paid Leaves**

1. Sick Leave

a. Full-time Faculty

Full-time faculty shall earn sick leave on the basis of one day of sick leave for every 18 contract days completed. Unused sick leave shall be accumulated without limit.

Sick leave may be used subject to the provisions of this article only for the employee's own illness or injury. The College will comply with State and Federal Family Medical Leave laws.

Generally, Full-time faculty are expected to make up the time missed due to illness, and their normal salary is not reduced for days of work missed due to illness. If a Full-time faculty member cannot make up the time, the faculty member can draw on the sick leave account in order to maintain his or her normal salary.

A statement signed by a licensed physician or other management-approved verification of illness or injury may be required for each period of absence of more than three consecutive days chargeable as sick leave. Licensed physician includes a physician assistant or nurse practitioner working under the physician's license. If the College requires an additional medical examination, it will be at College expense.

Absence resulting from illness or accident compensated by the workers' compensation program may be taken as unpaid leave or reported as sick leave, in which case the faculty member can use sick time to make up the difference between the regular salary and workers' compensation benefits. The College will comply with State and Federal Family Medical Leave laws.

Faculty shall comply with College personnel procedures and instructions on the payroll report card for the use of and reporting of sick leave.

b. Part-time Faculty

- (1) After September 1, 1993, Part-time faculty do not accrue sick leave.
- (2) Part-time faculty with accrued but unused sick leave hours will be shown on the college leave accounting records.
- (3) Accrued sick leave can be used for personal illness or for other reasons as required by law.
- (4) The College and the Part-time faculty will jointly make every reasonable effort to reschedule work time missed. Sick pay for those with an accrual will be issued only when the missed work time cannot be rescheduled and made up.

2. Bereavement Leave

- a. Full-time faculty may be absent up to five working days following the death of a member of the immediate family and will receive pay for the time lost from the faculty member's work schedule which cannot be made up. Immediate family means spouse or significant other person and, of either the employee or spouse, a child, parents, grandparents, grandchildren, brother or sister.
- b. The College will attempt to reschedule classes missed by Part-time faculty due to a death in the immediate family so that the faculty member will not lose pay.

### 3. Jury Duty

- a. Full-time faculty required to serve on a jury or to appear as a witness, except where the employee is a witness in the employee's case against the College, will be paid their regular pay for time spent while serving in such capacity, but the employee must submit to the College (1) verification of the jury or witness service and any compensation received, except for expenses.
- b. The College will attempt to reschedule work missed by Part-time faculty due to required jury or witness service so that the Part-time faculty will not lose pay.

### 4. Military Leave

A faculty member who is a member of one of the reserve components of the armed forces of the United States or the Oregon National Guard shall be entitled to leave for a period of active military duty not to exceed a total of 15 calendar days each calendar year as provided in ORS 408.290. Requests for military leave shall be submitted through regular administrative channels to the President or his designee and shall be accompanied by official orders specifying the dates and locations of such military duty.

## B. Unpaid Leaves

### 1. General

Unpaid leaves of absence for periods up to one (1) calendar year may be granted in the discretion of the College for good cause to any faculty upon written request to the President or his designee. Except in an emergency, a request for leave must be approved in advance by the President or designee. Requests for leave should be submitted as early as possible, and at least ninety days in advance unless an emergency occurs.

The College will make every reasonable effort to fill the position on a temporary basis so that the faculty member can be reinstated at the end of the leave. An inability to fill the position temporarily is grounds for denying the leave. While the faculty member is on leave, if it becomes necessary to fill the position on a non-temporary basis, the College will notify the faculty member before doing so in order to allow the faculty member to decide whether to return early from the leave.

A faculty member who returns from leave will have pre-leave seniority restored. If the leave was for one academic term or less, the faculty member will continue to earn seniority during the leave.

Full-time faculty members will be covered by the health and life insurance programs for up to thirty (30) days while on leave with the College continuing to make the premium payments provided by this agreement. Participation in these insurance programs beyond the thirty (30) days will be at the employee's expense and subject to requirements of the insurance carrier.

Faculty members on leave will not seek or accept employment elsewhere, except where the employment was incidental to their regular position at the College or is in conjunction with or a component of the leave such as for research, education, or teaching.

A request for a temporary reduction of hours to accommodate personal, medical or educational needs will be handled like a request for a leave of absence under the procedure in this article.

## 2. Professional Leave

Application can be made by regular Full-time faculty or Part-time faculty who have been employed at least nine of the previous 12 terms for up to three terms of unpaid leave for professional development. Approved leave does not constitute a break in seniority, but additional seniority is not earned during the leave.

## 3. Parental Leave

A leave of absence without pay shall be granted for parental leave, including for adoption, upon request, for up to one academic term (twelve (12) weeks) in accordance with state law and the regulations of the Bureau of Labor and Industries.

### **C. Part-time Faculty**

Part-time faculty will be granted leaves of absence in accordance with the requirements of state and federal law.



**ARTICLE IX - IN-SERVICE, CONTINUING EDUCATION, PROFESSIONAL DEVELOPMENT****A. In-Service Education**

In-service programs are formal programs presented by the College with an educational objective. They do not include normal staff meetings unless an in-service component is included in the staff meeting. Full-time and Part-time faculty are expected to attend a reasonable number of in-service programs at the College, including two all-day Saturday in-services during the academic year as part of their regular assignment. Full-time faculty will receive credit toward the number of contract days. Part-time faculty will be paid at the special projects rate. This provision does not prohibit a faculty member from voluntarily attending an in-service program without pay.

**B. Continuing Education**

Faculty may request leave for attendance at job-related educational programs. If the request is granted, the College will inform the faculty what expenses, if any, will be paid by the College for travel, registration, materials and related expenses.

**C. Professional Development**

1. Full-time faculty will complete the College orientation program during the first year of probationary employment. The faculty and Chief Academic Officer and/or Instructional Director will develop a professional development plan, which can include assignment of other faculty to assist the probationary faculty and additional credit hours in evaluation techniques, organization of instruction or development of instructional materials. The plan will be reviewed and updated annually throughout the probationary period as part of the evaluation process.
2. Full-time regular faculty, in conjunction with the Chief Academic Officer and/or Instructional Director, will maintain a professional development plan which will be for one, two or three academic years per plan. During spring term, the faculty's recommended plan for the following academic year will be submitted to the Chief Academic Officer and/or Instructional Director for review, revision and approval. It will include a statement of professional goals and activities to be taken to achieve those goals. Each year during spring term, the faculty will report to the Chief Academic Officer and/or Instructional Director in writing on progress in completing the goals and activities. The report will include written documentation (e.g., transcription) verifying the activities taken to complete the plan.

**ARTICLE X - TUITION WAIVERS**

- A. Tuition shall be waived for Full-time faculty, spouse or eligible children who attend classes at the College. This article does not apply to fees such as laboratory fees and seminar fees when attendance at the seminar results in an additional cost to the College.
  - 1. Full-time Faculty
    - a. Faculty - up to eight credit hours per quarter.
    - b. Spouse and dependent children - up to 19 credit hours per term each or a maximum of the credits required to obtain a two year degree in a college program.
  - 2. Part-time Faculty
    - a. Tuition shall be waived for the Part-time faculty who attends classes at the College up to six (6) credit hours per quarter in which the employee is working.
    - b. The Part-time faculty's spouse and dependent children may use the credit hours which are not used by the faculty in a term.
- B. Dependent children are those who are under 24 and as defined by the Internal Revenue Service. Eligibility will be determined by reference to faculty member's last federal tax return.
- C. Classes may be taken with or without credit.
- D. Registration shall be in accordance with the College's registration schedule and procedure.
- E. It is understood that no course will be conducted which would not have met without the enrollment of such tuition waiver students and no tuition waiver student shall displace a tuition paying student.

**ARTICLE XI - EVALUATION**

- A. Evaluations are for constructive employee development and are not considered discipline. However, deficiencies identified in the evaluation can also be addressed by disciplinary action when appropriate. An unsatisfactory evaluation may be cause for development of a performance improvement plan or nonrenewal of probationary faculty. The Chief Academic Officer and/or Instructional Director may conduct a management evaluation. In doing so, he or she may use data from any sources the Chief Academic Officer and/or Instructional Director determines appropriate, including work area or classroom visitation, input from students, other faculty, and the faculty being evaluated.
- B. Probationary Full-time faculty shall be evaluated annually. All other faculty, both Full-time and Part-time, shall be evaluated at any time there is a clear indication of professional performance problems, and they may be evaluated at other times upon the request of the faculty member or as determined by Management.

Full-time temporary faculty may choose to follow the evaluation steps of a probationary full-time faculty. If the temporary full-time faculty attains probation status, any completed evaluation steps shall be counted towards fulfillment of their probation status.

- C. Part-time faculty evaluations will consist of the following steps:
1. First term: The first term evaluation will be a faculty peer observation and will not be placed in the faculty member's file.
  2. Second term: A formal evaluation by supervisor or designee using the CGCC Classroom Observation Form is conducted. The observation is discussed with the faculty member and placed in their file.
  3. Third term: A self-evaluation by the faculty is conducted including responses to the previous evaluation(s) and a minimal portfolio (course syllabus, assessment tool(s), and anything else the instructor wants to include). Additionally, a formal evaluation by a peer of the faculty member's choice is conducted and the observation is discussed with the faculty. The form and additional comments go in the faculty file.
  4. The next three terms are observation free. The next observation will take place at a minimum of one formal evaluation (by supervisor or designee) every seven to nine terms of the faculty's active teaching terms.
  5. The Instructional Directors and the Chief Academic Officer have the right to determine class schedules to meet student and program needs, based on available resources. Part-time faculty who have successfully completed the evaluation process of their first three years will be given first consideration for class assignments for the class(es) he or she has taught within the last three (3) terms at the college as long as he or she is in compliance with academic and personnel policies of the college or if it is necessary to assign the class to a full-time faculty to maintain a full-time workload. The Instructional Directors and Chief Academic Officer retain the right to not give first consideration if the instructor is not in compliance with the above policies or is in a work improvement process.

First consideration, determined on an annual academic year, include the following steps:

- a. Once the annual class schedule has been determined by the Department Chair, Instructional Directors, Student Advisers and Chief Academic Officer, the faculty member meeting the above requirements will be contacted each term in an academic year by phone or mail to ask the instructor to teach the determined classes based upon the annual class schedule.



- b. If the instructor chooses not to teach that term, they will retain the right of first consideration for classes previously taught for the remainder of the academic year.

The Labor Management Committee will review the policies and procedures developed by the college regarding implementing the notice requirements of subparagraph (a.) of this section.

- D. Probationary full-time faculty are evaluated annually for the first three years as a probationary faculty on the following four categories: a.) instruction, b.) instruction-related activities, c.) institutional service, and d.) professionalism. At least one professional goal relative to these categories will be included each year as part of the faculty member's development and evaluation plan. In addition to the process outlined in paragraphs 1 through 3 in this section, Probationary full-time faculty may choose to include the process outlined for regular status full-time faculty in their evaluation. The evaluation steps include the following:
  1. 1 to 2 classroom observations conducted by the Chief Academic Officer (CAO) or Instructional Director. The CAO or Director will hold a pre-observation visit to determine the date for the observation and set the post-observation visit date at which time the written observation will be reported.
  2. The faculty member will prepare a portfolio by March 1<sup>st</sup> of each year that will include a representative course syllabi; analysis of student course evaluations; evidence of special classroom projects, assignments, or innovative teaching methods; description of teaching style and reflection on strengths and areas of improvement; evidence and analysis of institutional service; evidence and analysis of professionalism; progress on professional goals from the professional development plan; and other faculty selected samples of their or their students' work if they so choose.
  3. By March 31<sup>st</sup> of each year of the probationary period, the Chief Academic Officer or Instructional Director will arrange an evaluation review conference to discuss the portfolio and goals for the following year. At the end of a successful probationary period, a written memo is sent to the Business and Human Resources Offices by the CAO or Director indicating the faculty member has moved to regular status. If the evaluation process indicates, the probationary period may be extended one more year.
- E. The evaluation steps for regular status full-time faculty are as follows:
  1. 1 to 2 classroom observations conducted by the Chief Academic Officer (CAO) or Instructional Director. The CAO or Director will hold a pre-observation visit to determine the date for the observation and set the post-observation visit date at which time the written observation will be reported.
  2. Peer evaluation by two faculty, one selected by the faculty being evaluated and the other selected by the Chief Academic Officer and/or Instructional Director. The faculty and the Chief Academic Officer can each exercise one veto of the other's choice of a peer evaluator.
  3. Self evaluation.

Instead of peer or self evaluation, a full-time faculty may choose alternative evaluation techniques provided they are consistent with the purpose of evaluation and approved by the college.
- F. The faculty and Chief Academic Officer and/or Instructional Director or designee will confer about the evaluation process in advance. For non-probationary faculty this meeting will occur at least sixty days before the evaluation. For probationary Full-time faculty, this

meeting will occur whenever possible by the fourth week of fall term or by the fourth week after initial employment, whichever is later.

- G. The Chief Academic Officer and/or Instructional Director will meet with the faculty member to discuss evaluation results and will prepare a written report of the evaluation conference. The report will be forwarded to the Chief Academic Officer if the report is prepared by an Instructional Director. Faculty will be given a copy of any evaluation conference report and may append to it and/or discuss it with their supervisor. A copy of the evaluation report will be placed in the faculty's personnel file along with appendices attached by the faculty member.
- H. Student course evaluations will be done for all courses each term of the calendar year. Copies of the evaluations are given to the faculty member. The course evaluations are kept in the Instructional Services department and are not placed in the faculty files.

**ARTICLE XII - PERSONNEL FILES**

- A. An official personnel file will be maintained for each faculty member and will contain the official personnel documents, not including confidential medical or grievance documents. Anonymous material will not be made part of the personnel file unless it has been corroborated. Documents relating to the faculty's qualifications, performance or professional career shall not be removed from the personnel file, unless the faculty member is notified in advance. The material removed will be given to the faculty member.
- B. Faculty will have access to their own personnel file upon request and may have copies of any material included in the file, upon payment of the copying cost. A faculty member will be allowed to comment in writing on any material in his or her file and the comment will be appended to and become part of the file.
- C. Before being placed in the personnel file, documents relating to evaluation or discipline shall be signed or initialed by the faculty, indicating that the document has been read.



**ARTICLE XIII - DISCIPLINE AND DISCHARGE**

- A. Discipline shall be for just cause only. No regular Full-time faculty member shall be dismissed except for just cause. A Part-time faculty member shall not be dismissed before the end of an academic term without just cause. A temporary faculty member shall not be dismissed before the end of the temporary assignment without just cause.
- B. Faculty have a right to union representation during any investigatory meeting with College management which reasonably may lead to discipline. Unless it is an emergency or the employee is willing to proceed without representation, the College will permit the faculty member reasonable time in advance of the meeting to confer with the Union representative.
- C. Copies of any disciplinary notices will be given to the Union.
- D. Discipline will be imposed only in private in an area away from other employees, students, or the public.
- E. A reprimand will be removed from the personnel file at the end of the 12-month period after issuance of the reprimand if no other written discipline has been imposed during that period, whenever a faculty member makes such a request. However, that request may be denied by the College when the reprimand was for behavior which creates a risk to another person or which creates potential liability on the part of the College.

**A. Salary**

1. Full-time faculty salaries

- a. Full-time faculty in steps 1 - 14 who worked at least two of the three normal academic terms (fall, winter, spring) will advance one step placement each year. The fifteen step base annual salary rate for full-time faculty shall be as follows:

	<b>Effective</b>	<b>9/1/2007</b>	<b>9/1/2008</b>	<b>9/1/2009</b>
Step 1	Annual	37,704.88	38,176.19	38,748.83
	Monthly	3,142.07	3,181.35	3,229.07
	Daily	209.47	212.09	215.27
Step 2	Annual	39,418.76	39,911.49	40,510.16
	Monthly	3,284.90	3,325.96	3,375.85
	Daily	218.99	221.73	225.06
Step 3	Annual	41,132.62	41,646.78	42,271.48
	Monthly	3,427.72	3,470.57	3,522.62
	Daily	228.51	231.37	234.84
Step 4	Annual	42,777.90	43,312.62	43,962.31
	Monthly	3,564.83	3,609.39	3,663.53
	Daily	237.66	240.63	244.24
Step 5	Annual	44,489.03	45,045.14	45,720.82
	Monthly	3,707.42	3,753.76	3,810.07
	Daily	247.16	250.25	254.00
Step 6	Annual	46,268.60	46,846.96	47,549.66
	Monthly	3,855.72	3,903.91	3,962.47
	Daily	257.05	260.26	264.16
Step 7	Annual	48,119.35	48,720.84	49,451.65
	Monthly	4,009.95	4,060.07	4,120.97
	Daily	267.33	270.67	274.73
Step 8	Annual	50,044.11	50,669.66	51,429.70
	Monthly	4,170.34	4,222.47	4,285.81
	Daily	278.02	281.50	285.72
Step 9	Annual	52,045.89	52,696.46	53,486.91
	Monthly	4,337.16	4,391.37	4,457.24
	Daily	289.14	292.76	297.15
Step 10	Annual	54,127.71	54,804.31	55,626.37
	Monthly	4,510.64	4,567.03	4,635.53
	Daily	300.71	304.47	309.04
Step 11	Annual	56,292.82	56,996.48	57,851.43
	Monthly	4,691.07	4,749.71	4,820.95
	Daily	312.74	316.65	321.40
Step 12	Annual	58,263.08	58,991.37	59,876.24
	Monthly	4,855.26	4,915.95	4,989.69
	Daily	323.68	327.73	332.65
Step 13	Annual	60,302.28	61,056.06	61,971.90
	Monthly	5,025.19	5,088.01	5,164.33
	Daily	335.01	339.20	344.29
Step 14	Annual	62,412.86	63,193.02	64,140.92
	Monthly	5,201.07	5,266.09	5,345.08
	Daily	346.74	351.07	356.34
Step 15	Annual	64,597.31	65,404.78	66,385.85
	Monthly	5,383.11	5,450.40	5,532.15
	Daily	358.87	363.36	368.81

## 2. Overloads

- a. Overloads shall be compensated at the applicable rate from the pay scale for Part-time faculty.
- b. Overloads shall be calculated per term. Extra compensation for the overload credit hours will be made as soon as practical during the last term of the faculty member's full-time teaching assignment during that year. If a full-time faculty member teaches less than full-time during one or more terms during the year, overload credit earned that year shall be counted against the deficit.

## 3. Course Development – Regular, On-line and Hybrid

Faculty developing a new course, either regular or online, will be compensated at the credit rate or be given release time at the credit equivalent of the course being developed. A hybrid course will be compensated at the credit rate or be given release time at the equivalent of the percentage of the course being delivered online (hybrid courses are those in which up to 75% of the content is delivered online). Faculty members are required to complete the Quality Matters Standards or other designated training while developing and offering the course.

### 4. Initial step placement

- a. Initial salary placement of new Full-time faculty will be determined by educational qualifications and experience.
- b. Faculty who meet minimum education and/or experience requirements to teach in a specific field shall be placed at Step 1 unless a higher placement is necessary to fill the position.
- c. For faculty with prior paid employment as a community college instructor in the same field in another professional, business, or industrial position which the College determines is significantly related to the work assignment, credit for initial salary placement shall be granted, based on one additional step for each two full years of Full-time employment. Similar Part-time experience can be included in determining the initial placement if the College determines the Part-time experience is a significant benefit to the work assignment.

## 4. Part-time faculty salaries:

- a. Part-time faculty shall be compensated according to their work assignments as shown on the Part-Time Faculty Schedule on page 24.
- b. Part-time faculty who are paid according to the rate for lecture credit, lecture lab, or credit lab hours will advance to Level II after the term in which the faculty completes 40 credit hours or their equivalent hours. Part-time faculty will advance to Level III if they have completed 80 credit hours or their equivalent hours. Part-time faculty will advance to Level IV if they have completed 120 credit hours or their equivalent hours. Effective September 1, 2007 Part-time faculty will advance to level V if they have completed 160 credit hours or their equivalent hours.
- c. BSD, ABE, GED and ESL classes taught on a non-credit basis shall be compensated on an 80% lecture rate and 20% credit lab rate per each contact hour.
- d. When the College cancels a class or work assignment, Part-time faculty shall be paid for all classes met or days worked prior to the cancellation. If the notice of class cancellation is issued less than three working days before the first class meeting, the Part-time faculty shall be paid for contact hours scheduled for the first class session.



<b>Part-Time Faculty Pay Schedules</b>	<b>Effective</b>	<b>9/1/2007</b>	<b>9/1/2008</b>	<b>9/1/2009</b>
<b>Lecture Credit and BSD Lecture (ABE, GED and ESL) *</b>				
Level 1	Per Credit	465.30	475.77	514.46
	Per Hour	38.78	39.65	42.87
Level 2 (40)	Per Credit	492.07	503.14	545.33
	Per Hour	41.01	41.93	45.44
Level 3 (80)	Per Credit	521.59	533.33	578.05
	Per Hour	43.47	44.44	48.17
Level 4 (120)	Per Credit	552.89	565.33	612.73
	Per Hour	46.07	47.11	51.06
Level 5 (160)	Per Credit	586.06	599.25	649.49
	Per Hour	48.84	49.94	54.12
<b>Lecture Lab (Only Math Classes 60, 65, 95, 211, 212, 213)</b>				
Level 1	Per Hour	31.01	31.71	34.29
Level 2	Per Hour	32.80	33.54	36.36
Level 3	Per Hour	34.78	35.56	38.54
Level 4	Per Hour	36.86	37.69	40.85
Level 5	Per Hour	39.07	39.95	43.30
<b>Credit Lab and BSD Lab (ABE, GED, and ESL) *</b>				
Level 1	Per Hour	29.49	30.15	32.67
Level 2	Per Hour	31.25	31.95	34.64
Level 3	Per Hour	33.13	33.88	36.71
Level 4	Per Hour	35.11	35.90	38.92
Level 5	Per Hour	37.22	38.06	41.26
<b>Independent Study: Hours will be determined by Chief Academic Officer in consultation with the instructor.</b>				
Level 1	Per Hour	38.78	39.65	42.87
Level 2	Per Hour	41.01	41.93	45.44
Level 3	Per Hour	43.47	44.44	48.17
Level 4	Per Hour	46.07	47.11	51.06
Level 5	Per Hour	48.84	49.94	54.12
<b>Alternative Instructional Delivery: Hours will be determined by Chief Academic Officer in consultation with the instructor.</b>				
Alternative Instruction	Per Hour	29.49	30.15	32.67
Writing Increment	Per 4 Credits	537.17	549.26	561.62
Tutor and Special Project Rate	Per Hour	20.00	20.45	20.91

\* Compensation for BSD, ABE, GED, and ESL is calculated at 80% credit lecture time and 20% credit lab. (For example, an instructor teaching 10 contact hours will receive compensation for 8 lecture hours and 2 lab hours.)

**B. Payroll and Timekeeping**

1. Checks.
  - a. Payroll checks will be issued monthly on the last day of the month or the nearest work day. Checks will indicate the employee's gross and net pay, taxes and other deductions, sick leave and vacation accrual, and holiday pay. The Employer will continue to use every reasonable effort to make the checks available by noon on paydays.
  - b. Errors in paychecks should be brought to the attention of the supervisor. When practicable, the employee may return the erroneous paycheck, and a replacement will be issued. Otherwise, corrections will be made on the next paycheck.

2. Timekeeping.

Each employee is responsible for completing their own time records for submission in advance of the payroll period. The supervisor will not make any changes in the time records without notice to the employee. Errors in time records should be brought to the attention of the supervisor.

3. Direct Deposit.

If sufficient employees are interested and the cost is reasonable, the Employer will arrange to make direct deposit available to employees on a voluntary basis.

**A. Holidays**

1. Full-time faculty shall receive four holidays off work without loss of pay during the normal 180 work year. Those holidays will be the first four holidays occurring during the faculty member's work year, from the following list:
  - Labor Day
  - Veterans' Day
  - Thanksgiving
  - Day after Thanksgiving
  - New Year's Day
  - Memorial Day
  - Independence Day
2. When a holiday occurs on Saturday, the preceding Friday will be observed as the holiday. When a holiday occurs on Sunday, the following Monday will be observed as the holiday.
3. If a holiday occurs while the Full-time faculty is on sick leave, the day will be classified a holiday and will not count against the faculty's accrued sick leave.

**B. Personal Days**

1. Full-time faculty may take up to three days of personal leave in an academic year without loss of pay. Personal leave may be requested for personal business, medical appointments, and other personal needs that cannot be handled outside the normal workday. Personal leave is not granted for the purpose of vacation or recreational activities.
2. Except in an emergency, faculty shall submit written requests for such leave to the Dean for approval at least two weeks in advance. In emergency cases, written requests shall be submitted as soon as possible, either in advance or upon return from leave.
3. Except in emergency situations, personal leave shall not be granted during the first week of classes, during final week of classes, or for (a) work day(s) scheduled during a registration period.

**C. Temporary Closure**

1. In the event of unusual circumstances resulting from extreme adverse weather, natural disaster, fire or other emergency, Management may delay opening and/or close some or all College operations.
2. Delayed opening or early, partial or complete closing of the College will not reduce compensation of Full-time faculty. Full-time faculty are expected to make up missed classes. The College will attempt to reschedule work missed by Part-time faculty so as to maintain their normal income level.



**ARTICLE XVI - INSURANCE AND RETIREMENT****A. Health, Vision and Dental Insurance**

1. Full-time Faculty
  - (a) The present group health/vision/dental insurance plan or a comparable plan will remain in effect.
  - (b) The Employer will pay 100% of the monthly employee premium and 75% of the dependent premium. This payment will go toward the monthly premium for full-time employees who participate in the program.
  - (c) The College will continue to pay the same premium for coverage of insurance programs for a full-time faculty member whose status has been reduced to part-time for one additional month following their reduction in status from full-time, provided that the faculty member pays her/his share of the premium.

## 2. Part-time Faculty

The Union shall continue to administer a fund for purposes of reimbursement of health care premiums for part-time faculty bargaining unit members in accordance with the terms of this Article.

The college will provide to the fund within 45 days of ratification of this Agreement by both parties, and thereafter for the duration of this Agreement within 45 days of the anniversary of the effective date of the Agreement, \$15,530 (2007). A Union committee will be established to define the terms of the administration of the fund including how and when allocations will be made and that:

- a) The Union will make allocations each term based on criteria developed by the committee. Part-time faculty shall be reimbursed by the Union from the fund upon submitting evidence of payment or an invoice for their premium. The Union will submit to the College a record of disbursements from and remaining balance in the fund within ten (10) days after the end of each calendar quarter.
  - b) Each year, if all of the fund amount is not utilized, the remainder will be held in the fund and the subsequent year's contribution by the College will be reduced by that amount.
  - c) The fund may be audited annually by the College.
3. During 2008, the Union and the Employer agree to re-open this article for the sole purpose of negotiation over part-time faculty health insurance benefits. If the parties can not reach an agreement during these negotiations then the status quo shall remain in effect.

**B. Full-time Faculty Life and Accidental Death and Dismemberment Insurance**

The present group life and accidental death and dismemberment insurance program or a comparable program will remain in effect and will cover all Full-time faculty. The life insurance coverage is \$10,000. The premium shall be paid by the Employer.

**C. Full-time Faculty Long-Term Disability Insurance**

The present or a comparable group long-term disability insurance program will remain in effect and will cover all Full-time faculty. The premium shall be paid by the Employer.

**D. Retirement**

Faculty will be covered by the Oregon Public Employees Retirement System (PERS) and all new employees hired after August 29, 2003 will be covered by the Oregon Public Service Retirement Plan (OPSRP). The Employer will pay its contribution required under the plan.

**E. Mandatory Benefits**

The Employer will continue to comply with federal and state law pertaining to participation in the social security system, unemployment insurance and workers' compensation insurance.

**F. Program Copies**

The Union will be provided copies of the health, medical, dental, life, disability and any other group insurance programs covering faculty.

**Article XVII - Expenses****A. Mileage**

Travel by personal automobile on business for the Employer, including travel between work sites, shall be reimbursed at the rate allowed by the Internal Revenue Service (IRS).

**B. Out-of-District Travel**

The Employer will reimburse employees' reasonable amounts incurred for any travel and expenses assigned or approved by the Employer in advance, including transportation, meals, lodging and associated fees or registrations. When the personal automobile is used for transportation, the mileage rate in Section A will apply.



**ARTICLE XVIII - HEALTH AND SAFETY**

- A. The Employer shall follow all applicable health and safety laws and regulations. An employee who believes an unsafe or unhealthy condition exists shall notify her supervisor of the condition and why she believes it to be unsafe or unhealthy. All unsafe or unhealthy conditions shall be reasonably addressed by the Employer as soon as practicable.
- B. Work-Related Injury or Illness
- An employee injured on the job or who contracts a disease or an illness from work shall notify the supervisor as soon as practical after the incident giving rise to the injury, or after becoming aware of the disease or illness. The Employer will provide reasonable assistance to the employee for her application for claims for disability insurance and worker compensation.
- C. The College will comply with state and federal statutes and regulations pertaining to reinstatement of employees after work-related injuries or illnesses and pertaining to accommodation of employees' physical and mental disabilities.
- D. Notwithstanding any other provision in this Agreement, the decision to make or refuse any reasonable accommodation (or to take any other action) to fulfill legal obligations imposed by the Americans With Disabilities Act which would require a waiver of any provision of the collective bargaining agreement shall be made by a bipartisan committee composed of two (2) representatives from the employer and two (2) representatives from the Union. By majority vote, the number of individuals on this committee may be expanded.
1. Any action proposed to be taken by the College in accordance with the Americans With Disabilities Act which would violate the collective bargaining agreement shall be referred to this bipartisan committee before the action is taken. The committee members shall be provided the documentary or other information concerning the action proposed to be taken.
  2. After a reasonable opportunity to both evaluate and investigate this proposal, the bipartisan committee shall meet and resolve, by majority vote, how to handle the proposed action.
  3. The decision of this bipartisan committee shall not constitute a violation of this Agreement nor shall it be considered a mid-term modification of this Agreement.
  4. In the event the bipartisan committee is deadlocked and the employer unilaterally takes action, such action may be contested through the grievance and arbitration provision of Article III.

**ARTICLE XIX - ACADEMIC FREEDOM**

Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject taught. Each faculty member is also a citizen of the nation, state, and community, and when speaking, writing or acting as such shall be free from institution censorship. The faculty should avoid, however, creating the impression of speaking or acting for the College when speaking or acting as a private person. It is recognized that the personal life of a faculty member is not an appropriate concern of the College except as it limits the faculty member's effectiveness in his/her position.

**ARTICLE XX - COMMITTEES**

- A. The College recognizes the important role faculty play in College committees related to College instructional programs, faculty and facilities. Full-time faculty members are expected to devote a reasonable amount of time within their normal workload to serve on these College committees without additional compensation. As much as possible, committee assignments will be spread among Full-time faculty members.
- B. The College can request a Part-time faculty member to serve on either an ad-hoc or standing College committee, and the Part-time faculty member will receive additional compensation at the special project rate specified in the compensation provision. This provision does not prohibit Part-time faculty members from participating in committees on a voluntary unpaid basis. A part-time faculty member serving as Department Chair shall be compensated at a rate equivalent to that specified for teaching a four credit class as specified in Article XIV.
- C. A screening committee shall be established to screen applicants for Full-time faculty positions. The screening committee will include at least one Full-time faculty member who is willing to serve without additional compensation. If no qualified Full-time faculty member is available or able to serve, the College may proceed with the committee process without faculty involvement. The screening committee will make unranked recommendations (usually three) to the President or his designee.
- D. If the committee work occurs outside the faculty member's normal work year and the College requests the Full-time faculty member to serve, the faculty member will receive additional compensation in accordance with the compensation article for the number of hours authorized or use those days as part of the 180-day contract.
- E. Until the College receives its own accreditation, it will continue to permit and support participation by Full-time faculty with approval of the Dean in Subject Area Curriculum meetings of Portland Community College. When the College receives its own accreditation, the College and Union will negotiate over participation of College faculty in College Subject Area Curriculum Committees.



**ARTICLE XXI - NO STRIKES/NO LOCKOUT**

Unit members and the Union will not call or in any way be involved in any form of strike, boycott, slowdown, work stoppage or picketing, and the Employer will not lock out employees during the term of this Agreement. If any activity occurs by unit members which violates this provision, the Union will use its best efforts to terminate the activity as soon as possible.

**ARTICLE XXII - FUNDING**

The economic provision contained in this agreement for the period from July 1, 2007 to June 30, 2010 are based on the expectations and conditions that the amounts of annual revenue distributed to the College by the state will not be reduced by more than five percent (5%) in any one year. If that condition is not met and the reductions are based on factors other than FTE fluctuations, the Board of the College may reopen the economic provisions of this contract to renegotiate those provisions for the remaining years of the contract.

The board will give the Union reasonable and timely notice in writing to reopen this agreement, and the parties will meet promptly to commence bargaining. Unless and until agreement on revised economic provisions is reached in negotiations or the statutory bargaining process is concluded, salaries and benefits will be frozen at the levels which are in effect when the Board gave notice to the Union to reopen this agreement.

**ARTICLE XXIII - MANAGEMENT RIGHTS**

- A. Management retains full right and authority to manage and administer the College and its staff. This includes, but is not limited to, establishment and management of properties, resources, and facilities; determination of the administrative organization; determination of the financial policies of the College; the appointment, direction, evaluation, discipline, and supervision of employees; the right to determine educational programs, curriculum, and services of the College; and the number and location of job positions required. These rights are abridged only by the express specific terms of this Agreement.
- B. Nothing in this Agreement shall limit in any way the College's right to contract or subcontract work, nor shall it require the College to bargain such decisions with the Union, nor shall it require the College to continue in existence any of its present programs in their present form and/or location or on any other basis. This provision, however, does not limit the Union's right to bargain the impact of such decisions.



ARTICLE XXIV - MISCELLANEOUS

## A. Change of Address

Each employee will be responsible for advising the Employer of changes in name, mailing address and telephone number.

## B. Copyrights and Patents

1. The ownership of any materials, processes or inventions developed solely by a faculty's individual effort and expense shall vest in the faculty and be copyrighted or patented, if at all, in the faculty's name.
2. The ownership of materials, processes or inventions produced solely for the College and at College expense, including under a grant to a College employee, shall vest in the College and be copyrighted or patented, if at all, in its name.
3. In other situations, the faculty and the College will agree in advance and in writing on the ownership of jointly developed materials, processes or inventions.

## C. Equipment, Supplies, Facilities and Services

1. Consistent with available facilities and resources, the College will make every effort to provide office space, and furniture for preparation, evaluation and student conferences. This will include access to a desk or work table, mailbox, telephone, computer and printer.
2. The equipment and supplies for the performance of the job will be provided by the employer.
3. To the extent feasible and consistent with available facilities and resources, faculty shall have access to duplicating services, office supplies and equipment in accordance with College procedures for these services.
4. Faculty shall have access to the buildings in which their offices are located consistent with College procedures. Access to campus facilities outside the faculty's office or work area when the College is closed shall be as determined by the President or his designee. Access may be possible, provided that arrangements are made in advance with the Chief Academic Officer or Instructional Director. Faculty who request them, shall be issued keys to their individual office areas.

## D. Existing Benefits

This Agreement modifies or replaces the Employer's policies or practices which are in conflict with a provision of the Agreement. Otherwise, the Agreement does not eliminate, reduce, or diminish any current management right or any working conditions or benefits which are established by past practice and are mandatory subjects of bargaining. The written collective bargaining agreements for Portland Community College do not establish the past practice or the "status quo" applicable to the faculty.

## E. Gender Construction

Whenever the masculine or feminine gender is used in this Agreement, each also shall mean the other.

## F. Labor-Management Committee

A Labor-Management Committee shall be established. The committee is established by the Employer and the Union from a desire to develop better day-to-day communication practices and to achieve and maintain a mutually beneficial relationship through the use of a continuing communication program.

The purpose of the Committee is to discuss, explore and study those problems referred to it by the parties to this Agreement. The committee by mutual agreement shall be authorized to make recommendations on those problems which have been discussed, explored and studied.

In order to have frank and open discussions, the committee shall have no authority to change, delete or modify any of the terms of this Agreement, not to settle grievances arising under the contract. Committee discussions shall not be publicized except for those recommendations which have been mutually agreed.

The committee shall be composed of persons from the bargaining unit and the Employer and shall meet on a continuing basis at the request of either party during the period of this Agreement.

#### G. Resignation

Whenever possible, Full-time faculty will provide written notice of resignation to the College at least two academic terms, excluding summer term, in advance before the effective date of the resignation.

#### H. Voluntary Payroll Deductions

The employer shall permit voluntary payroll deductions for approved tax sheltered annuities, life insurance and other mutually agreed deductions.

#### I. Zipper Clause

The parties agree that they have had full opportunity to negotiate over mandatory subjects of bargaining and that all agreements reached during the bargaining are reflected in this Agreement. During the term of the Agreement, neither party is required to bargain further over any subjects addressed in this Agreement.

**ARTICLE XXV - SEPARABILITY**

In the event any provision or provisions of this Agreement are declared invalid by a tribunal of competent jurisdiction, the provision or provisions shall no longer be operative or binding on the parties. The remaining provisions of the Agreement shall continue in full force and effect. In such cases, the Employer and the Union shall commence collective bargaining negotiations within thirty (30) days for the purpose of arriving at a mutually satisfactory replacement for such provision or provisions.

**ARTICLE XXVI - DURATION**

This Agreement is effective as of July 1, 2007, and shall continue in full force and effect through June 30, 2010.

FOR THE UNION  
United Employees of Columbia Gorge  
Community College

FOR THE EMPLOYER  
Columbia Gorge Community College

\_\_\_\_\_  
Dr. John Copp, President

\_\_\_\_\_  
Dr. Frank Toda, President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

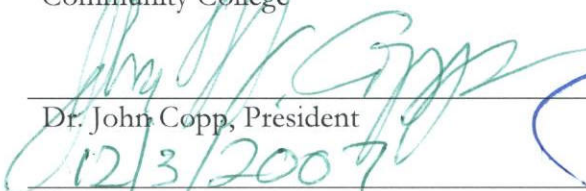


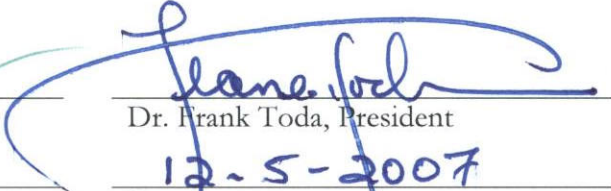
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FOR THE UNION  
United Employees of Columbia Gorge  
Community College

FOR THE EMPLOYER  
Columbia Gorge Community College

  
\_\_\_\_\_  
Dr. John Copp, President  
12/3/2007  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
Dr. Frank Toda, President  
12-5-2007  
\_\_\_\_\_  
Date

## **CGCC Employee Survey Narrative Summary of Results**

### **Survey Overview**

The CGCC Employee Survey was the first major comprehensive survey of employee opinions in the recent history of the college. As we began our efforts to create the first comprehensive full time Office of Human Resources and Strategic Planning, we wanted to create a tool that would allow us to access your thoughts and attitudes on a wide array of subjects. It is our hope, and intent, to be able to use this information to celebrate the things we are doing well as a College and to improve on the things that cause you concern. We plan to ask you on an annual basis many of the same questions so that we can gauge how we are doing in improving life at CGCC.

The survey was divided into ten (10) sections with each section containing two to fifteen questions. The ten sections and the number of questions in each are as follows: Compensation & Benefits (10); Communication (9); Organizational and Social Responsibility (4); Strategic planning (9); Supervisor and Performance Appraisal (11); Work Duties (15); All Staff Trainings (6); Job Satisfaction/Morale and Rewards & Recognition (13); Culture and Image (6) and Final Questions (2).

We have summarized the results of each section for your review. In addition, we have attached the complete survey results in case you want to see the actual percentage of responses in each category for a particular question. You will notice that we have grouped the Disagree (D) and Strongly Disagree (SD) together as a percentage as well as the Agree (A) and Strongly Agree (SA). Therefore, the results for each question are reported as percentages in three categories: D/SD, NS (not sure) and A/SA. We have also tried to identify any question where 20% or more of the respondents reported a NS (not sure). It is our opinion that a question with more than one in five respondents reporting they are “not sure” may indicate a lack of information or understanding. We feel these may be opportunities for the college to make immediate improvements.

We sincerely appreciate your participation. We are committed to seeking ways to improve your life at CGCC. If you have any comments or questions please give me a call at 506.6150.

### **Compensation and Benefits**

#### General Summary:

Overall, employees seem unsure about issues related to their compensation and benefits. There was not a strong majority on any question in this area and the results are very widely distributed or split. From the results, staff indicated they feel their benefits are fair and competitive and understand how the compensation system works. Respondents

were most dissatisfied in the fairness of their pay, particularly in comparison with similar jobs at other organizations, and with how pay raises are determined.

Question with Highest % of A/SA:

- Feel the benefits package is fair and competitive (67.1%)

Question with Highest % of D/SD:

- In comparison with other organizations, my pay is OK (46.6%)

Questions with greater than 20% of respondents indicating “Not Sure”:

- I understand how the compensation system works (22.7%)
- Compensation practices are administered consistently for all employees (42%)
- I understand how my pay is determined (26.1%)
- I am satisfied with how pay raises are determined (27.3%)
- In comparison with people in similar jobs in other organizations, I feel my pay is okay (22.7%)
- In comparison with other people in similar jobs at CGCC, I feel my pay is okay (27.3%)
- I feel my contributions are appropriately compensated (21.6%)

## **Communication**

General Summary:

For the most part, employees indicate that they are satisfied with communication at CGCC. They feel most strongly that Email/Voicemail is used appropriately, that they are kept informed about what is going on/goals and objectives, and that departmental communication is good. Employees seem to feel less confident about communication when it is between management and staff, about organizational policies, or changes affecting their job.

Question with Highest % of A/SA:

- E-mail is used appropriately (82.7%)

Question with Highest % of D/SD:

- New and existing organizational policies are clear, timely and easily available (31%)

Questions with greater than 20% of respondents indicating “Not Sure”:

- Before changes are made that affect my work, I'm informed of them (32.2%)

- I am satisfied with communication between management and staff (23%)
- New and existing organizational policies are clear, timely and easily available (26.4%)

### **Organizational/Social Responsibility**

#### General Summary:

A majority of employees indicated that they feel CGCC is a good, caring, ethical citizen in the community and that volunteering is important to them.

#### Question with Highest % of A/SA:

- CGCC is a good citizen; we care about the community (94.2%)

#### Question with Highest % of D/SD:

- Volunteering in my community is important to me (10.3%)

#### Questions with greater than 20% of respondents indicating “Not Sure”:

- CGCC has a good relationship with the local community (20.7%)

### **Strategic Planning**

#### General Summary:

Employees most strongly feel they understand the college’s mission, vision, values and goals, their supervisor’s show a commitment to strategic goals and that their respective departments know their goals and objectives. Employees are less certain about the clarity of the college’s vision for the future, their understanding of the college’s strategic goals and the strategic planning process in general. Many indicated that they do not feel, or are unsure about understanding and feeling included in the strategic planning process.

#### Question with Highest % of A/SA:

- I understand the College’s mission (77.9%)

#### Question with Highest % of D/SD:

- I feel part of the strategic planning process (24.4%)

#### Questions with greater than 20% of respondents indicating “Not Sure”:

- I have a good understanding of the strategic goals of CGCC (25.6%)



- Supervisors have demonstrated a real commitment to the strategic plan (26.7%)
- The College's vision is clearly defined (25.6%)
- Goals and objectives are realistic and achievable (32.6%)
- I feel part of the strategic planning process (23.3%)
- I understand the strategic planning process (29.1%)

## **Supervisor/Performance Appraisals**

### General Summary:

A strong majority of employees feel their respective departments work well together with clearly defined roles and responsibilities, and that their supervisor is fair, seeks input from them and listens to their suggestions and problems. While the majority agreed with the statements regarding their performance appraisal's timeliness, fairness in evaluating their contributions, and their involvement in goal setting, it was not a strong majority. Employees indicated a fairly strong uncertainty about whether there is someone they can go to if they have a disagreement with their supervisor and regarding the handling of promotions.

### Question with Highest % of A/SA:

- My department works well together (82.5%)

### Question with Highest % of D/SD:

- My supervisor meets with me regularly to discuss future works goals (33.7%)

### Questions with greater than 20% of respondents indicating "Not Sure":

- If I have a disagreement with my supervisor that we can't resolve, there is someone I can go to who will listen in a fair and impartial manner (46.5%)
- My performance appraisal process occurs in a timely fashion (24.4%)
- My performance appraisal process evaluates my contributions (34.9%)
- I am involved in the goal setting process for my performance appraisal (36%)
- Promotions are handled fairly (50%)

## **Work Duties**

### General Summary:

Overall, employees indicate they are satisfied in their work duties. They feel strongly that they are held accountable for their performance, have the authority to make decisions and the chance to make use of their abilities and skills daily in their jobs. They are fairly happy with their work schedule and the opportunities they are provided to learn new

skills that improve their work. Many indicated that having information available that improves the quality of their life is very important to them. Many indicated they frequently feel stress in their jobs and there is diversity in responses on issues regarding optimism about their future growth and success at the college. Most feel their job allows them to utilize the full range of their education and/or work experience, but many do not feel it provides them the opportunity to prepare themselves for advancement within the college. Employees also indicate uncertainty as to whether policies and rules are applied the same to all employees.

Question with Highest % of A/SA:

- I have the chance to make daily use of my abilities and skills (89.5%)

Question with Highest % of D/SD:

- During the past 6 months I have seriously considered leaving for another job (55.3%)

Questions with greater than 20% of respondents indicating “Not Sure”:

- I am optimistic about future growth and success at the College (24.7%)
- My job provides the opportunity to prepare myself for future advancement at the College (30.6%)
- I can bring compliance and ethics violations to management’s attention without fear of retaliation (35.3%)
- Policies and rules are applied the same to all employees (45.9%)

## **All Staff Trainings**

General Summary:

Overall, employees indicate that they are satisfied with AST’s. The majority feel like the amount and length of trainings are “just right.” However, while most agreed with the four statements, a good number (1/3 to half) disagreed or were unsure. The survey indicates that networking is an important element of AST’s.

Question with Highest % of A/SA:

- The networking portion of trainings is important to me (69.7%)

Question with Highest % of D/SD:

- I look forward to All Staff Trainings (30.3%)

Questions with greater than 20% of respondents indicating “Not Sure”:

- I receive valuable information at All Staff Trainings that help in my professional and personal life (26.2%)

### **Job Satisfaction/Morale/Rewards and Recognition**

#### General Summary:

A very strong majority of employees are very satisfied with their work and feel it gives them a feeling of accomplishment. They feel their colleagues treat them with respect, that they are a part of the CGCC organization, they are appreciated for the work they do and they understand the worth of employee enrichment (picnics, etc.). While some were unsure, a majority indicated they expect to be at CGCC 2 years from now, that morale is high and that the college cares about them. Also, while a strong majority felt that recognition and praise is something they value and receive at CGCC, many (30% – 50%) of employees were unsure or did not feel they receive adequate recognition for good work or that management gives recognition in appropriate ways.

#### Question with Highest % of A/SA:

- My work is satisfying to me (91.6%)
- Colleagues outside of my department treat me with respect (91.6%)

#### Question with Highest % of D/SD:

- Management offers recognition to individuals in appropriate ways (17.9%)

#### Questions with greater than 20% of respondents indicating “Not Sure”:

- I expect to be at CGCC 2 years from now (29.8%)
- Morale is generally high (25%)
- CGCC cares about me (33.3%)
- I receive adequate recognition for good work (21.4%)
- Management offers recognition to individuals in appropriate ways (32.1%)

### **Image and Culture**

#### General Summary:

Overall, employees indicated that they are satisfied with CGCC’s image and culture. They feel very proud to work for the college and would recommend employment here to friends and family. Staff appears less certain whether management at CGCC understands the problems they face.

Question with Highest % of A/SA:

- I am proud to work for CGCC (89.3%)

Question with Highest % of D/SD:

- I feel management generally understands the problems we face (17.9%)

Questions with greater than 20% of respondents indicating “Not Sure”:

- I feel management generally understands the problems we face (34.5%)
- CGCC has a strong connection with the community (20.2%)
- This survey is a good way to find problems that need solving (22.6%)



# Planning



### Strategic Planning Groups – Master List

**Goal 1:** CGCC will provide educational programs and services that meet the needs of our students, the workforce and the communities we serve.

**Champion:** Susan Wolff

**Planning Group Participants:**

Dave Mason	
Marilyn McGuire Sessions (or disgree)	Ken Leibham
Lori Ufford and/or Karen Carter	Tim Schell
Linda Quackenbush	Kristie Towell
Mary Merrill	Annette Byers
Brook Maurer	Pat Rawson
Jean Ewald	Connie Kennedy from HRSD
Tracy Scharn	Craig Schmidt
Paula Ascher	Dan Ropek
Rosemary Ross	Stephen Jupe
Charlotte Lavender	Steve Fisk
Kristen Kane and/or Mike Taphouse	Tom Lieurance
Jenifer Halter	Tracy Norton
Ann Harris	Leigh Hancock
Lynne Davidson	Brian Shortt
Suzanne Burd	Rob Kovacich
Bill Bohn	John Evans
Dan Spatz	Bill Noonan
Advisory Committee Members	Department Chairs (once selected)

**Goal 2:** CGCC will provide services, which support the development of all students and the achievement of their educational goals.

**Champion:** Karen Carter

**Plannning Group Participants:**

Dave Mason	Marilyn McGuire-Sessions
Kristen Kane	Mary Martin
Lori Ufford	Suzanne Burd

**Goal 3:** CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment

**Champion:** Robb Van Cleave

**Planning Group Participants:**

Shayna Dahl	Lori Ufford
Maggie Johnson	Rosemary Ross
Diane Trubachik	Dr. John Copp
Jean Ewald	Christie Roy

**Goal 4:** CGCC will develop and maintain strong, collaborative partnerships and relationships within our communities

**Champion:** Dan Spatz

**Planning Group Participants:**

Dr. Susan Wolff

Karen Carter

Suzanne Burd

Kayleen Warner

Mimi Maduro

Mary Merrill

Guy Moser

Chris LaDouceur

Darlene Marick

Dr. Frank Toda

Dave Mason

Dennis Whitehouse

Dan Ropek

Bill Bohn

Chris McQuade

Jim Austin

**Community:**

Craig Schmidt

Ron Freeman

Marty Miller

Candy Armstrong

Dr. Pat Evenson-Brady

Jack Henderson

(other regional superintendents)

Dr. James Carnes

Joan Silver

Keith Mobley

(other EDC board members)

Judge Dan Erickson

Nolan Young

Mayor Robb Van Cleave

Mayor Eric Berry

Mayor Dennis Ross

Mayor Darrell Wolff

**(Community Cont'd)**

Les Cochenhour

Donella Polehn

Laurie Fadness

(other Foundation Board Members)

(Foundation

Friends and Outreach Mem's)

Doug Kirchofer

Keef Morgan

Victor Johnson

Dennis Morgan

Dan Durow

Steve Stampfli

Jurgen Hess

Art Carroll

Brian and Karen Shortt

Andrea Klaas

Mike McElwey

(SBDC, chambers and agencies)

Roger Christensen

Joan Silver

Sandy Macnab

Dave Karlson

Paul Woodin

Steve Sliwa (other GTA members)

Jason Spadero

**Regional Economic Team Members:**

Lee Curtis

John Arens

Bill Fashing

Jill Arens

Doug Crow



**Goal 5:** CGCC will provide governance and administrative structures which assure institutional effectiveness through innovative leadership and ongoing planning and evaluation.

**Champion:** Robb Van Cleave

**Planning Group Participants:**

Maggie Johnson

Susan Wolff

Karen Carter

**Goal 6:** CGCC will build the institution's financial capability through sound planning and effective use of fiscal resources.

**Champion:** Saundra Buchanan

**Planning Group Participants:**

**Goal 7:** CGCC will provide efficient operational processes which support current organizational needs and directions.

**Champion:** Dr. Toda

**Planning Group Participants:**

**Goal 8:** CGCC will utilize technology to improve services, and workplace effectiveness.

**Champion:** Bill Bohn

Chris McQuade,

Steve Wadsworth

Paula Ascher

Mary Martin

Kella Helyer

Jim Austin

Shayna Dahl

Rosemary Ross

President PTK or

President of Student Council

**Goal 9:** CGCC will provide appropriate institutional facilities which support the achievement of the institution's mission and goals.

**Champion:** Dennis Whitehouse

**Planning Group Participants:**

Susan Wolff

Karen Carter

Robb Van Cleave

Dorothy Van Kessel

Jim Austin

Will add at activity stage:

2 staff (1 TD/ 1 HR)

2 faculty

2 students

**Columbia Gorge Community College  
Strategic Master Plan Review 2003-07 and Update for 2007-2010**

**Goal 1:** CGCC will provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve.  
**Champion:** Dr. Susan J. Wolff

Objectives Established in 2007- 2010 Plan	Major Activities
1. Strengthen and expand college transfer program offerings.	1a. Analyze data of previous course offerings, enrollment, and requirements for degrees and certificates, in order to develop an annual schedule of courses that meets all degree and certificate programs, and provides a broad scope of course options for students with varied delivery systems.
	1b. Utilize analysis from 1a to develop an annual schedule of college transfer course offerings, creative scheduling options, and varied delivery systems, and expand the number of college transfer programs.
	1c. Expand the number of articulation and dual agreements with OUS and private universities.
	1d. Increase the number of Project Advance courses offered in the region.
2. Strengthen and expand professional technical programs.	2a. Analyze professional technical programs and course offerings based on degree and certificate requirements, student demand, employment opportunities, faculty availability, articulation agreements, and delivery systems and locations.
	2b. Utilize analysis from 2a to recommend for future development the top three priority professional technical programs that address workforce training needs.
	2c. Continue to provide co-op sites in the community for Business and CAOS degrees and certificates.
	2d. Continue to develop curriculum articulation agreements with local schools and other colleges.
	2d. Develop science programs in the college service area for k-12 to increase student population in professional technical college programs.
	2e. Utilize compressed scheduling, modularized courses, , online and hybrid courses, EST-type training awards to respond to local workforce training demands
	2f. Provide all the classes needed associated with the various Business Administration and Computer Applications and Office Systems degrees and certificates.
	<b>Continue to?? Work cooperatively between the Business Department and the Small Business Development Center. Offer SBDC clients continued training by enrolling in Business classes (BA 111, et al). Offer Business</b>

	<p>students information on entrepreneurial and small business endeavors, as well as opportunities to intern as observers or business counselor trainees, in the SBDC.</p> <p>2g. Sustain and develop professional technical advisory committees.</p>
Nursing	<p>2h. Evaluate possibility of full membership to OCNE (state-wide) curriculum AAS to BSN degree.</p> <p>2i. Continue to develop articulation agreements with other 4-year universities for RN to BSN degrees.</p> <p>2j. Investigate developing stand alone Practical Nursing Certificate Program.</p> <p>2k. Develop Medical Assistant Certificate Program.</p>
3. Strengthen and expand ESL/ABE/GED/AHSD programs.	<p>3a. Increase retention of students in ESL/ABE/GED/AHSD programs by establishing:</p> <ol style="list-style-type: none"> <li>1) Expanded new student orientations that inc. goal setting, overview of course outcomes</li> <li>2) Mid-term individual student conferences to review progress &amp; goals</li> <li>3) Mid-term student satisfaction surveys, facilitated by a third party if possible.</li> <li>4) Personal contact via phone, email or mail when student is absent</li> <li>5) Facilitate study groups outside of class inc. provision of a study space</li> <li>6) Individual exit interviews</li> <li>7) Increase communications with partner agencies</li> </ol> <p>3b. Formalize and expand recruitment strategies</p> <p>3c. Identify and implement transition strategies and activities to create a seamless system (bridge program) for students to</p> <p>(1) advance through all levels of the ESL/ABE/GED/AHSD programs and into short-term trainings, college credit classes OR</p> <p>(2) complete other personal/ academic/career goals.</p>



<p>4. Maintain and develop the Hood River Center to provide educational offerings in the HR Community.</p>	<p>4a. Maintain and expand Hood River curricular offerings including pre-college, ESL, transfer, professional technical and community access; daytime and evening schedules; a variety of instructional delivery options; and a complement and balance to The Dalles Campus course offerings.</p>
	<p>4b. Ensure library services are an integral part of new HR Campus.</p>
	<p>4c. Ensure maintenance and development of a computer lab and smart classroom, with personnel who will analyze technology needs of the community and plan appropriate course offerings.</p>
	<p>4d. Increase marketing of Hood River Center through hiring PR person, direct mailing, PR events and enhanced college website.</p>
<p>5. Provide innovative instruction and assessment practices in college classes.</p> <p><b>Partner Reviewer Comments:</b></p> <p><b>Partner Reviewer Comments:</b></p>	<p>5a. Utilize Faculty In-services to include focus on faculty training in the areas of {1} classroom instruction practices and {2} learning outcome assessment.</p> <p><b>5a. {1} Change to read "classroom instruction best practices and ..."</b></p> <p><b>5a. How do you, or can you, measure whether the training the faculty have received actually benefits the students? Does the faculty training result in changes in the classroom and are the students benefiting from their training (or merely being exposed to different teaching styles/methods?)</b></p>
	<p>5b. Establish internal training opportunities for faculty in the use of instructional technology and web-based learning.</p>
<p><b>Partner Reviewer Comments:</b></p>	<p><b>5b. The college needs to develop a strategic plan with defined activities/duties, timelines, and assessment capabilities. Instructional technology/distant learning good for some courses but not all; prefer instructional classroom interaction on some courses. "On line good for some things; Not all."</b></p> <p><b>How do we do/should we do faculty orientation for distance learning part-time faculty {those who only teach D.L.}? Do these faculty attend In-services?</b></p>

<p><b>Partner Reviewer Comments:</b></p>	
	<p>5c. Promote Subject Area Program reviews.</p>
	<p>5d. Train department chairs in leadership activities.</p>
	<p>5e. Develop and refine a different faculty orientation process to include a Mentoring Program. Part 1. Separate training session for first-time and/or first-year faculty. Part 2. On-going training sessions for more experienced faculty.</p>
	<p>5f. Support the faculty educational, professional development and training with their attendance at conferences, seminars, and similar type activities by outside organizations.</p>
<p>6. Establish a quality distance learning delivery system.</p>	<p>6a. Inform the faculty, staff and students that CGCC will be changing course management systems (Moodle).</p>
	<p>6b. Train instructional support in Moodle.</p>
	<p>6c. Have an instructor pilot Moodle Winter 2007.</p>
	<p>6d. Train ~10% of the DL instructors over Winter 2007 term to teach in Moodle for Spring 2007.</p>
	<p>6e. Train remainder of DL instructors, in Moodle, during Spring 2007 term for all subsequent terms.</p>
	<p>6f. Back-up all WebCT files to a designated directory on a CGCC server</p>
	<p>6g. Create and use a method for the collection of DL student data</p>
	<p>6h. Encourage the use and production of rich media by online faculty.</p>
	<p>6i. Train all instructors and trainers in Quality Matters Standards.</p>
	<p>7a. Perform self study and implement recommendations to correct any major gaps that are identified.</p>
<p>7. The Library will be positioned to:</p> <ul style="list-style-type: none"> <li>• meet accreditation standards laid out by</li> </ul>	

<p>NWCCU and ACRL; and  <ul style="list-style-type: none"> <li>serve the information and library-related instruction needs of our patrons wherever they take classes.</li> </ul> </p>	
	<p>7b. Fully implement Library Information Commons policies, procedures and activities.            7c. Assess information literacy needs of our service population; use this information to plan for integration of information literacy instruction in targeted areas.</p>
<p>8. Focus Community Education Program on Health, Safety, and Workforce offerings and link to credit programs where possible.</p> <p>9. Maintain and enhance a Self-Improvement Program that is self-sustaining and community-friendly.</p>	<p>8a. Establish planning opportunities between credit and non-credit managers for exploring linkages and better coordination for curriculum, faculty, and marketing which supports workforce training needs.            8b. Implement on-line registration for non-credit classes.</p> <p>9a. Conduct an analysis of the community need for non-reimbursable self-improvement classes, target the gaps.            9b. Continue with a cost-recovery tuition model.</p>

**Goal 2:** CGCC will focus on student development services that enhance lifelong learning by facilitating access to college programs, supporting and recognizing student progress, providing opportunities for students to participate in the growth of the college, celebrating diversity, and promoting achievement of educational goals.

**Champion:** Karen Carter  
**Team members:** Dave Mason, Kristen Kane, Lori Ufford, Marilyn McGuire-Sessions, Mary Martin, Suzanne Burd

Objectives	Major Activities	What Are We Going to Do?
1. Provide opportunities for students to participate in the life of the college.	<ul style="list-style-type: none"> <li>A. Social activities</li> <li>B. College planning</li> </ul>	<ul style="list-style-type: none"> <li>A. Increase number of activities</li> <li>B. Include students on college committees</li> <li>C. Hire Student Life coordinator</li> </ul>
2. Increase accessibility to CGCC learning opportunities.	<ul style="list-style-type: none"> <li>A. Recruitment planning</li> <li>B. Financial aid opportunities</li> <li>C. Provide services outside regular business hours including placement testing and advising.</li> </ul>	
3. Provide support services for student retention	<ul style="list-style-type: none"> <li>A. Provide on-line student support services.</li> <li>B. Improve information on the web</li> <li>C. Develop testing/Student Resource Center.</li> </ul>	
4. Provide a variety of recognition opportunities for students.	<ul style="list-style-type: none"> <li>A. Recognition of ABE/GED/ESL students at graduation.</li> <li>B. Honors reception</li> <li>C. Graduation</li> <li>D. Certificates for student on Honor Roll each term.</li> <li>E. Support PTK activities</li> </ul>	<ul style="list-style-type: none"> <li>A. Hire a Student Life Coordinator.</li> </ul>
5. Review and maintain current	<ul style="list-style-type: none"> <li>A. Use CAS Standards and Oregon</li> </ul>	<ul style="list-style-type: none"> <li>A. Make recommendations for functions,</li> </ul>



policies and procedures for students.	Community Colleges Student Services Manual for review of services provided to students. B. Develop policies and procedures for all major functions in Student Services.	programs, and staffing for areas not met by CAS Standards.

**Goal 3:** CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment.

<b>2002-2007 Goal</b>	<b>Objectives</b>	<b>Activities</b>	<b>Measures</b>
<p>3. CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment.</p>	<p>1. Establish and maintain best practices in recruitment and hiring processes for hiring college employees.</p> <p>2. Establish employee retention strategies and a staff development plan.</p> <p>3. Establish employee celebration and recognition strategies.</p>	<p>1a. Review and revise Hiring Guidelines Handbook.</p> <p>1b. Provide training to supervisors on hiring guidelines, best practices and related employment law.</p> <p>1c. Review and update College Personnel Policies.</p> <p>1d. Create an ad-hoc committee to review new employee orientation processes and identify best practices and implement strategies for new employee orientation.</p> <p>1e. Advocate for the addition of full-time faculty and staff positions, that would include faculty and staff who are bilingual and bicultural, as fiscal resources allow.</p> <p>2a. Survey college staff, faculty and management for development and training needs.</p> <p>2b. Create an ad hoc committee to identify employee retention and development strategies and recommend an annual college-wide employee development plan to the President's Council.</p>	<p>1b. Percent of supervisors trained in hiring best practices and campus hiring guidelines.</p> <p>1d. Percent of new employees reporting satisfaction with orientation process.</p> <p>1e. Ratio of full-time to part-time faculty and ratio of full-time to part-time staff and percent of bilingual and bicultural faculty and staff.</p> <p>2a. Percent of staff and faculty reporting satisfaction with development and in-service opportunities.</p> <p>2b. Annual employee retention rate.</p> <p>2c. &amp; d. Percent of staff and faculty participating in staff development and faculty in-services.</p> <p>2e. Tuition waiver policy in place and distributed.</p> <p>2f. Increase in resources budgeted for employee development and training</p>

		<p>2c. Provide twice yearly staff development sessions.</p> <p>2d. Provide quarterly faculty in-services.</p> <p>2e. Review employee tuition waiver policy for currency and effectiveness.</p> <p>2f. Provide increased resources for faculty development and staff training opportunities.</p> <p>3a. Research employee celebration and recognition activities in other community colleges.</p> <p>3b. Create an ad hoc committee to review research, survey college employees, and recommend employee celebration and recognition strategies to the President's Council.</p> <p>3c. Continue to support the annual Faculty Excellence Award.</p>	<p>opportunities.</p> <p>3b. Employee recognition strategies established.</p> <p>3c. Faculty Excellence award process completed and award granted.</p>
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Columbia Gorge Community College  
Goal 4 Partners List

**Goal 4: CGCC will develop and maintain strong, collaborative partnerships and relationships within our communities.**

**Champion: Dan Spatz**

*Team members (listed by objective):*

**Objective 1: Continue active involvement in workforce training programs.**

**Team members:** Dr. Susan Wolff, Karen Carter, Suzanne Burd, Kayleen Warner, Craig Schmidt, Ron Freeman, Marty Miller.

**Objective 2: Establish partnerships with K-12 school districts in the region.**

**Team members:** Dr. Susan Wolff, Karen Carter, Mimi Maduro, Candy Armstrong, Dr. Pat Evenson-Brady, Jack Henderson and other regional superintendents, Dr. James Carnes.

**Objective 3: Provide business development support services through the Small Business Development Center.**

**Team members:** Mary Merrill, Guy Moser, Chris LaDouceur.

**Objective 4: Work closely with Wasco County to provide leadership for economic development.**

**Team members:** Joan Silver, Keith Mobley, and other EDC board members; Judge Dan Ericksen, Nolan Young, Mayor Robb Van Cleave, Mayor Marc Berry, Mayor Dennis Ross, Mayor Darrell Wolff, Les Cochenour. **Regional economic team members:** Lee Curtis, John Arens, Bill Fashing, Jill Arens, Doug Crow.

**Objective 5: Support resource development activities.**

**Team members:** Donella Polehn, Laurie Fadhess, other foundation board members and (to be proposed) Foundation Friends outreach members; Darlene Marick, Dr. Frank Toda.

**Objective 6: Develop a community participation plan for designated college employees.**



**Team members:** Designated members will vary according to community projects. Two immediate focal points:

- a. Historic Downtown The Dalles: Doug Kirchofer, Keef Morgan, Victor Johnson, Dave Mason, Dennis Morgan, Dan Duroow, Nolan Young.
- b. Hood River Campus: Dennis Whitehouse, Dan Ropek, Steve Stampfli, Jurgen Hess, Art Carroll, Brian and Karen Shortt.

**Objective 7: Establish strong partnerships with local business and industry employers.**

**Team members:** Mary Merrill, Les Cochenour, Craig Schmidt, Andrea Klaas and Mike McElwey (SBDC, chambers and agencies); Roger Christensen (banking); Joan Silver, Sandy Macnab (agriculture); Dave Karlson (Project 02); Paul Woodin (wind power); Steve Sliwa and other GTA members, Bill Bohn (technology); Jason Spadero (wood products).

### Revised Goal 5 Objectives

**CGCC will provide governance and administrative structures through innovative leadership and ongoing planning and evaluation.**

1. Create a planning process that aligns the annual operational plan, links allocation of resources and includes continual assessment.
2. Support a Board of Education to provide citizen input into college governance.
3. Empower the Executive Leadership Team to lead implementation of the college vision, mission and goals.
4. Develop an instructional governance model to support the college vision, mission and goals.
5. Develop a student leadership model to support the college vision, mission and goals.
6. Develop an institutional assessment model for all programs and services provided by the college.
7. Assure college alignment with Accreditation Standards.

**Goal 6:** CGCC will build the institution's financial capability through sound planning and effective use of fiscal resources.  
**Champion:** *Saundra Buchanan*  
**Team members:** *Dan Spatz, John Copp, Kella Helyer*

Objectives	Major Activities What does It Mean?	Results What are we going to do?	How do you know when it's done?	Accreditation Standard	Budget Target	Who is responsible?
1. Employ ongoing and realistic financial planning and budgeting based on the mission and goals of the institution though the annual budget process and subsequent budget revisions.	1a. Establish annual budget calendar that coordinates with planning calendar and follows legal budget requirements.	1a1. Planning and budget calendars publicized.	1a1. Budget Calendar adopted by Board of Education and published.	Seven		Saundra Buchanan
		1a2. Legal notices for budget process are published within established schedule.	1a2. Annual audit report indicates compliance with Oregon Budget Law.	Seven		Saundra Buchanan
	1b. Develop annual budget document that supports planning goals, objectives, and	1b. Budget message linked to planning goals and objectives.	1b. Annual budget message is linked to planning goals and objectives.	Seven		Dr. Toda & Saundra Buchanan

	activities.							
	1c. Ensure Board adoption of monthly budget revisions.	1c. Develop and present proposed budget revisions to the Board.	1c. College Board minutes include adopted budget revisions.	Seven				Saundra Buchanan
2. Provide multiple-year budget projections that align with planning.	2a. Utilize multiple year budget projections in budget planning	2a. Develop multiple-year budget projections in budget planning documents.	2a. Multiple-year budget projections are used in budget planning documents.	Seven				Saundra Buchanan
3. Seek adequate financial resources to support programs and services.	3a. Seek grant applications and awards that support new and existing programs and services.	3a. Produce table of current grant applications and awards.	3a. Table of current grant applications and awards regularly updated.	Seven				Dan Spatz
	3b. Participate in efforts to increase the level of State funding for community colleges.	3b. Regular reports to the Board of activities regarding state funding.	3b. Board minutes reflect regular reports to the Board of activities regarding state funding.	Seven				Dr. Toda
	3c. Seek capital funding for district capital improvements through G.O. bond measure, federal and state legislation, and	3c1. Board refers G.O. bond authority to District voters.	3c1. G.O. bond election results certified by Board.	Seven				Saundra Buchanan



	alternative financing methods.								
		3c2. Produce table of federal legislative requests and appropriations.	3c2. Table of federal legislative requests and appropriations is available.	Seven					Dan Spatz
		3c3. Produce table of state legislative requests and appropriations.	3c3. Table of state legislative requests and appropriations is available.	Seven					Dan Spatz
	3d. Review tuition and fees annually.	3d. Board of Education adopts annual tuition schedule. Fees are reviewed and set by administration.	3d. Board of Education resolution to adopt tuition and fee schedule.	Seven					Sandra Buchanan
4. Maintain adequate financial reserves to provide working capital and operating reserves.	4a. Produce financial statements that show adequate financial reserves are maintained.	4a. Financial statements report the actual, budget and budget variance of the General Fund balance.	4a. Monthly and annual financial statements report General Fund activity.	Seven					Sandra Buchanan
5. Provide financial organization, management, and reporting systems to	5a. Provide annual audited financial statements to stakeholders.	5a. Annual Audit Report is completed.	5a. Annual Audit Report and Management Letter presented to	Seven					Sandra Buchanan

<p>ensure the integrity of institutional finance; create appropriate control mechanisms; provide a basis for sound financial decision-making; and meet mandatory reporting requirements.</p>	<p>5b. Provide financial staffing organization structure that is appropriate for financial management responsibilities and internal control.</p>	<p>5b. Organizational chart for Business Office staff reflects appropriate staffing needs.</p>	<p>5b. Organizational chart is available for Business Office staff.</p>	<p>Seven</p>	<p>Saundra Buchanan</p>	
	<p>5b. Provide monthly and annual financial and management reports to the Board and Board management.</p>	<p>5b1. Provide monthly and annual financial management reports to the Board.</p>	<p>5b. College Board minutes include financial reports and annual audit report.</p>	<p>Seven</p>	<p>Saundra Buchanan</p>	
		<p>5b2. Publish monthly</p>	<p>5b2. Accounting &amp;</p>	<p>Seven</p>	<p>Saundra Buchanan</p>	

				Finance web page contains current reports.	Seven			Saundra Buchanan
			financial reports and annual audit report to the College web site.	5c. Produce list of required reports and completion dates.	Seven			
				5c. Meet mandatory federal, state, and grant and contract reporting requirements.				
			6. Coordinate development programs with planning to reflect mission and goals.	6a. Ensure fundraising activities are administered by development director, governed by institutional policies, and implemented through the College Foundation.				
				6a. Develop adequate budget for support personnel for resource development.				
				6a. Approve adequate budget for support personnel for resource development.				Dan Spatz

**Remember: Create the process/tracking document and process of supporting the actionable item – include specifics so you know it's been done.**

**Goal 7:** CGCC will provide efficient operational processes which support current organizational needs and directions.

**Champion: Dr. Toda**

**Team members: ELT**

Objectives	Major Activities What does it Mean?	Results What are we going to do?	How do you know when it's done?	Accreditation Standard	Budget Target	Who is responsible?
	<p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• About systems</li> <li>• Established repeatable activity</li> <li>• Which Process?</li> <li>• Which System?</li> <li>• HR is part</li> <li>• Finance</li> <li>• Champion may change year-to-year depending on focus</li> <li>• Needs a consistent champion who works with individuals in developing the item</li> <li>• Overarching</li> <li>• Need to know what your systems improvement,</li> </ul>			One		



	<p>proves improvement is going to be for this next year, with the ultimate goal being . . . .</p> <ul style="list-style-type: none"> <li>• It's part of smart business performance standards.</li> <li>• 60 days need reaction document for 2007-08 work plan</li> </ul>				<p>1. Implement integrated administrative system.</p>	
<p>B. Bohn, S. Buchanan &amp; K. Carter</p>				<p>1a. Implementation Plan approved and funds identified.</p>	<p>1a. Communicate with participating colleges regarding implementation process of RogueNet and propose implementation plan for CGCC.</p>	
<p>B. Bohn, S. Buchanan &amp; K. Carter</p>			<p>RogueNet system operational Summer Term 2005</p>	<p>1b. Implementation timeline met.</p>	<p>1b. Research associated costs for Rogue Net implementation.</p>	
<p>Karen Carter</p>				<p>1c. Process improvements documented in annual departmental reports.</p>	<p>1c. Research programming costs to link RogueNet with Banner.</p>	
<p>B. Bohn, S. Buchanan &amp; K.</p>			<p>RogueNet contract negotiated</p>		<p>1d. Negotiate cost to CGCC for</p>	

	RogueNet.		<p>\$100,000 for first year and \$75,000 per year, thereafter.</p>	Carter
<p>1e. Implement plan with timeline and staff assignments. 2. Provide an effective communication system within college community and to the community at large.</p>		<p>RogueNet system operational Summer Term 2005</p>		B. Bohn, S. Buchanan & K. Carter
	<p>2a. Update CGCC website news page weekly.</p>	<p>2a. Documentation that communication activities occur on a regular basis.</p>		
		<p>2b. Subscribe to FlashNews and utilize to share college press releases and information with the community.</p>	<p>2b. Documentation that recommendations from communication process analysis have been addressed.</p>	
		<p>2c. Provide college information updates at staff trainings, staff meetings, faculty in-services, faculty conversations, and instructional council meetings.</p>		
		<p>2d. Utilize the Campus View</p>		



4. Establish an efficient document and forms management processes.	4a. Establish records retention processes to meet state archive requirement. 4b. Review document and forms management processes and recommend process improvements to ELT	4a. Process identified, communicated, and in place. 4b. Recommendations to President's Council and subsequent plan for improvement.				Saundra Buchanan	
5. Provide efficient audio-visual media services delivery system.	5a. Review audio-visual media inventory and delivery processes and make recommendation for improvements to Dean of Instruction. 6a. Create an ad hoc committee to flow-chart current human resource processes, review other small-college models, and make recommendations	5a. Recommendations given and plan for improvement implemented. 6a. Human Resource operational plan established.					
6. Strengthen Human Resource processes.							





**Remember: Create the process/tracking document and process of supporting the actionable item – include specifics so you know it's been done.**

**Goal 8:** CGCC will utilize technology to improve services, and workplace effectiveness.

**Champion:** Bill Bohn

**Team members:** : (At least one person from each area of the college) (Should any be ELT vrs staff?)

Chris McQuade, Steve Wadsworth, Paula Ascher, Mary Martin, Kella Helyer, Jim Austin, Shayna Dahl, Rosemary Ross, President PTK or President of Student Council

Objectives	Mejer Activities What does it Mean?	Results What are we going to do?	How do you know when it's done?	Accreditation Standard	Budget Target	Who is responsible?	Team
1. Acquire and process objectives from each designated area of the college	Facilitate communication of IT needs from each area of the college			Two Five Eight			
	1a Instruction					P. Ascher	Brook Maurer, Bill Noonan, Ken Leibham, Lynn Lewis, John Evans, Marilyn Sessions, John Copp, Rob Kovacich, Tim Schell
	1b Student Services					M. Martin	Karen Carter Jenny Jesch







**Goal 9 – CGCC will provide appropriate institutional facilities which support the achievement of the institutions goals.**

**Goal 9 Strategic Planning Team Members and Level of Participation**

- Objective - Executive Director Facilities Services – Team Leader
- Objective - Chief Academic Officer
- Objective - Dean of Students
- Objective - Executive Director Human Resources
- Objective – Facilities Services Staff
- Activity - Students (2)
- Activity - Faculty (2)
- Activity - Staff (1 The Dalles Campus, 1 HR-ICC Campus)

**Suggested Goal Objectives**

**One to Three Years**

- Complete the capital construction projects on time and within budget.
- Conduct focus groups to obtain input on the future facility needs at CGCC.
- Develop a Facilities Operations Plan that integrates the Long Range Maintenance Plan budget numbers to support the College's facility operations.
- Conduct a facilities needs assessment to determine remaining regulatory and compliance issues or operational deficiencies.

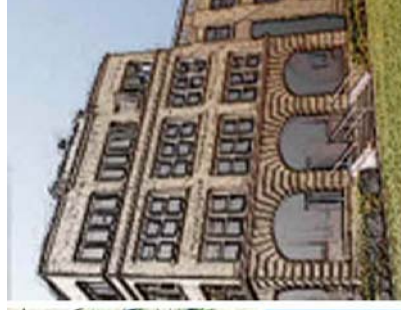
**Three to Five Years**

- Conduct a Space Utilization Study update.
- Update CGCC Facilities Master Plan that incorporates the Academic Master Plan.



**COLUMBIA GORGE  
COMMUNITY COLLEGE**

**FACILITIES MASTER PLAN  
VOLUME 2**



**Volume II of II**

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## Introduction

### Moving Forward -- A Master Plan for the 21st Century Heritage and Tradition



# Moving Forward – A Master Plan for the 21st Century



Sitting on the hills overlooking The Dalles, Oregon, Columbia Gorge Community College (CGCC) encompasses eleven buildings on its sixty-acre site. The college is a former medical campus nestled between a residential area to the east and Sorosis Park to the west. Because of its elevated location, the campus enjoys spectacular views down the Columbia River Gorge, as well as picturesque views of Mount Hood and Mount Adams.

Recent events have caused the closing of one of the college's classroom buildings, resulting in overcrowded conditions in the remaining four buildings occupied by the college and its tenants. An additional four buildings are rental residences, while the remaining buildings have been decommissioned. One main entrance and an outer loop road connect the structures together.

In looking to the future, CGCC will be redeveloping its core campus. Decommissioned buildings and residences will be removed leaving a large expanse of land to be redeveloped. The new master plan exhibits seven building sites to include an additional 300,000 to 400,000 square feet of interior space, and the associated parking areas will raise the number of parking spaces on campus to 800. The Baroque-based plan will be organized around a large central green space that offers views outside of the campus. The resultant master plan will be capable of meeting the needs and achieving the goals of the college for the next millennium.



## Heritage and Tradition



Since assuming ownership of its current site in 1993, Columbia Gorge Community College has gained increased community pride—pride in the image of "the college on the hill with the lawn," and pride in the adaptive re-use of the site's existing facilities. Future focus should be placed on expanding the school's influence, inviting the region to take just as much ownership and pride as the local CGCC community.

Due to its relative youth and recent relocation, CGCC does not hold the heritage and tradition that other, longer-established colleges and universities boast; nor does the college symbolize itself with an iconographic mascot.

Nonetheless, CGCC is poised to continue building its heritage from strong, local community pride, and from the rich regional historic and natural heritage of its site.

CGCC enjoys outstanding views of the Columbia River Gorge and Mount Adams on an area formerly used as a gathering ground for Native Americans. Although Native American artifacts have not been discovered on the site to date, possible Native American gravesites exist at the base of a large tree at the main entrance. Additional historic character stems from the area's pioneering heritage, as evidenced by the forthcoming Lewis and Clark Bicentennial and the local Pioneer Cemetery. Furthermore,

the historic character of Building 2 could serve as a wonderful precedent from which to develop the college's architectural image.

Currently, campus life is fairly limited. Although a cafeteria exists on campus, its positioning on the upper floor of Building 1 limits its exposure to and accessibility for students. Local natural features offer a wealth of outdoor activities, which are currently underutilized.

Future campus development should enrich site-related historicity and create student lifestyle amenities. This will help CGCC to garner further community ownership as an educational focal point both locally and throughout the region.



COLUMBIA GORGE  
COMMUNITY COLLEGE

lango . hansen

 DLR Group  
LANDSCAPE ARCHITECTS PC



## Executive Summary

### Master Plan Principles and Goals

#### The Master Planning Process

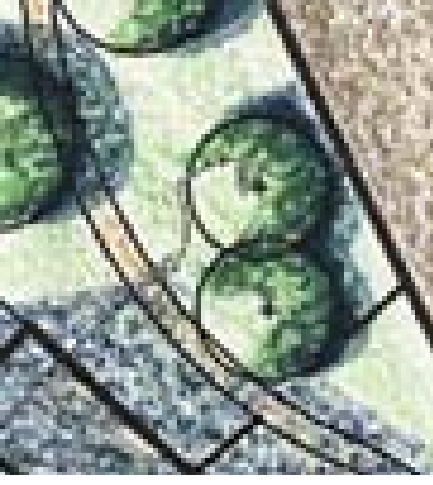
#### The Existing Condition

#### Master Plan Options

#### Master Plan Outcomes



## Master Plan Principles and Goals



When the community voted to incorporate Hood River County into the CGCC service area, the college had to change its thinking process to include the development of two campuses. The two campuses, while in different communities, will share a common institutional identity in both name and character. All of the principles and goals for developing The Dalles Campus master plan will direct the Hood River Center master planning process as well.

A number of principles were defined to give direction to the CGCC master plan process. Foremost among these was the intention to "start with big dreams, then think bigger." Another principle was to create the master plan design in a way

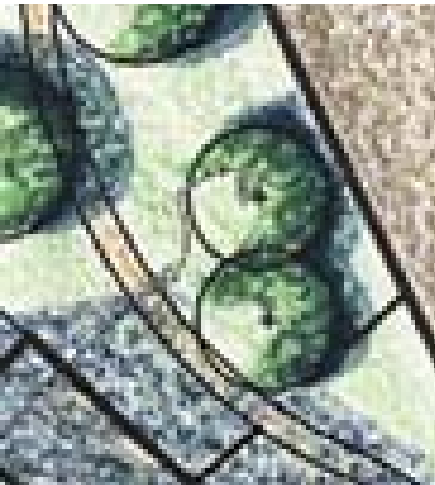
that would provide the maximum amount of flexibility to accommodate fluctuations in enrollment. Also, the design needed to focus on student interaction, preparation, and growth.

Other principles were centered around the community as a whole. The master plan was intended to be a good value for the community and the development of the campus needed to reflect the community's needs. Also, the impact of the future Hood River Center was incorporated into the master plan thought process.

Several goals helped shape the master plan process. These included taking into consideration short and long-term affordability, expanding the service area, making intelligent decisions regarding land use, and avoiding unnecessary duplication of services and programs between campuses. It is understood that some services will be needed at both campuses, and as program demand increases, offering programs at each may be warranted.

CGCC also strives to be recognized as a regional college, to meet the expectations of its community, to achieve political cooperation and support, and to benefit from community involvement.

# The Master Planning Process

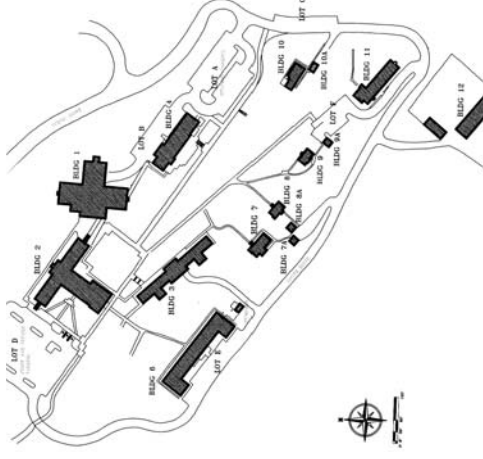


The CGCC master plan was developed based on the participation and input of a variety of internal and external members of the community. Their involvement included individual interviews, interactive workshops, and informational meetings.

Most of the directives and ideas were derived from meetings held with the CGCC President's Council. The ideas, issues, and themes exchanged during these gatherings were then tested against a representative selection of CGCC staff, students, and other members of the community. This group strongly supported the results of the consultation with the President's Council.



## The Existing Condition



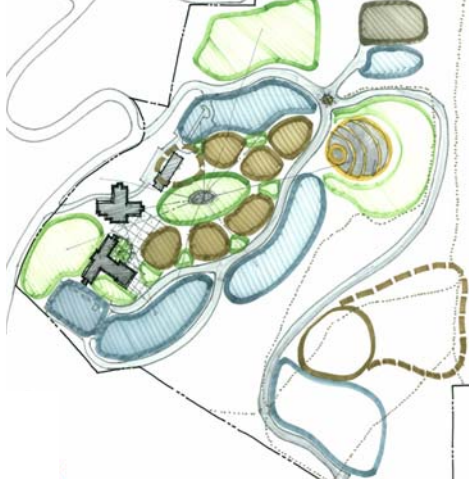
The existing site of Columbia Gorge Community College is located on a terraced hill dropping 280 feet in elevation from south to north. The campus benefits from view corridors to Mount Hood, Mount Adams, the city of The Dalles, and the Columbia River Gorge. These views will be maintained and maximized in the new master plan. The core campus site consists of maintained lawns and paved pedestrian paths connecting the buildings. The upper campus remains in its undeveloped natural state. Unpaved trails cut across the campus connecting the east end to Sorosis Park to the west.

There are a variety of existing buildings on the CGCC campus. The college maintains 4 residences: one is reserved for a staff member, while the remainder are rented to private residents. The college currently utilizes Buildings 1, 2, and 4 for academic programs and leaseable tenant space. Buildings 3, 6, and 11 have been decommissioned for various reasons. The maintenance buildings and yard are located at the southeast corner of the core campus.

The Columbia River Scenic Boundary crosses the south side of the campus. Any future development that intersects this boundary is subject to clearance through an approval process.



## Master Plan Options



### Baroque

The Baroque plan is developed around a central green space with a destination point such as a water feature or art installation at its center. Axes radiate outward from this point to organize the whole.

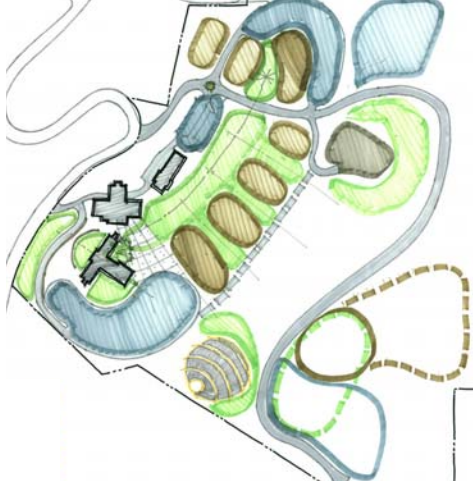
The longitudinal axis gives prominence to the main entry of Building 1, which houses most of the existing college classroom space.

An outdoor amphitheater is located at the other end of the longitudinal axis on an elevated bluff overlooking the campus and the Columbia River Gorge. It displaces the existing maintenance facility to a new location just south of the Soccer Field.

Future building pads (shown in brown) are organized to allow the axis and green space to bleed through to the backside of the buildings and the loop road.

Parking (blue) is spaced along the loop road at the outer ring of campus to segregate vehicle and pedestrian circulation paths, while allowing opportunities to park close to the buildings. A new road for developing the south side of campus up the hill is shown to take advantage of existing slopes. Future parking and building sites on the "upper campus" are shown.

## Master Plan Options



### L'Ecole

The L'Ecole plan is developed along a slightly arced axis running from Building 2, the administration building, to the existing soccer field location.

As in Baroque, perpendicular axes extend through building pads pulling the green space to the backside of the buildings.

Rather than have a loop road, L'Ecole adds a new campus entrance on the west end in front of Building 2, which attaches to the existing service entry drive. As a result, a new green gathering space is developed at Building 2 that could be used as both a vantage point to the

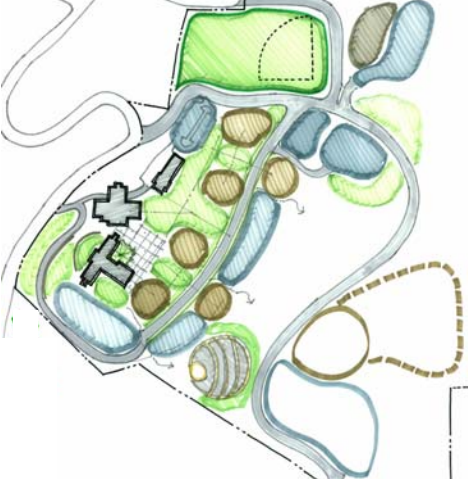
Columbia River Gorge, and as a potential place to hold graduation each Spring.

Parking is pushed to each end of campus, keeping the core campus free of vehicular traffic except for the occasional service vehicle on the dashed service drive across the back.

In this plan, the soccer field is sacrificed for development. A new loop road around this additional development accesses the east parking lot. The existing road is left as is to connect to the new loop road and the upper campus road making a strong datum for campus zoning.

The amphitheater is located on the west end of campus close to Sorosis Park, allowing it to be more accessible to the public. A potential relocation site for the soccer field is at the upper campus development area.

# Master Plan Options



## Picturesque

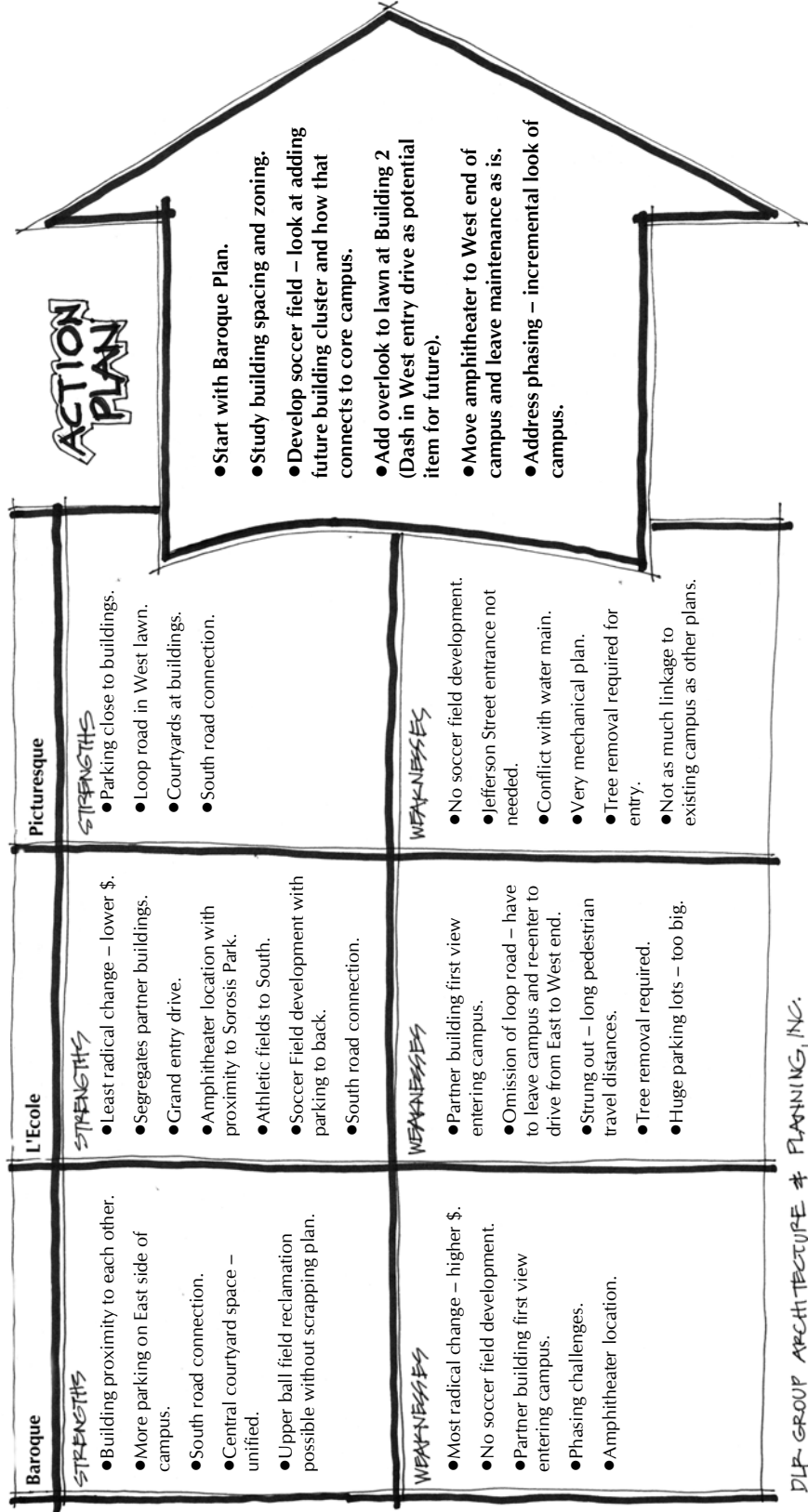
The Picturesque option relocates the existing loop road inward to allow for building pads on both sides of the road.

Retaining a similar axis to that of L'Ecole, the perpendicular axes now pull the green space through building pads and are terminated by another building pad across the road. This new arrangement allows the buildings to spread out across the campus to form inwardly focused building clusters with three buildings sharing a common courtyard.

Picturesque also includes the new campus entry road at the west end, but is connected across the back of campus to the east. The amphitheater is located to the west by Sorosis park, and the maintenance facility is relocated to the south of the soccer / baseball field combination. The existing maintenance facility site is redeveloped as additional overflow parking.

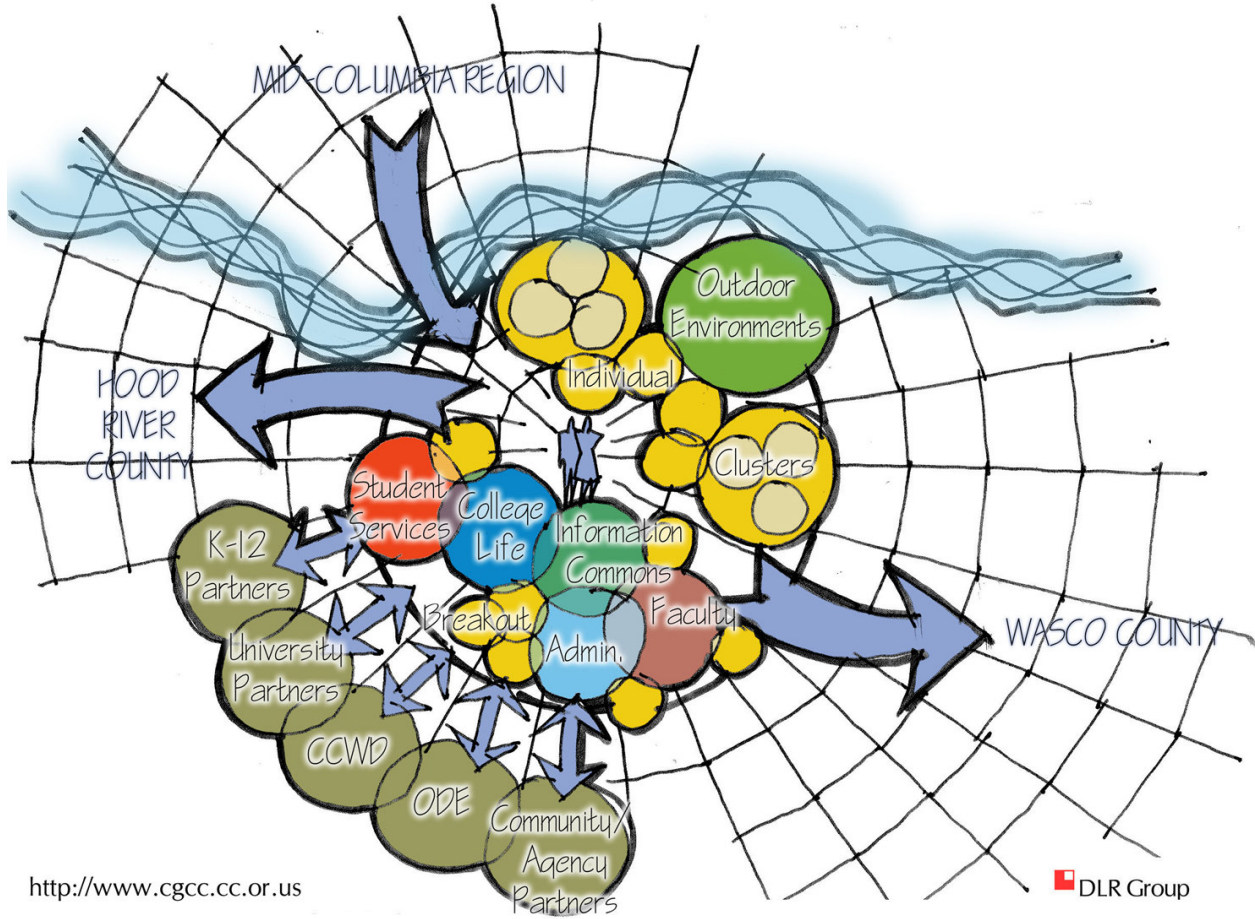
Master Plan Outcomes

Columbia Gorge Community College Master Plan Charette





# COLUMBIA GORGE COMMUNITY COLLEGE ACADEMIC MASTER PLAN 2005 - 2008



**Columbia Gorge Community College  
Academic Master Plan**

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## Acknowledgements

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Acknowledgement also goes to Dave and Sandy Lutgens and staff from the Class Act Café in providing food and beverages to those attending the meetings at the college, and the Char Burger Country Restaurant, Sprint, and Dog River Coffee for providing space and refreshments for the meetings held in Hood River.

Appreciation also goes to all those who gave of their time and energy as Planning Group members, those attending focus sessions throughout the large area served by the college and filling out surveys, and college employees who participated and supported the process. Thank you, Craig Schmidt, Director of the Hood River County Chamber of Commerce, for sending an online survey to the members of the chamber to seek input. The richness of the document reflects the confidence and hopes the citizens in the Mid-Columbia Region have for Columbia Gorge Community College.

Thank you to Richard Higgins and Randall Coy of DLR Group who actively participated with the Planning Group and subsequent college and board planning sessions. Through careful listening and thoughtful questions, they captured the *dreams that transform lives*. The design and development of college sites and facilities will reflect the unique characteristics of the Mid-Columbia region and support its educational, economic, and community activities.

Planning process directed and document written by Dr. Susan J. Wolff, Dean of Instruction, Columbia Gorge Community College.

## Preface

The mission statement of Columbia Gorge Community College, *"Building Dreams, Transforming Lives"* gained new meaning when the voters of Wasco and Hood River Counties approved an \$18.5 million construction bond fall of 2004 that netted \$19.1 million upon the sale of the bonds in May of 2005. For the first time in the history of the college, the Oregon State Legislature added another \$7.5 million in construction funds as part of a state-wide package to address community college facility needs in the state. Planning, site work, renovation and new construction of college facilities will begin during the 2005-06 year with substantial completion by May of 2008.

Extensive planning had taken place prior to the above activities. The college had written a strategic planning document, prepared a master facilities plan, and conducted environmental scans. The next step was to prepare an academic master plan to guide instructional programming, hiring decisions, and ultimately facilities decisions. Taking the positive energy and hard work given by residents of the region, a five-month planning process took place during the spring of 2005. Fifty-five (55) community members committed to participating in at least three of five sessions with scores of others taking part in focus group sessions held through out the college district, and a membership survey conducted by the Hood River Chamber of Commerce.

Results of these activities are contained in this document. The Academic Master Plan is intended to be a "living" document in that the college will continue to engage regional residents to determine and confirm new programs and classes that will drive and support economic and community vitality. The college used the document in its administrative planning retreat fall 2005, will use it throughout the renovation and construction period, and in instructional planning and delivery. In addition to providing guidance to the college, a secondary intent for development of the document is its availability for other agencies to use in planning processes. Frequent communication to college constituents regarding site development, programming, designing, construction and renovations will be provided through a variety of means. We welcome comments and questions regarding the plan, and invite you to join us on this exciting journey of creating a new future for the college and our region.



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## Executive Summary

### Introduction

Columbia Gorge Community College has been serving Oregon and Washington businesses and residents of the Mid-Columbia region since 1977. As a comprehensive community college, it offers a full range of courses including collegiate transfer, professional technical, adult basic, community education, degree completion and special certificate programs. The acquisition of capital construction dollars, as described in the Preface of this plan, provided the opportunity to review its vision, mission, values, and goals through a public, community-based planning process during the spring of 2005 as it developed an Academic Master Plan to guide instructional program, hiring, budget, and facilities decisions.

To create a broad-based Planning Group from Hood River and Wasco counties, invitations were sent to city, county, state, chamber, business, human services, school district, and university leaders in addition to college staff, faculty, board members, and students. Fifty-five (55) people accepted the invitation and committed to attending at least three of the five planning sessions during spring of 2005. Additional input was received from 83 others who attended focus group sessions held throughout the region, and the Hood River Chamber of Commerce also conducted an online survey of its members.



The plan is available on the college website (<http://www.cgcc.cc.or.us>) for use by all entities in the region with the intent it will lead and support economic and community development through education and training provided by the college. College administrators, Board of Directors, and Foundation Board members used the plan extensively during a three-day retreat that focused on “Building Bridges for the Future of the College”.

### Regional Context for Planning

The college serves residents of Hood River, Wasco, Sherman, Gilliam, and Wheeler counties in Oregon, as well as those who live in Klickitat and Skamania counties in Washington (approximately 10,000 square miles). Enrollment for the 2004-05 academic year was 961.6 full-time equivalent (FTE) students or approximately 5,374 individuals.

The region’s primary economic sectors are agriculture, horticulture, viticulture, health care, education, telecommunications, light manufacturing and engineering, recreation and tourism, retail and service industries, and government.

### Planning Elements

Results from prior planning processes and documents were used as a base from which to begin the process to develop an Academic Master Plan. The following learning and planning elements were used to update regional information and inform the Planning Group members: (1) Learning Context (Planning Criteria), (2) Learning Audience, (3) Learning Signature (special and unique characteristics of the college), (4) Learning Expectations, (5) Learning Process, (6) Learning Organization, (7) Learning Partnerships, (8) Learning Services, and (9) Learning Environment (facilities and technology). A synthesis of the overarching principles developed in the planning process follows.

- Learning Context -- Planning criteria and goals  
As the first choice for postsecondary education and training in the region, Columbia Gorge Community College will partner with local K-12 institutions and create dual enrollment and higher degree completion programs with colleges and universities in Oregon and Washington. Programs and services will represent and serve the diverse populations of the region in multiple ways. Instructional programs will also fully utilize local strengths (the region's natural resources and economies). Current and new college facilities will be sustainable and environmentally friendly.
- Learning Audience – Who the college will serve  
The college will serve all residents of the region, age 16 years and above, by offering degree and certificate programs, continuing education and workforce training, basic skills instruction, and non-credit programs offered in multiple modes such as face-to-face, online, interactive TV, and internships. Businesses, labor, government, and community agencies will turn to the college for a well trained and educated workforce and citizenry.

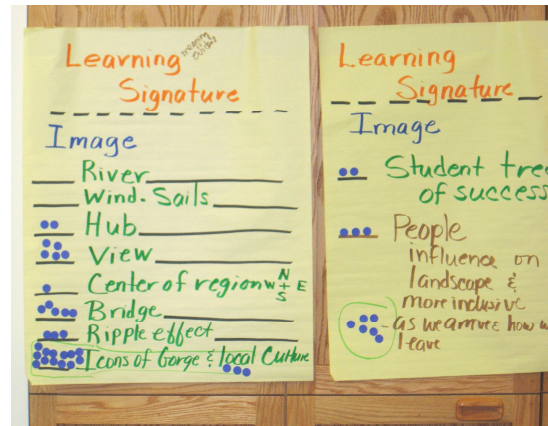
Services for students will be expanded to include a comprehensive career/job placement center, on-campus childcare, and increased scholarship opportunities. All populations will be recruited and mentored to achieve personal and educational success.

- Learning Signature – Special and unique attributes of CGCC

The **Icons of the Gorge**, in terms of its geological, landscape, historical, and cultural features, best illustrate the unique, distinctive, and special features of the region the college serves.

The Planning Group reaffirmed the college's mission statement, "**Building**

**Dreams, Transforming Lives**" as its best descriptor. These two actions result from providing personalized attention in a small college atmosphere with a focus on exploration, connections, and emergence into new careers and knowledge.



- Learning Expectations -- Knowledge, Skills, Attitudes, and Abilities  
In addition to earning degrees, certificates, basic and language skills, specific job training, continuing professional education, and taking non-credit courses in preparation for further education, employment, and/or personal enrichment, all learners at CGCC will:
  - Gain and use time management, critical thinking, problem-solving, and creative thinking skills
  - Possess abilities to apply theory and knowledge to every day decisions and situations, adapt to new careers, and expand their view of the world
  - Understand and use a wide variety of technology, learn other languages, and be more culturally aware through participation in the arts, music, drama, and literary events
  - Contribute to their communities.
- Learning Processes – Means to achieve desired Learning Expectations  
For learners to achieve the above learning expectations, faculty at CGCC reaffirmed that they will set high standards to which learner's achievement will rise, challenge students to learn, create a variety of scaffolding and support for learners to achieve success, incorporate more active learning processes into classes, seek internship, practicum, and service learning opportunities for learners, and incorporate multiple modes of technology into the learning/teaching process.
- Learning Organization – In terms of time and mode  
The Planning Group and faculty discussed the need to deliver courses and offer services at alternative times and use a variety of formats to meet the needs of learners who are time, place, and job bound. The following course structures were suggested:
  - Offer condensed, week-end classes for appropriate classes
  - Stagger sequence offerings
  - Team teach for the longer, 4 credit classes

- Create inter- or trans-disciplinary offerings
- Combine face-to-face with online components to reduce trips to the college and duration of class sessions
- Use distance delivery modes to provide learning and services
- Learning Partnerships – What, why, and who  
Agencies and institutions can no longer work in isolation, but rather must collaborate to provide best opportunities through shared and exchanged resources, such as personnel, knowledge, expertise, time, space, and finance. A partial listing of benefits for all engaged in partnering include the following:
  - Provides and support leadership for change and building of communities
  - Returns resources to the community and partners
  - Increases communication and advocacy
  - Broadens perspectives and seeks fresh ideas for program diversity
  - Increases learning across the lifespan

Key partners for CGCC include other education providers; health care institutions; technology and engineering firms; horticulture and agriculture communities; regional businesses; arts, cultural, and science organizations; and social service agencies and organizations.

- Learning Services – Support and service to reach learning goals  
The Planning Group advocated for strong support services for learners that include:
  - Bilingual staff, services, and publications
  - On-campus child care
  - Expanded career and placement center
  - Marketing and public relations
  - Walk-in bookstore
  - University Center for higher education partners
  - Co-locate student services, bookstore, and cashiering
  - Student housing
- Learning Environment -- Facilities and Technology  
The concept drawings for facilities in the document are intended to convey “first” thinking. Through the programming and designing phases, final plans will be drawn to reflect good stewardship in terms of sustainable, scalable, and flexible facilities to support changing demographics, programs, community, and partnership needs in the decades to come.

To support all of the above elements and the focus for high quality learning and teaching, desired features for facilities and technology will:

- Flow out of the natural environment (wind patterns, basalt, water, mountains, trees)
- Incorporate the rich cultural and historical aspects of the region



- Support individual, small, and large group activities and projects
- Provide for a variety of informal learning spaces, both indoors and outside
- Be adaptable and flexible to allow for future expansion and renovations
- Incorporate natural lighting
- Be vibrant and alive using warm, non-institutional colors
- Incorporate interactive, smart classroom technology and be a wired and wireless institution
- Celebrate learning in interior and exterior spaces and have multitudes of display areas for student work
- Include amphitheatre for college and community use
- Use a variety of durable, moveable, and comfortable furnishings



## Suggested Continued and New Instructional Programs

During the planning process, members of the Planning Group emphasized the following values guide both current and possible new instructional programs:

- Create programs using a coherent career ladder and pathway model with multiple “stop-in and stop-out” points that allow people to progress in their learning and achieve higher degrees and certificates.
- Continue and strengthen health sciences programs including front end careers such as medical office skills.
- Ensure a strong general studies (core knowledge) program.
- Serve patrons across the region

Those participating in the Planning Group and focus sessions suggested the college explore the feasibility of the following new programs in terms of creating new jobs, and supporting and growing current economic sectors in the region:

- Horticulture, sustainable/organic agriculture that lessens effect on environment, viticulture, stone fruits, and agri-tourism
- Culinary arts (mentioned at all four high schools) in partnership with the OSU Food Innovation Center
- Trades program including welding, wood working, CAD, site development and construction (mentioned at all four high schools and suggested to partner with Habitats for Humanity)
- Early childhood education, para-educator training, and transfer education programs (speech and language therapy assistants, physical therapy assistants, bi-lingual teachers and assistants (mentioned at all four high schools)
- Arts and culture in cooperation and collaboration with local arts and cultural venues and organizations
- Integrated technology systems including engineering, systems management, use of geographic imaging systems
- Environmental science
- Premier business program and integrate business skills across the curriculum, include retail skills and management program
- Arts and sciences academy for high school juniors, seniors, and college student (possible partnership with Discovery Center)
- Alternative education program such as Portland Community College’s Gateway Project
- Non-credit program expansion to include retirement community and others seeking enrichment programs

### Programs Guiding Facilities

The College Board of Education, Foundation Board, and administrative staff reviewed the Academic Master Plan during an administrative retreat late August 2005. Using the information from the plan and a series of work group sessions, college staff brought forth preliminary plans linking programs with the renovated and new facilities.

Acknowledging that final plans and budgets are yet to be developed, the staff and board members reaffirmed that it is critical to be good stewards of public money being made available both for the more immediate construction and renovations, and designing for future expansion. At this point in time, the following plan and design functions are subject to change with the understanding that construction costs, program development, and partnership conversations are yet to be finalized.

It was also suggested to locate "signature" programs for each of the college sites with the understanding that course offerings would occur across the region. Signature programs for The Dalles Campus will be health occupations and nursing, business, and bio-technology. Early childhood education, environmental sciences, pre-engineering, and computer science were recommended for the Hood River Center. When the college determines what new programs will be initiated, the primary location will be decided at that time.

Final plans for buildings and programs will be driven by available funds. Quickly escalating construction and materials costs often create the need for reduced scope of work. However, all of the above planning will continue to drive the concepts for this construction project and for future construction.



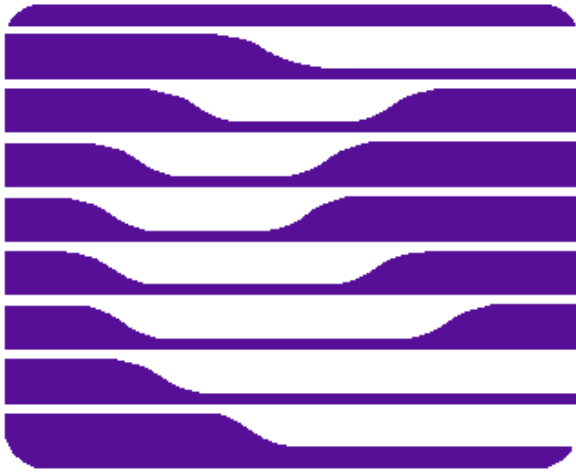
### **The Dalles Campus**

It has been understood all through the bond election and planning processes that Buildings 1 and 2 will remain on The Dalles Campus. All other buildings north of the current roadway will be deconstructed, moved, or demolished. As much as possible, items within the buildings will be auctioned, sold, donated, or used in the renovations and new construction. Tenants in Building 2 will remain, as will the President's and Business Services offices. The possibility of being able to remove portions of the ceilings between floors 2 – 4 will create a more open feeling for programs and services being housed in the building. A creative studio for visual arts will be moved to the combined third/fourth floor of Building 1, and the library will be expanded to include all of floor two and a portion of the third floor. The cafeteria, commercial kitchen, and meeting rooms will remain on the first floor. The basement will continue to house Facilities Services and it is being discussed that 3-dimensional arts and kilns will also be included on this floor.

Preliminary plans show three new buildings being constructed on The Dalles Campus. Building 3 will be the "gateway" or "portal" building that will house student services, pre-college programs and tutoring, a university center, informational technology services, and general purpose classrooms. Building 4 will house health and science programs and be designed to expand programs in these areas. Partnerships with local health providers are being explored for the possibility of co-locating services. Building 5 will be designed as a partnership building to house workforce development and partnership functions. Discussions will be held with other community entities that have workforce development functions to create a One-Stop Center. Wasco County has approached the college to explore the possibility of moving the County 911 Center to the building as a component of addressing emergency and first responder training. Other programs to be housed in Building 5 will be Child-Care Resource and Referral, contracted training, and small business development.

### **Hood River Center**

Twelve and a half (12.5) acres have been purchased west of Tucker Road in The Heights region of Hood River to build a permanent college facility. Indian Creek runs through the property providing the opportunity for expanded offerings in natural resources/habitats/ and biological sciences. Initial conceptual drawings show two buildings on the site; however, funding will limit initial construction to one building. Student, business office, and library services will be available at the center. The phasing of moving classes and services from the current leased site in the Big 7 building as well as the English as a Second Language classes being held at Wy'east Middle School will be determined as construction of the Center moves forward.



**COLUMBIA  
GORGE  
COMMUNITY  
COLLEGE**

## **Distance Education and Instructional Technology Plan July 1, 2007 – June 30, 2008**

*“Today’s students have not just changed incrementally from those of the past, nor simply changed their slang, clothes, body adornments, or styles, as has happened between generations previously. A really big discontinuity has taken place. One might even call it a “singularity” – an event which changes things so fundamentally that there is absolutely no going back. This so-called “singularity” is the arrival and rapid dissemination of digital technology in the last decades of the 20<sup>th</sup> century.” – Marc Prensky*

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**May 8, 2007**



## Introduction

Columbia Gorge Community College (CGCC) primarily serves students in the region where the Columbia River has formed a deep gorge through the Cascade Mountains and serves as a border between the states of Washington and Oregon in the United States of America. The college is one of seventeen community colleges in Oregon and is supported financially by the state of Oregon and the taxpayers in Hood River and Wasco counties. It is the purpose of this document to describe how the CGCC will enhance distance learning and instructional technology in the 2007-2008 school year.

Enrollment in distance learning classes has increased steadily at Columbia Gorge Community College, which mirrors the nationwide trend. In *Making the Grade: Online Education in the United States, 2006*, the authors found that “there has been no leveling of the growth of online enrollments; institutions of higher education report record online enrollment growth on both a numeric and a percentage basis.” In the 2005-2006 school year, Columbia Gorge Community College statistics show the highest number of students ever participating in distance learning classes (1,156) and the highest ever annual increase in headcount (44%).

“Higher education institutions taught nearly 3.2 million online students during the fall term of 2005, an increase of about 850,000 students and a growth rate of 35 percent.” Community college students are a significant part of these statistics. “More than half (51.5%) of all online students are studying at two year Associates institutions, compared to 37.9 percent of the overall higher education student population (Digest of Education Statistics, 2005)”. Perhaps this is not surprising given that community colleges serve a diverse student body and in the case of this institution, a large rural area.

This report also includes information about other aspects of instructional technology, particularly new developments in “smart” classrooms and rich media production. Both are aimed at improving the learning space of students, including the classroom and during study time. Three enhanced technology classrooms were installed in the summer of 2006 at The Dalles campus and have become the most popular rooms for instructors. Remote learning spaces for students were enhanced via video production work at the first ever Summer Video Camp, which created 17 short videos available to students via the college website and iTunes U.

“It was always known that learning occurred wherever a student went, not just in classrooms and labs. Students study in their dorms, in the library, under trees, and at home. They learn in lively interactions with their peers, faculty, and acquaintances. They get flashes of inspiration, intuition, and insight while daydreaming, walking alone, and showering. If we want to improve learning we need to improve the entire student learning space, not just classrooms and labs where students spend a very small percentage of their learning time.” It is the author’s hope that this plan lays the foundation for enrichment in the learning spaces, real and virtual, of all students at Columbia Gorge Community College.

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**Annual Report, 2006-2007**  
**Library Information Commons & Computer Lab**  
**Columbia Gorge Community College**

The Library Information Commons (Library IC) Team, (2 FTE professional librarian, 2.5 FTE library assistants and 1 FTE lab aide) assisted CGCC students and employees to access print, media and electronic information resources and provided assistance to individuals and by class instruction. Library IC resources were accessible in the Library IC, through its web site and by borrowing items from other libraries.

The approved budget for the Library IC was \$333,466 and \$304,345 was spent. Of the unspent funds \$20,149 was for salaries and benefits. The entire book budget was not spent due to an unexpected reduction in staff.

### **Accomplishments**

- Hired, trained and integrated a professional librarian in the new Public Services Librarian (PSL) position. Completed successful training of the part-time Library Assistant.
- The Library Team met frequently to share information, solve problems, and revise procedures, for training on research databases and for team building with the new librarian.
- Began reorganizing the Library Team into a self-managing team. The team clustered related tasks and selected specialty areas for which an individual is responsible. A chart of responsibilities was created including each library employee. The reorganization and training will continue into 2007-08.
- Library team created a plan for remodeling the Library IC.
- Rearranged staff work area. Moved equipment, mail supplies and reserve shelving with help from Facilities Services to make room for the new PSL.
- The Library received a commendation from the OSBN Nursing Survey for its support of the nursing program.
- Library IC team members participated in college-wide Strategic Planning and on various Standard teams for the Self-study. Conducted Annual Customer Survey, a Faculty Survey and three focus groups to gather customer input for assessing the Library IC.

- Collection development responsibilities were divided between the librarians by subjects. Librarians collaborated with faculty in selecting new materials in various disciplines. They evaluated several new research databases; as a result subscriptions for three new databases were purchased.
- Revised many procedures to include both librarians in the processes.

### **Instructional Innovation**

- The PSL assumed responsibility for teaching library instruction classes. She taught some library classes in computer labs so students practiced what was being taught.
- PSL worked closely with many faculty designing customized library instruction for their classes to meet student learning outcomes. She collaborated with faculty on effective research assignments and implemented a follow-up survey of faculty to assess the effectiveness of library instruction class for their students.
- PSL created some Research Guides for Specific Classes on the library web site, as well as print research guides.

### **Technology**

- Began implemented course reserves and inventory functions in Millennium. Migrated from the contract cataloger to library staff. Implemented the OCLC PromptCat service which automates part of the cataloging process.
- Purchased for Millennium WEBAM multiple IP address function. It will allow direct access to CGCC's subscriptions of research databases to which both CGCC & Portland Community College (PCC) subscribe.
- Selected and purchased a student response system (clickers) for library instruction classes to be implemented in 2007-08. Camtasia software was installed on the PSL's computer for creating online library tutorials.
- Collaborated with the Instructional Technology Coordinator to circulate and maintain new video iPods.
- The Lab Aide received a pager to notify him when a customer needs his assistance and he is not working in the Library. Ergonomic barcode scanners were purchased & installed at the circulation computers.
- The Director of Library Services (DLS) worked extensively with the Information Technology Services Department regarding enforcing the Electronic

Communication policy in the Library and computer lab, and dealing with the challenges of spam email.

## **Community**

- Some college activities team members participated in were: Instructional Services Team meetings, monthly Staff meetings, Safety Committee, Health Insurance Committee, Latino Parent Student night, Accreditation Kick-off, Groundbreaking at The Dalles campus, Instructional Council and Department Chairs meetings. Donated library fines coupons to the Burger Burn and videotaped various events. Library team adjusted their work schedules so Richard Parker could teach two theater classes each quarter.

## **EXTERNAL COMMUNITY & PROFESSIONAL DEVELOPMENT**

- PSL attended the Information Literacy Summit, the Oregon & Washington ACRL fall conference, Online Northwest Conference, Reference and Information literacy SAC meetings at PCC, and two web classes: Designing Library Websites and Dreamweaver.
- Library Assistants attended training on smart podiums, Moodle, document cameras and participated in Britannica online web training. They viewed and discussed several national teleconferences on current library issues. Two library assistants were trained at PCC, one on the course reserves function and the other on the inventory function.
- DLS participated in III library system meetings at PCC, OCCLA (Oregon community college library directors) meetings and its Information Literacy Retreat, Career Pathways Conference, Blackwell & ebrary webinar, Surveys Made Easy workshop, professional online discussions, Integrating Resources Cataloging workshop, Managing Your OCLC FirstSearch Service Online, OCLC Users Meeting, Leading Your Team to Success Workshop and Technology Trends in Academic Libraries webcast.

## **Objectives for 2006-2007**

All the objectives for the year were met except these: upgrading video catalog project with complete records is 95% complete, and Ariel interlibrary loan software was not purchased due to limited staff.



## **Objectives for 2007-2008**

1. Hire, train and integrate into the Library Team a new full time library assistant.
2. Continue team building activities and train staff in their new specialties and responsibilities.
3. Continue participation in Self-study process.
4. Work with faculty to purchase and make available resources for the new classes and programs being offered.
5. Participate in facilities and strategic planning representing library services, staff, resources, equipment and library computer lab needs.
6. Public Services Librarian plan and implement an information literacy credit course.
7. Continue creating complete catalog records for videos
8. Library assistant complete installation of Ariel software by purchasing software upgrade, have it installed and train library staff to use for interlibrary loan of articles.
9. Advocate for a full time Digital Services professional librarian to maintain the library's integrate library system, the library web site and access to electronic resources such as, research databases, e-journals and e-books.
10. Continue advocating for lab aides to work all the hours the computer lab is open and for a library assistant/lab aide position for the Hood River Campus when the new building opens.

## **Future Needs**

### **Library Services & Resources**

- Expand resources to meet more of the CGCC customers' needs for new courses and programs.
- Provide all students and new faculty, library instruction the first or second quarter they attend CGCC.
- Advocate for a Digital Services Librarian and added library assistants and lab aide coverage for all the hours the library is open.

- Prior to independent accreditation secure a long-term agreement with PCC for on-going sharing of the Innovative Interfaces (III) library system, or CGCC buy and implement our own III system.
- Prior to independent accreditation join the Orbis Cascade Alliance.

### **Facilities**

- Add study rooms, silent study areas, group study spaces and adequate staff working areas in the Library.
- Improve student workstations with adequate space around them.
- Add air conditioning and heat control for people and library materials.
- Add storage space for equipment, old files and supplies.
- Replace library security system.

### **Budget**

- Increases are required for the library to increase personnel, resources, services and equipment.
- When CGCC becomes independently accredited substantial added funds will be needed to subscribe to research databases. Vendor database licenses specify subscriptions are for only one library regardless of what contractual agreement there is between institutions.

COLUMBIA GORGE COMMUNITY COLLEGE  
REPORT ON AUDIT OF FINANCIAL STATEMENTS  
AND SUPPLEMENTARY INFORMATION  
FOR THE YEAR ENDED JUNE 30, 2007

## COLUMBIA GORGE COMMUNITY COLLEGE

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## COLUMBIA GORGE COMMUNITY COLLEGE

PRINCIPAL OFFICIALS  
JUNE 30, 2007BOARD OF EDUCATION

<u>POSITION</u>	<u>NAME</u>	<u>ADDRESS</u>	<u>TERM EXPIRES</u>
1	M.D. VanValkenburg Vice Chair	204 E. 4 <sup>th</sup> Street The Dalles, Oregon 97058	6-30-09
2	Dr. James R. Willcox	514 Brentwood Drive The Dalles, Oregon 97058	6-30-09
3	Dave Fenwick Chair	3663 Holly Drive Hood River, Oregon 97031	6-30-07
4	Christie Reed	3311 Neal Creek Road Hood River, Oregon 97031	6-30-07
5	Dr. Ernie Keller	1205 Walnut Street The Dalles, Oregon 97058	6-30-09
6	Michael Schend	4330 Wooded Acres Drive Hood River, Oregon 97031	6-30-07
7	Charleen Cobb	1711 West 13 <sup>th</sup> St., Apt. 16 The Dalles, Oregon 97058	6-30-09

## COLUMBIA GORGE COMMUNITY COLLEGE

PRINCIPAL OFFICIALS  
JUNE 30, 2007

ADMINISTRATIVE OFFICERS

Dr. Frank K. Toda - President	659 Sherman Drive The Dalles, Oregon 97058
Saundra Buchanan – Chief Financial Officer	5480 Hawley-Steele Road The Dalles, Oregon 97058
Dr. Susan J. Wolff – Chief Academic Officer	815 Sieverkropp Drive Hood River, Oregon 97031
Karen Carter - Dean of Student Services	3803 Pleasant Ridge Road The Dalles, Oregon 97058
Robb E. Van Cleave – Executive Director of Human Resources and Strategic Planning	912 E. 15th Place The Dalles, Oregon 97058
Daniel A. Spatz – Executive Director of Resource Development	2506 Jordon Street The Dalles, Oregon 97058
Dennis Whitehouse – Executive Director of Facilities Services	1612 W. 12 <sup>th</sup> Street The Dalles, Oregon 97058
William S. Bohn – Executive Director of Information Technologies	409 11 <sup>th</sup> Street Hood River, Oregon 97031
Margaret Johnson – Assistant to the President & Board of Education	P.O. Box 778 White Salmon, Washington 98672

**FINANCIAL SECTION**



**BYERS, NEUMAYER & BRADFORD, P.C.**  
**CERTIFIED PUBLIC ACCOUNTANTS**

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**INDEPENDENT AUDITOR'S REPORT**

Board of Education  
 Columbia Gorge Community College  
 The Dalles, Oregon 97058

We have audited the accompanying basic financial statements of Columbia Gorge Community College, as of June 30, 2007, and for the year then ended, as listed in the table of contents. These financial statements are the responsibility of Columbia Gorge Community College management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Columbia Gorge Community College, as of June 30, 2007, and the results of its operations and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated November 2, 2007, on our consideration of Columbia Gorge Community College's internal control over financial reporting and on our tests of its compliance with certain provision of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in conjunction with this report in considering the results of our audit.



The management's discussion and analysis and budgetary comparison information on pages 9 through 22 and 43 through 102, are not a required part of the basic financial statements but are supplementary information required by the accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Columbia Gorge Community College's basic financial statements. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements of Columbia Gorge Community College. The schedules listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information, including the schedule of expenditures of federal awards, has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly presented in all material respects in relation to the financial statements taken as a whole.

*Byers Neumayer & Bradford, P.C.*  
CERTIFIED PUBLIC ACCOUNTANTS

November 2, 2007

December 2007

Board of Education  
Columbia Gorge Community College

## MANAGEMENT'S DISCUSSION AND ANALYSIS

This section of Columbia Gorge Community College's (the College) Financial Report presents an analysis of the financial activities of the College for the fiscal years ended June 30, 2007 and 2006. This discussion has been prepared by management along with the financial statements and related footnote disclosures and should be read in conjunction with them. Consequently, management assumes full responsibility for the completeness and reliability of all the information presented in this report. This discussion is designed to focus on current activities, resulting changes and current known facts.

### Accounting Standards

In June 1999, the Governmental Accounting Standards Board (GASB) released Statement No. 34 "Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments" which established a new reporting format for governmental financial statements. Statement No 34 requires a comprehensive one-column look at the entity as a whole, along with recognition of depreciation on capital assets. In November 1999, GASB issued Statement No. 35 "Basic Financial Statements and Management's Discussion and Analysis for Public Colleges and Universities". The College was required to adopt these standards for the fiscal year ended June 30, 2004. The Management's Discussion and Analysis report for fiscal year ending June 30, 2007 provides a comparison of prior year activities.

### Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to Columbia Gorge Community College's basic financial statements, which are comprised of entity-wide financial statements prepared in accordance with the accrual basis of accounting and notes to the basic financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

The entity-wide financial statements are designed to provide readers with a broad overview of the College's finances, in a manner similar to a private-sector business. These statements focus on the financial condition of the College, the results of operations, and cash flows of the College as a whole. The entity-wide statements are comprised of the following:

- The *Statement of Net Assets* presents information on all of the College's assets and liabilities, with the difference between the two reported as net assets. Over time, increases or decreases in net assets are indicators of the improvement or erosion of the College's financial health when considered along with non-financial facts such as enrollment levels and the condition of the facilities.
- The *Statement of Revenues, Expenses and Changes in Net Assets* presents the revenues earned and the expenses incurred during the year. All changes in net assets are reported under accrual basis of accounting, or as soon as the underlying event giving rise to the change occurs, regardless of the timing when the cash is received or disbursed. Thus, revenues and expenses are reported in this statement for some items that will result in cash flows in future fiscal periods. The utilization of long-lived assets is

reflected in the financial statements as depreciation, which amortizes the cost of the capital asset over the expected useful life. Revenues and expenses are reported as either operating or non-operating, with operating revenues primarily coming from tuition and fees. State appropriations and property taxes are classified as non-operating revenues. This statement presents an operating loss because of the College's dependency on state aid and property tax revenue, although overall net assets remain positive.

- The *Statement of Cash Flows* presents information on cash flows from operating activities, non-capital financial activities, capital financing activities and investing activities. It provides the net increase or decrease in cash between the beginning and end of the fiscal year. This statement assists in evaluating financial viability and the College's ability to meet financial obligations as they become due.
- The *Notes to the Basic Financial Statements* provide additional information that is essential to a full understanding of the data provided in the entity-wide financial statements.

### Financial and Enrollment Highlights

Financial and enrollment highlights for Columbia Gorge Community College for fiscal year ending June 30, 2007 are described below.

The State of Oregon FTE reimbursement decreased by 34 percent from \$4,339,711 to \$2,854,254 primarily due to the deferral of the College's fiscal year 2007 fourth quarter FTE reimbursement of \$963,711 to fiscal year 2008. The decrease was caused by the Oregon Legislature's deferral of its fourth quarter FTE reimbursement from April 2007 to July 2007. The deferrals were enacted in 2003 by the Oregon Legislature and are scheduled to occur on alternate years so that the State can balance its biennial budget. Further explanation of the deferral and its impact is found in the revenue section of this analysis.

The College's financial position, as a whole, improved during the fiscal year ended June 30, 2007 as evidenced by:

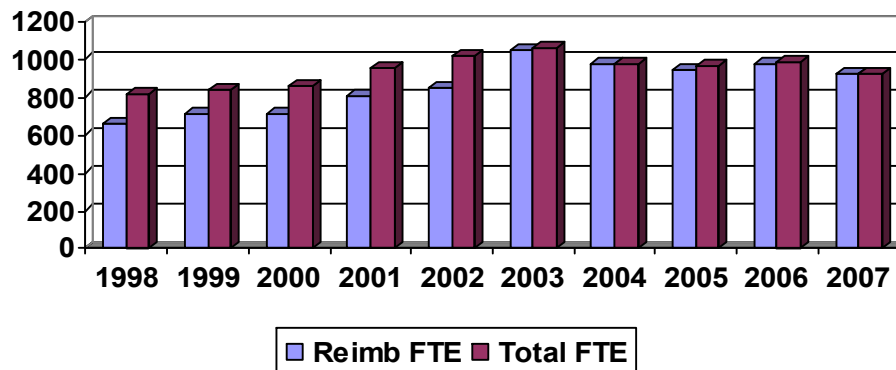
- Although cash and cash equivalents of \$22,447,448 at the beginning of the year decreased by \$13,601,744 during the year to a total of \$8,845,704 at the close of the fiscal year, short term investments of \$10,256,785 offset most of the decrease. The cash flows from operating activities were from tuition and fees of \$1,927,291, bookstore sales of \$403,582, other operating revenue of \$131,001 and cash paid for operating expenses of \$6,863,581. Cash provided from non-capital financing activities totaled \$6,730,308 primarily from cash received from State FTE reimbursement of \$2,854,254, cash from property taxes of \$2,789,321 and cash from grants and contracts of \$1,118,489. The capital financing uses of cash were the purchase of capital assets of \$5,121,276, principal payments of \$887,743 and interest payments of \$995,783. Investing activities used \$8,925,542 in cash.
- The College's investment in capital assets increased by \$4,873,066 to \$12,796,536, net of accumulated depreciation as the College's capital construction and improvement projects continue.
- Net assets may serve over time as a useful indicator of the College's financial position. This report shows an increase in total net assets from \$8,628,316 in fiscal year 2006 to \$10,292,046 in fiscal year 2007. Total net assets increased from \$6,100,621 in fiscal year 2005 to \$8,628,316 in fiscal year 2006.
- Total revenues exceeded total expenses by \$1,663,729 in 2007 and by \$2,527,696 in 2006.

One of the College's largest net assets, \$8,936,215, reflects the amount invested in capital assets (land, buildings, machinery and equipment), less any related outstanding debt used to acquire those assets. The College uses these capital assets to provide services to students; consequently, these assets are not available for future spending. Although the College's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities. The debts used to acquire the capital assets will be paid off over the next six years with funding from the 1998 general obligation refunding bond property tax levy in Wasco County. Investment in current and future capital assets will be paid over the next 21 years from the 2005 general obligation bond district-wide property tax levy in Hood River and Wasco Counties. Statements for fiscal year ending June 30, 2006 have been restated to include the addition of \$861,688 of capital assets previously recorded as plant operating and maintenance expenses.

In 2007, the College continued a phase of capital construction, infrastructure improvements and development of a permanent site in Hood River County that is funded by passage of an \$18.5 million bond measure in November 2004 and \$7.5 million of matching State bonds. The issuance of \$18.5 million general obligation bonds was completed May 25, 2005. The 2005 Oregon Legislature approved the issuance of matching State bonds in the amount of \$7.5 million during 2005-07 biennium for capital construction and improvements for Columbia Gorge Community College.

Future enrollment is expected to increase as a result of capital construction and improvements and regional economic growth. The construction of permanent College facilities in Hood River County will replace temporary leased facilities. The construction of new educational facilities and improvements to The Dalles campus in Wasco County will increase enrollment capacity and address inadequate facilities. Regional economic growth is expected to increase long-term demand for College services. Google, Inc., one of the fastest growing companies in America, sited a new major facility at the Port of The Dalles and will begin tax in lieu payments to the College in 2008. The growth of regional wind energy farms has increased employment in the region and increased demand for renewable energy technicians. Reimbursable full-time equivalent enrollment decreased by 5.7 percent to 916.41 FTE in 2007. Factors contributing to the decrease in enrollment include a 4.8 percent increase in the tuition rate from \$62 in 2006 to \$65 in 2007, the overall level of State community college appropriations, inadequate permanent and temporary facilities including limited classrooms and parking and an improving economy with a decreasing unemployment rate. The following chart shows reimbursable and total full-time equivalent enrollment levels for the past ten years.

**Reimbursable and Total Full-time Equivalent Enrollment**



**Analysis of the Statement of Net Assets  
As of June 30, 2007**

The Statement of Net Assets includes all assets and liabilities of the College using the accrual basis of accounting, which is similar to the accounting presentation used by most private colleges. Net assets are the difference between assets and liabilities, and are one measure of the financial condition of the College.

<b>Statement of Net Assets</b>	<b>2007</b>	<b>2006</b>	<b>Increase (Decrease)</b>
<b>Assets</b>			
Current Assets:			
Cash and Cash Equivalents	\$8,845,704	\$22,447,448	(\$13,601,744)
Short-Term Investments	10,256,785	0	10,256,785
Prepaid Expenditures	2,542	3,310	(768)
Receivables:			
Taxes	132,553	188,301	(55,748)
Accounts, net	353,738	123,365	230,373
Grants and Contracts	441,889	301,036	140,853
Accrued Interest Purchased on Investments	29,004	0	29,004
Publisher's and Vendor's Credits	20,165	49,680	(29,515)
Inventory – Textbooks and Supplies	110,460	121,577	(11,117)
Total Current Assets	\$20,192,840	\$23,234,717	(\$3,041,877)
Non Current Assets:			
Pension Assets (Note 5)	\$5,031,962	\$4,715,164	\$316,798
Capital Assets, Net of Depreciation (Note 9)	12,796,536	7,923,470	4,873,066
Total Non Current Assets	17,828,498	12,638,634	5,189,864
Total Assets	\$38,021,338	\$35,873,351	\$2,147,987
<b>Liabilities</b>			
Current Liabilities:			
Accounts Payable	\$1,343,025	\$360,720	\$982,305
Accrued Payroll and Withholdings	363,920	177,991	185,929
Accrued Interest Payable	45,754	47,958	(2,204)
Compensated Absences Payable	97,900	77,636	20,264
Due to Fiduciary Funds	1,717	1,782	(65)
Deferred Revenue:			
Tuition and Fees	404,441	121,652	(282,789)
Current Portion of Long-Term Debt	1,059,861	984,793	75,068
Total Current Liabilities	\$3,316,618	\$1,772,532	\$1,544,086
Non Current Liabilities:			
Small Scale Energy Loan Payable	\$55,320	\$78,063	(\$22,743)
General Obligation Bonds Payable	22,130,031	23,018,023	(887,992)
Pension Bonds Payable	3,287,185	3,361,210	(74,025)
Less Current Portion of Long-Term Debt (Note 13)	(1,059,861)	(984,793)	(75,068)
Total Non Current Liabilities	\$24,412,675	\$25,472,503	(\$1,059,828)
Total Liabilities	\$27,729,293	\$27,245,035	\$484,258



<b>Statement of Net Assets (continued)</b>	<b>2007</b>	<b>2006</b>	<b>Increase (Decrease)</b>
Net Assets			
Invested in Capital Assets, Net of Related Debt	\$8,936,215	\$3,525,407	\$5,410,808
Restricted for:			
Debt Service	627,245	421,307	205,938
Capital Projects	(5,844,986)	(1,878,055)	(3,966,931)
Unrestricted	6,573,572	6,559,657	13,915
Total Net Assets	\$10,292,046	\$8,628,316	\$1,663,730
Total Liabilities and Net Assets	\$38,021,338	\$35,873,351	\$2,147,987

Current assets of \$22,192,840 were more than sufficient to cover current liabilities of \$3,316,618. This represents a current ratio of 6.1 as compared to 13.1 in the prior year. Cash and cash equivalents decreased to \$8,845,704 as compared to \$22,447,448 in the prior year due to cash of \$4,401,707 used by operating activities, cash of \$7,004,802 used by capital financing activities, cash of \$8,925,542 used by investing activities and cash of \$6,730,308 provided by non-capital financing activities. Cash balances are managed to increase interest earnings and provide for cash flow for clearing checks. Short term investments increased by \$10,256,785 due to new investment activities. Prepaid expenditures decreased by \$768. Receivables increased in total by \$315,748 due to a decrease in taxes receivable of \$55,748, an increase in accounts receivable of \$230,373 and an increase in grants and contracts receivable of \$140,853. Accrued interest purchased on investments is increased by \$29,004 due to investing activities. The total credits due from publishers and vendors increased by \$29,515. Textbook and supplies inventories decreased by \$11,117. The College's pension asset increased by \$316,798 due to favorable investment returns of the Oregon Public Employees Retirement System in excess of the contributions transferred to the PERS contribution pool for employer rate relief.

The College's investment in capital assets increased by \$4,873,066 to \$12,796,536, net of accumulated depreciation. Changes to capital assets for the year include decreasing assets by \$17,849 for The Dalles campus existing pump house demolition, increasing assets by \$242,496 for construction of The Dalles campus new pump house, increasing assets by \$18,960 for The Dalles campus entrance sign, increasing assets by \$3,531,417 for The Dalles campus construction and site improvements, increasing assets by \$1,246,950 for the Hood River Indian Creek campus construction and site improvements, increasing assets by \$55,303 for capital equipment purchases, increasing the library book collection by \$26,150 and recording depreciation of \$230,361.

The College's current liabilities consist primarily of accrued payroll, various payables for operations, deferred revenue and the current portion of long-term debt. Current liabilities increased by \$1,544,086 to \$3,316,618. Accounts payable increased by \$982,305 due to the timing of expenditures at the close of the fiscal year. Deferred revenue from tuition and fees increased by \$282,789 primarily due to the implementation of early Fall Term 2007 registration in late spring 2007 in addition to deferring Summer Term 2007 revenue. Accrued payroll and withholdings increased by \$185,929 primarily due to an increase in the number of full time instructors.

Non-current liabilities consist of long term debt from the 1994 small scale energy loan, general obligation refunding bonds series 1998, general obligation bond series 2005, and the pension bonds series 2003. Non-current liabilities decreased by \$1,059,828 to \$24,412,675 due to debt payments.

Within net assets, the "invested in capital assets" amount is \$8,936,215, an increase of \$5,410,808 as compared to the prior year. In future years, the College's capital assets will

continue to grow as a result of the November 2004 voter approval to issue general obligation bonds up to \$18.5 million for capital expansion and improvement projects on The Dalles campus and for establishing permanent facilities in Hood River County. Restricted net assets for debt service increased by \$205,938 and for capital projects decreased by \$3,966,931. Unrestricted net assets increased by \$13,915 to \$6,573,572 showing a slight improvement over the prior year's total of \$6,559,657.

**Analysis of the Statement of Revenues, Expenses and Changes in Net Assets  
For the Year Ended June 30, 2007**

The Statement of Revenues, Expenses and Changes in Net Assets present the operating results of the College as well as the non-operating revenues and expenses. Annual state FTE reimbursements and property taxes, while budgeted for operations, are considered non-operating revenues according to accounting principles generally accepted in the United States of America (GAAP). Overall net assets remain positive, although this statement presents an operating loss due to the classification of State appropriations and property tax revenue.

<b>Statement of Revenues, Expenses and Changes in Net Assets</b>	<b>2007</b>	<b>2006</b>	<b>Increase (Decrease)</b>
<b>Operating Revenues</b>			
Student Tuition and Fees	\$1,875,959	\$1,941,673	(\$65,714)
Bookstore Sales	372,983	397,313	(24,330)
Other Operating Revenue	131,001	130,106	895
Total Operating Revenues	\$2,379,943	\$2,469,092	(\$89,149)
<b>Operating Expenses</b>			
Instruction	\$3,125,221	\$3,022,280	\$102,941
Academic Support	732,549	723,677	8,872
Student Services	627,009	529,897	97,112
Public Services	506,406	240,863	265,543
Institutional Support	1,741,437	1,566,317	175,120
Financial Aid	77,286	72,338	4,948
Plant Operating and Maintenance	906,842	843,319	63,523
Plant Improvements	0	239,266	(239,266)
Bookstore	347,215	359,655	(12,440)
Depreciation	230,361	243,073	(12,712)
Total Operating Expenses	\$8,294,326	\$7,840,685	\$453,641
Operating Loss	(\$5,914,382)	(\$5,371,593)	(\$542,790)
<b>Non-Operating Revenues (Expenses)</b>			
Federal Grants and Contracts	\$643,509	\$902,568	(\$259,059)
State and Local Grants and Contracts	615,833	327,721	288,112
State Community College Support	2,854,254	4,339,711	(1,485,457)
Property Taxes	2,733,573	2,576,076	157,497
Interest Income	1,677,045	1,365,527	311,518
Lease Income	149,756	160,574	(10,818)
Amortization of Bond Premium, Net	22,992	22,992	0
Other Non-operating Income	51,978	46,817	5,161
Interest Expense	(1,107,274)	(1,128,905)	21,631
Lease Expenses	(43,566)	(47,962)	4,396
Loss on Disposal of Capital Assets	(17,849)	(665,830)	647,981
Other Non-operating Expenses	(2,139)	0	(2,139)
Total Non-operating Revenues (Exp)	\$7,578,112	\$7,899,289	(\$321,177)
Increase (Decrease) in Net Assets	\$1,663,730	\$2,527,696	(\$863,967)
<b>Net Assets - Beginning, restated (Note 14)</b>	<b>8,628,316</b>	<b>6,100,620</b>	<b>2,527,696</b>
<b>Net Assets - Ending</b>	<b>\$10,292,046</b>	<b>\$8,628,316</b>	<b>\$1,663,729</b>
<b>Total Revenues</b>	<b>\$11,128,883</b>	<b>\$12,211,078</b>	<b>(\$1,082,195)</b>
<b>Total Expenses</b>	<b>9,465,154</b>	<b>9,683,382</b>	<b>(218,228)</b>
<b>Increase (Decrease) in Net Assets</b>	<b>\$1,663,730</b>	<b>\$2,527,696</b>	<b>(\$863,967)</b>

*Revenues:*

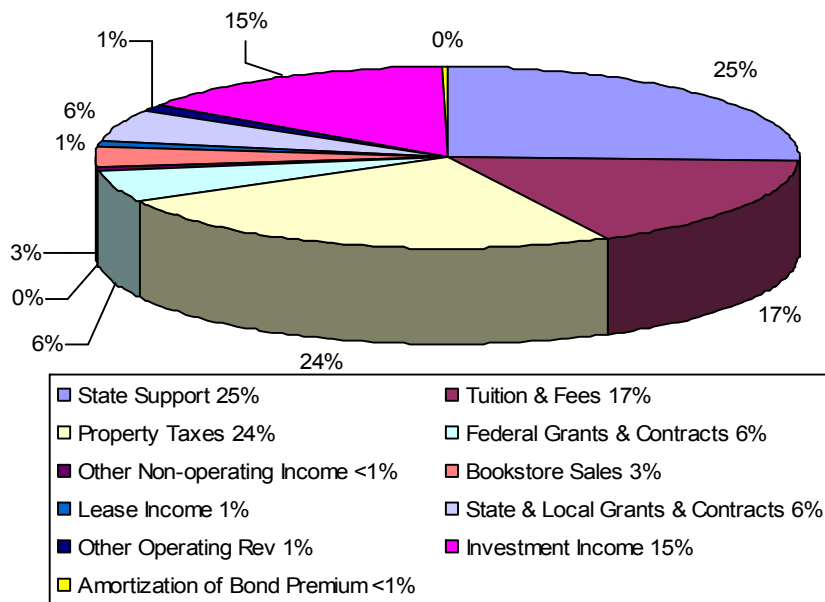
The sources of operating revenue for the College are tuition and fees, bookstore sales and other operating revenue. Operating revenues decreased by 3.6 percent as compared to 2006. Tuition and fees, which include all amounts paid for educational purposes, decreased 3.4 percent by \$65,714 to \$1,875,959 and represents 16.9 percent of total revenue. The tuition rate increased in fiscal year 2007 by \$3 per credit hour to \$65 per credit hour. The service fee remained unchanged at \$8 per credit hour. Bookstore sales decreased 6.1 percent by \$24,330 to \$372,983. Other operating revenue increased by \$895 to \$131,001.

Non-operating revenues decreased by 10.2 percent overall. The largest non-operating revenue source is the State of Oregon which funds FTE reimbursements through the Community College Support Fund and represents 25.6 percent of total revenue. State Community College Support revenue decreased by 34.2 percent to \$2,854,254 primarily due to the deferral of the College's fiscal year 2007 fourth quarter FTE reimbursement of \$963,711 to fiscal year 2008. The \$2,854,254 received from the State represents three quarters FTE reimbursement.

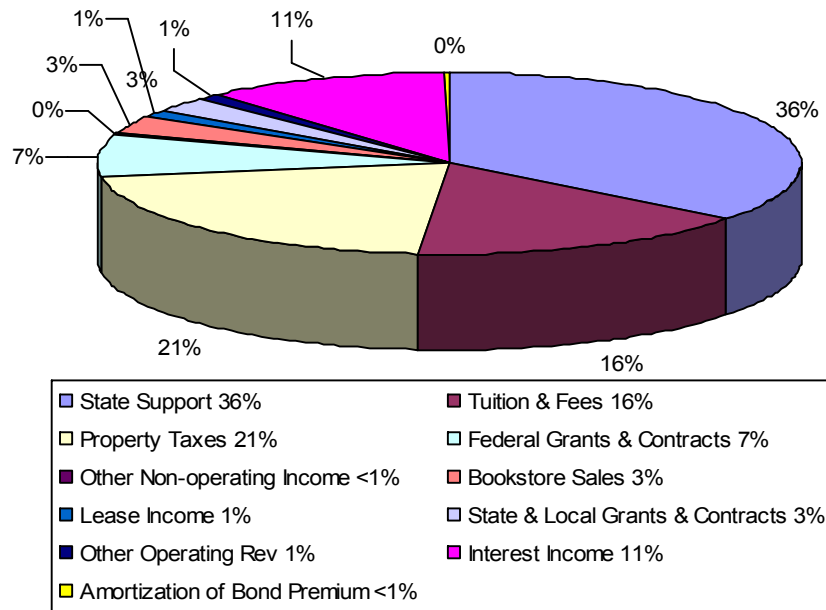
Property taxes increased by 6.1 percent to \$2,733,573 and represents 24.6 percent of total revenue. Of the \$2,733,573 in property taxes received, \$1,996,571 is attributed to general obligation bond levies. Non-operating revenue from federal grants and contracts provided 5.8 percent of total revenue and decreased by \$259,059 to \$643,509 as federal grants to support nursing and health occupations programs are expended. Non-operating revenue from state and local grants and contracts totaled \$615,833 and represents an increase of 87.9 percent as compared to the prior year due primarily to the Oregon Career Pathways contract and incentive grants. Lease income totaled \$149,756 and decreased by 6.7 percent due to the reduction in telecommunications services revenue from the Region Nine Education Service District as that district began contracting directly with its service provider. Other non-operating income increased by \$5,161 to \$51,978. Interest income increased by 22.8 percent to \$1,677,045 due to pension asset investment earnings, investment of the 2005 general obligation bond proceeds, and favorable interest rates.

The following graphs show the allocation of revenues for fiscal years 2007 and 2006.

**2007 Operating and Non-Operating Revenues**



### 2006 Operating and Non-Operating Revenues



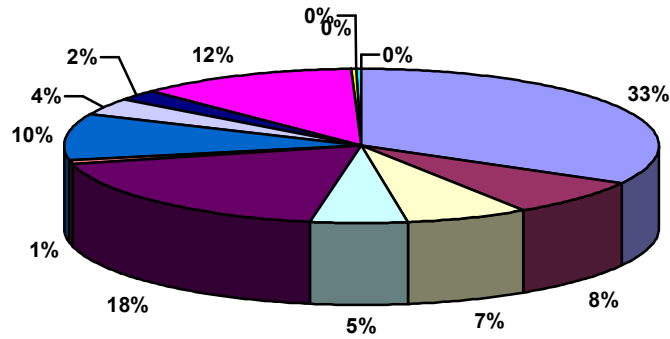
#### Expenses:

Operating expenses increased by 5.8 percent to \$8,294,326. Instruction represents the largest percentage of total expenses at \$3,125,221 or 33 percent of total expenses. Academic support expenses total \$732,549 or 7.7 percent of total expenses. Institutional support expenses total \$1,741,437 or 18.4 percent of total expenses. Plant operation and maintenance expenses increased to \$906,842 or 9.6 percent of total expenses. Bookstore expenses totaled \$347,215 and represents 3.7 percent of total expenses. Student services expenses increased by 18.3 percent to \$627,009 and represents 6.6 percent of total expenses. Depreciation decreased to \$230,361 or 2.4 percent of total expenses. Public services increased by 110.2 percent to \$506,406 or 5.4 percent of total expenses. Financial aid expenses increased 6.8 percent to \$77,286 and represents 0.8 percent of total expenses.

The largest non-operating expense was interest on debt of \$1,107,274 which represents 11.7 percent of total expenses. Lease expenses total \$43,566 or 0.5 percent of total expenses. Loss on the disposal of capital assets accounts total \$17,849 or 0.2 percent of total expenses. The following charts show the allocation of expenses for the College by functional classification for fiscal years 2007 and 2006:

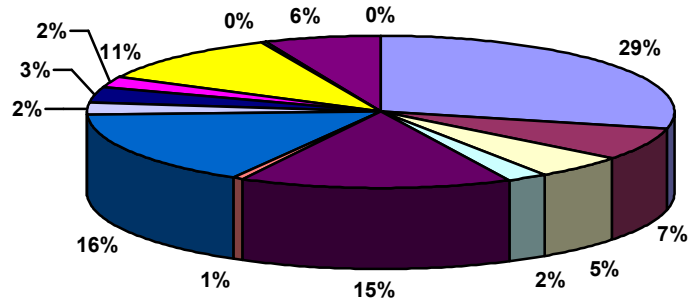


**2007 Operating & Non-Operating Expenses**



Instruction 33%	Academic Support 8%	Student Services 7%
Public Services 5%	Institutional Support 18%	Financial Aid 1%
Plant Operation and Maint 10%	Bookstore 4%	Depreciation 2%
Interest Expense 12%	Lease Expenses <1%	Loss on Disp of Capital Assets <1%
Other Nonoperating Exp <1%		

**2006 Operating & Non-Operating Expenses**



Instruction 29%	Academic Support 7%	Student Services 5%
Public Services 2%	Institutional Support 15%	Financial Aid 1%
Plant Operation & Maint. 16%	Plant Improvements 2%	Bookstore 3%
Depreciation 2%	Interest Exp 11%	Lease Exp <1%
Loss on Disp of Capital Assets 6%	Other Non-operating exp 0%	

**Analysis of the Statement of Cash Flows  
For the Year Ended June 30, 2007**

This statement provides an assessment of the financial health of the College. Its primary purpose is to provide relevant information about the cash receipts and cash payments of the College during a period. The Statement of Cash Flows also helps users assess the ability to meet obligations as they come due, and the need for external financing.

<b>Statement of Cash Flows</b>	<b>2007</b>	<b>2006</b>	<b>Increase (Decrease)</b>
<b>Cash Flows From Operating Activities</b>			
Cash Received from Tuition and Fees	\$1,927,291	\$1,887,708	\$39,583
Cash Received from Bookstore Sales	403,582	377,289	26,293
Other Operating Revenue	131,001	130,106	895
Cash Paid for Operating Expenses	(6,863,581)	(8,183,454)	1,319,873
<b>Net Cash Provided (Used) by Operating Activities</b>	<b>(\$4,401,707)</b>	<b>(\$5,788,351)</b>	<b>\$1,386,644</b>
<b>Cash Flows from Non-capital Financing Activities</b>			
Cash Received from Grants and Contracts	\$1,118,489	\$1,265,535	(\$147,046)
Cash Received from Property Taxes	2,789,321	2,552,184	237,137
Cash Received from State FTE Reimbursement	2,854,254	4,339,711	(1,485,457)
Cash Received from Leases	149,756	160,574	(10,818)
Other Non-operating Income	51,913	45,592	6,321
Cash Paid for Lease Expenses	(43,566)	(47,962)	4,396
Payments for Pension Bonds	(74,025)	(68,792)	(5,233)
Interest Paid on Pension Bonds	(113,695)	(108,927)	(4,768)
Other Non-operating Expenses	(2,139)	0	(2,139)
<b>Net Cash Provided (Used) by Non-capital Financing Activities</b>	<b>\$6,730,308</b>	<b>\$8,137,915</b>	<b>(\$1,407,607)</b>
<b>Cash Flows from Capital Financing Activities</b>			
Purchase of Capital Assets	(\$5,121,276)	(\$1,397,494)	(\$3,723,782)
Principal Paid on Long-Term Debt	(887,743)	(741,382)	(146,361)
Interest Paid on Long-Term Debt	(995,783)	(1,068,659)	72,876
<b>Net Cash Provided (Used) by Capital Financing Activities</b>	<b>(\$7,004,802)</b>	<b>(\$3,207,535)</b>	<b>(\$3,797,267)</b>
<b>Cash Flows from Investing Activities</b>			
Interest on Investments	\$1,056,973	\$1,188,242	(\$131,269)
Purchase of Investments	(23,152,515)	0	(23,152,515)
Proceeds from Sale of Investments	13,170,000	0	13,170,000
<b>Net Cash Provided (Used) by Investing Activities</b>	<b>(\$8,925,542)</b>	<b>\$1,188,242</b>	<b>(\$10,113,784)</b>
<b>Net Increase (Decrease) in Cash</b>	<b>(\$13,601,743)</b>	<b>\$330,271</b>	<b>(\$13,932,014)</b>
Cash - Beginning of year	22,447,448	22,117,177	330,271
Cash - End of year	\$8,845,705	\$22,447,448	(\$13,601,743)

Operating Activities: The College's major sources of cash included in operating activities were tuition and fees of \$1,927,291, bookstore sales of \$403,582 and other operating revenue of \$131,001. Major operating uses of cash were payments to employees and suppliers, as well as

for student financial aid, totaling \$6,863,581. The College used \$1,386,644 more in cash in its operating activities than in the prior year, reflecting the increased costs of goods, services and employees that were not offset by increases in operating revenue.

**Non Capital Financing Activities:** State appropriations, property taxes, grants and contracts are the primary sources of non-capital financing. Other sources include leases and other non-operating income. Accounting standards require that these sources of revenue be reported as non-operating even though the College depends on these revenues to continue the current level of operations. Cash used by non-capital financing activities include cash paid for lease expenses, payments for pension bonds, interest paid on pension bonds and other non-operating expenses. The net cash provided by non-capital financing activities was \$1,407,607 less than the prior year. Cash received from State appropriations decreased by \$1,485,457. Cash received from grants and contracts decreased by \$147,046. Property taxes increased by \$237,137. Other non-operating income increased by \$6,321. Cash received from leases decreased by \$10,818. Cash paid for lease expenses decreased by \$4,396. Pension bond payments increased by \$5,233. Interest paid on pension bonds increased by \$4,768. Other non-operating expenses increased by \$2,139.

**Capital Financing Activities:** The cash used by capital financing activities increased by \$3,797,267. Purchases of capital assets increased by \$3,723,782 compared to the prior year. Principal paid on long term debt increased by \$146,361. Interest paid on long term debt decreased by \$72,876.

**Investing Activities:** Cash provided from interest on investments decreased by \$131,269 as a result of lower investment balances. Purchases of investments used \$23,152,515 of cash. Proceeds from the sale of investments provided \$13,170,000 in cash.

## **Budget**

Columbia Gorge Community College adopts an annual budget at the fund level, which is under the modified accrual basis of accounting for governmental funds and on an accrual basis of accounting for proprietary and fiduciary funds. The College Board adopts budget modifications and makes contingency transfers as needed for unanticipated expenditures in accordance with Oregon Local Budget Law. For more information, please refer to the budgetary statements as Supplementary Information in the Financial Section of this report.

## **Capital Assets and Debt Administration**

### *Capital Assets*

The College's investment in capital assets as of June 30, 2007, amounts to \$12,796,536, net of accumulated depreciation. Investment in capital assets includes land, buildings, improvements, equipment and furnishings, and library collections. Additional information on the College's capital assets can be found in Note 9 of this report.

### *Debt Administration*

At the end of the current fiscal year, the College had total debt outstanding of \$25,472,536. Of this amount, \$3,805,000 is the outstanding general obligation refunding bond series 1998; \$18,325,031 is the outstanding general obligation bond series 2005; \$3,287,185 is the outstanding pension obligation bond series 2003; and \$55,320 is the outstanding State of Oregon Small Scale Energy loan. The College made all scheduled payments to reduce total debt by \$984,760 in 2007.

The College received a general obligation debt rating of “A2”, underlying; “Aa3”, credit enhanced; and “Aaa”, insured for its 2005 general obligation bond series. State statutes limit the amount of general obligation debt the College may issue to 1.5 percent of Real Market Value of properties within the College district. As of June 30, 2007, the legal debt limit is \$72,932,772, which is significantly higher than the College’s outstanding general obligation debt of \$22,585,000. The College’s outstanding general obligation bond debt is 31 percent of the legal debt limit.

Additional information on the College’s long-term debt can be found in Note 12 of this report.

### **Economic Factors and Next Year’s Budget**

Limited state revenues and the necessity to raise funds with increased tuition and fees continue to be a major challenge. The College’s mission to provide access to higher education within its district is affected by the level of state funding and the success of fundraising and grant writing efforts.

The College proactively managed its financial position and adopted budgetary principles and practices that addressed cost containment and revenue enhancement. The development of the fiscal year 2007-2008 budget adheres to the principles of maintaining access to educational programs, support for a diverse student population, and balancing budget requirements with revenue increases. The College budget continues the commitment to provide programs to meet and respond to changing community needs. The College budget anticipates the State’s planned deferral of the 2006-2007 fourth quarter payment to 2007-2008. The College chose to hold on further tuition increases for 2007-2008 and retained the same tuition and fees as 2006-2007. The budget includes the fourth and final year of federal grant funding to support the nursing and health occupations programs. The Governor’s Strategic Training Fund Grant special fund is proposed to provide curriculum development support for the renewable energy technician training program in 2007-2008.

The budget includes expenditures to support additional course sections; development of the renewable energy program; development of the medical assisting program; development of career pathways in pre-engineering and business; expanded pathways in health occupations; faculty and curriculum development; development of additional distance learning courses to create the opportunity for students to earn the Associate of Arts Oregon Transfer degree online; infuse greater use of technology in the classroom; and increase library and information services for students and staff. The instructional leadership team is implementing new strategies to offer a more diversified offering of courses, exploring new program development, and implementing a variety of time frames in which to offer classes to meet needs of students. The Rural Clinical Simulation Center continues operations started in 2005-06 to expand learning scenarios for Health Occupations and Nursing students enrolled at the College. The college provides opportunities for local health care providers to receive training and update their skills through the use of the Center.

The budget adds General Fund support for nursing positions previously funded by the Department of Labor nursing grant. The budget includes funding for the following vacant positions: instructional director, accountant, network software specialist, part-time classified student services secretary for Hood River, and part-time classified secretary for information technology. The proposed budget includes funding for the following new positions: part-time student life advisor, confidential administrative assistant to the President’s Office and Human Resources, facilities services technician for Hood River beginning in January 2008 and a part time SBDC counselor. The budget includes funding for the new department chair structure and for accreditation committee work.

The Accreditation cost center was created in 2006-2007 and budgeted for 2007-2008 for expenditures related to seeking candidacy for independent accreditation which includes an institutional self-study.

College district voters approved Measure 33-35 in November 2004 with a 59% yes vote to support \$18.5 million dollars in general obligation bonds. The bonds were sold May 12, 2005. The 2005 Oregon Legislature appropriated State bonding authority of \$7.5 million for Columbia Gorge Community College to be matched with \$7.5 million of the \$18.5 million in 2005 General Obligation Bonds issued by the College. A State Capital Projects Fund will account for the \$7.5 million in State bonds issued in spring 2007 and a pending legislative request for \$7.5 million to match proposed Federal funding for a workforce and National Guard training center. The Capital Projects Fund accounts the balance of the 2005 G.O. Bonds as capital construction continues through fiscal year 2007-2008.

The Facilities Master Plan was approved by the College Board of Education and by the City of The Dalles Planning Commission. In 2005-2006, the College developed an Academic Master Plan to guide instructional budget, staffing, and curricula decisions in addition to capital construction in terms of facilities, technology, grounds, and site location. Demolition, deconstruction, and construction activities began in spring 2006 in The Dalles. A permanent Hood River site was purchased along Indian Creek in 2005. Site studies, development of a Site and Facilities Master Plan, and schematic design began for the Hood River campus in 2006. Construction activities at the Hood River-Indian Creek campus began in spring 2007.

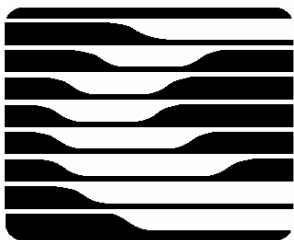
The College budget provides contingency funds to account for uncertainties in the level of State funding, the increased costs of faculty due to current labor negotiations and unanticipated operational and program expenditures. On June 12, 2007, the College adopted a balanced budget. The College is required by the Oregon Local Budget Law to present and adopt a balanced budget each year.

### **Requests for Information**

This financial report is designed to provide a general overview of Columbia Gorge Community College's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to:

Saundra Buchanan, M.B.A.  
Chief Financial Officer  
Columbia Gorge Community College  
400 East Scenic Drive  
The Dalles, OR 97058





**COLUMBIA GORGE  
COMMUNITY COLLEGE**

400 E. Scenic Drive, The Dalles, OR 97058

**2007-2008  
Adopted  
Budget**



Columbia Gorge Community College web site: [www.cgcc.cc.or.us](http://www.cgcc.cc.or.us)  
Telephone (541) 506-6000

# **COLUMBIA GORGE COMMUNITY COLLEGE**

## **BUDGET DOCUMENT**

- Budget Calendar
- Budget Committee
- Budget Message
- Budget Contents
- General Fund
- Special Funds
- Debt Service Schedules
- Legal Documents

## **BUDGET CALENDAR**

**COLUMBIA GORGE COMMUNITY COLLEGE  
BUDGET CALENDAR  
FOR FISCAL YEAR JULY 1, 2007 - JUNE 30, 2008**

<b>2007</b>	<b>Action</b>
February 6, 2007 (Tuesday)	<p><b>College Board of Education Meeting</b></p> <ul style="list-style-type: none"> <li>• Appoint Budget Officer</li> <li>• Adopt Budget Calendar</li> <li>• Appoint Budget Committee Members</li> </ul>
April 7-27	<p><b>Publication</b></p> <p>Publish First Public Notice of First Budget Committee Meeting (Publish once 5-30 days prior to First Budget Committee Meeting)</p> <ul style="list-style-type: none"> <li>• Hood River News (Proposed 4/18/07)</li> <li>• The Dalles Chronicle (Proposed 4/18/07)</li> </ul>
April 12-May 2	<p><b>Publication</b></p> <p>Publish Second Public Notice of First Budget Committee Meeting (Publish once 5-30 days prior to First Budget Committee Meeting separated by at least 5 days from the first publication)</p> <ul style="list-style-type: none"> <li>• Hood River News (Proposed 4/25/07)</li> <li>• The Dalles Chronicle (Proposed 4/25/07)</li> </ul>
May 7 (Monday) 6:00 pm	<p><b>Budget Committee Meeting #1</b> (The Dalles)</p> <p>The Budget Committee meets as needed to revise and complete the budget.</p>
May 9 (Wednesday) 6:00 pm	<p><b>Budget Committee Meeting #2</b> (The Dalles)</p> <p>Budget Committee Approves Budget No Later Than May 15</p>
May 13-June 7	<p><b>Publication</b></p> <p>Publish Notice of Budget Hearing and Financial Summary (Publish once 5-30 days prior to Budget Hearing)</p> <ul style="list-style-type: none"> <li>• Hood River News (Proposed 5/23/07)</li> <li>• The Dalles Chronicle (Proposed 5/23/07)</li> </ul>
June 12 (Tuesday)	<p><b>College Board of Education Meeting &amp; Budget Hearing</b> (The Dalles)</p> <p>Board of Education holds Budget Hearing Adopt Budget, Make Appropriations, Levy Tax and Categorize Tax</p>
July 13, 2007 (Friday)	<p><b>Budget Officer Certifies Budget to County Assessors by July 15</b></p>

**COLUMBIA GORGE COMMUNITY COLLEGE  
COMPLETED BUDGET PROCESS  
FOR FISCAL YEAR JULY 1, 2007 - JUNE 30, 2008**

<b>2007</b>	<b>Action</b>
February 6, 2007 (Tuesday)	<p><b>College Board of Education Meeting</b></p> <ul style="list-style-type: none"> <li>• Appoint Budget Officer</li> <li>• Adopt Budget Calendar</li> <li>• Appoint Budget Committee Members</li> </ul>
April 18	<p><b>Publication</b></p> <p>Publish First Public Notice of First Budget Committee Meeting (Publish once 5-30 days prior to First Budget Committee Meeting)</p> <ul style="list-style-type: none"> <li>• Hood River News (April 18, 2007)</li> <li>• The Dalles Chronicle (April 18, 2007)</li> </ul>
April 25	<p><b>Publication</b></p> <p>Publish Second Public Notice of First Budget Committee Meeting (Publish once 5-30 days prior to First Budget Committee Meeting separated by at least 5 days from the first publication)</p> <ul style="list-style-type: none"> <li>• Hood River News (April 25, 2007)</li> <li>• The Dalles Chronicle (April 25, 2007)</li> </ul>
May 7 (Monday) 6:00 pm	<p><b>Budget Committee Meeting #1</b> (The Dalles)</p> <p>The Budget Committee meets as needed to revise and complete the budget.</p>
May 9 (Wednesday) 6:00 pm Cancelled	<p><b>Budget Committee Meeting #2</b> (The Dalles)</p> <p>Budget Committee Approves Budget No Later Than May 15</p>
May 23	<p><b>Publication</b></p> <p>Publish Notice of Budget Hearing and Financial Summary (Publish once 5-30 days prior to Budget Hearing)</p> <ul style="list-style-type: none"> <li>• Hood River News (May 23, 2007)</li> <li>• The Dalles Chronicle (May 23, 2007)</li> </ul>
June 12 (Tuesday)	<p><b>College Board of Education Meeting &amp; Budget Hearing</b> (The Dalles)</p> <p>Board of Education holds Budget Hearing Adopt Budget, Make Appropriations, Levy Tax and Categorize Tax</p>
June 29, 2007 (Friday)	<p><b>Budget Officer Certifies Budget to County Assessors by July 15</b></p>



# **BUDGET COMMITTEE**

**COLUMBIA GORGE COMMUNITY COLLEGE  
BUDGET COMMITTEE FOR THE 2007-2008 BUDGET**

<b>Position #</b>	<b>Name</b>	<b>County</b>	<b>Term Ending</b>
1	M.D. VanValkenburgh Board Member	Wasco	June 30, 2009
2	Dr. James R. Willcox Board Member	Wasco	June 30, 2009
3	Dave Fenwick Board Member	Hood River	June 30, 2007
4	Christie Reed Board Member	Hood River	June 30, 2007
5	Dr. Ernie Keller Board Member	Wasco	June 30, 2009
6	Mike Schend Board Member	Hood River	June 30, 2007
7	Charleen Cobb Board Member	Wasco	June 30, 2009
8	Craig J. Ortega	Hood River	June 30, 2008
9	John Kasberger	Hood River	June 30, 2008
10	Roger Schock	Hood River	June 30, 2009
11	Mark J. Cherniack	Wasco	June 30, 2009
12	John Hutchison	Wasco	June 30, 2009
13	Mary Kramer	Wasco	June 30, 2007
14	Jack Hay	Wasco	June 30, 2007

*Board Members serve a four-year term. Budget Committee position numbers 8 through 14 serve a three-year term.*

**ADMINISTRATION**

Dr. Frank K. Toda, President

Dr. Susan Wolff, Chief Academic Officer

Karen Carter, Dean of Student Services

Sandra Buchanan, Chief Financial Officer

Daniel Spatz, Executive Director of Resource Development

Robb Van Cleave, Executive Director of Human Resources & Strategic Planning

Bill Bohn, Executive Director of Information Technology

Dennis Whitehouse, Executive Director of Facilities Services

Maggie Johnson, Administrative Assistant to the President and Board of Education

# **BUDGET MESSAGE**

## Columbia Gorge Community College 2007-2008 Budget Message

### PURPOSE

The budget message describes the Columbia Gorge Community College (CGCC) Budget Document in terms of important features, the reasons for any major changes from the previous year's approved budget and any major changes in the College's financial policy or status. The Oregon Revised Statutes, Section 294.391, directs the Executive Officer in each municipal corporation to prepare a budget message to accompany the annual budget document.

The budget is tied to a strategic plan that must be flexible to the changing environment, and be a living document subject to revision by the Board of Education. This budget supports independent accreditation, a central goal of this strategic plan, which is the next most significant phase in establishing our independent identity as an institution. With regard to the College's key strategic focus areas; CGCC has worked hard to keep the spirit and intent of the Oregon Community College Association Vision, Mission, Goals, and Objectives. The College prides itself on being a provider of choice for anytime, anywhere training and educational services focused on building vibrant communities wherever we are invited to serve. ***We have a clear focus on teaching, learning, and community support – Building Dreams and Transforming Lives.*** The summary level elements of the CGCC strategic focus are as follows:

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

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

### ***Core Values:***

- Respect for the individual
- Community focus
- Integrity
- Excellence
- Commitment to Learning

### ***Goals:***

Columbia Gorge Community College will

- Provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve.
- Provide services which support the development of our students and the achievement of their educational goals.
- Employ and develop a qualified faculty and staff and foster a supportive working and learning environment.
- Develop and maintain strong, collaborative partnerships and relationships within our community.
- Provide governance and administrative structures which assure institutional effectiveness through innovative leadership and ongoing planning and evaluation.
- Build the institution's financial capability through sound planning and effective use of fiscal resources.
- Provide efficient operational processes which support current organizational needs and directions.
- Utilize technology to improve teaching and learning, delivery of student services, delivery of administrative services, and workplace effectiveness.
- Provide appropriate institutional facilities which support the achievement of the institution's mission and goals.

## BUDGET STRUCTURE

The College budget structure is organized by fund and by cost center within the General Fund. Funds are grouped according to purpose or source of funds per Oregon Budget Law: General Fund, Special Revenue Funds, Capital Projects Funds, Debt Service Funds, Reserve Funds, Enterprise Funds, and Fiduciary Funds.

General Fund cost centers have been established for improved management reporting and consistency with State and Federal reporting. Special revenue funds are organized according to function. All instructional cost centers and special revenue funds are grouped by the following student full-time equivalency (FTE) categories: General Academic Instruction, Career & Technical Education, Pre-College Programs (Developmental Education), Other Reimbursable (Self-Improvement) and Non-reimbursable Instruction.

## BUDGET DEVELOPMENT

The proposed budget represents the best estimates of resources and expenditures to provide academic and support services for a broad range of community needs and expectations for community college services. The College's administrators, instructional leadership team, and departmental staff have provided input in preparing the College budget. The budget format corresponds to the statewide classification of "revenue and expense accounting" for Oregon community colleges adopted statewide in 1994 and is prepared in compliance with Oregon Budget Law. The budget plan is subject to change by legislative and/or administrative action. The action of the Budget Committee will set limitations on appropriation levels.

## GENERAL FUND

### *Revenues:*

The 2007 Oregon State Legislature has not taken action to appropriate the 2007-2009 Community College Support Fund (CCSF) budget. The current funding distribution model was used to estimate the amount of State revenue for Columbia Gorge Community College and is based on the funding level midway between the Governor's budget of \$483m and the State Board of Education's proposed budget of \$529m. In the first year of the biennium, fiscal year 2007-2008, CGCC projects five payments totaling \$5,484,718. In the second year of the biennium, fiscal year 2008-2009, CGCC will receive three payments projected to be \$3,360,706. This payment pattern is expected to continue in future years.

Property tax revenues are estimated to increase by 3% with a 92% collection rate and include current and prior years' taxes for Hood River and Wasco Counties.

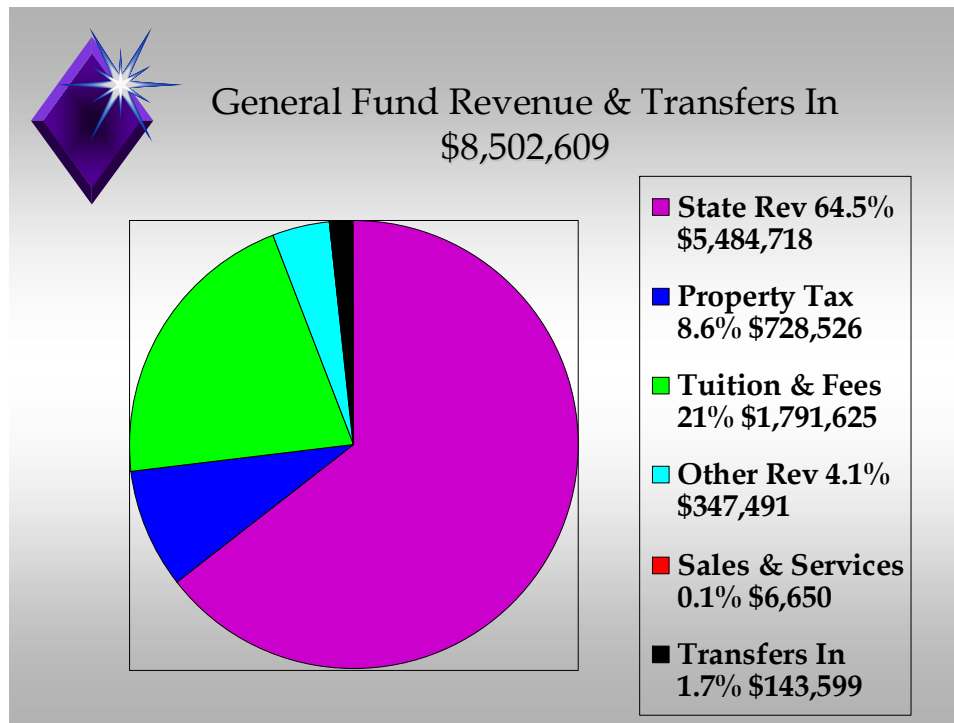
The tuition budget is dependent on the tuition rate, number of credits sold, and the level of write-offs. Tuition and fee revenues are budgeted on enrollment projections and current rates. Enrollment projections for 2007-2008 are expected to be at least the same level as the current year. College staff recommends no change in the tuition rate of \$65 per credit or the service fee of \$8 per credit for in-district, out-of-district and out-of-state students. The recommendation is based on the estimated State funding level. Tuition and fees are grouped in the proposed budget in three categories: Tuition, Instructional Fees, and Special Fees.

Other revenue sources include indirect cost recovery revenue, interest, unrestricted and restricted gifts and other income. Sales and services revenue include kitchen use fees, library services revenue, pay phone, non-food vending and rental revenue.

Transfers from Special Funds are estimated to be \$143,599 and will depend on the financial results of special fund activities. The largest transfer to the General Fund is from the Building Lease Fund in the amount of \$87,221. The next largest transfer to the General Fund is from the Wasco County Inter-governmental Agreement Fund in the amount of \$27,839. The following schedule of inter-fund transfers details the budgeted transfers by fund.



<b>Schedule of Inter-fund Transfers</b>	Transfers To	Transfers From
General Fund Transfer to Child Care Resource & Referral	\$25,000	\$25,000
General Fund Transfer to the Lecture Series Fund	\$1,500	\$1,500
General Fund Transfer to Regional Workforce Board	\$6,000	\$6,000
General Fund Transfer to Reserve Fund – Facilities & Grounds Maintenance	\$50,000	\$50,000
Transfer from Health Occupations Customized Training Fund to General Fund	\$3,000	\$3,000
Transfer from Customized Training Fund to General Fund	\$7,201	\$7,201
Transfer from Fundamentals of Care-giving Fund to General Fund	\$10,210	\$10,210
Transfer from Non Reimbursable Community Education Fund to General Fund	\$2,825	\$2,825
Transfer from Elderhostel Fund to General Fund	\$2,000	\$2,000
Transfer from Regional Workforce Board to General Fund	\$3,301	\$3,301
Transfer from Wasco Co Inter-governmental Agreement Fund to General Fund	\$27,839	\$27,839
Transfer from Building Lease Fund to General Fund	\$87,221	\$87,221
Transfer from Food Service to General Fund	\$1	\$1
Transfer from Debt Service-Pension Bonds to General Fund	\$1	\$1
<b>Total Transfers</b>	<b>\$226,099</b>	<b>\$226,099</b>



The General Fund Net Working Capital Carryover or Fund Balance is estimated to be \$3,335,644. The estimated un-appropriated ending fund balance for 2007-2008 is estimated to be \$2,191,932. The difference in beginning fund balance and ending fund balance is the amount of working capital needed to offset the difference between current year revenue and current year expense. A common guideline for establishing the amount of ending fund balance is 10 percent of estimated expenditures adjusted by special requirements. Budget uncertainty and the level of Special Fund activity will drive the need for greater or lower fund balances. Working capital is also used to fund cash flow requirements pending the actual receipt of funds in many special revenue funds.

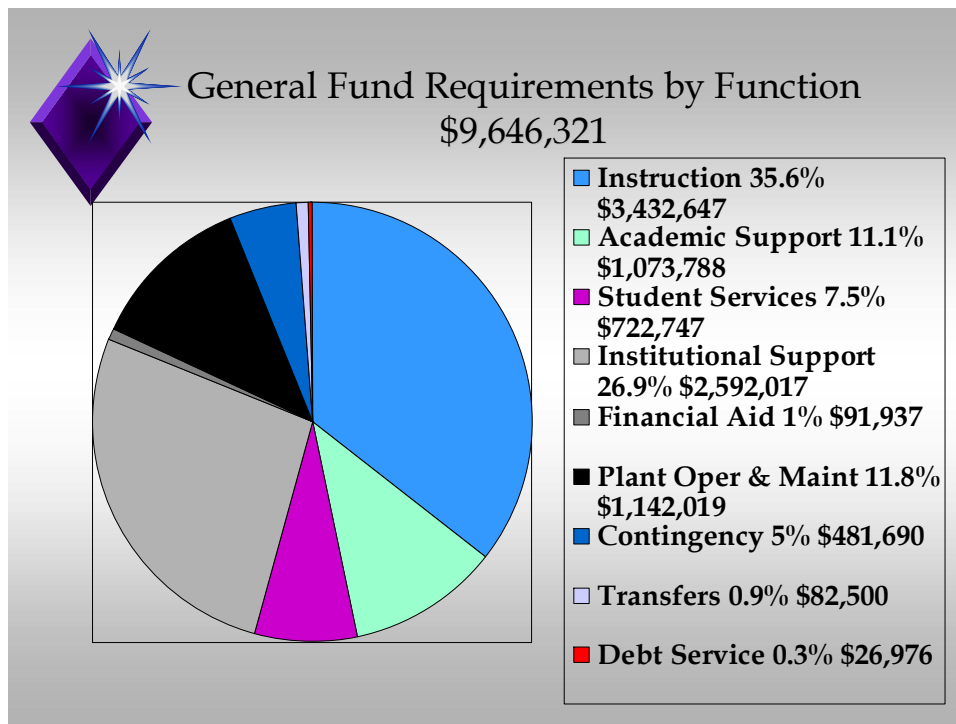
**Expenses:**

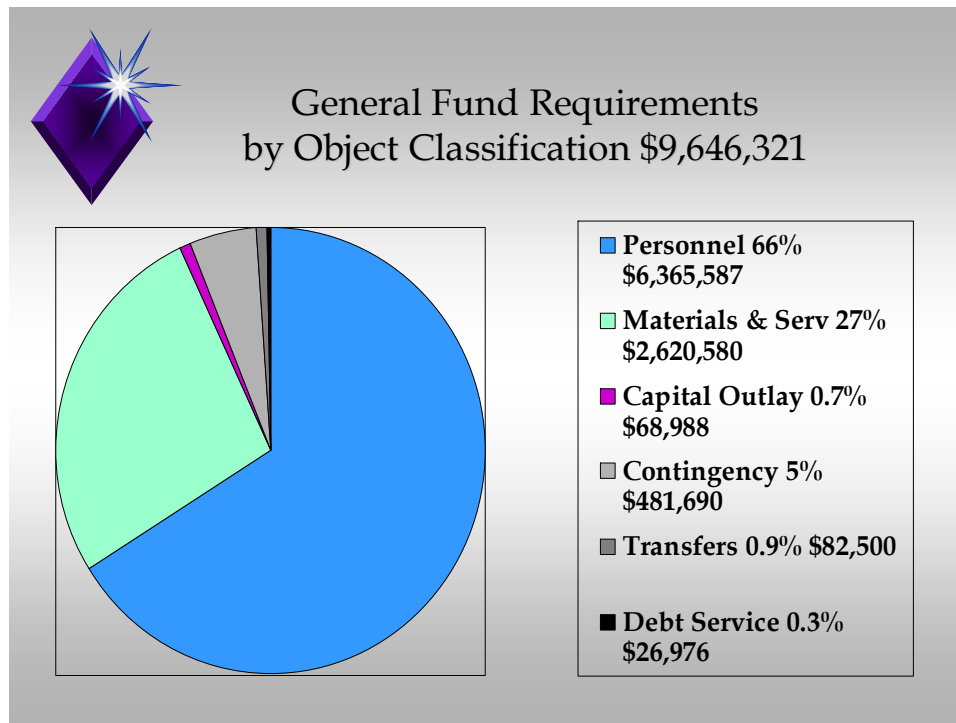
The proposed budget is allocated by function. Instruction accounts for 35.6 percent of the budget. Academic Support accounts for 11.1 percent of the budget. Student Services accounts for 7.5 percent of the budget. Institutional support accounts for 26.9 percent of the budget. Student financial aid accounts for 1.0 percent of the budget. Plant Operations and Maintenance accounts for 11.8 percent of the budget. Contingency accounts for 5 percent of the budget. Transfers to Special Funds represent 0.9 percent of the budget. Debt service accounts for 0.3 percent of the budget.

The following table shows the allocation of expenses for the College by functional classification for the 2007-2008 proposed budget as compared to the 2006-2007 adjusted budget.

General Fund 2007-2008 Proposed Expenditures compared to 2006-2007 Adjusted Budget

Function	2007-08 Proposed Budget	2007-08	2006-07 Adjusted Budget	2006-07
Instruction	\$3,432,647	35.6%	\$2,786,107	33.3%
Academic Support	1,073,788	11.1%	856,909	10.2%
Student Services	722,747	7.5%	626,266	7.5%
Institutional Support	2,592,017	26.9%	2,206,451	26.3%
Student Financial Aid	91,937	1.0%	90,437	1.1%
Plant Operations & Maintenance	1,142,019	11.8%	1,031,122	12.3%
Contingency	481,690	5.0%	366,887	4.4%
Transfers	82,500	0.9%	385,990	4.6%
Debt Service	26,976	0.3%	26,976	0.3%
<b>Total</b>	<b>\$9,646,321</b>	<b>100.00%</b>	<b>\$8,377,145</b>	<b>100.00%</b>





***Wage, Salary, and Employer Payroll Expense Assumptions:***

The current three-year faculty contract ends June 30, 2007 and collective bargaining is underway for a successor agreement. The budget includes estimates of full-time faculty compensation. Pay increases for part-time faculty will come from existing budgets and contingency funds.

The three-year classified contract expires June 30, 2009. Classified wages increase on July 1, 2007 by 2 percent. Estimates are based on position placement and estimated step movement during the year.

Administrative and confidential employees are projected to receive step increases based on the salary schedule approved by the CGCC Board of Directors on May 10, 2005.

The budget document details other payroll expenses within each cost center or special fund. Social security taxes include 6.2% FICA and 1.45% Medicare tax. Workers' compensation premiums are estimated to be 6% of wages for custodial and maintenance employees and 0.6% of wages for all other employees. The State Workers Benefit Fund Assessment to employers is based on the current rate of 1.4 cents per hour worked. Unemployment insurance tax is estimated to remain at 1.8% of wages up to \$29,000 per year.

The Oregon Public Employees Retirement System (OPSRP) rate is 17.47% of wages which is the total of the payment to PERS of 6.56% plus the 10.91% rate credit that funds the debt service of the pension bonds. The PERS rate applied to Tier 1 and Tier 2 members is 15% of wages which is the total of the payment to PERS of 4.09% plus the 10.91% rate credit that funds the debt service of the pension bonds. Pending legislative changes to PERS regulations may affect future employer rates.

Disability, life insurance, and accidental death and dismemberment insurance premiums are calculated for full-time employees and are based on expected renewal rates. The life insurance rate is expected to remain at \$2.80 per \$10,000 coverage.

Health insurance premiums are estimated to increase by 5% at the October 1, 2007 renewal. Estimates of employer-paid health insurance premiums for full-time employees vary by plan and number of covered dependents. Legislation which created the Oregon Educator's Benefit Board will create mandatory state-wide pooling for K-12 districts and is optional for community college districts. The financial impact of this legislation is unknown at this time.

## SPECIAL FUNDS

Per Oregon Budget Law requirements, this budget document includes all special funds with activity in fiscal years 2004-05, 2005-06, 2006-07 or proposed activity in 2007-08.

The following special funds will become inactive at the close of the 2006-2007 fiscal year due to program, contract, or grant changes or close-outs:

- Distance Learning Incentive Grant
- Nursing Program Special Fund
- Wind Turbine Maintenance Technician Training Contract
- Corps of Engineers Training Fund
- Incentive Grant – Career Focus Publication
- Incentive Grant 2005-2007
- Residential Lease Fund

The following new funds are included in the proposed budget:

- Governor's Strategic Training Fund Grant
- Health Occupations Customized Training

The following active special funds have significant budget changes in 2007-2008 as compared to 2006-2007:

- The Department of Labor Nursing Grant Fund budgets the estimated remainder of a three-year grant.
- The Customized Training Fund budget has been decreased to reflect potential customized training opportunities.
- The TANF Life Skills Contract Fund accounts for a full-year contract with the Oregon Department of Human Services.
- The Incentive Grant – Career Transitions Pathway Fund accounts for less than a full-year grant
- The Wasco County Inter-governmental Agreement Fund budget anticipates a \$50,000 contract from Wasco County for economic development activities.
- The Career Pathways Program Income Fund revenue budget decreases to \$5,500 from \$209,000 based on projected activity.
- The Insurance Fund budget includes a \$5,000 placeholder for property/liability insurance proceeds.
- The Building Lease Fund anticipates decreasing lease revenue as College use displaces Building Two tenants.
- The Capital Projects Fund budgets for the expenditure of the balance of the 2005 general obligation bond proceeds and interest.
- The State Capital Projects Fund budget includes \$15 million of approved and proposed capital projects.
- The Reserve Fund for Facilities and Grounds Maintenance is budgeted for expenditure in 2007-2008.

## BUDGET PRIORITIES

The proposed budget includes expenditures to support additional course sections; development of the renewable energy program; development of the medical assisting program; development of career pathways in pre-engineering and business; expanded pathways in health occupations; faculty and curriculum development; development of additional distance learning courses to create the opportunity for students to earn the Associate of Arts Oregon Transfer degree online; infuse greater use of technology in the classroom; and increase library and information services for students and staff. The instructional leadership team is implementing new strategies to offer a more diversified offering of courses, exploring new program development, and implementing a variety of time frames in which to offer classes to meet needs of students. The Rural Clinical Simulation Center continues operations started in 2005-06 to expand learning scenarios for Health Occupations and Nursing students enrolled at the College. The college provides opportunities for local health care providers to receive training and update their skills through the use of the Center.

The proposed budget adds General Fund support for nursing positions previously funded by the Department of Labor nursing grant. The budget includes funding for the following vacant positions: instructional director,

accountant, network software specialist, part-time classified student services secretary for Hood River, and part-time classified secretary for information technology. The proposed budget includes funding for the following new positions: part-time student life advisor, confidential administrative assistant to the President's Office and Human Resources, facilities services technician for Hood River beginning in January 2008 and a part time SBDC counselor. The budget includes funding for the new department chair structure and for accreditation committee work.

The Accreditation cost center was created in 2006-2007 and budgeted for 2007-2008 for expenditures related to seeking candidacy for independent accreditation which includes an institutional self-study.

College district voters approved Measure 33-35 in November 2004 with a 59% yes vote to support \$18.5 million dollars in general obligation bonds. The bonds were sold May 12, 2005. The 2005 Oregon Legislature appropriated State bonding authority of \$7.5 million for Columbia Gorge Community College to be matched with \$7.5 million of the \$18.5 million in 2005 General Obligation Bonds issued by the College. A State Capital Projects Fund will account for the \$7.5 million in State bonds issued in spring 2007 and a pending legislative request for \$7.5 million to match proposed Federal funding for a workforce and National Guard training center. The Capital Projects Fund accounts the balance of the 2005 G.O. Bonds as capital construction continues through fiscal year 2007-2008.

The Facilities Master Plan was approved by the College Board of Education and by the City of The Dalles Planning Commission. In 2005-2006, the College developed an Academic Master Plan to guide instructional budget, staffing, and curricula decisions in addition to capital construction in terms of facilities, technology, grounds, and site location. Demolition, deconstruction, and construction activities began in spring 2006 in The Dalles. A permanent Hood River site was purchased along Indian Creek in 2005. Site studies, development of a Site and Facilities Master Plan, and schematic design began for the Hood River campus in 2006. Construction activities at the Hood River-Indian Creek campus will begin in spring 2007.

#### **PROPERTY TAX LEVIES**

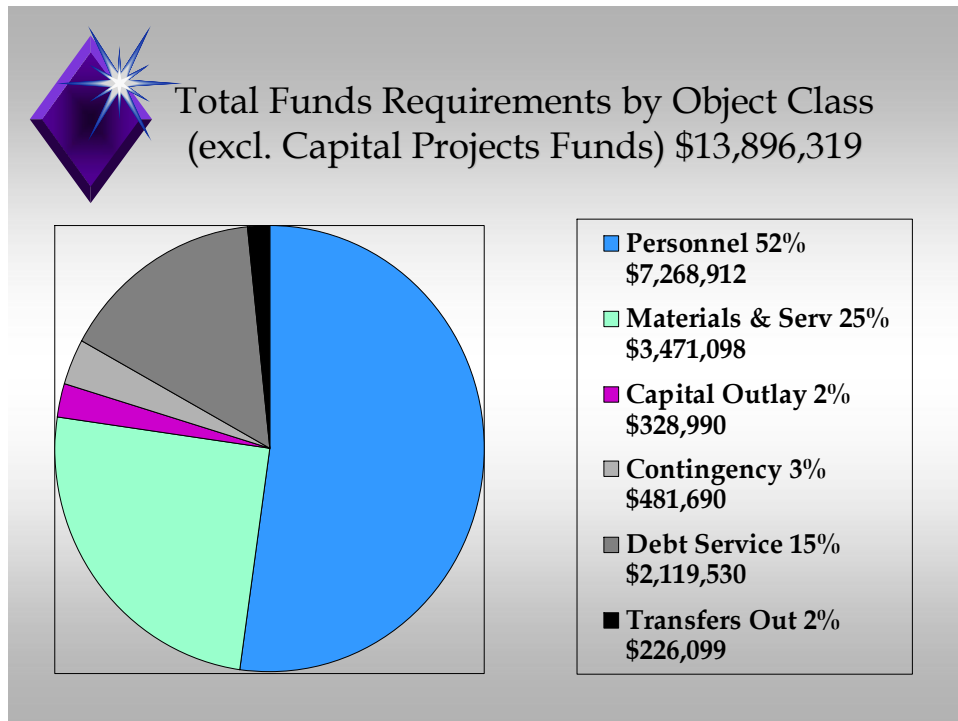
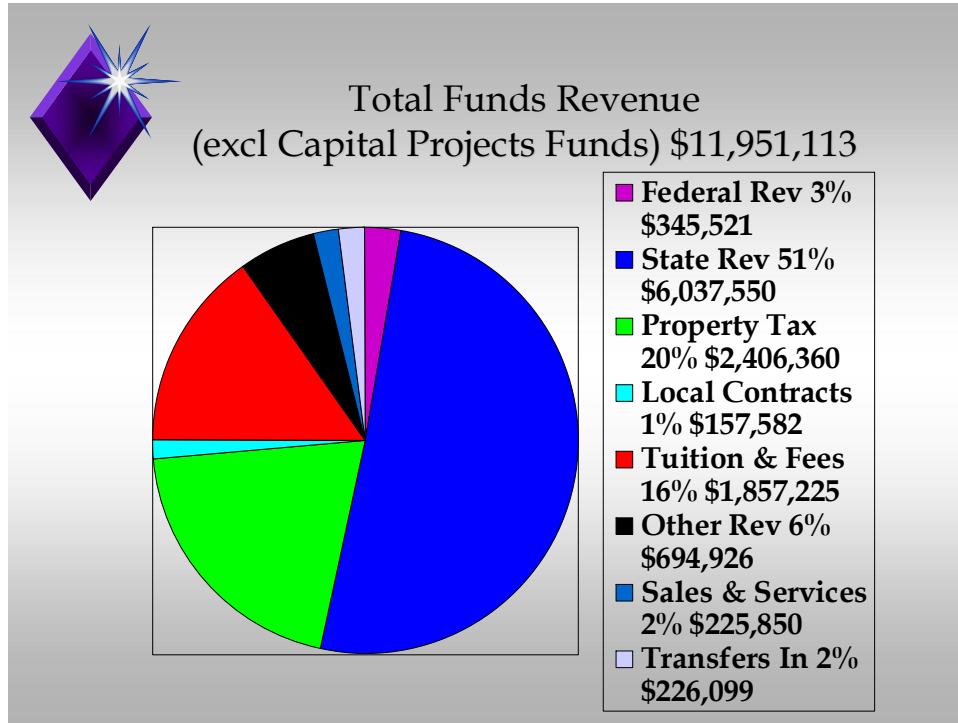
The Budget Committee and Board of Education will be asked to approve the following property tax levies for 2007-2008.

- A permanent tax rate levy of \$0.2703 per \$1,000 for the Columbia Gorge Community College District
- A property tax levy in the amount of \$617,897 for the Debt Service Fund - Wasco County General Obligation Bonds in Wasco County
- A property tax levy in the amount of \$1,205,836 for the Debt Service Fund - District General Obligation Bonds in Hood River and Wasco Counties



**SUMMARY**

The proposed 2007-2008 budget has been prepared in the face of uncertainties in the level of 2007-2009 State funding for the Community College Support Fund, PERS reform measures, employer payroll expense increases, effects of health insurance pooling legislation, and the appropriation of State Capital matching funds. Limited available resources and increased costs of operation will continue to challenge the College in providing high quality academic and support services to the district. The following charts summarize total proposed funds revenue and total proposed funds requirements by object classification excluding capital projects funds.



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