

# 2009 Self Study



## Columbia Gorge Community College

Building Dreams, Transforming Lives

# Appendix



# Appendix

to

## 2009 Comprehensive Self Study Report

Columbia Gorge Community College

The Dalles and Hood River, Oregon



*building dreams, transforming lives*

Prepared for the  
Northwest Commission on Colleges and Universities

Accreditation Visit November 2 - 4, 2009



# Table of Contents

## Mission and Authority

Vision, Mission, Values and Key Focus Areas .....	3
Charter .....	4
Intergovernmental Service Agreement between Columbia Gorge Community College and Portland Community College .....	5

## Students

2007-08 Student Profile .....	17
2008 Community College Survey of Student Engagement .....	38
2008 Institutional Effectiveness Indicators Report .....	55
Student Council Constitution and Bylaws .....	86
Student Rights and Responsibilities .....	113
Student Grievance Procedure .....	126
2008-2009 Student Handbook (cover and table of contents) .....	129

## Administration, Faculty and Staff

2009 CGCC Staff Organizational Chart .....	135
2009-10 Instructional Governance Model .....	136
2008-09 Faculty Handbook (introduction and table of contents) .....	137
2009 Management and Confidential Employee Handbook (intro. and table of contents) ...	144
Faculty Collective Bargaining Agreement, July 1, 2007—June 30, 2010 .....	151
Classified Collective Bargaining Agreement, July 1, 2006—June 30, 2009 .....	193
2009 Faculty Survey: Narrative Summary of Results .....	233
2009 Staff Survey: Narrative Summary of Results .....	241

## Planning

2008-09 Strategic Master Plan .....	253
2005-08 Academic Master Plan (table of contents, preface and executive summary) .....	260
Facilities Master Plan (introduction, executive summary, options and outcomes) .....	273
2008-09 Distance Education and Instructional Technology Plan (introduction and table of contents) .....	288
2007-08 Library Annual Report .....	291
Columbia Gorge Community College Report on Audit of Financial Statements and Supplementary Information for the Year Ended June 30, 2008 (Independent Auditor's Report and Management's Discussion and Analysis) .....	294
2009-2010 Adopted Budget (Budget Calendar, Committee, Message and table of contents) .....	320



# Mission & Authority







# **Columbia Gorge Community College**

## **Vision, Mission, Values and Key Focus Areas**

### **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

### **Key Focus Areas:**

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 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.
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 communities.
5. CGCC will provide governance and administrative structures 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 services and workplace effectiveness.
9. CGCC will provide appropriate institutional facilities which support the achievement of the institution's 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



*[Signature]*

GOVERNOR

*[Signature]*

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:

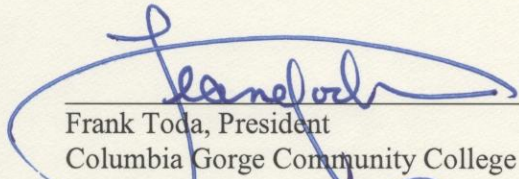
be responsible for billing CGCC for services identified in paragraph VI and for all additional services in a timely manner;

provide appropriate documentation to justify billings for all additional services.

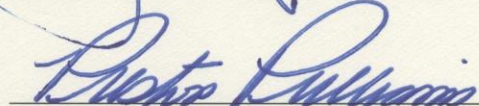
- III. In return for services rendered under paragraph II of this agreement, CGCC will pay PCC an overhead charge of (10) percent based on CGCC's actual, annual costs for its full-time and part-time faculty (salary and fringe benefit payments), plus an eighteen (18) percent indirect charge on the value 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 III 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:**

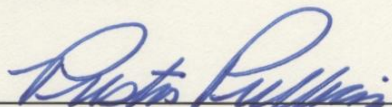
Portland Community College and Columbia Gorge Community College Libraries agree to review and/or renew this agreement annually.

**Schedule of Charges:**

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

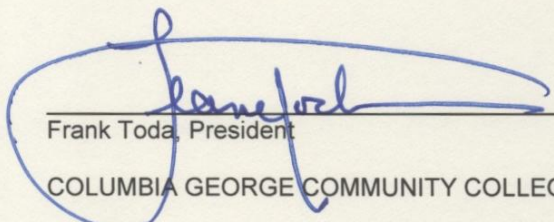
If CGCC agrees to share the use of new software or system modules that PCC decides to buy, PCC will bill CGCC at the same percentage.

**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  
2007-2008**

**Compiled by Karen Carter  
Chief Student Services Officer**

**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



# 2007 - 2008 STUDENT PROFILE

## TABLE OF CONTENTS

Student Profile Summary .....	2
Total FTE .....	4
Total FTE Compared to 3% Projected Growth .....	5
Reimbursable FTE .....	6
FTE by Category.....	7
% FTE by Category.....	8
Total FTE by County .....	9
Unduplicated Head Count—All student and non-credit students.....	10
Unduplicated Head Count—Full-time and Part-time Credit Students .....	11
Age Distribution .....	12
Average Age .....	13
Residency.....	14
Ethnicity .....	15
Gender Distribution .....	16
Financial Aid Awards .....	17
History of Financial Aid Awards .....	18
Degrees & Certificates Awarded .....	19

# STUDENT PROFILE SUMMARY

## 2007 - 2008

### ENROLLMENT

- Total FTE increased 6.5% over the previous year to 981.24.
- This increase in FTE puts CGCC on track for its target of 3% annual growth.
- Unduplicated total headcount increased 1.8 % to 5141 students. The headcount for credit students increased 13.0%.
- FTE for classes taught in Wasco County increased 8.5 % over last year while FTE for classes taught in Hood River County remained about the same as last year.
- Reimbursable FTE increased 6.1 % over last year.
- FTE was generated in the following manner:
  - 46.1 %: Lower Division Collegiate (transfer) courses.
  - 34.9 %: Professional/Technical courses.
  - 15.7 %: Pre-College courses.
  - 2.4 %: Adult Continuing Education courses.
  - 0.5 %: Non-reimbursable courses.

### CREDIT STUDENTS

- Full-time: 561 students were registered in a minimum of 12 credit hours for at least one quarter during the academic year, which is a large increase (26.4%) over the previous year. The average number of credits taken by full-time students was 13.2, the same as last year.
- Part-time: 1156 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, the same as last year.

### AGE

- The average age of all students was 38.3, the same as last year.
- The average age of full-time students was 28.7, up from 27.7 last year.
- Students from 15 years old to 89 years old took classes.

### RESIDENCY

- 45.1 % of all students were from Wasco County (up from the 41.9 % last year).
- 26.7 % of all students were from Hood River County (down from the 27.5 % last year).
- 16.7 % of all students were from Washington (down from 17.9 % last year).
- 11.5 % of all students were from Oregon, outside Wasco and Hood River counties (down from the 12.8 % last year.)

## **ETHNIC BACKGROUND**

- The student body was less diverse ethnically than in the previous year. 85.6 % of all students served were Caucasian (compared to 84.9 % the previous year). The Hispanic students were almost equally divided between Wasco and Hood River counties, with very few from Washington.
- The credit student population was slightly less diverse ethnically (83.6 % compared to 82.9 %) than last year, with the Hispanic segment remaining the same. The segment with a decrease in both total students and credit students was the percentage of Native American students served.

## **GENDER**

- 59.8 % of all students were female (down from 62.8% last year).
- 68.6 % of credit students were female (a decrease from the 69.7% last year).

## **FINANCIAL AID**

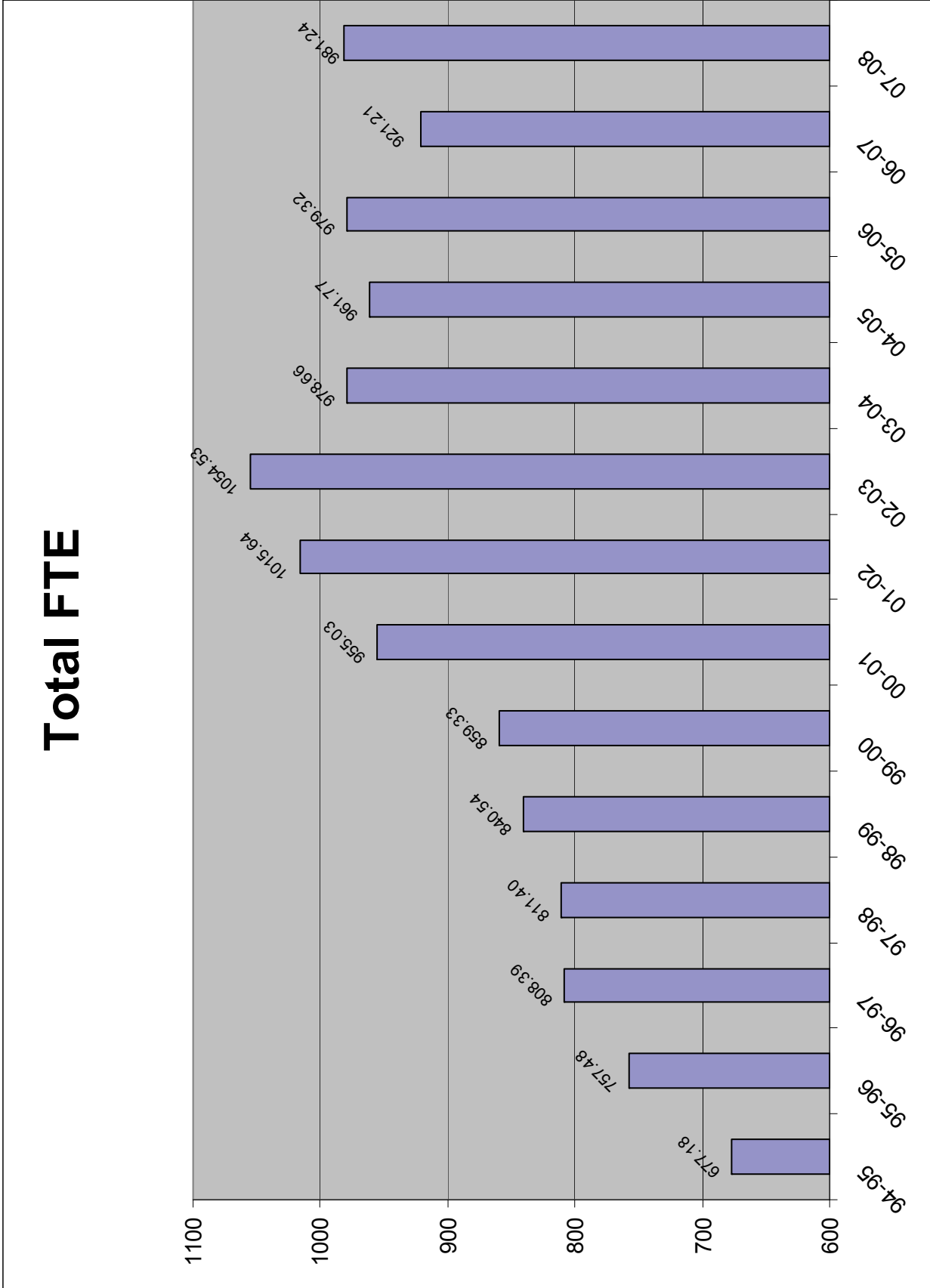
- A total of \$2,793,797 was awarded to CGCC students in a combination of federal financial aid and CGCC Foundation scholarships. This is an increase of 11.2 % over last year. For the second time in many years, there was a decrease in the percentage of loans awarded.
- For Fall term 2007, 53 % of the full-time students received financial aid, 44 % of students enrolled in 6-11 credits received financial aid, and 3 % of students enrolled in 5 credits or less received financial aid.

## **GRADUATES**

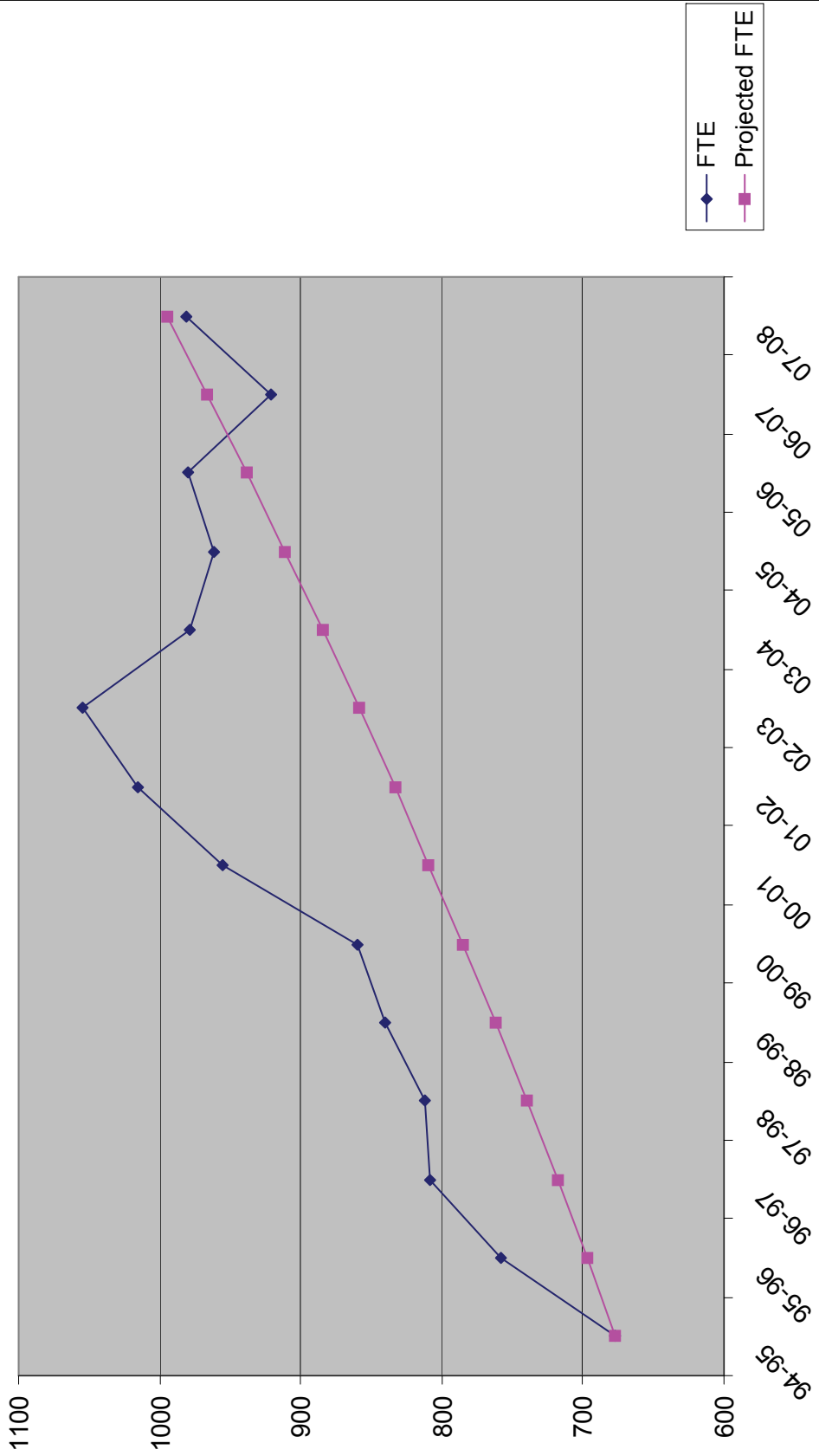
- There was an increase in the total number of graduates. Degrees and Certificates showed an increase while High School Completions were down. The number of students graduating with one year certificates were up due to the new Renewal Energy Technology and Medical Assisting programs.

## **MILESTONES THAT HAVE/MAY IMPACT FTE**

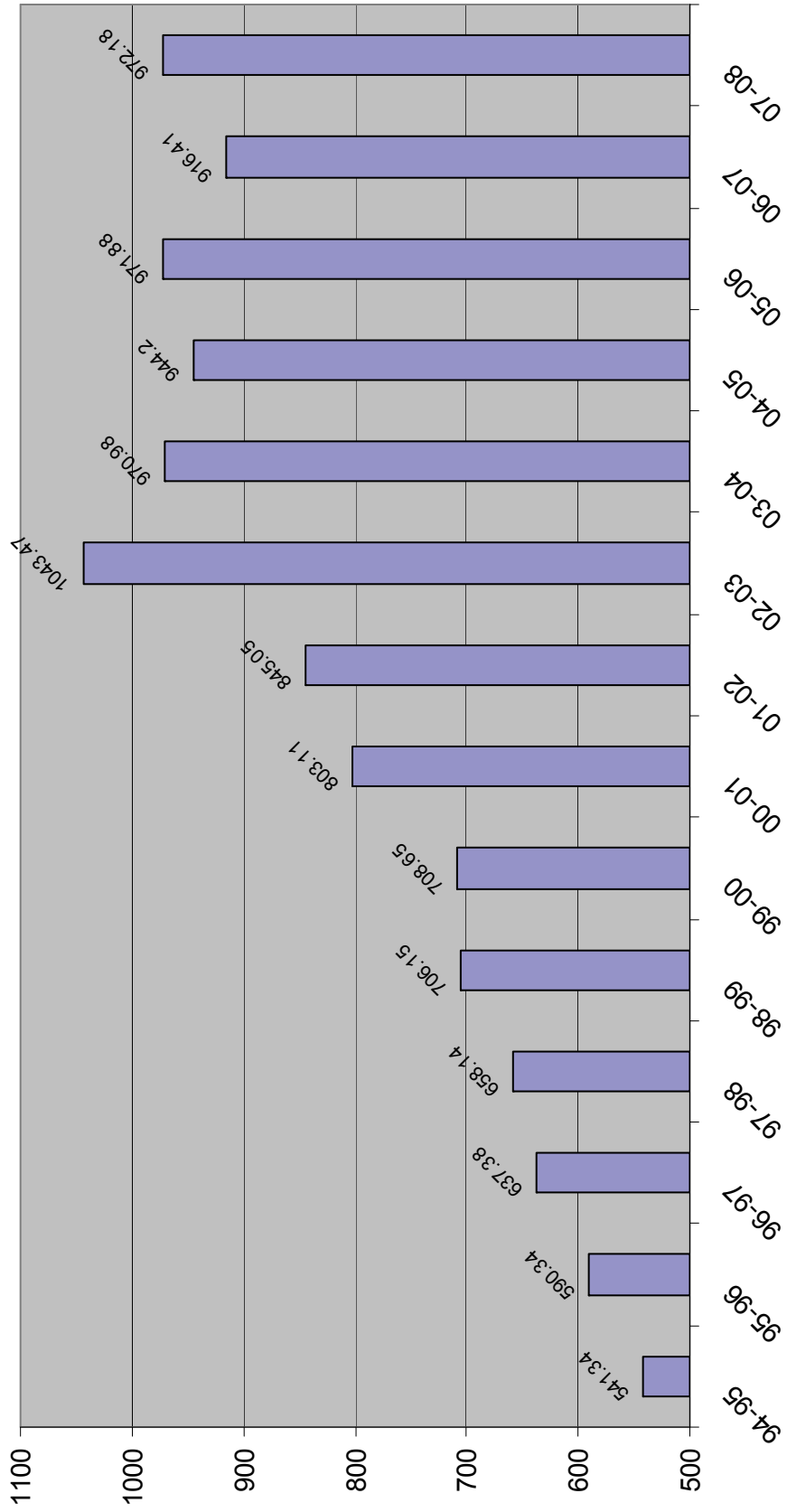
- Fall 1994: Move to new campus in The Dalles
- 2000-2001: layoffs at Northwest Aluminum with influx of dislocated workers who had two years of educational benefits for retraining
- Fall 2001: 1<sup>st</sup> cohort of student admitted to the Nursing program and increase seen in students completing pre-requisites for this program
- Summer 2003: List of classes eligible for reimbursement under Adult Continuing Education reduced by the Office of Community Colleges and Workforce Development
- 2005-06: Final year the Electronics Engineering Technology program was offered
- Fall 2007: 1<sup>st</sup> credit cohorts admitted to the Renewal Energy Technology with influx of students completing pre-requisites for this program
- Fall 2007: 1<sup>st</sup> cohort of students admitted to the Medical Assisting program
- Fall 2008: Opening of Hood River Indian Creek Campus



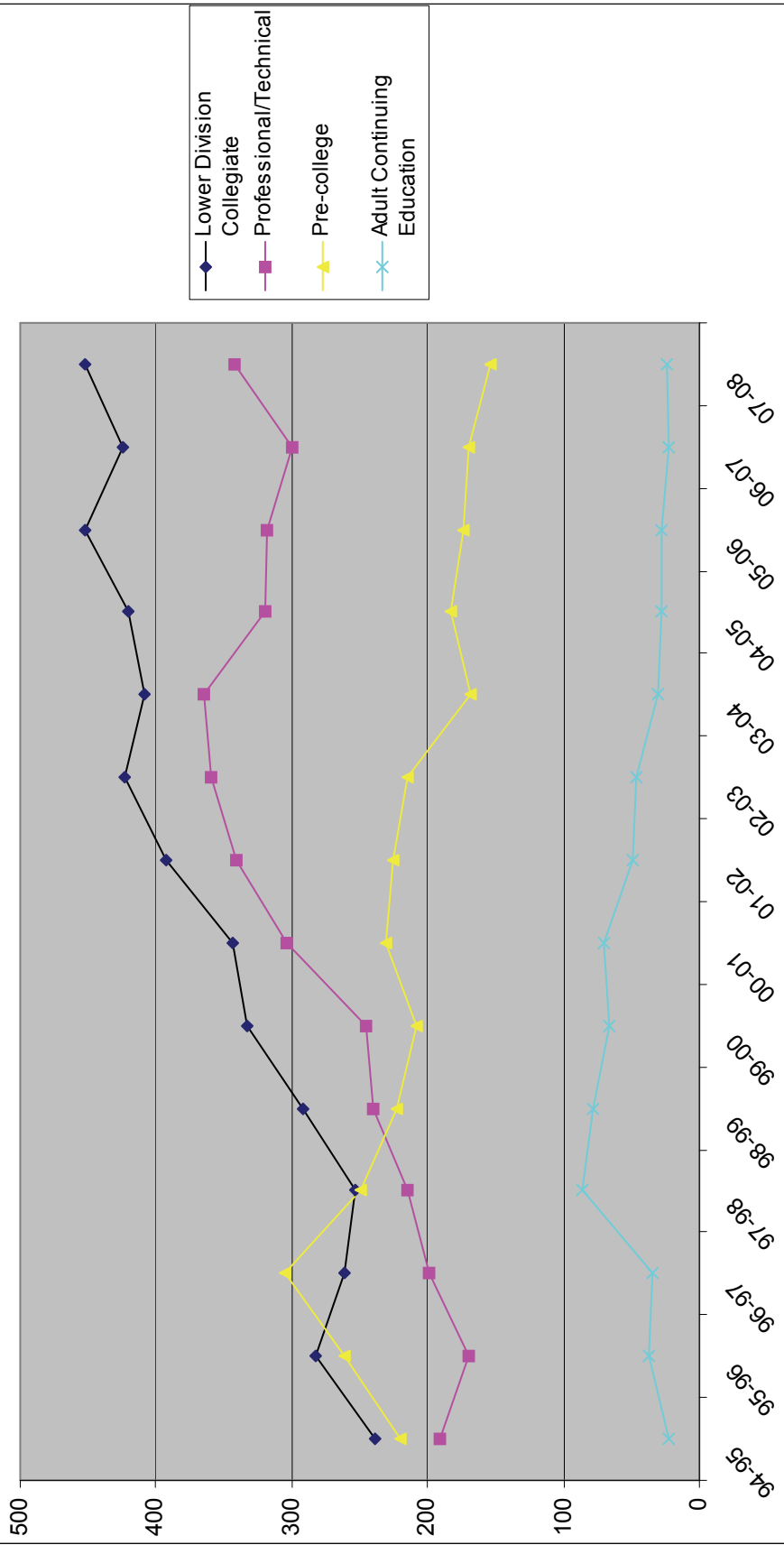
# Total FTE Compared To 3% Projected Growth



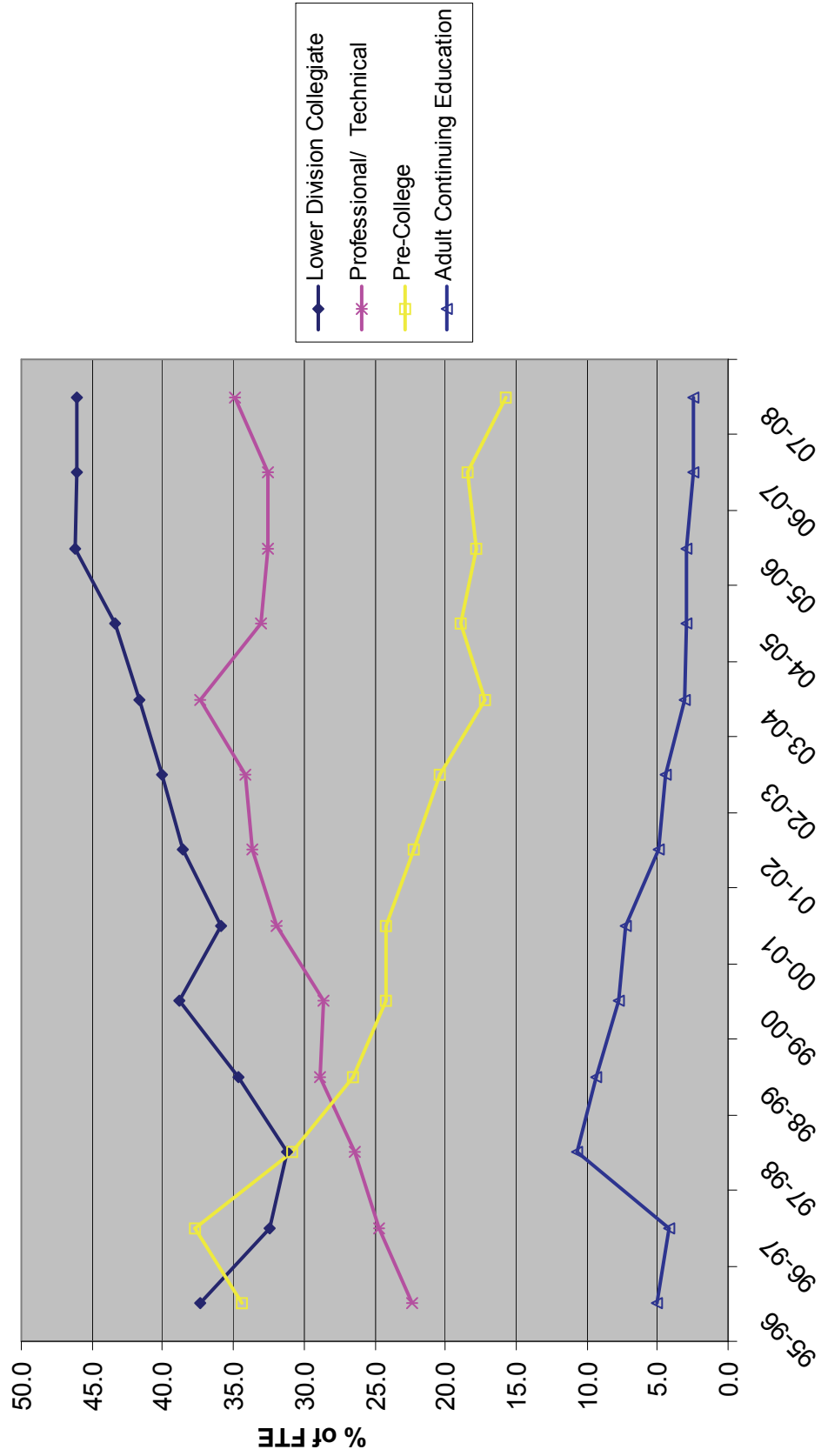
# Reimbursable FTE



# FTE by Category

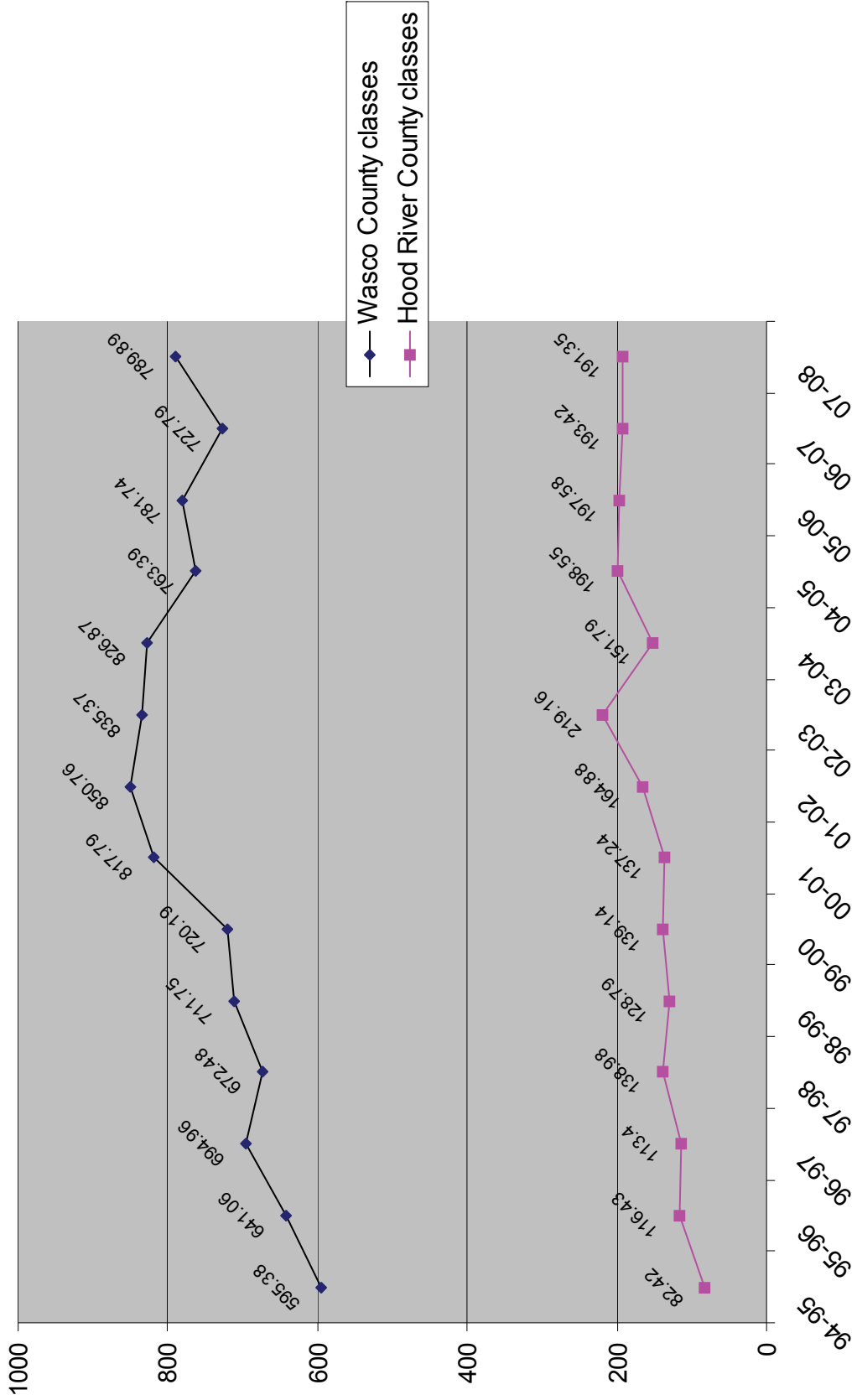


# % FTE by Category

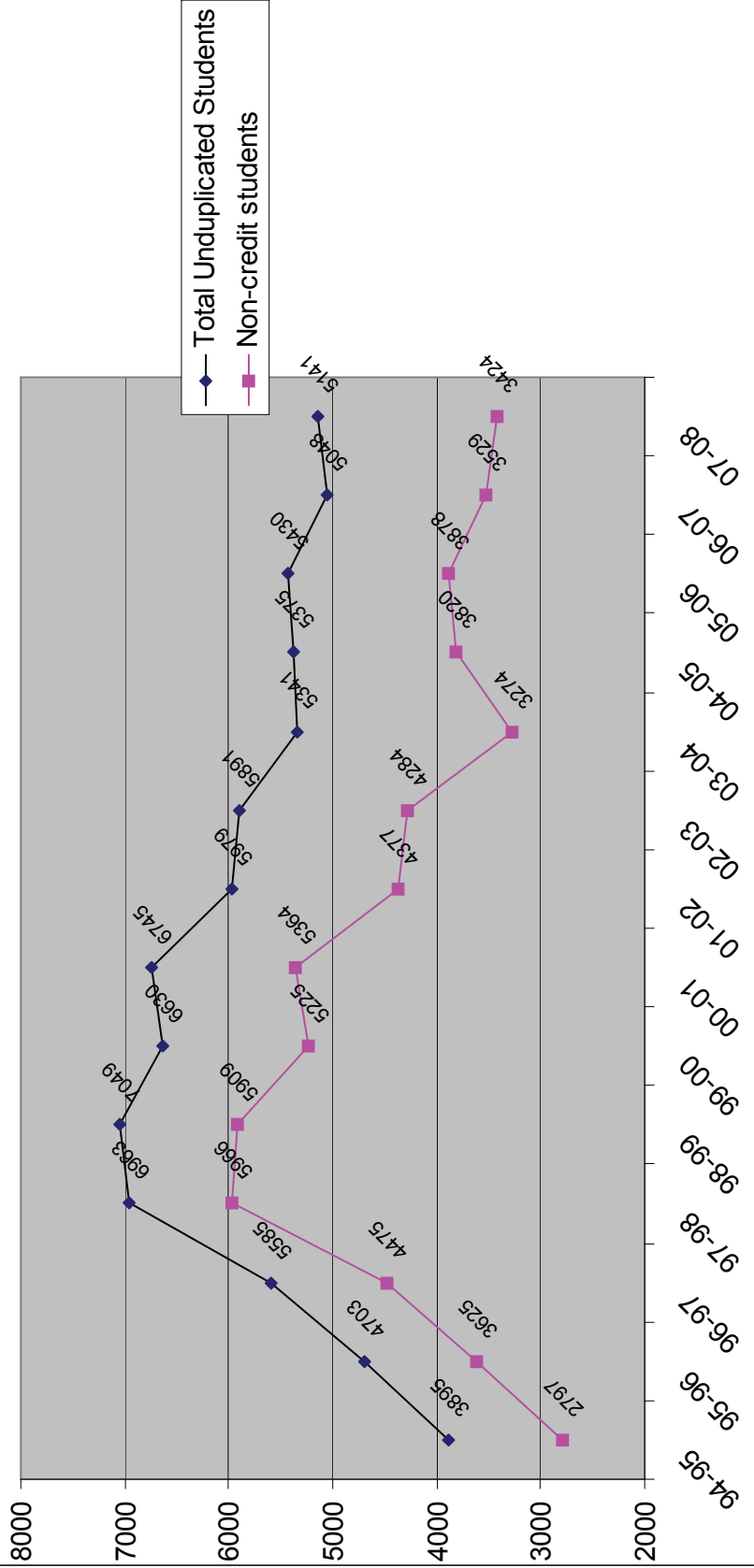




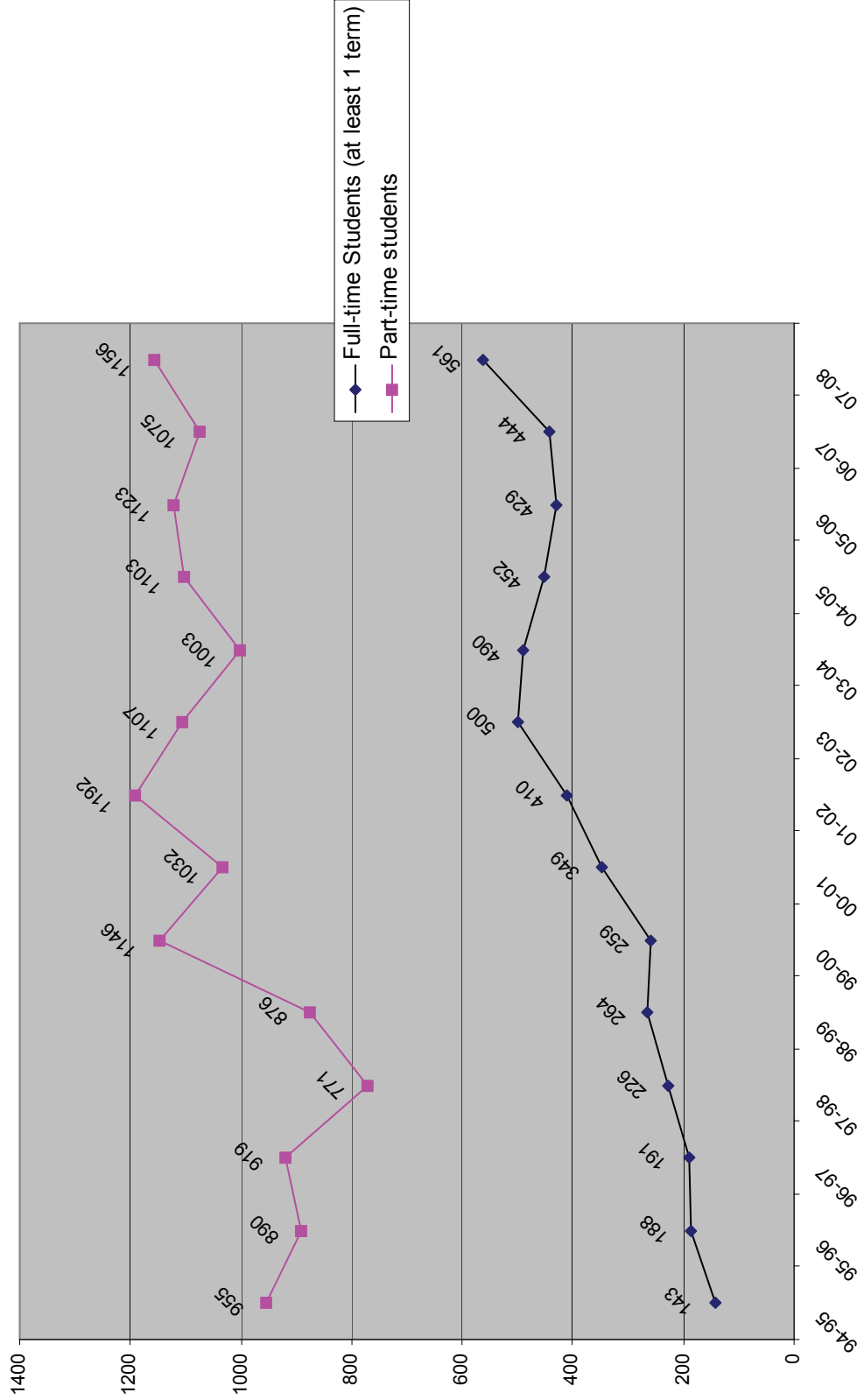
# Total FTE by County



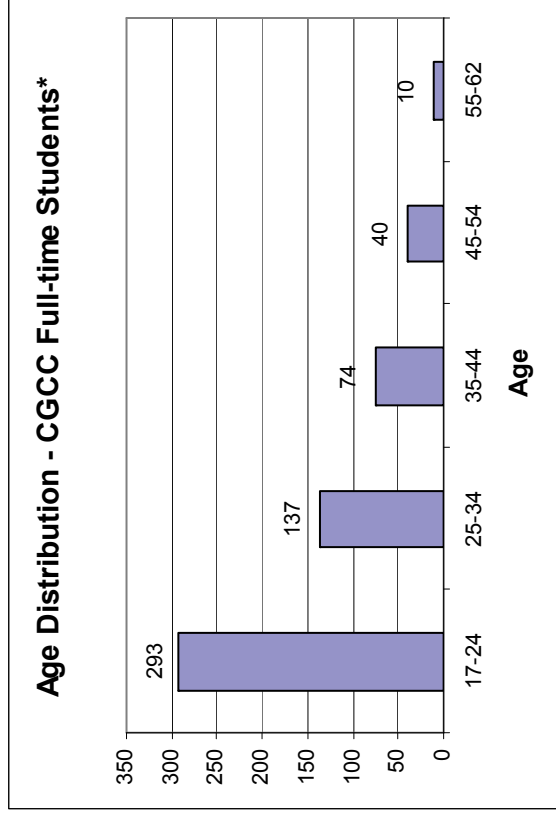
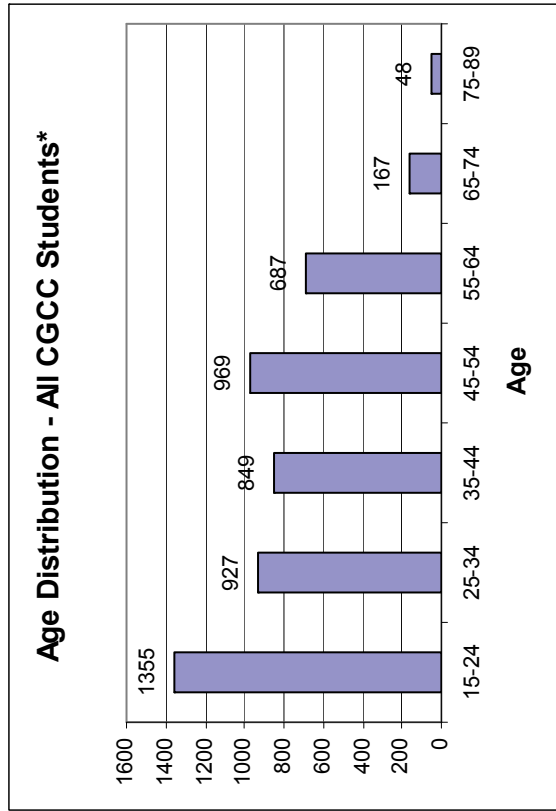
# Unduplicated Head Count-- All students and non-credit students



## Unduplicated Head Count-- Full-time and Part-time Students

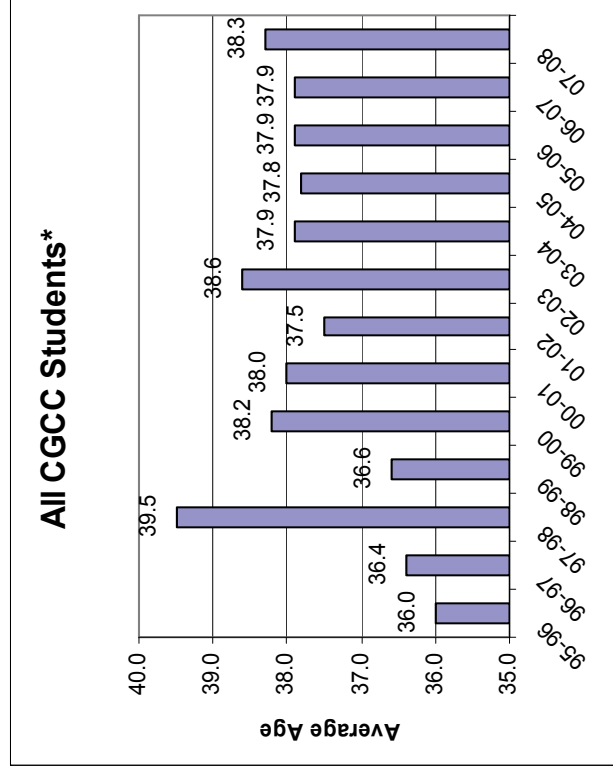


# Age Distribution

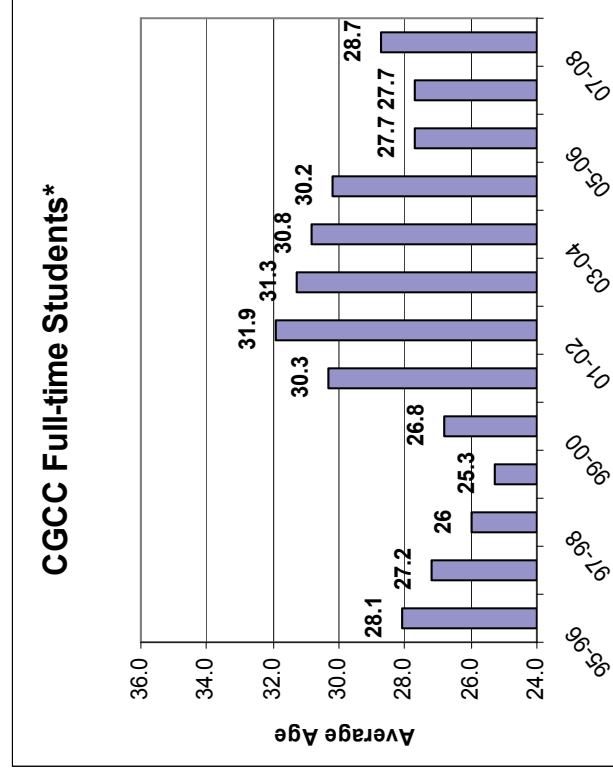


\*who reported age

# Average Age

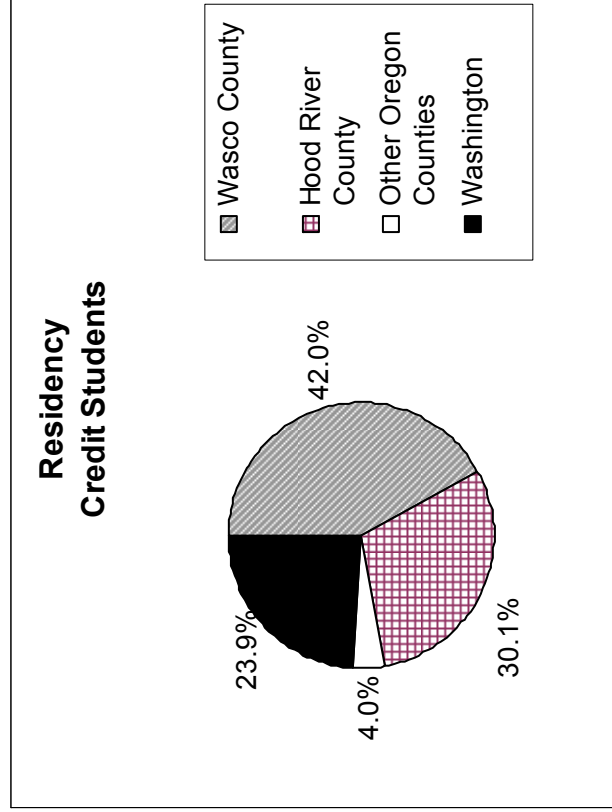
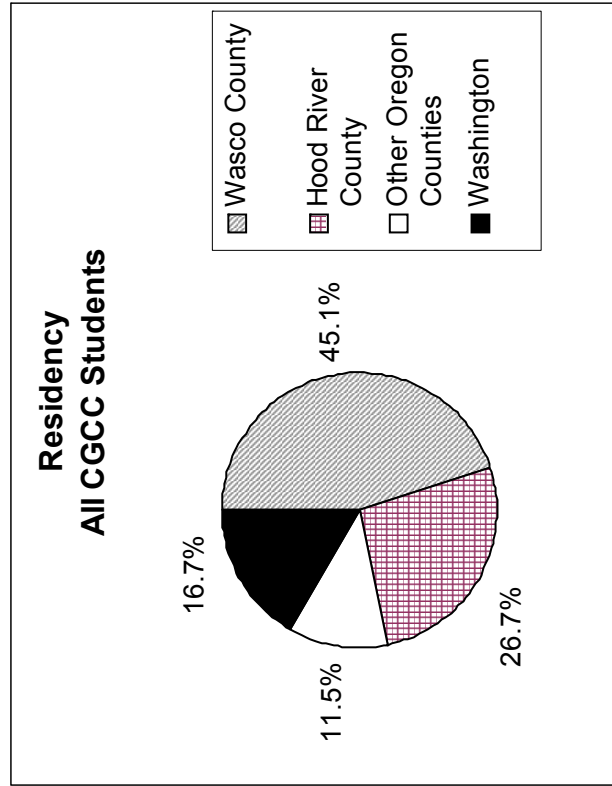


Median age is 36

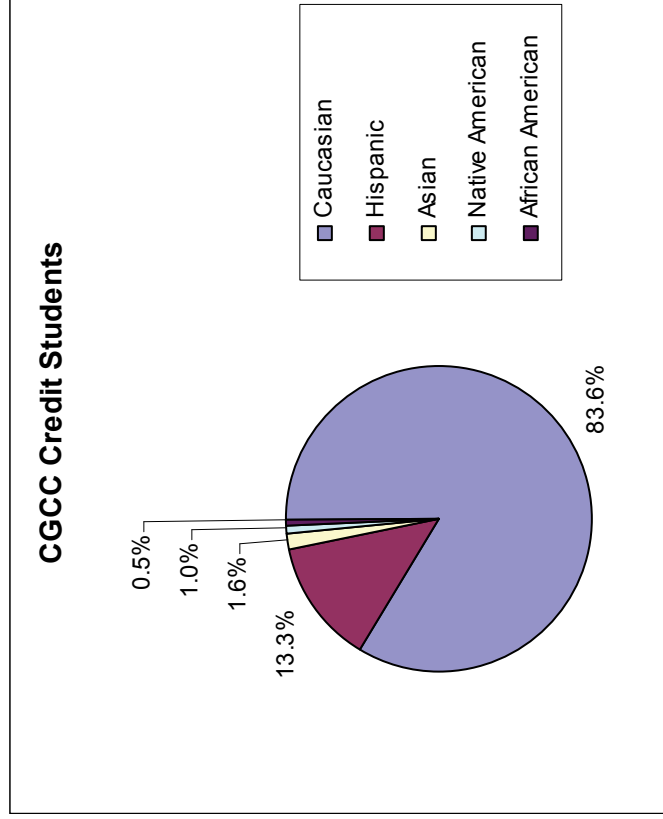
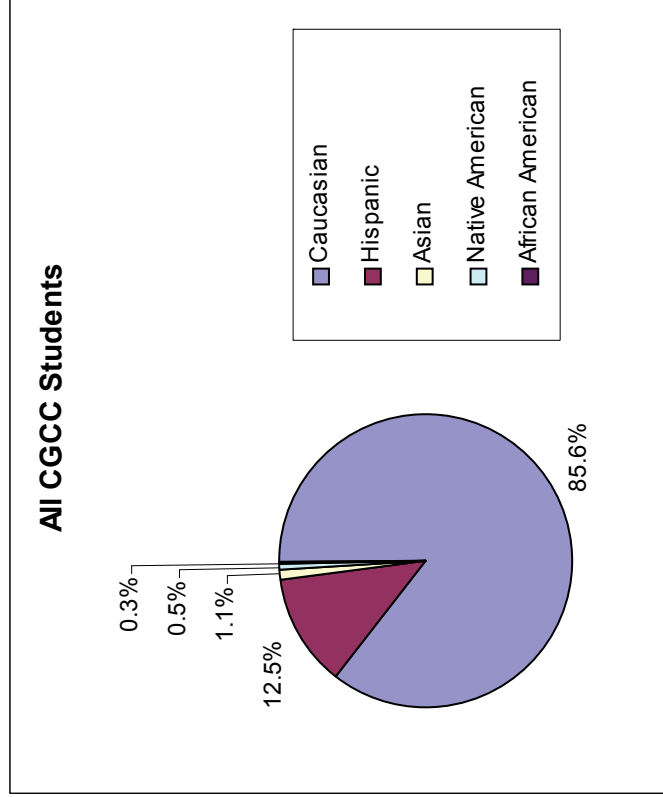


Median age is 24

# Residency

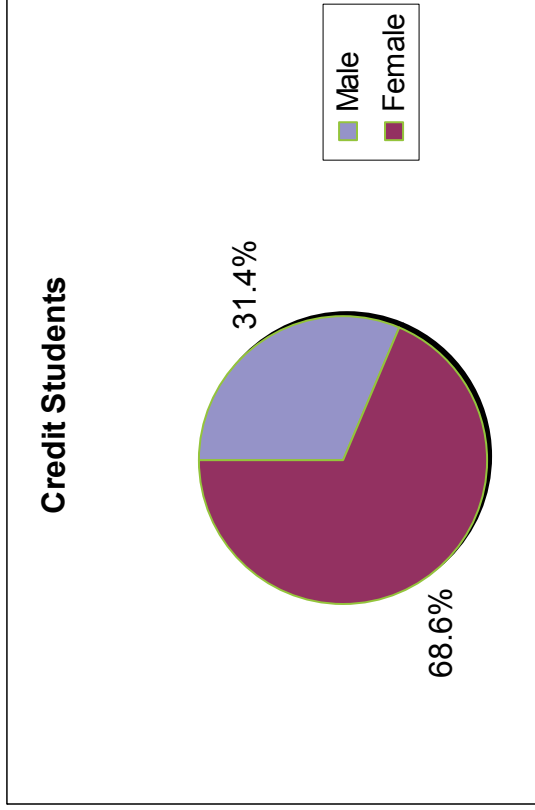
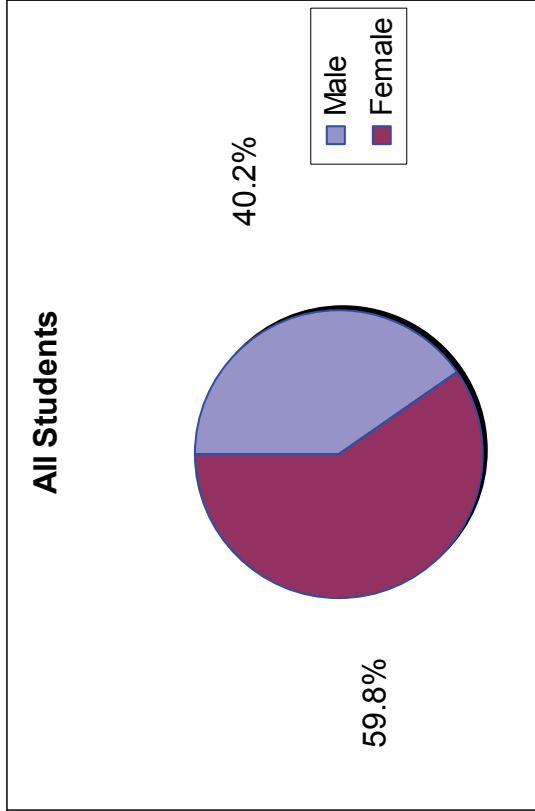


# Ethnicity \*



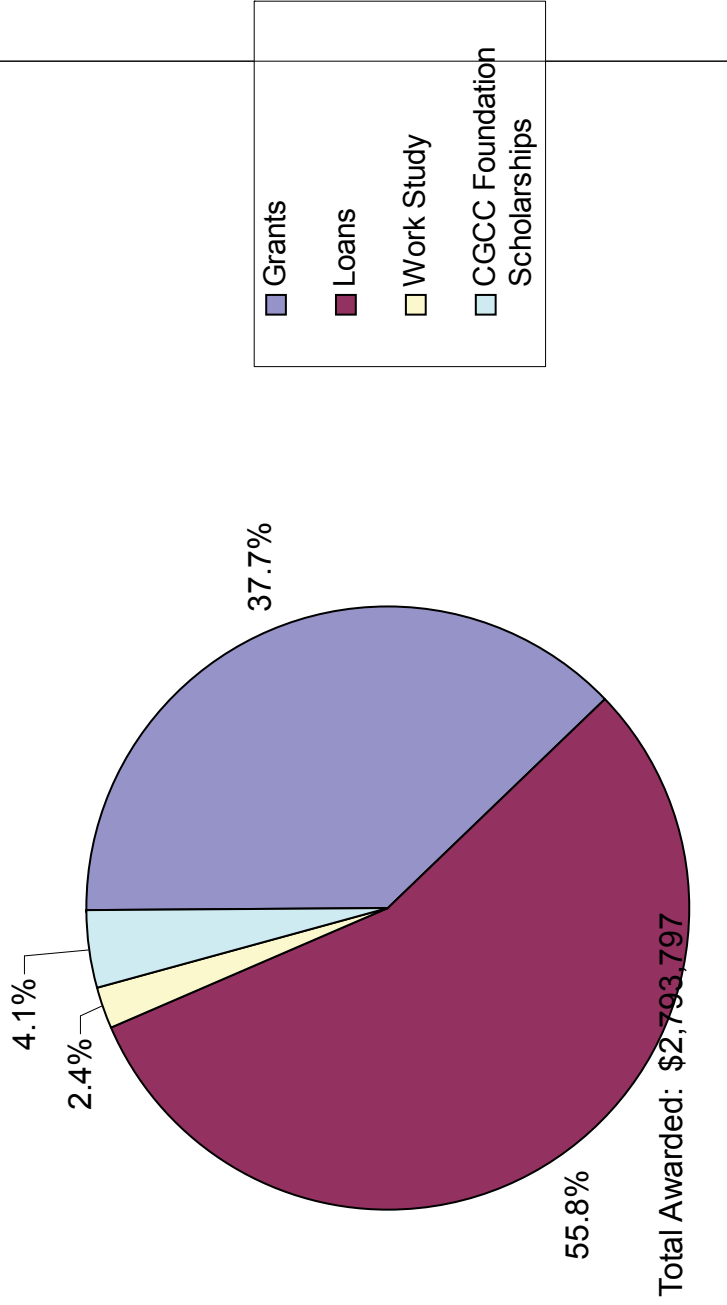
\*of those who reported ethnicity

# Gender Distribution

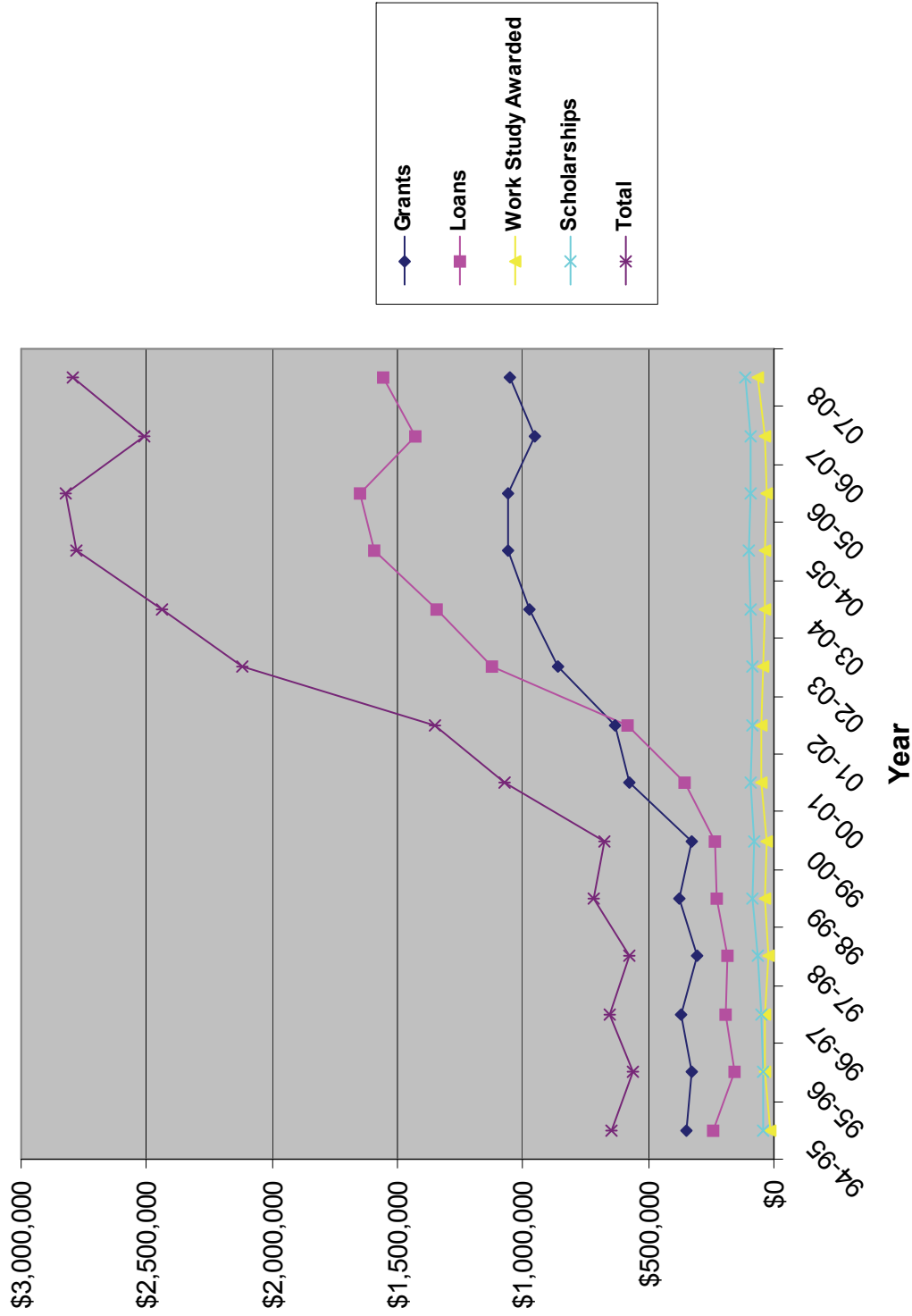




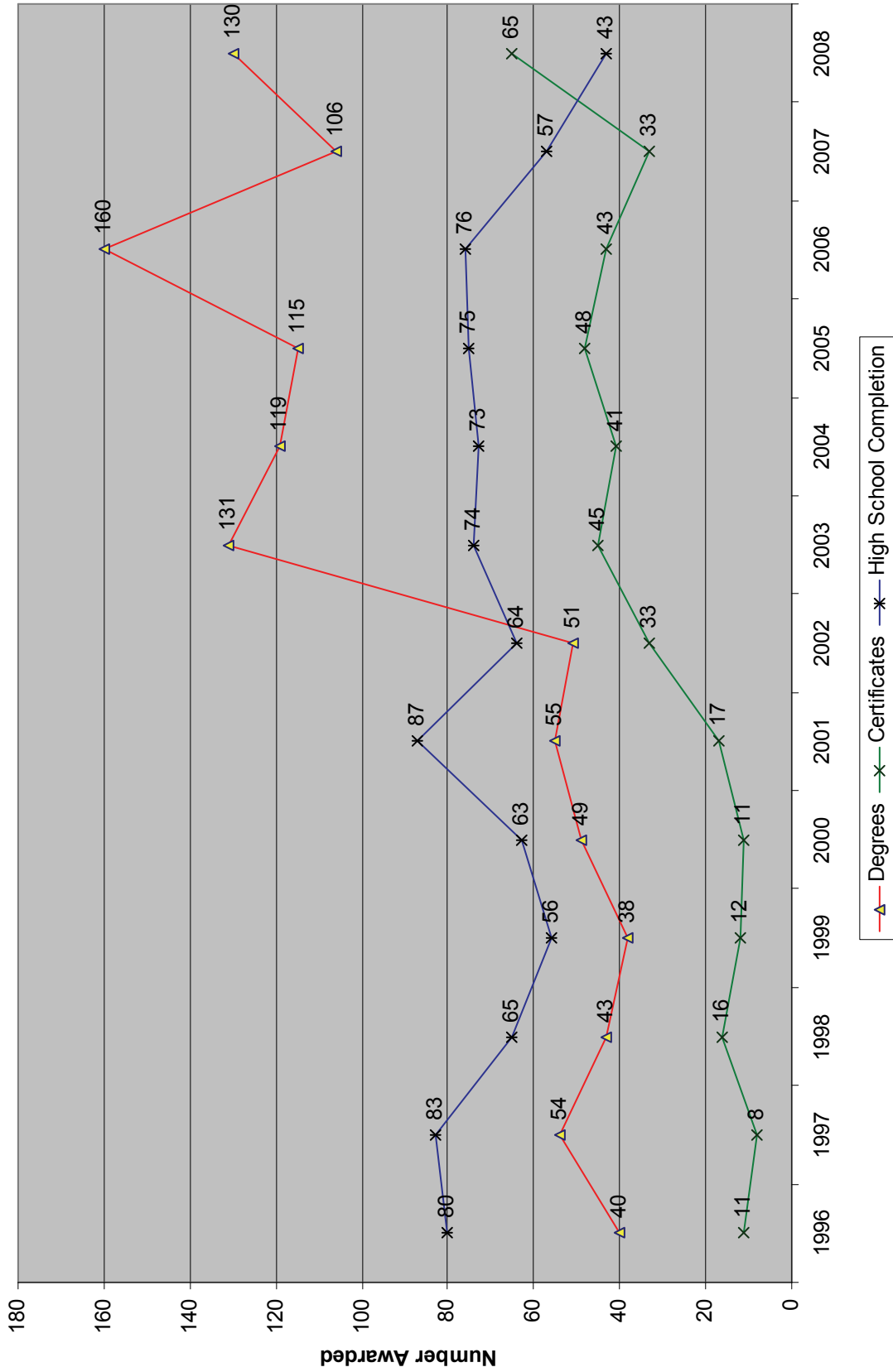
# Financial Aid Awards



# History of Financial Aid Awards



**Degrees & Certificates Awarded**



**COMMUNITY COLLEGE SURVEY OF  
STUDENT ENGAGEMENT  
(CCSSE)**

Conducted Spring term 2008  
Columbia Gorge Community College  
Report to the CGCC Board of Education  
March 17, 2009

Karen Carter  
Chief Student Services Officer

## Community College Survey of Student Engagement (CCSSE)

Conducted Spring term 2008 at Columbia Gorge Community  
College

- CCSSE provides information about effective educational practices in community colleges
- Assists institutions in using information to promote improvements in student learning and persistence
- Student engagement, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work
- Credit classes are randomly selected by CCSSE to be surveyed
- Summary data includes data for CGCC, Oregon consortium of schools (14 community colleges in 2008) and CCSSE cohort
- Results have been organized by seven key topics and five benchmarks

# COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT (CCSSE) SUMMARY

- More *CGCC* students plan to obtain or update job-related skills and/or change careers than students at colleges in the Oregon consortium or the *CCSSE* cohort of comparable schools
- 58% of *CGCC* part-time students and 34.5% of full-time students work at least 20 hours a week
- *CGCC* students rate more favorable relationships in all three areas surveyed (other students, instructors, and administrative personnel) than students in the Oregon consortium or the *CCSSE* cohort of comparable schools
- Working full-time and lack of finances were the most likely barriers to persistence at *CGCC*, consistent with students in the Oregon consortium and the *CCSSE* cohort
- Student satisfaction in recommending *CGCC* to others (96.5% yes) and evaluating the entire educational experience (90.3% rated good to excellent) is higher than the Oregon consortium or the *CCSSE* cohort of comparable schools
- Academic advising/planning is used the most, has the highest satisfaction, and the highest importance of services to students
- Child care services and services to students with disabilities are the services used the least, with the lowest satisfaction, and are the least important to students
- *CGCC* students ranked higher in each of the five benchmark areas than the Oregon consortium or the *CCSSE* cohort of comparable schools

# Columbia Gorge Community College: First Look

## Above the Mean

### COLLEGE ACTIVITIES

- 4a. Asked questions in class or contributed to class discussions
- 4o. Received prompt feedback (written or oral) from instructors on your performance
- 6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment

### WEEKLY ACTIVITIES

- 10d. Providing care for dependents living with you (parents, children, spouse, etc.)
- 11b. Relationships with instructors
- 11c. Relationships with administrative personnel and offices

### EDUCATIONAL AND PERSONAL GROWTH

- 12f. Solving numerical problems

### STUDENT SERVICES

- 13a2. Satisfaction: Academic advising/planning

## Below the Mean

### COLLEGE ACTIVITIES

- 4e. Came to class without completing readings or assignments
- 4u. Skipped class

## Columbia Gorge Community College: First Look

### Above the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4b. Made a class presentation		*
4j. Used the Internet or instant messaging to work on an assignment		*
4o. Received prompt feedback (written or oral) from instructors on your performance	*	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	*	

WEEKLY ACTIVITIES	Part-Time	Full-Time
11c. Relationships with administrative personnel and offices		*

STUDENT SERVICES	Part-Time	Full-Time
13a1. Frequency: Academic advising/planning		*
13g1. Frequency: Financial aid advising		*

### Below the Mean

COLLEGE ACTIVITIES	Part-Time	Full-Time
4e. Came to class without completing readings or assignments		*
4u. Skipped class		*

Compared with other Oregon colleges



## Community College Survey of Student Engagement (CCSSE)

- Seven key topics:
  1. Educational goals: students may have multiple purposes for attending a community college
  2. Time on task: students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals
  3. Relationships: one of the most powerful predictors of student persistence in the college
  4. Academic Experience: gauges how actively students are involved in their education
  5. Barriers to Persistence: what would keep students from achieving their educational goal
  6. Student Satisfaction: would a student recommend a service or the institution to others
  7. Student and Academic Support Services: links questions relating to satisfaction, use, or importance of levels of service

## KEY TOPIC 1: EDUCATIONAL GOALS

	Primary goal			Secondary goal			Not a goal		
	CGCC	Consortium	CCSSE Cohort	CGCC	Consortium	CCSSE Cohort	CGCC	Consortium	CCSSE Cohort
Complete a certification program	31.2%	29.1%	29.2%	24.0%	18.5%	19.3%	44.9%	52.4%	51.5%
Obtain an associate degree	49.0%	49.6%	58.8%	22.2%	24.2%	20.8%	28.7%	26.2%	20.4%
Transfer to a 4-year college or university	39.6%	52.6%	51.7%	19.7%	19.8%	21.5%	40.7%	27.6%	26.8%
Obtain or update job-related skills	41.7%	37.1%	41.3%	26.9%	28.2%	27.0%	31.4%	34.7%	31.7%
Self-improvement/personal enjoyment	37.5%	35.0%	39.4%	36.7%	39.6%	34.6%	25.8%	25.5%	26.0%
Change careers	37.8%	30.7%	29.1%	11.9%	14.8%	16.3%	50.3%	54.5%	54.6%

## KEY TOPIC 2: TIME ON TASK

	Part-time			Full-time		
	5 hours or fewer	6 - 20 hours	21 hours or more	5 hours or fewer	6 - 20 hours	21 hours or more
Preparing for class	30.4%	60.7%	9.0%	18.7%	56.7%	24.6%
Working for pay	22.4%	19.6%	58.0%	41.0%	24.6%	34.5%
Participating in college-sponsored activities	97.3%	1.8%	0.9%	97.0%	2.4%	0.6%
Providing care for dependents living with you	47.4%	13.4%	39.3%	56.0%	14.8%	27.2%

**KEY TOPIC 3: RELATIONSHIPS**

	CGCC			Consortium			CCSSE cohort		
	Less Favorable	Mid	More favorable	Less Favorable	Mid	More favorable	Less Favorable	Mid	More favorable
Relationships with other students	6.9%	13.4%	79.8%	7.6%	17.1%	75.2%	7.4%	15.6%	77.0%
Relationships with instructors	3.3%	7.7%	89.1%	5.3%	10.4%	84.3%	5.7%	11.5%	82.9%
Relationships with administrative personnel and offices	10.4%	11.4%	78.2%	13.6%	20.2%	66.2%	16.1%	19.8%	64.0%

**KEY TOPIC 4: ACADEMIC EXPERIENCE**

	CGCC			Consortium			CCSSE Cohort		
	Often or Very Often	Sometimes	Never	Often or Very Often	Sometimes	Never	Often or Very Often	Sometimes	Never
Asked questions in class or contributed to class discussions	74.7%	24.6%	0.8%	66.1%	31.6%	2.3%	64.4%	33.0%	2.6%
Made a class presentation	30.4%	33.7%	36.0%	23.9%	44.1%	32.0%	28.0%	40.6%	31.4%
Worked with other students on projects during class	50.3%	34.2%	15.5%	52.2%	37.9%	9.9%	46.4%	40.3%	13.4%
Worked with classmates outside of class to prepare class assignments	20.5%	42.3%	37.2%	23.5%	39.5%	37.0%	21.4%	37.2%	41.4%

**KEY TOPIC 5: BARRIERS TO PERSISTENCE**

	CGCC	Consortium	CCSSE cohort
	Likely or Very Likely		
Working full-time	50.3%	40.3%	38.0%
Caring for dependents	32.5%	28.0%	28.6%
Academically unprepared	14.1%	16.4%	18.9%
Lack of finances	50.2%	51.2%	45.2%

**KEY TOPIC 6: STUDENT SATISFACTION**

	CGCC	Consortium	CCSSE cohort
Do you plan to enroll in classes in the next 12 months?			
Yes	64.9%	73.6%	65.2%
Would you recommend this college to a friend or family member?			
Yes	96.5%	95.0%	94.4%
How would you evaluate your entire educational experience at CGC?			
Good - Excellent	90.3%	87.3%	86.2%

**KEY TOPIC 7: Student Services by Use, Satisfaction, and Importance**

	Use (Sometimes/Often)	Satisfaction (Very/Somewhat)	Importance (Very/Somewhat)
Academic advising/planning	68.6%	82.7%	89.1%
Career Counseling	34.2%	50.4%	78.1%
Job placement assistance	8.5%	19.8%	59.6%
Peer or other tutoring	29.1%	46.2%	70.9%
Skills labs (writing, math, etc.)	39.6%	54.6%	76.3%
Child care	4.9%	12.2%	39.0%
Financial aid advising	47.6%	53.4%	75.3%
Computer lab	52.8%	62.9%	75.3%
Student Organizations	8.4%	20.2%	52.2%
Transfer credit assistance	29.1%	34.6%	69.7%
Services to students with disabilities	3.5%	11.0%	53.6%
<b>Highest in each column</b>			
<b>Lowest in each column</b>			

## Community College Survey of Student Engagement (CCSSE)

- Benchmarks: groups of conceptually related items that address key areas of student engagement.
- Five benchmarks have been identified to gauge and monitor performance in areas that are truly central to their work.
  1. Active and collaborative learning: Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaboration with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, community and their personal lives.
  2. Student effort: Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.
  3. Academic challenge: Challenging intellectual and creative work is central to student learning and collegiate quality.
  4. Student-faculty interaction: The more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress.
  5. Support for learners: Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other issues that may affect both learning and retention.

Community College Survey of Student Engagement  
 2008 Benchmark Summary Table - All Students  
**Columbia Gorge Community College, Oregon Consortium**

Benchmark	Your College	All Students		
		Comparison Group Statistics		
			Consortium	2008 CCSSE Cohort
Active and Collaborative Learning	52.8	Benchmark Score	51.6	50.0
		Score Difference	1.2	2.8
Student Effort	54.8	Benchmark Score	51.9	50.0
		Score Difference	3.0	4.8
Academic Challenge	53.5	Benchmark Score	51.0	50.0
		Score Difference	2.4	3.5
Student-Faculty Interaction	54.7	Benchmark Score	52.6	50.0
		Score Difference	2.1	4.7
Support for Learners	50.9	Benchmark Score	49.4	50.0
		Score Difference	1.4	0.9
		Number of Colleges	14	585

**Benchmark Score:** Each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores.

**Score Difference:** The result of subtracting the comparison group score (same size colleges or 2008 CCSSE Cohort) from your college's score on each benchmark.

## Active and Collaborative Learning Bar Charts and Benchmark Item Composition - All Students

Description - Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.



Benchmark Scores			
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
<b>All Students</b>	52.8	51.6	50.0

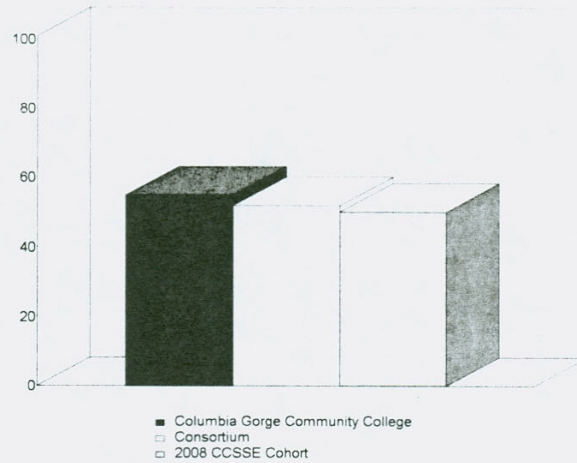
Active and Collaborative Learning	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2008 CCSSE Cohort Mean	Above/Below Mean
4a. Asked questions in class or contributed to class discussions	3.14	2.95	▲	2.91	▲
4b. Made a class presentation	2.04	1.98		2.04	
4f. Worked with other students on projects during class	2.53	2.57		2.47	
4g. Worked with classmates outside of class to prepare class assignments	1.88	1.93		1.86	
4h. Tutored or taught other students (paid or voluntary)	1.43	1.39		1.37	
4i. Participated in a community-based project as a part of a regular course	1.28	1.29		1.30	
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.60	2.65		2.56	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]



## Student Effort Bar Charts and Benchmark Item Composition - All Students

Description - Students' own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.



### Benchmark Scores

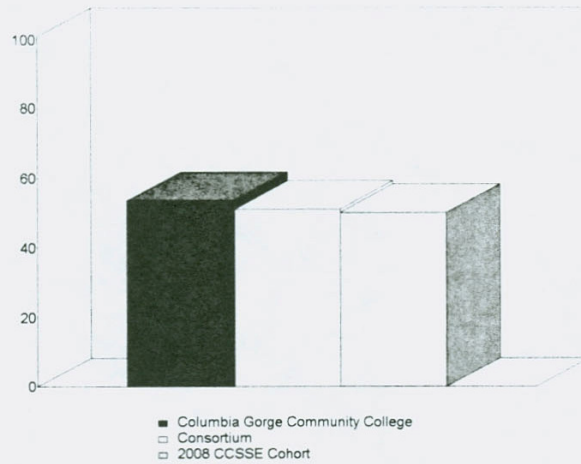
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
<b>All Students</b>	54.8	51.9	50.0

Student Effort	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4c. Prepared two or more drafts of a paper or assignment before turning it in	2.65	2.53		2.47	
4d. Worked on a paper or project that required integrating ideas or information from various sources	2.79	2.76		2.71	
4e. Came to class without completing readings or assignments	1.76	1.93	▼	1.87	
6b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.48	2.15	▲	2.08	▲
10a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program)	2.29	2.20		1.90	▲
13d1. Frequency Peer or other tutoring	1.54	1.50		1.46	
13e1. Frequency Skill labs (writing, math, etc.)	1.66	1.69		1.71	
13h1. Frequency Computer lab	1.94	2.02		2.10	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Academic Challenge Bar Charts and Benchmark Item Composition - All Students

Description - Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.



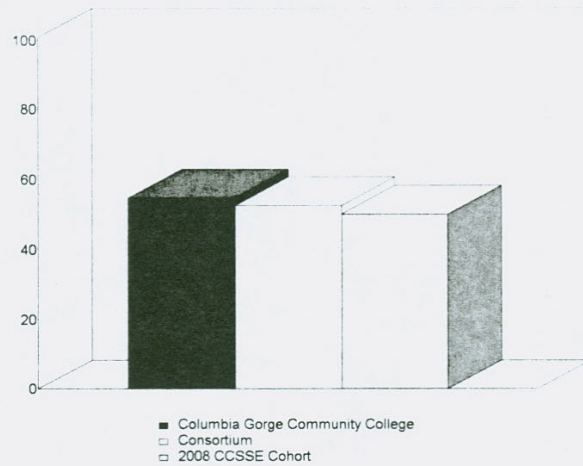
Benchmark Scores			
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
<b>All Students</b>	53.5	51.0	50.0

Academic Challenge	Your College Mean	Other Consortium Colleges Mean	Above/Below Mean	2008 CCSSE Cohort Mean	Above/Below Mean
4p. Worked harder than you thought you could to meet an instructor's standards or expectations	2.55	2.49		2.53	
5b. Analyzing the basic elements of an idea, experience, or theory	2.94	2.88		2.84	
5c. Synthesizing and organizing ideas, information, or experiences in new ways	2.84	2.72		2.71	
5d. Making judgments about the value or soundness of information, arguments, or methods	2.53	2.56		2.55	
5e. Applying theories or concepts to practical problems of in new situations	2.75	2.67		2.64	
5f. Using information you have read or heard to perform a new skill	2.75	2.76		2.75	
6a. Number of assigned textbooks, manuals, books, or book-length packs of course readings	2.86	2.89		2.86	
6c. Number of written papers or reports of any length	3.07	3.00		2.83	▲
7. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college	5.16	4.97		5.00	
9a. Encouraging you to spend significant amounts of time studying	3.07	2.96		2.96	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

## Student-Faculty Interaction Bar Charts and Benchmark Item Composition - All Students

Description - In general, the more contact students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.



### Benchmark Scores

	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
<b>All Students</b>	54.7	52.6	50.0

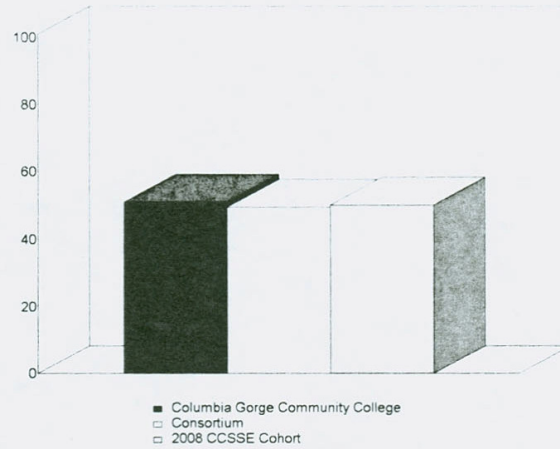
Student-Faculty Interaction	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
4k. Used email to communicate with an instructor	2.55	2.66		2.52	
4l. Discussed grades or assignments with an instructor	2.61	2.57		2.52	
4m. Talked about career plans with an instructor or advisor	2.18	2.11		2.02	
4n. Discussed ideas from your readings or classes with instructors outside of class	1.81	1.78		1.73	
4o. Received prompt feedback (written or oral) from instructors on your performance	2.97	2.73	▲	2.66	▲
4q. Worked with instructors on activities other than coursework	1.36	1.38		1.40	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

B5

## Support for Learners Bar Charts and Benchmark Item Composition - All Students

Description - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus.



Benchmark Scores			
	Columbia Gorge Community College	Consortium	2008 CCSSE Cohort
<b>All Students</b>	50.9	49.4	50.0

Support for Learners	Your College Mean	Other Consortium Colleges Mean	Above/ Below Mean	2008 CCSSE Cohort Mean	Above/ Below Mean
9b. Providing the support you need to help you succeed at this college	2.97	2.97		2.95	
9c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.54	2.45		2.47	
9d. Helping you cope with your non-academic responsibilities (work, family, etc.)	1.88	1.90		1.93	
9e. Providing the support you need to thrive socially	2.00	2.06		2.11	
9f. Providing the financial support you need to afford your education	2.40	2.31		2.39	
13a1. Frequency. Academic advising/planning	1.88	1.77		1.75	
13b1. Frequency. Career counseling	1.48	1.44		1.43	

[NOTE: Directional arrows in charts highlight those items where your college falls notably above or below the mean of your comparison group. The items listed are significant at  $p < .001$  with an effect size greater than or equal to .2.]

INSTITUTIONAL  
EFFECTIVENESS INDICATORS

COLUMBIA GORGE COMMUNITY COLLEGE

DECEMBER 2008  
COMPILED BY THE STUDENT SERVICES OFFICE

**COLUMBIA GORGE COMMUNITY COLLEGE  
INSTITUTIONAL EFFECTIVENESS INDICATORS  
TABLE OF CONTENTS**

EXECUTIVE SUMMARY

Page 1

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
- Page B-5: Percentage of students who rate their satisfaction as very satisfied or satisfied

### 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 CGCC district residents who enroll in classes at CGCC
- Page D-2: Percentages by race/ethnicity reflect district demographics

### 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 BUSINESSES

- Page F-1: Hours provided by Small Business Development Center for business counseling
- Page F-2: Number of customers

# Columbia Gorge Community College

## Institutional Effectiveness Indicators

### December 2008

### Executive Summary

#### Progress Toward Educational Goal

- The average retention rate of all students (credit and non-credit) from one year to the next is 30.8%, an increase from last year. This represents a positive trend over the last six years.
- The average fall to winter retention rate of credit students is 65.2%, a decrease 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).

#### Completion of Educational Goal

- 2008 had the third highest number of total graduates in the history of CGCC. This is due to the addition of the new Renewable Energy Technology and Medical Assisting programs.
- Almost 78% (average) of students since 1994 rate the overall quality of their education here at CGCC as excellent or good.
- Services with the highest level of student satisfaction are Computer Services, Financial Aid, and Library, the services that consistently rank as the top three.
- The qualities of the college environment that students rated the highest satisfaction are "Class Size" and "Attitude of Teachers Toward Students".



### Adult Basic Skills

- Data show a large increase in the number of students enrolled in the Adult Basic Skills classes and English as a Second Language courses who quit before completion of one level of training.
- There was a sharp decline in students who completed their GED or high school diploma who subsequently enrolled in college credit courses. Anecdotal information suggests that these students come to CGCC with a goal of only completing their GED so that they can work.
- While there was a slight decrease in the percentage of students who complete Basic Math (Math 20) successfully, there was actually a large increase in the percentage of students who enroll in the next level and are successful.
- There was an increase in students successfully completing Basic Writing (Writing 90), but there was a decrease of those who enrolled in the next level. Those that did continue with writing classes however were very successful.

### Access

- A lower percentage of the population in Hood River County enrolls in classes than the population in Wasco County. With the opening of the new Hood River Indian Creek Campus, this percentage is hoped to increase.
- While CGCC's student body is becoming more diverse, it is still less diverse than the CGCC district. Efforts by the CGCC Marketing Committee to address this disparity are happening in the 2008-09 year.

### Transfer

- The grade point average (gpa) of CGCC students is consistently somewhat lower than that of all students transferring from Oregon community colleges and that of OUS continuing students. However, this difference is getting very small.

### Services to Local Businesses

- The Small Business Development Center is showing an increase in contact hours with customers over the last four years but a slight decrease this last year in the number of customers served.

PROGRESS TOWARD  
EDUCATIONAL GOAL

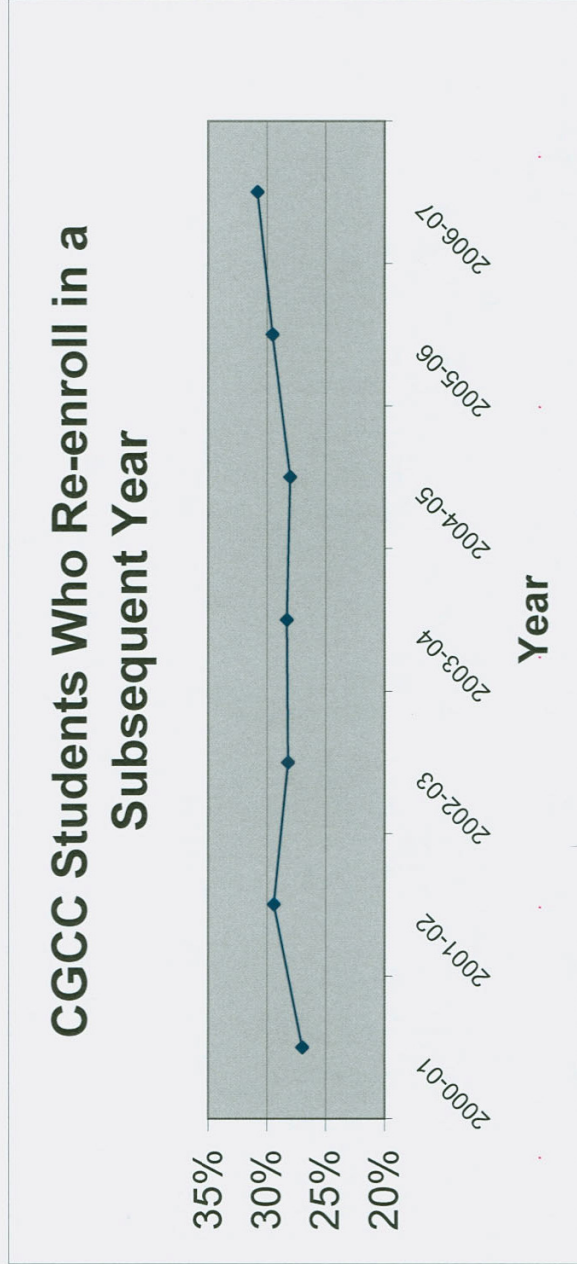
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## INSTITUTIONAL EFFECTIVENESS

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### *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



Average retention is 28.7% for all CGCC students.

Source: RogueNet and Banner Student data

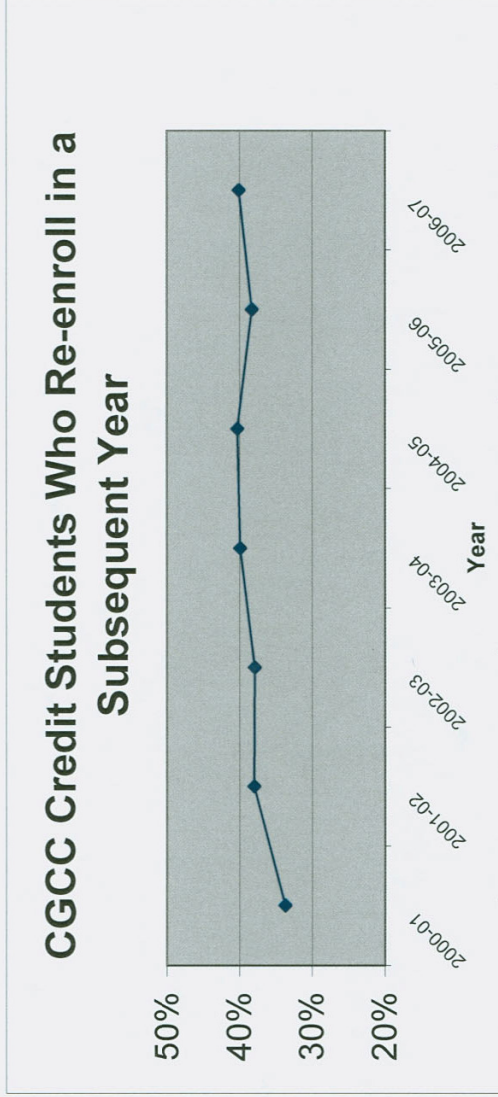
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## INSTITUTIONAL EFFECTIVENESS

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### *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



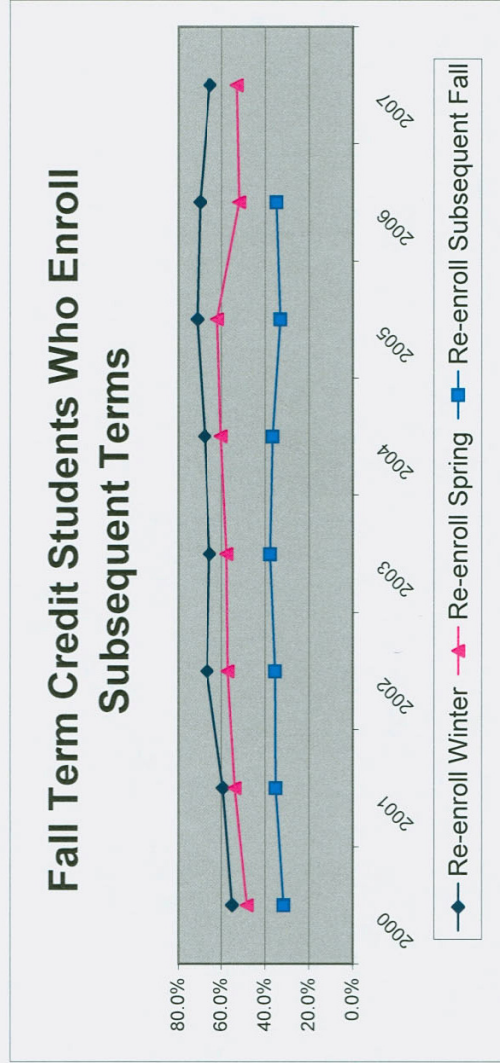
Average retention is 38.3% for CGCC credit students.

Source: RogueNet and Banner Student data

## INSTITUTIONAL EFFECTIVENESS

### *Progress Toward Educational Goal*

<b>Indicator</b>	Students continue to enroll in credit classes
<b>Measure</b>	Percentage of all fall term credit students who enroll subsequent terms



Average fall to winter retention is 65.2%  
 Average fall to spring retention is 55.5%  
 Average fall to subsequent fall retention is 34.9%

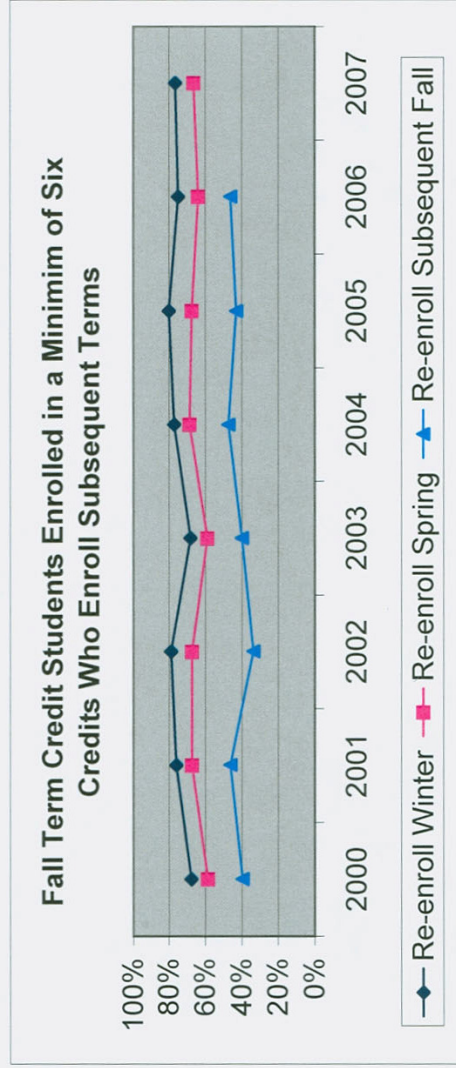
Source: RogueNet and Banner Student data

## 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 74.9%  
 Average fall to spring retention is 64.8%  
 Average fall to subsequent fall retention is 42.3%

Source: RogueNet and Banner Student data

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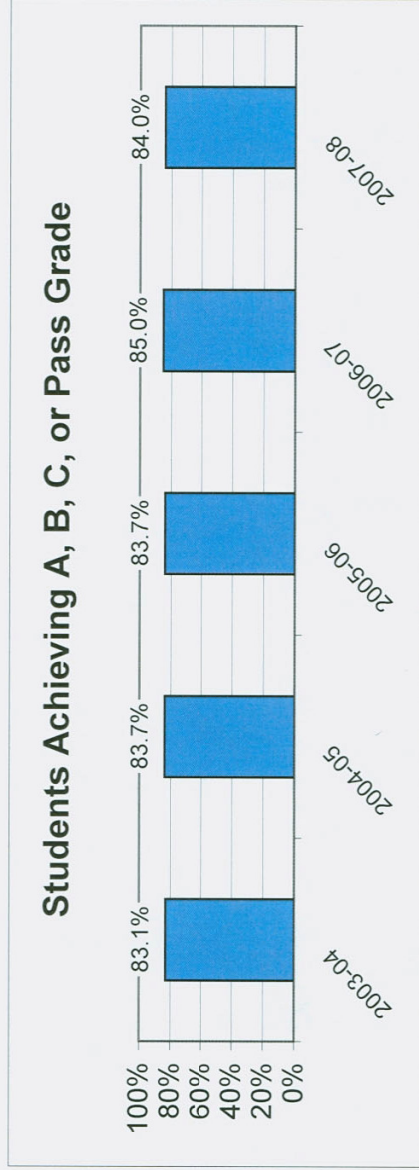
## INSTITUTIONAL EFFECTIVENESS

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### *Progress Toward Educational Goal*

**Indicator**    Students successfully complete college credit courses

**Measure**    Percentage of grades in classes that are A, B, C or Pass



83.9% is the average percentage of students successfully completing college credit courses

Source: Banner and Rogue 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

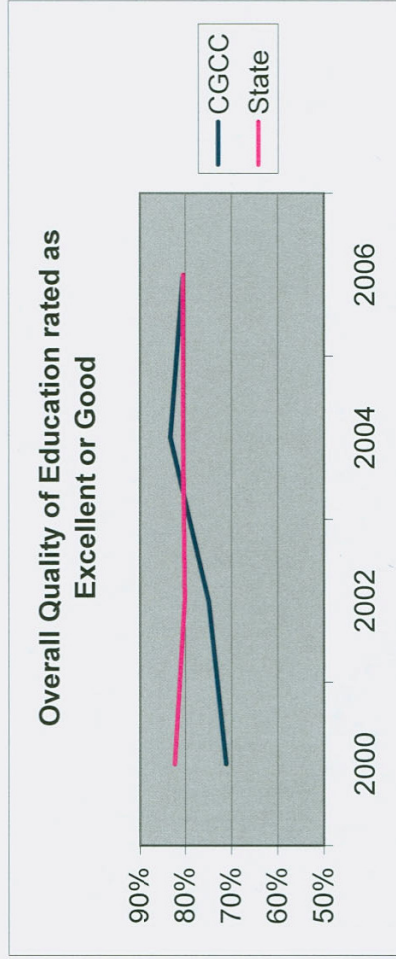
	2000	2001	2002	2003	2004	2005	2006	2007	2008
<b>Certificates</b>									
One-Year or Less	11	17	33	45	41	48	43	33	67
<b>Degrees</b>									
Associate of Arts, Oregon Transfer	17	19	15	28	27	16	27	19	34
Associate of Science	12	15	8	14	14	9	28	19	25
Associate of General Studies	11	16	7	28	31	56	61	37	39
Associate of Applied Science	9	5	20	61	47	34	43	27	34
<b>Total</b>	<b>49</b>	<b>55</b>	<b>50</b>	<b>131</b>	<b>119</b>	<b>115</b>	<b>159</b>	<b>102</b>	<b>132</b>
High School Diplomas	6	12	5	5	7	4	4	4	2
GED Certificate	57	75	59	69	66	71	72	51	41
<b>Total High School Completion</b>	<b>63</b>	<b>87</b>	<b>64</b>	<b>74</b>	<b>73</b>	<b>74</b>	<b>76</b>	<b>55</b>	<b>43</b>
<b>Total Degrees/Certificates Awarded</b>	<b>123</b>	<b>159</b>	<b>147</b>	<b>250</b>	<b>233</b>	<b>238</b>	<b>278</b>	<b>190</b>	<b>242</b>

## 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



77.8% is the average percentage of CGCC students who rate the overall quality of education at CGCC as excellent or good

82.1% is the average percentage of students statewide who rate the overall quality of education at their community college as excellent or good

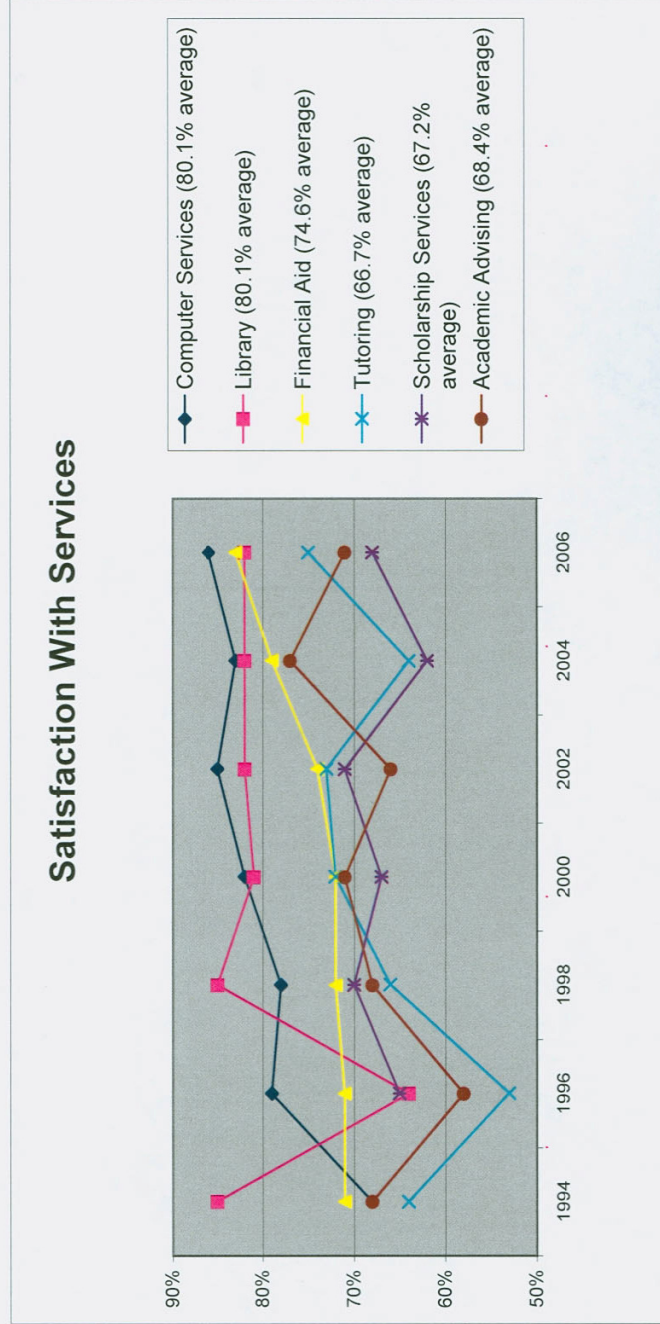
Source: Student Opinion Survey

## 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



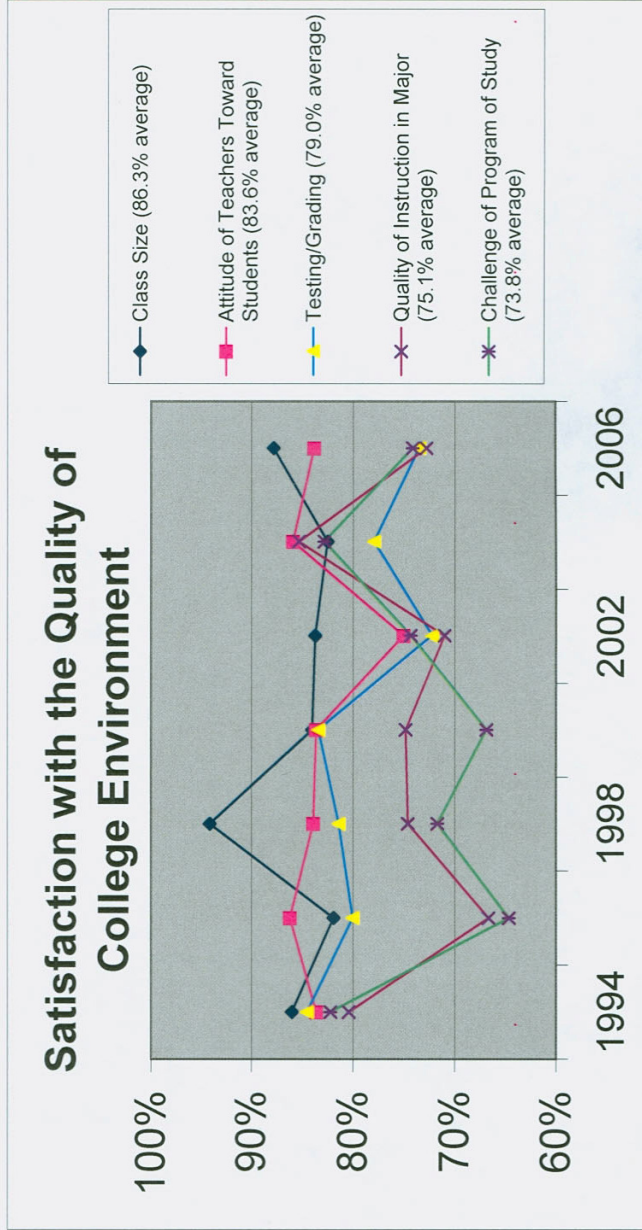
Source: Student Opinion Survey

## 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)



Source: Student Opinion Survey

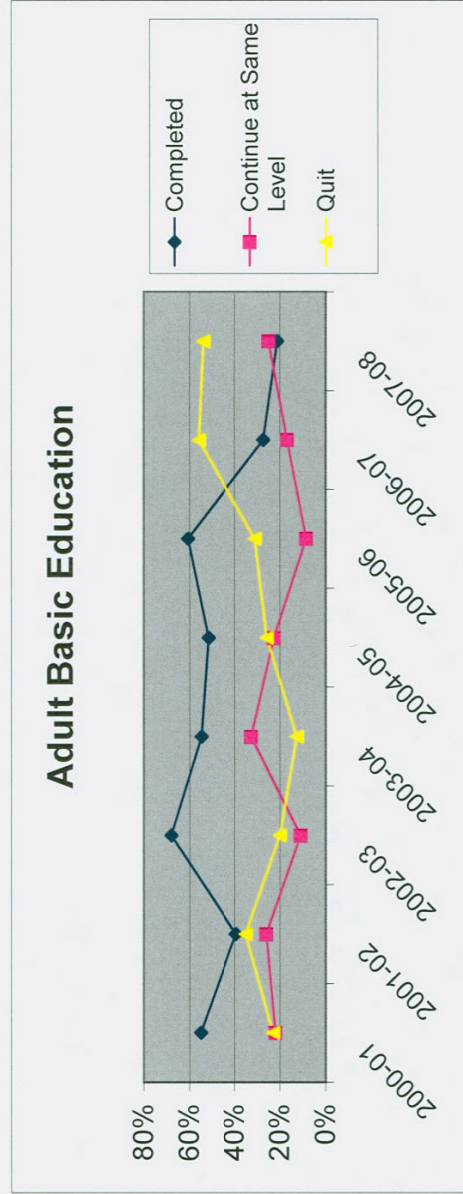
# ADULT BASIC SKILLS

## 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\*



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

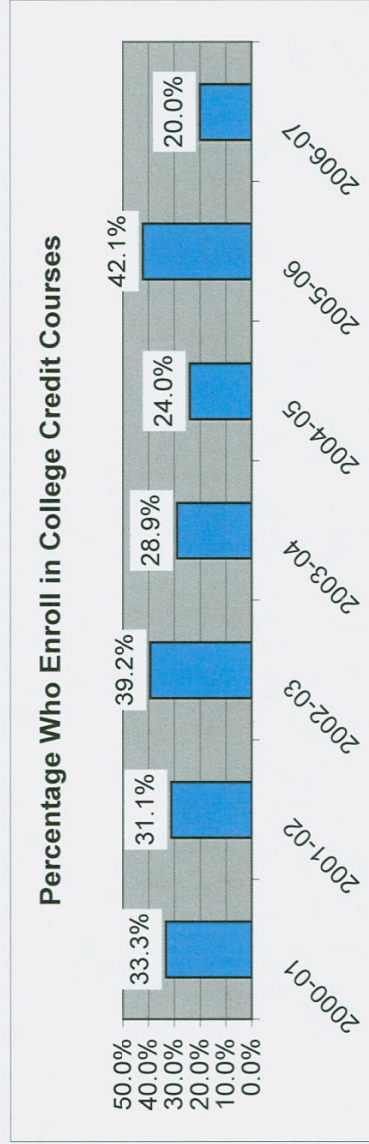
Source: Adult Basic Education Federal Table #4

## 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



31.2% is the average percentage of students who earn a GED or high school diploma who enroll in college credit classes

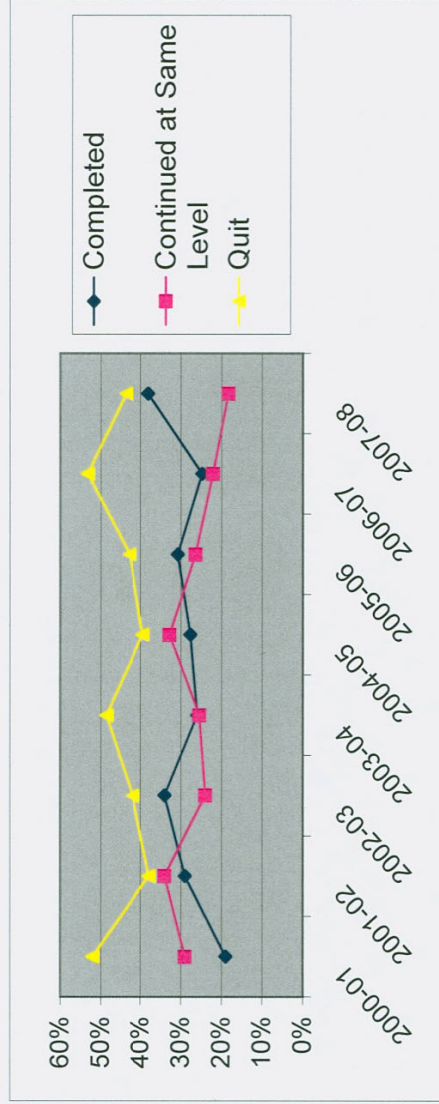
Source: Banner Student data

## 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



Source: Adult Basic Education Federal Table #4



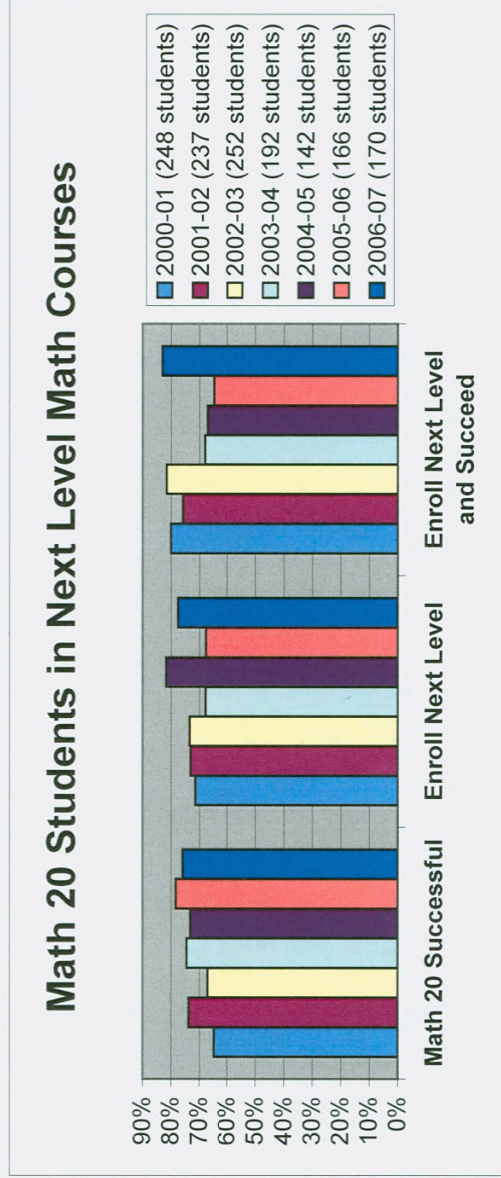
## INSTITUTIONAL EFFECTIVENESS

### 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.



72.5% (average) of students in Math 20 were successful

73.2% (average) of the successful Math 20 students registered in the next level math course

74.3% (average) of the students who enrolled in the next level math course were successful

Source: Rogue and Banner Student data

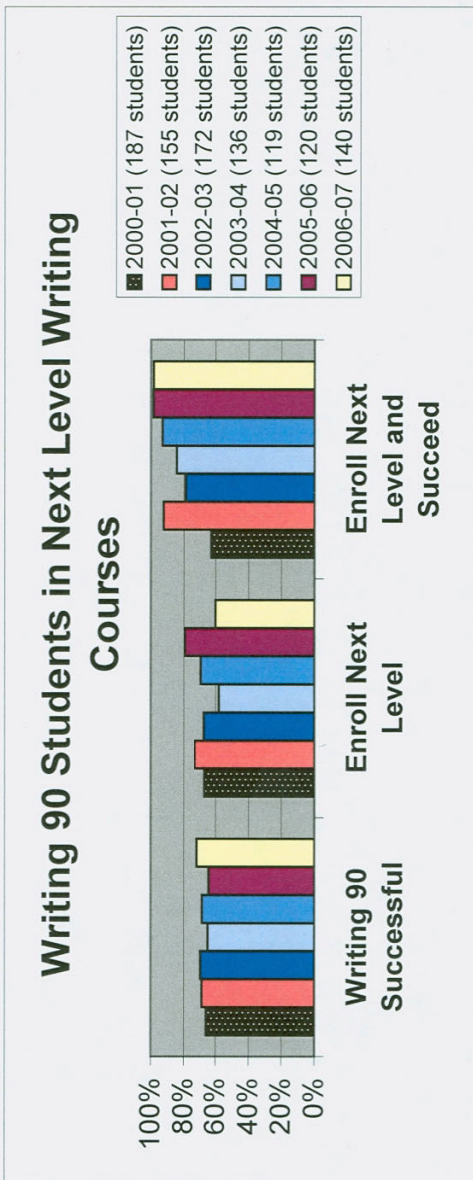
Page C-4

## 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.



67.4% (average) of students in Writing 90 were successful

67.56% (average) of the successful Writing 90 students registered in the next level writing course

86.8% (average) of the students who enrolled in the next level writing course were successful

Source: Rogue and Banner Student data

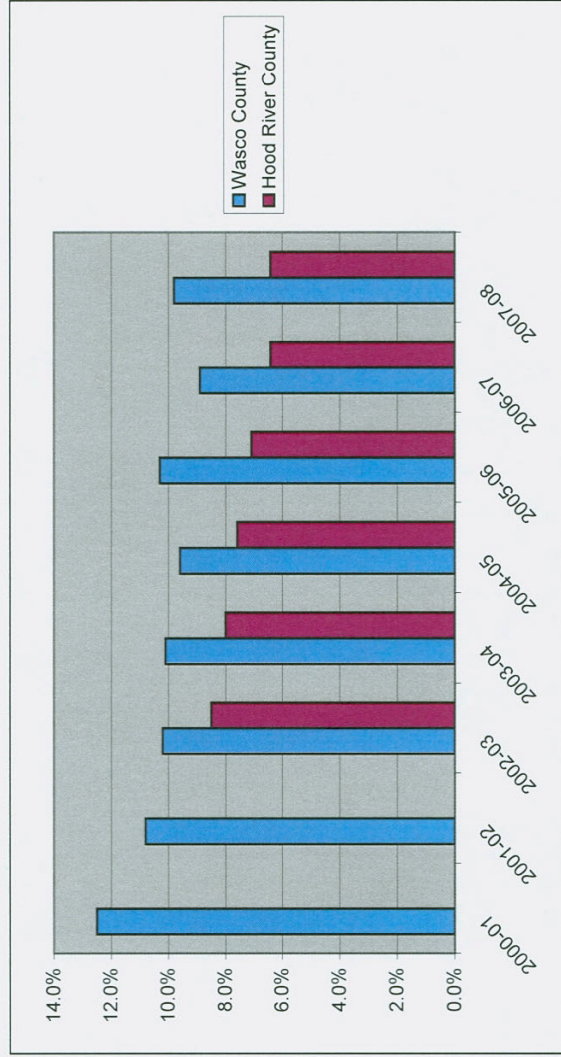
ACCESS

## INSTITUTIONAL EFFECTIVENESS

**Access**

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

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



(note: 2002-03 was the first year Hood River County was in the CGCC district)

An average of 10.3% of Wasco County residents enroll in CGCC classes  
 An average of 7.3% of Hood River County residents enroll in CGCC classes

Source: Rogue and Banner Student data and US Census data

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## INSTITUTIONAL EFFECTIVENESS

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**ACCESS**

**Indicator** Student demographics reflect district demographics

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

	CGCC	CGCC District*
Caucasian	85.6%	74.7%
Hispanic	12.5%	18.7%
African American	0.3%	0.6%
Native American	0.5%	2.6%
Asian	1.1%	1.3%
Other	0.0%	2.0%

\*Average of Wasco and Hood River county data

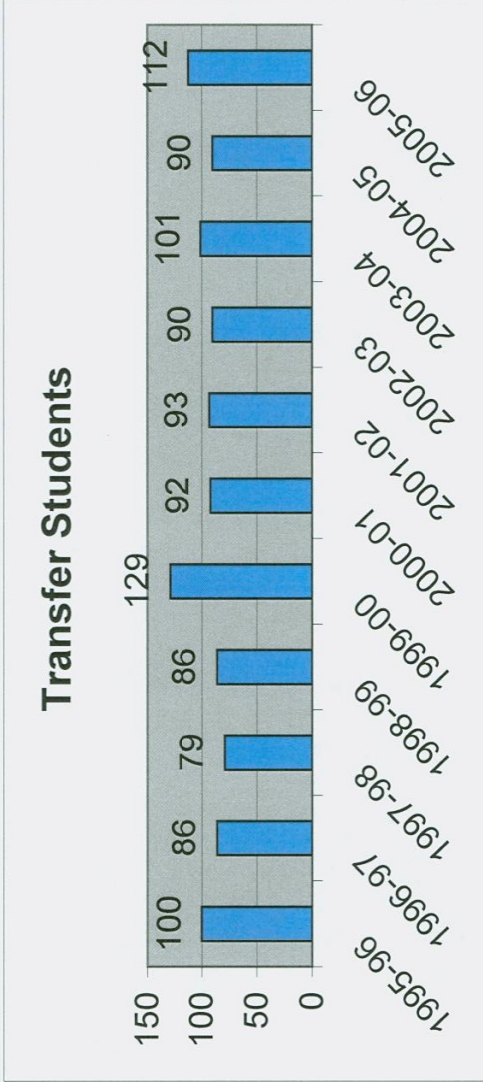
\*\*Of those students who chose to report their race/ethnicity

Source: Rogue Student data and projected census data

TRANSFER TO OREGON  
UNIVERSITY SYSTEM

## INSTITUTIONAL EFFECTIVENESS

<b>Transfer</b>	
<b>Indicator</b>	Students move successfully from CGCC to another educational institution
<b>Measure</b>	Number of CGCC students who transfer to Oregon University System (OUS) institutions the following year

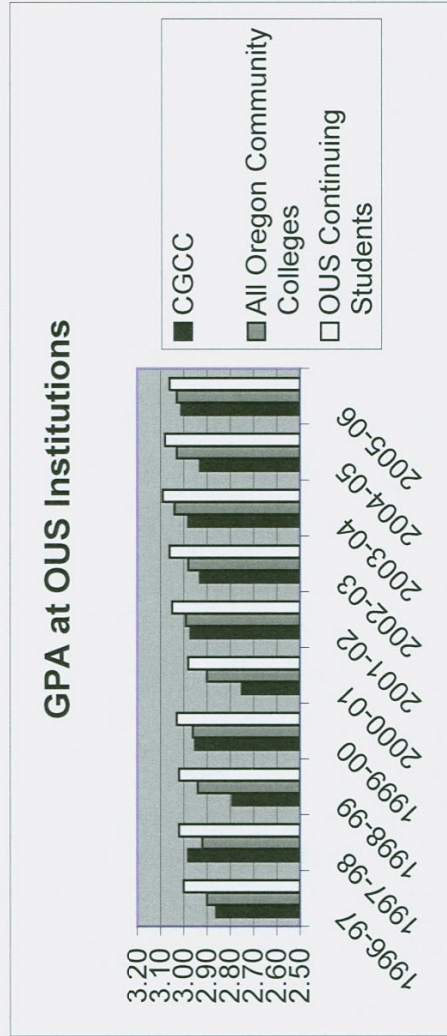


**Note:** CGCC students can transfer to an OUS institution during any term of the academic year. Only those students who were enrolled at CGCC during the prior academic year are counted. For example, 100 students enrolled at CGCC during the 1995-96 academic year and then transferred to the OUS system in 1996-1997.

Source: Transfer report prepared by OUS Office of Academic Affairs

## INSTITUTIONAL EFFECTIVENESS

<b>Transfer</b>	
<b>Indicator</b>	Students move successfully from CGCC to another educational institution*
<b>Measure</b>	Comparison of CGCC student Grade Point Averages (GPA's) to other students at Oregon University System (OUS) institutions*



\*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

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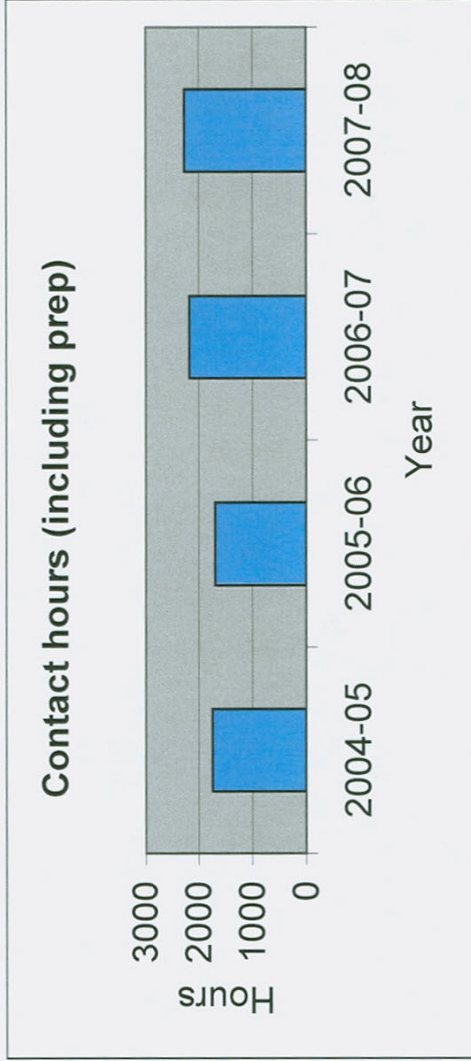
## INSTITUTIONAL EFFECTIVENESS

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*Services to Local Businesses*

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

**Measure** Hours provided by Small Business Development Center (SBDC) for business counseling



Source: CGCC Small Business Development Center

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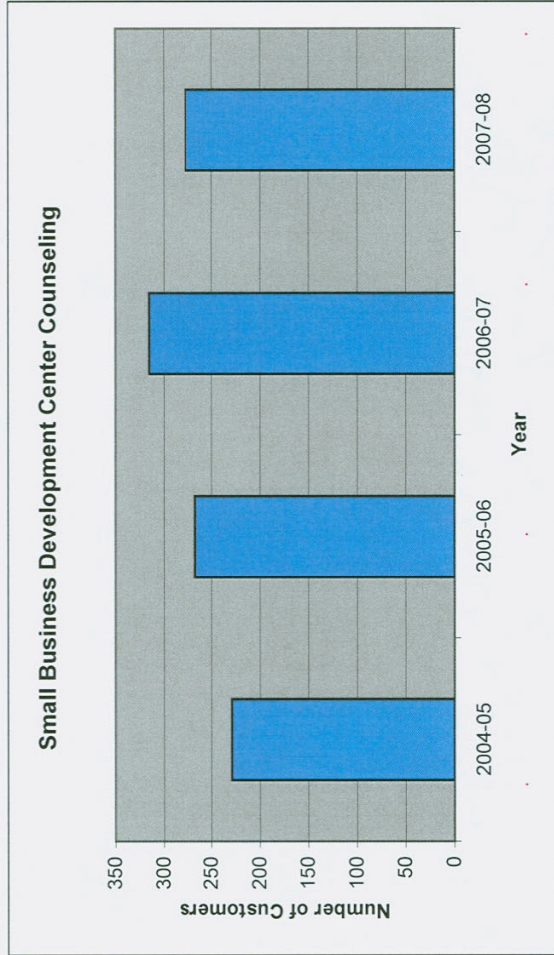
## INSTITUTIONAL EFFECTIVENESS

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*Services to Local Businesses*

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

**Measure** Number of Customers



Source: CGCC Small Business Development Center

**BYLAWS**  
**ASSOCIATED STUDENT COUNCIL**  
**OF COLUMBIA GORGE COMMUNITY COLLEGE**

**ARTICLE I**  
**ASSOCIATED STUDENT COUNCIL OF REPRESENTATIVES**

Section A:

The Associated Student Council (ASC) shall consist of six (6) to nine (9) members as established by Article IV, Section A of the ASCGCC Constitution.

Section B:

In order to maintain effective teamwork in the accomplishment of Council objectives, the following standards of conduct and responsibility have been established.

Council members will be expected to:

1. Conduct themselves in an ethical manner at all times.
2. Display an attitude conducive to successful goal accomplishment.
3. Provide service to council, as needed, over and above required duties.
4. Resolve conflicts and differences promptly.
5. Give timely notice to council of any and all circumstances that might inhibit performance of Council duties.
6. Provide support, personal and Council related, as necessary to other council members.
7. Adhere to CGCC Student Code of Conduct

Section C

The role of the student council members is to ensure that all matters brought before the Associated Student Council will be beneficial to the ASCGCC. Overall responsibilities of Student Council are outlined in Article III of the ASCGCC Constitution.

Duties and special qualifications for council members shall be as described in Appendix A of the Bylaws.

**ARTICLE II:**  
**COMMITTEES**

Section A:

Standing committees may include such assignments as follows:

- Safety Committee

Students assigned to committees will report back to council after each of their committee meetings. The Council Vice President will be responsible for making sure the information is shared at Council meetings in a timely manner.

Section B:

Ad Hoc committees may be established by the ASC as needed.

Section C:

The ASC shall keep on file a list of current college committees and the appointed ASC or student member.

**ARTICLE III**

**PAYMENT OF OFFICERS AS STUDENT EMPLOYEES**

This policy derives from action from the CGCC Board of Education and can be changed by that body.

Section A:

Officers will be paid according to the CGCC Employment Policy for Student Council Officers (Employment Policy). This is a CGCC Board of Education policy and can be changed by that body. The policy provides a structure for supervision and accountability in absence of direct day-to-day, insight supervision of student employees.

Section B:

Council Business and Planning Meetings will be held on specified dates throughout the year. Council officers will also attend the work plan meetings according to the Student Council Employment Policy.

Section C:

Academic success and preparation for future employment and education success is the primary goal of CGCC. To support these goals the Board of Education further stipulates that the following are requisites for office:

- 1) Officers will enroll in and successfully complete the one credit leadership classes, one per term, beginning the Spring/Summer following election into office (3 total). Elected officers will participate in the spring Transition Training.
- 2) Officers will maintain 6 credits per term and a 2.25 GPA or higher, per term, for each term in office. Officers will sign permission for academic and attendance Progress Checks during their time in office. These checks can be done at the discretion of the Chief Student Services Officer and the Student Life Advisor.

Section D:

Acceptance of position and signing of Oath of Office indicates that the officer has reviewed, understands and agrees to comply with the Student Council Employment Policy, Code of Student Conduct, CGCC Constitution and ASC By-laws, including the job description and responsibilities of their office.

## **ARTICLE IV: COUNCIL MEETINGS**

### **Section A:**

All council meetings shall be public. The meeting chair shall not have a vote except in case of a tie. Only officers shall have voting privileges. All Council meeting agendas and minutes shall be made available to any student, faculty member, or administrator of CGCC upon request. ASC minutes and agendas shall be posted near the ASC office. Meeting agendas will be posted at least 24 hours prior to a meeting and minutes will be posted within 3 school days after a meeting. Meeting time, date and place will be distributed to Campus View monthly for publication.

### **Section B:**

The usual order of business for Council meetings shall be as follows:

- 1.0 Preliminary
  - 1.1 Call to Order
  - 1.2 Approval of Minutes
  - 1.3 Approval of Agenda
  - 1.4 Hearing of Students, Guests, and Delegations
  - 1.5 Other
- 2.0 Old Business
- 3.0 New Business
- 4.0 Reports
  - 4.1 Council President
  - 4.2 Advisor
  - 4.3 Council Vice President
  - 4.4 Officer 3
  - 4.5 Officer 4
  - 4.6 Officer 5
  - 4.7 Officer 6
- 5.0 Overview
  - 5.1 For The Good of The Order
  - 5.2 Next Meeting
  - 5.3 Adjournment

### **Section C:**

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

### **Section D:**

The defined method of parliamentary procedure, as required by Article VII of the ASCGCC Constitution, is *Robert's Rules of Order, revised*.

### **Section E:**

A council member may send a proxy vote with another council member in the event of that member's absence. The chairperson shall be notified of a council member's intent of voting proxy. The member's written consent to council shall give the representative temporary voting rights. Proxy votes may be used no more than one (1) time by the same council member during the year.

**ARTICLE V:  
ELECTIONS**

Section A:

ASCGCC Elections shall be run according to the official ASCGCC Election Code. The ASC shall review the Election Code on an annual basis and have the power to amend it following the process outlined in Article XII of the ASCGCC Constitution.

Section B:

Applicants must be fully matriculated students and meet all requirements outlined in the ASCGCC Constitution before being sworn into office.

REQUIREMENTS OF CANDIDATES FOR OFFICE: Candidates for the General Election must have 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, officers shall enroll in and complete 6 credits per term with a 2.25 GPA or higher, per term, for each term in office.

Section C:

Special elections may be called by a 2/3 majority vote of the ASC or a petition signed by 100 members of the ASCGCC.

**ARTICLE VI  
VACANT COUNCIL POSITIONS**

Section A:

Vacant positions shall be filled in accordance with the Article VI of the ASCGCC Constitution. A current council member may fill a vacant position by a 2/3 vote of the current council.

Section B:

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:  
CLUBS AND ORGANIZATIONS**

Section A:

Clubs and organizations shall be established in accordance with the Clubs and Organizations Procedures Guidelines of CGCC (Administrative regulations).

**ARTICLE VIII:**  
**ADVISOR**

The Chief Student Services Officer and college President shall define the duties and responsibilities of the advisor. The duties and responsibilities of the advisor, as it relates to ASC, are as follows:

1. Plan, organize and facilitate ASCGCC training including:
  - Transition training for new members, with assistance from ex-officio officers
  - Three 1 credit MSD classes which may include planning workshops focusing on team building, development of the year's-goals and individual officer and Council Work Plans
2. Assist in budget preparation and monitor budget transactions, including signing purchase orders, check requests and other financial transaction paperwork.
3. Perform written evaluation of officers each term.
4. Monitor academic standing of potential candidates and officers as required.
5. Attend Council meetings.
6. Assure compliance with College policies, procedures and practices, ASCGCC Constitution, ASC Bylaws and purpose.
7. Act as a resource for Council and Council members.
8. Act as liaison to college administration.
9. Act as liaison to state organization, accompanying council members as necessary.



## Council President

### Shall

- 1. Preside at council meetings or delegate this responsibility**
  - Study and have working knowledge of Parliamentary Procedure
  - Conduct Business Meetings (minimum of 3 hrs a month) in an effective manner according to the ASCGCC Constitution and ASC Bylaws -  
**Business Meeting times and place posted monthly.**
  - Coordinate with Administrative Secretary so Administrative Secretary can:
    - Post Business Meeting agendas 24 hours in advance of meeting
    - Distribute/Post Meeting Minutes within 3 school days of meeting
    - Arrange for and set up meeting space.
- 2. Represent the ASCGCC at Board of Education meetings**
  - Attend CGCC Board of Education meetings once per quarter or insure that an ASC representative is in attendance
  - Provide written reports to the board pertaining to ASC activities, goals, projects, etc.
  - Speak on student concerns; represent the voice of students. Report back to Council on Board of Education meetings
- 3. Represent the student body at state-wide, local, or regional meetings of organizations in which ASCGCC is a member of the Board.**
  - Participate in OCCSA
  - Make a report back to Council after each OCCSA meeting
- 4. Develop and implement a viable program of legislative activism at the local, state and federal level and supervise its implementation.**
- 5. In cooperation with Council Vice President, be responsible for organizing and planning the annual transition dinner (night of Transition Training)**
- 6. Adhere to CGCC Employment Policy for Student Council Officers and:**
  - Participate in the spring Transition Training and the one credit leadership trainings each term, beginning Spring/Summer term of election (3 credits total).
  - Meet bimonthly with the ASC advisor.

#### Academic requirements while in office:

- Enroll and complete a minimum of 6 credits per term
- Earn a 2.25 or higher GPA each term in office

#### Desired qualifications:

- Previous ASC involvement or previous student government or leadership experience
- strong organizational skills
- ability to work effectively within a team

**Council Vice-President**  
Shall

**1. Chair ASCGCC election committee**

- Coordinate all aspects of ASCGCC Spring term election as stipulated in the ASCGCC Election Code, Constitution and ASC Bylaws.

**2. Chair the appointment process in the event of vacant council position(s)**

- Initiate recruitment for vacant Council positions
- Work with Advisor to advertise openings and prepare appointment application packets
- Responsible for communication with applicants; setting interview times.
- Responsible for interview process

**3. Appoint or recommend for appointment student representatives to college committees.**

- Appointments to be made at the beginning of fall term
- Officially announce appointments and introduce appointees to committee chairs
- Ensure that follow-up committee reports are given at Council Meetings after each committee meeting
- Shepherd maintenance of committee notebooks and posting of committee minutes

**4. Preside at student council meetings in absence of Council President**

**5. Represent ASCGCC at President's Council**

- Attend President's Council meetings or insure that an ASC representative is in attendance as needed to accomplish the following:
  - Provide written reports to President's Council regarding ASC activities, goals, projects, etc. in a timely manner.
  - Speak to student concerns; represent the voice of students.
  - Post or distribute information that may be of importance to the student body
  - Report back to Council on President's Council meetings

**6. In cooperation with Council President be responsible for organizing and planning the annual Transition Dinner (night of Transition Training)**

**7. Adhere to CGCC Employment Policy for Student Council Officers and:**

- Participate in the spring Transition Training and the one credit leadership trainings each term, beginning Spring/Summer term of election (3 credits total).
- Meet bimonthly with the ASC advisor.

Academic requirements while in office:

- Enroll and complete a minimum of 6 credits per term
- Earn a 2.25 or higher GPA each term in office

Desired qualifications:

- strong organizational skills
- commitment to working effectively within a team

**Administrative Secretary**  
Shall

- 1. Work with Council President to:**
  - Prepare, distribute and post Business Meeting agendas a minimum of 24 hours prior to Council meetings
  - Prepare, distribute and post Business Meeting minutes within 3 school days of the meetings
  - Set up meeting space; advertise meeting schedule each month in Campus View
- 2. Work with Council Vice-President on Elections and Appointments to:**
  - Advertise openings and prepare appointment application packets
  - Communicate with applicants.
  - Schedule interviews
- 3. Maintain the official documentation of council business**
  - Maintain an organized ASC notebook with official documents, minutes, and information obtained throughout the year
  - Organize, maintain and post office hours for Student Council Office
  - Shepherd maintenance of Council Project/Event Master Calendar
  - File council materials and maintain filing system
- 4. Handle and route council correspondence, messages**
  - Retrieve messages from phone voice mail and distribute
  - Keep current internal and external messages voice mail greetings on the phone
- 5. Maintain and order all supplies – in office and in storage area**
- 6. Assist Student Senators and Vice President with publicizing all ASC sponsored events on and off campus**
- 7. Work with advisor and Business Office to track ASC Budget**
- 8. Responsible for purchase orders and check requests initiated by council members following college guidelines.**
- 9. Adhere to CGCC Employment Policy for Student Council Officers and:**
  - Participate in the spring Transition Training and the one credit leadership trainings each term, beginning Spring/Summer term of election (3 credits total).
  - Meet bimonthly with the ASC advisor.

Academic requirements while in office:

- Enroll and complete a minimum of 6 credits per term
- Earn a 2.25 or higher GPA each term in office

Desired qualifications:

- Enrolled in Office Management or Administrative Assistant program
- Competent use of MS Office, particularly Word and Excel
- Strong organizational skills
- Commitment to working effectively within a team

**Student Senators**  
Shall

- 1. Be comprised of 3 elected and/or appointed members.**
- 2. Develop, coordinate and implement a balanced program of activities and events for CGCC students.**
  - Develop a specific Plan of Work for ASC sponsored student activities
  - Include proposed budget for each activity
  - Balance activities throughout each term and the year
- 3. Recruit student involvement in planning and implementing ASC campus activities**
  - Coordinate with Student Relations Director to maintain a log of students who are interested in working on planning/ implementing campus activities
  - Coordinate with Campus/Community Service and Student Life Advisor to develop and implement “student involvement” campaigns.
- 4. Continue traditions of student activities, develop new traditions, and provide a balance of student activities throughout the school year.**

**Examples include:**

  - Student Fall/Spring Welcome events (“Burger Burn”)
  - Blood Drives (Fall and Winter/Spring terms)
  - Parades
  - Voter Registration
- 5.**
- 6. Coordinate all aspects of soliciting and responding to student suggestions, concerns.**
  - This may include avenues such as student surveys and “suggestion” boxes.
  - Report to Council so ideas and issues can be brought before the appropriate committee or administrative body.
- 7. In coordination with Administrative Secretary to publicize all ASC sponsored events on and off campus**
  - Write and send press releases
  - Develop and distribute Activity Flyers

- Update Bulletin Boards

**8. Promote and assist with start-up of new Student Organizations**

- May include a Club Fair each term or a Spring reception highlighting club accomplishments
- Offer technical assistance to students and advisors/potential advisors on policies and procedures for CGCC clubs.

**9. Develop a Work Plan for the year outlining specifics of activities to be accomplished and costs of activities.****10. Adhere to CGCC Employment Policy for Student Council Officers and:**

- Participate in the spring Transition Training and the one credit leadership trainings each term, beginning Spring/Summer term of election (3 credits total).
- Meet bimonthly with the ASC advisor.

Academic requirements while in office:

- Enroll and complete a minimum of 6 credits per term
- Earn a 2.25 or higher GPA each term in office

Desired qualifications:

- Previous ASC involvement or previous student government or leadership experience
- Strong organizational skills
- Commitment to working effectively within a team

**ELECTION CODE**  
**ASSOCIATED STUDENT COUNCIL**  
**OF COLUMBIA GORGE COMMUNITY COLLEGE**

**I Election Committee**

- A. The election committee shall be chaired by the Student Council Vice-President. If the current Vice-President will be campaigning for a second term, the Student Council will appoint a committee chair by vote. The election committee chair is responsible for making sure that the election code is followed and that a fair and impartial election process takes place. The chair does not have voting privileges on the election committee.
- B. The election committee shall consist of three (3) non-candidate students appointed by the Associated Student Council.
- C. The election committee shall:
- 1) Be established by the fourth week of winter term.
  - 2) Set dates of election and publicize elections.
  - 3) Announce available positions and set a deadline for submissions of applications.
  - 4) Work with advisor to make Candidate Application Packets. In addition to the Candidate Application, Administrative Expectations, election timeline and activities these packets will include a copy of the ASCGCC Constitution and ASC By-laws, including Appendix A-C; Procedure for Posting Printed Materials, including election time lines and rules; and the ASCGCC Election Code. The packet may include other information per the election committee.
  - 5) Decide on at least two locations on campus, in addition to the student council office, where Candidate Applications can be picked up and make sure these locations have the materials necessary to do that job.
  - 6) Order (1) current student print-out from Student Services the third (3<sup>rd</sup>) week of spring term.
  - 7) Secure at least one polling place.
  - 8) Prepare adequate election publicity and directional signs to poll(s).
  - 9) Coordinate establishment of election workers for poll coverage.
  - 10) Prepare, print, and number ballots at least four (4) days prior to elections, leaving space for write-in names. These ballots shall be locked in a secured location.
  - 11) Hold a meeting to explain rules and responsibilities to election workers.
  - 12) Prepare voter information for each polling booth.
  - 13) Arrange for security of election boxes between election days.
  - 14) Count ballots after election.
  - 15) Return student list to Student Services when the office opens.
  - 16) Post election results by noon.
- D. The election committee may:
- 17) Organize and hold a candidate forum or debate prior to election week.
  - 18) Coordinate election activities with “Student Involvement” campaign.

## **II CANDIDATE APPLICATIONS**

- A. Election of Associated Student Council officers shall be held during the fourth week of spring term.
- B. Announcements and publicity for ASC elections will begin by the seventh (7<sup>th</sup>) week of winter term.
- C. Candidate applications will be available during open hours in the Student Council Office and in at least 2 other locations on campus, as determined by the Election Committee.
- D. A minimum of fourteen (14) school days will be allowed for candidate applications to be picked up, filled out, signed, and returned. Students picking up applications will sign out the application with their name, address, phone, and position applying for.
- E. Applicants will submit two (2) applications – the original and one copy. When an application is submitted, the date and time of submission will be written on it. The Chair of the Election Committee (Council Vice President) will be notified of completed and turned in applications.
- F. Each candidate submitting an application will be issued a receipt indicating that the application has been received and by whom. The election committee will make sure each location where applications are picked up and returned have the supplies needed to do steps D and E.
- G. The Election Committee Chair or his/her designee will collect the applications and distribute them as follows: The copy will be placed in the Election Committee folder in the Student Council office; the original will be given to the advisor or placed in the advisor's mail-box in Bldg. 2.
- H. The Election Committee will prepare candidate applications for public viewing by making copies where personal information is not part of the application. This includes entire address, phone number, and social security number.

## **III Campaigning**

- A. Campaign begin and end dates will be part of the Candidate Application packet.
- B. No campaigning shall occur within fifty (50) feet of any polling place during the hours the polls are open.
- C. All posters, flyers, or anything created for hanging on walls, must follow CGCC's "Procedure for Posting Printed Materials" guidelines (included in Application Packets).
- D. Candidates have the responsibility for cleaning up their campaign materials within forty-eight hours of the poll closure.
- E. All candidates will be required to limit their campaign costs to thirty dollars (\$30).

## **IV Voting Procedure**

- A. In order to vote, a student must be listed in the Enrollment Services office as a currently enrolled CGCC student.
- B. Voter must sign the student print-out. Election worker then highlights each voter's name as they vote. Once a name has been signed, the student may not vote again.
- C. Voter is given a numbered election ballot.
- D. Voting will be by secret ballot.
- E. Voter fills out ballot (inside the polling booth) and places his/her ballot inside the ballot box.
- F. It is permissible to ask students if they would like to vote.

## **V Polling Places**

- A. There shall be a minimum of one (1) polling place on election days, with not less than two (2) workers staffing each polling place. The poll location(s) will be determined by the election committee.
- B. The polling place will have a current student print-out and ballot box or bag for storing ballots.
- C. Polling places will be open two (2) consecutive days from 10am to 3:30pm and from 5:30pm to 7:00pm.

## **VI Ballots and Ballot Counting**

- A. Ballots will be designed and printed by the election committee, who shall have the right to make any necessary changes on the ballots and who will be responsible for the same. Ballots will be kept secure from time of printing through 5 school days after the election.
- B. Ballots will be counted by the election committee under the supervision of the ASC advisor.
- C. Names of winning candidates will be posted by 12:00 noon the next school day following the election.
- D. A write in candidate must receive 40% of the votes cast for that office in order to be declared a winner. A write-in candidate who wins an election will be required to notify, in writing, the ASC advisor of their intent to accept the position within one 1 school day after the election results are posted. If the write-in candidate declines the position, the candidate with the second most votes will be declared the winner.
- E. Voting information will be printed on each ballot. This information will include positions available, names of persons running for each position and space for write-ins for each position.



## VII Violations of the Election Code

- A. Violations exist if:
  - 1) Any candidate or his/her campaign organization fails to comply with the election code.
  - 2) An election worker leaves the polling place unattended.
  - 3) All campaign material is not removed by candidates within 48 hours of poll closure.
  - 4) A candidate for office works in the election.
  - 5) A candidate campaigns within fifty (50) feet of election polls.
- B. Violations of this election code by the candidates shall be grounds for disqualification of the candidate for that election.
- C. All election grievances will be decided upon by the election committee and the Chief Student Services Officer.
- D. Any violation of the election rules will be reviewed by the election committee and the Chief Student Services Officer after a formal written complaint has been filed (see Grievance Procedure)

## VIII Grievance Procedures

- A. A student or candidate wishing to file a grievance concerning the student elections must file within three (3) school days following announcement of election results.
- B. All grievances must be in writing, addressed to the election committee, and filed in the Student Services office during regular business hours.
- C. All grievances must contain the name and social security number of the student filing the grievance, state the grievance, state why it is an issue, and a recommended solution to the grievance.
- D. The election committee, under advisement of the Chief Student Services Officer will hear and make a final judgement on the election within four (4) school days of receiving said grievance.

Code Established 1/99

# CGCC Student Council Employment Procedure

Columbia Gorge Community College will employ Student Council Officers as Student Workers.

## Positions and Hours:

- ◆ Council President position will be paid for up to 110 hours per term.
  - ◆ This includes attendance at the 7 OCCSA Board of Presidents (BOP) Meetings that occur seven times throughout the year. Maximum hours of payment for these meetings: Fall term, 30; Winter term 15; Spring term, 20 for outgoing president; 10 for incoming President. Maximum hours: 5 hours per BOP business meeting.
- ◆ All other CGCC Student Council positions will be paid for up to 80 hours per term.

PAY SCALE: \$8.90 PER HOUR (SUBJECT TO CHANGE IN JANUARY OF EACH YEAR PER OREGON MINIMUM WAGE ADJUSTMENTS)

## Council Meetings

- Student Council will determine Business and Planning meetings at the beginning of fall, winter, and spring terms.

Planning Meetings can be in the Council Office.

- The first meeting of each term will be a Planning meeting.

## Business Meetings

- Must be advertised in the Campus View and Term Calendar
- Must be held in a room that will accommodate a student audience
- There will be no Business Meetings the last week of the term. The last week of the term is reserved for Work Journal/Work Plan review and end of term evaluation.

## Work Plans

**Each Officer will develop a Work Plan for each term.** The work plan will be based on that officer's job description and activity goals for that term.

- Appointed positions: existing position Work Plan will be previewed with the new member and adjusted as applicable for that individual.
- Each officer will be required to attend a one on one meeting with the advisor to review goals and accomplishments at least two times per month.

## Preview of Council Work Plans –

### **Mandatory for Office**

- Spring/Summer Term: Fall Work Plans developed in MSD class/retreat.
- Fall Plans: will be re-previewed the first meeting of Fall term with the group and MSD class.
- Winter term Plans: Will be made in Fall MSD Class II and Winter MSD Class I.
- Spring term Plans: Will be made in Winter MSD Class II

## ➤ Work Journals

- ◆ **Purpose:** to give Student Life Advisor an on-going report of your duties, performance, progress made toward fulfilling your Work Plan Objectives and as a means by which you can evaluate your Council experience on a week by week basis.
- ◆ **Format:** Each journal entry should be headed with your **name, the dates, days and hours you worked each week**, and should address the following:
  - ◆ A listing of the **Key Activities and Tasks you performed** and how they related to your Work Plan objectives, job description, or personal goals for your Council experience
  - ◆ A record of your **impressions and “feelings”** about what you did and how you did it (successes, misses, responses from people you interacted with as part of your Council position, including Council peers)
  - ◆ An assessment of **what you learned** from those experiences and activities (highlighting strengths, areas for improvement, and skills learned/used)
- ◆ Work Journals will be typed or handwritten neatly. They should be available for review at one on one meeting with advisor.
- ◆ Work Journals will be submitted with the CGCC time card at the Review Meetings. Submitted Work Journals will be returned to students within one week.

## Review of Work Plans and Work Journal:

- ◆ Officers will review and assess their progress on and completion of their Work Plan activities at one on one meetings Officers will meet with the Student Life Advisor and their peers in MSD classes to share progress on and completion of items on their Work Plan. Officers can also talk about any problems they are having and use the group as a resource for problem solving. Peer review may be part of the process, especially if responsibilities between Officers are inter-related.
- ◆ Requests for modification of an Officer’s Work Plan can be made at MSD classes.
- ◆ The Officer will let the group know the reason for the request and describe what modifications he/she would like to make. Officers can talk with advisor about this prior to MSD class.

## One on One and MSD Class Meetings:

### **Mandatory for wage payment:**

**Group Reviews:** will occur according to college pay schedule.

- ◆ Timecards are reviewed during Bi-monthly Advisor Meetings.
- ◆ **Students bring:** Work Plans and completed Work Journals
- ◆ Work Plans modification: requests will be handled at these meetings
- ◆ End of Term Evaluations: will be part of final week Review Meetings
- ◆ **Students bring:** Completed End of Term Evaluation The Officer is responsible for submitting the modified Plan to the Student Life Advisor, with a copy on file in the Council Office.

Paid Activities:

Entries marked "Office Hours" - Council office time: name the council related activities accomplished while in the council office.

Required Classes: Attendance at required 1 credit Leadership classes; time spent on homework for those classes will not.

Work Plan outcomes and your Work Journal will be used to determine payment of wages. The Work Plan, Officer's work-output and Work Journal should support each other to form a picture of what was accomplished during the pay period and reflect accurately the time spent on specified tasks. Any apparent discrepancies will need to be clarified prior to payment.

## Schedule for Work Plan Preview and Group Review Meetings:

### Spring

#### Review Meeting: End of Term:

Last Planning meeting; re-convene each day at noon until process is complete

### Fall

#### Preview meeting schedule:

- Fall term Group Preview: First planning meeting; re-convene each day until preview is complete.
- Winter term Work Plans are due to Advisor by Noon in the Planning meeting during the 9<sup>th</sup> week.
- Winter term Group Preview: Last planning meeting; re-convene each day until preview is complete.

#### Review meetings schedule:

- Review meeting schedules are incorporated into Planning Meeting.
- Re-convene each day at noon until process is complete;

### Winter

#### Preview meeting schedule:

- First Planning meeting; re-convene each day until process is complete
- Last Planning meeting; re-convene each day until process is complete.

#### Review meetings:

- First Planning meeting; re-convene each day at noon until process is complete.
- Last Planning meeting; re-convene until process is complete.

### Spring

#### Review meetings:

- First Planning meeting; re-convene each day at noon until process is complete;
- Last planning meeting; **End of Service Year Evaluation**

## 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 February 26, 2008.

### **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 on a date determined by the Student Life Advisor, no more than two weeks following the elections and ending no more than two weeks following the ASC transition training. The transition training will be held within two weeks, of the election result

announcement. The out-going Oregon Community College Student Association (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 6 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 duplicate: one copy should be delivered to the Chief Student Services Officer and one copy should be delivered to the Student Life 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 CGCC. 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 Student Life 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 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 Student Life 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 2.25 per term, shall result in the member being placed on probation for one 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.

\*Good Academic Standing is defined as enrolling in and completing 6 credits or more and obtaining a 2.25 GPA or better, per term, for each term of office. Any exemption will be 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 Chief Student Services Officer 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 Student Life 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 Chief Student Services Officer and fully discuss the facts of the case prior to the CSSO making a final decision
3. Nothing in this Constitution shall be construed to prevent the Chief Student Services Officer 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 in accordance with college policy printed below.

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 discrimination should contact:

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

## **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 Chief Student Services Officer 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, term timelines and 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 Student Life Advisor 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 Student Life Advisor and the Chief Student Services Officer.

- 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; admin update 2/08

# Administrative Requirements for Student Council Officers

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

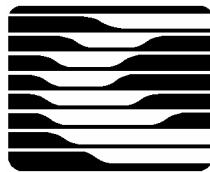
1. Academic success and preparation for future employment and education success is the primary goal of CGCC. To support these goals the Board of Education stipulates that the following are requirements for holding office:
  - Elected officers will participate in a Transition Training within two weeks 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 or Summer 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 6 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.

Adopted: July 2000

# 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).

## 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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2008-2009 Student Handbook and Planner



Columbia Gorge Community College

Building Dreams, Transforming Lives



Columbia Gorge Community College  
400 East Scenic Drive  
The Dalles OR 97058  
[www.cgcc.cc.or.us](http://www.cgcc.cc.or.us)

**TABLE OF CONTENTS**

President's Message.....104  
 Mission Statement.....105  
 Vision Statement.....105  
 Values .....105  
 Goals .....105  
 Equal Opportunity Statement.....105  
 Accreditation Statement.....106  
 Phone Directory .....106  
 Driving Directions .....106  
 Checklist for New Students .....108  
 Step 1 Admissions .....108  
 Step 2 Compass Placement Tests .....108  
 Step 3 Advising.....108  
 Step 4 Financial Aid/Scholarship Info.....108  
 Step 5 Register for Classes .....108  
 Step 6 Pay for Classes.....108  
 Step 7 New Student Orientation .....108  
 Step 8 Purchase Your Textbooks.....108  
 Step 9 CGCC Library Card.....108  
 Compass Placement Testing .....109  
 New Student Orientation, Not Just  
 for New Students .....111  
 General College Information .....111  
 Student Responsibility .....111  
 Class Pace .....111  
 Homework.....111  
 Attendance.....111  
 Class Size.....111  
 Class Participation.....111  
 Grade Reports .....112  
 Guidelines for Academic Advising.....112  
 Pre-College Programs/Basic Skills  
 Development.....113  
 Running Start and Expanded Options.....113  
 Degree, Certificate and Training Options...115  
 Occupational Skills Training.....116  
 Dual Enrollment Program.....117  
 Financial Aid and Scholarships .....117  
 Student Online Resources .....119  
 Career Pathways.....119  
 Career Center .....121  
 Services for Students with Disabilities .....121  
 Free Tutoring Services.....121  
 Promoting Access to Student Success .....122  
 CGCC Library Information Commons .....122  
 Organizing Student Groups.....123  
 Student Organizations.....123  
 CGCC Policies and Procedures .....126  
 Drug-Free School and Workplace .....126  
 Smoke Free Campus.....126  
 Emergency Procedures.....126

Personal Safety .....126  
 Personal Property.....127  
 Vehicle Safety.....127  
 Evacuation Procedures.....127  
 Attendance and Withdrawal Policies.....128  
 Course Changes .....128  
 Student Right to Know .....128  
 Student Grievance Procedure .....129  
 Student Rights and Responsibilities.....130  
 Protection of Freedom of Access to  
 Higher Education.....130  
 Freedom From Sexual  
 Discrimination/Harassment.....130  
 Protection of Freedom of Expression in  
 the Classroom .....131  
 Protection Against Improper  
 Evaluation.....131  
 Protection Against Improper  
 Disclosure.....131  
 Student Records and Confidentiality .....131  
 Right of Sale/Distribution of  
 Material/Right to Fundraise.....132  
 Right of Access to College Facilities.....132  
 Freedom of Inquiry and Expression .....132  
 Code of Student Conduct.....132  
 Violations.....133  
 Sanctions.....134  
 Disciplinary Due Process Hearings  
 Procedures.....134  
 Guidelines for Academic Integrity.....136  
 Forms of Academic Dishonesty.....136  
 Hood River Community Services.....138  
 Service Agencies .....138  
 Food .....138  
 Food Stamps .....139  
 Counseling Services.....139  
 Emergency Shelter.....139  
 Medical Assistance .....139  
 Health Education, Law Counseling,  
 Support Groups.....139  
 Employment.....139  
 The Dalles Community Services .....140  
 Food.....140  
 Service Agencies .....140  
 Employment.....141  
 Other Service Agencies .....141  
 Counseling Services.....141  
 Medical Assistance.....141  
 Emergency Shelter.....141  
 Meal Sites .....142  
 Glossary of Terms.....142

**CALENDAR YEARS**

**2008**

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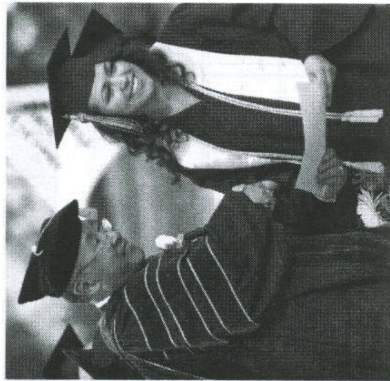
**2009**

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**2010**

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## PRESIDENT'S MESSAGE

I am glad you have decided to attend Columbia Gorge Community College, a place where "small" means you receive personalized attention as you pursue your educational goals. The administration, faculty and staff at CGCC are dedicated to our mission to "build dreams and transforms lives."

You have enrolled during an exciting time. Like you, we are growing in many ways as we move toward independent accreditation. In addition, we have expanded our campus facilities. I am pleased to invite you to take classes in our new Health & Science Building in The Dalles and our Indian Creek Campus in Hood River.

Our courses are designed with you in mind so that you can take credit or non-credit courses, short term or full term classes, day or evening classes, and/or online classes that fit into your life schedule. It is about local access to affordable education and training services that meet the needs and expectations of our community. Consider your options:

- Transfer courses to begin work on a baccalaureate degree
- Professional technical courses to complete an associate degree or one-year certificate if you are looking for a new career
- High school completion credits
- Non-credit courses to learn new skills

You will be joining a community of learners where each of you will bring new insight and experience to the classroom, your personal lives and our community. In addition to your academic endeavors, I hope you will take the opportunity to get involved in our Student Life organizations and activities. The energy that is brought to campus when we come together as classmates and friends is exhilarating. You are why Columbia Gorge Community College is an exciting place to learn and grow.

I am continually humbled by your determination to identify your dreams and transform your lives through life long learning. Whether you are a new student or returning student, degree seeking or here for personal enrichment, your success is our success and I look forward to sharing that with you.

Good Luck.

Dr. Frank Toda  
President, Columbia Gorge Community College

## COLUMBIA GORGE COMMUNITY COLLEGE MISSION STATEMENT

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

## COLUMBIA GORGE COMMUNITY COLLEGE VISION STATEMENT

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

## COLUMBIA GORGE COMMUNITY COLLEGE VALUES

Respect for the Individual  
Integrity  
Community Focus  
Excellence  
Commitment to Learning

## COLUMBIA GORGE COMMUNITY COLLEGE GOALS

CGCC will provide educational programs and services that meet the needs of the students, the workforce, and the communities we serve.

CGCC will provide services which support the development of all students and the achievements of their educational goals.

CGCC will employ and develop a qualified faculty and staff and foster a supportive working and learning environment.

CGCC will develop and maintain strong, collaborative partnerships and relationships with our community.

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

CGCC will build the institution's financial capability through sound current organizational needs and directions.

CGCC will provide efficient operational processes which support current organizational needs and directions.

CGCC will utilize technology to improve teaching and learning, delivery of student services, delivery of administrative services, and workplace effectiveness.

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

## EQUAL OPPORTUNITY STATEMENT

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 – Chief Talent and Strategy Officer  
Educational Programs – Chief Academic Officer  
Student Programs, Activities, and Services – Chief Student Services Officer

## TITLE II COORDINATOR

Karen Carter, Chief Student Services Officer  
541-506-6010

**TITLE IX COORDINATOR & SECTION 504 COORDINATOR FOR STUDENTS:**

Lori Ufford, Director for Advising and Career Services

541-506-6025

**SECTION 504 COORDINATOR FOR EMPLOYEES:**

Robb Van Cleave, Chief Talent and Strategy Officer

541-506-6150

**ACCREDITATION STATEMENT**

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.

**PHONE DIRECTORY**

www.cgcc.cc.or.us

**Student Services** ..... 541-506-6011 (The Dalles)  
 541-386-3510 (Hood River)  
 541-506-6016 (TTY)

- Admissions
- Advising
- Registration
- Career Counseling
- Disability Services

Promoting Access to Student Success (PASS) Advisor

**Financial Aid** ..... 541-506-6021 (The Dalles)  
**Bookstore** ..... 541-386-3510 (Hood River)  
**Cashier** ..... 541-506-6061 (The Dalles)  
 ..... 541-506-6021 (The Dalles)  
 ..... 541-386-3510 (Hood River)  
**Library** ..... 541-506-6081 (The Dalles)  
**Instructional Services** ..... 541-506-6034 (The Dalles)

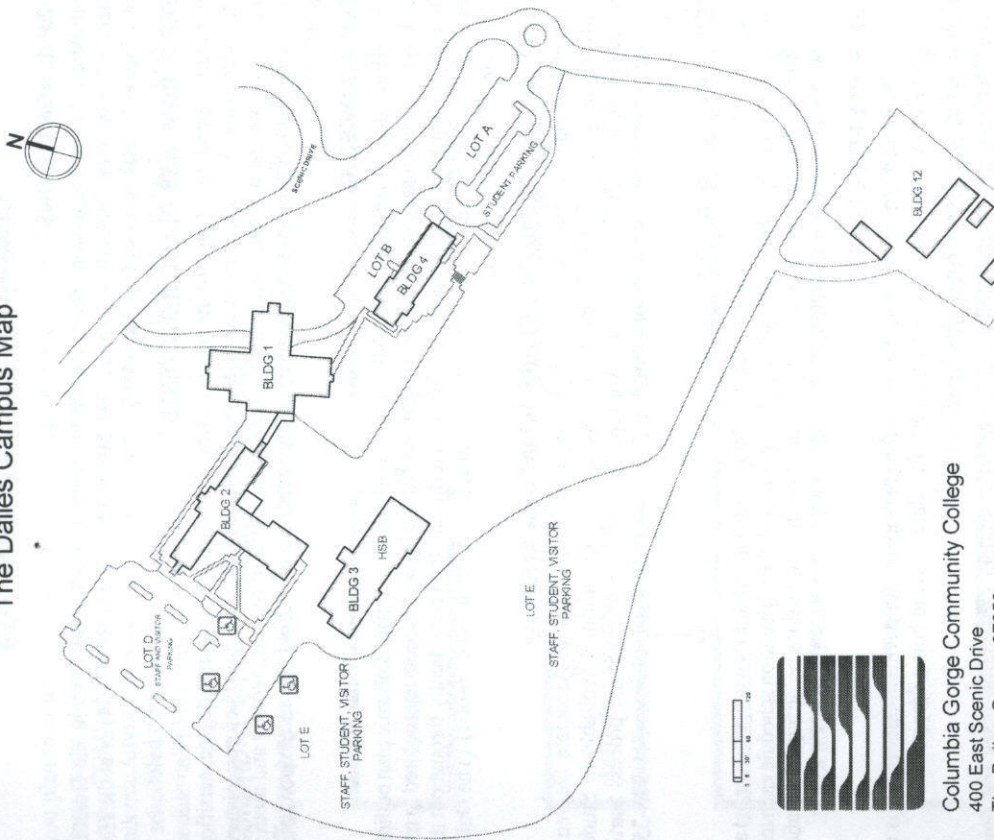
**DRIVING DIRECTIONS TO CGCC CAMPUSES**

**THE DALLES CAMPUS**  
 400 East Scenic Drive  
 The Dalles, OR 97058

**Traveling east or west on Interstate 84, take Exit 85 to The Dalles**

- Follow The Dalles City Center signs and proceed south about 1 block.
- Turn right at stop sign (free turn), and go about 1 block.
- Make a sharp left turn up Brewery Grade.
- At the top of the hill, turn right onto Dry Hollow Road.
- Follow Dry Hollow Road to the second stop sign, which is East 16th place. (A grade school is located to your left.)
- Turn right and travel one short block, then turn left onto Scenic Drive. Follow Scenic Drive 3/4 mile to CGCC entrance sign.

**The Dalles Campus Map**



Columbia Gorge Community College  
 400 East Scenic Drive  
 The Dalles, Oregon 97058

**THE HOOD RIVER INDIAN CREEK CAMPUS**  
 1730 College Way  
 Hood River, OR 97031

**I-84 Eastbound**

- Take Exit 62 from the Interstate 84
- Right turn on to Cascade Ave.
- Right turn on to 13th Street (up the hill)
- Right turn on College Way into campus

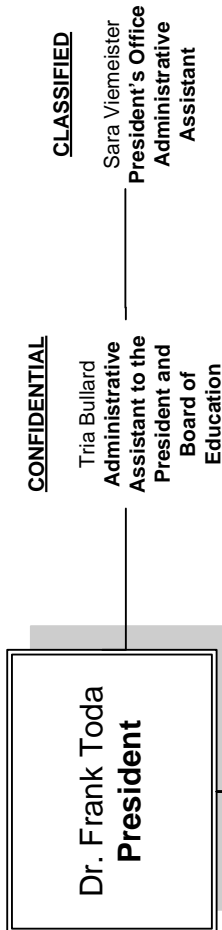
**I-84 Westbound**

- Take Exit 63 from Interstate 84
- Left turn on to 2nd Street (over freeway)
- Right turn on to Oak Street
- Left turn on to 13th Street (up the hill)
- Right turn on College Way into campus

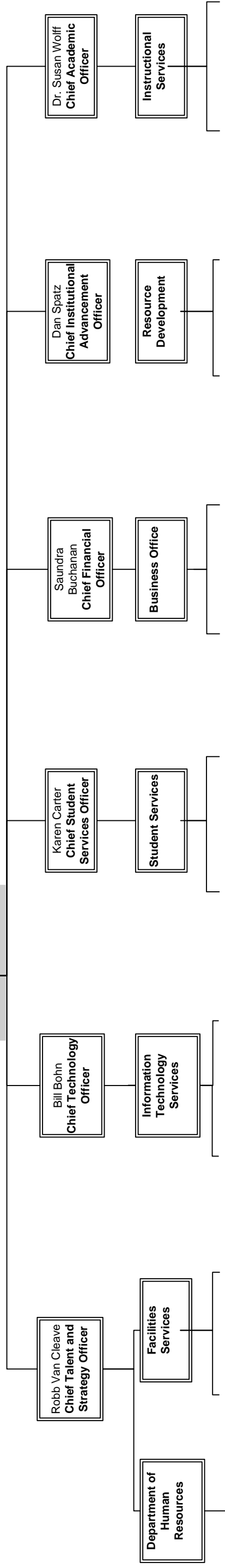
# Administration, Faculty and Staff



# Columbia Gorge Community College Staff Chart

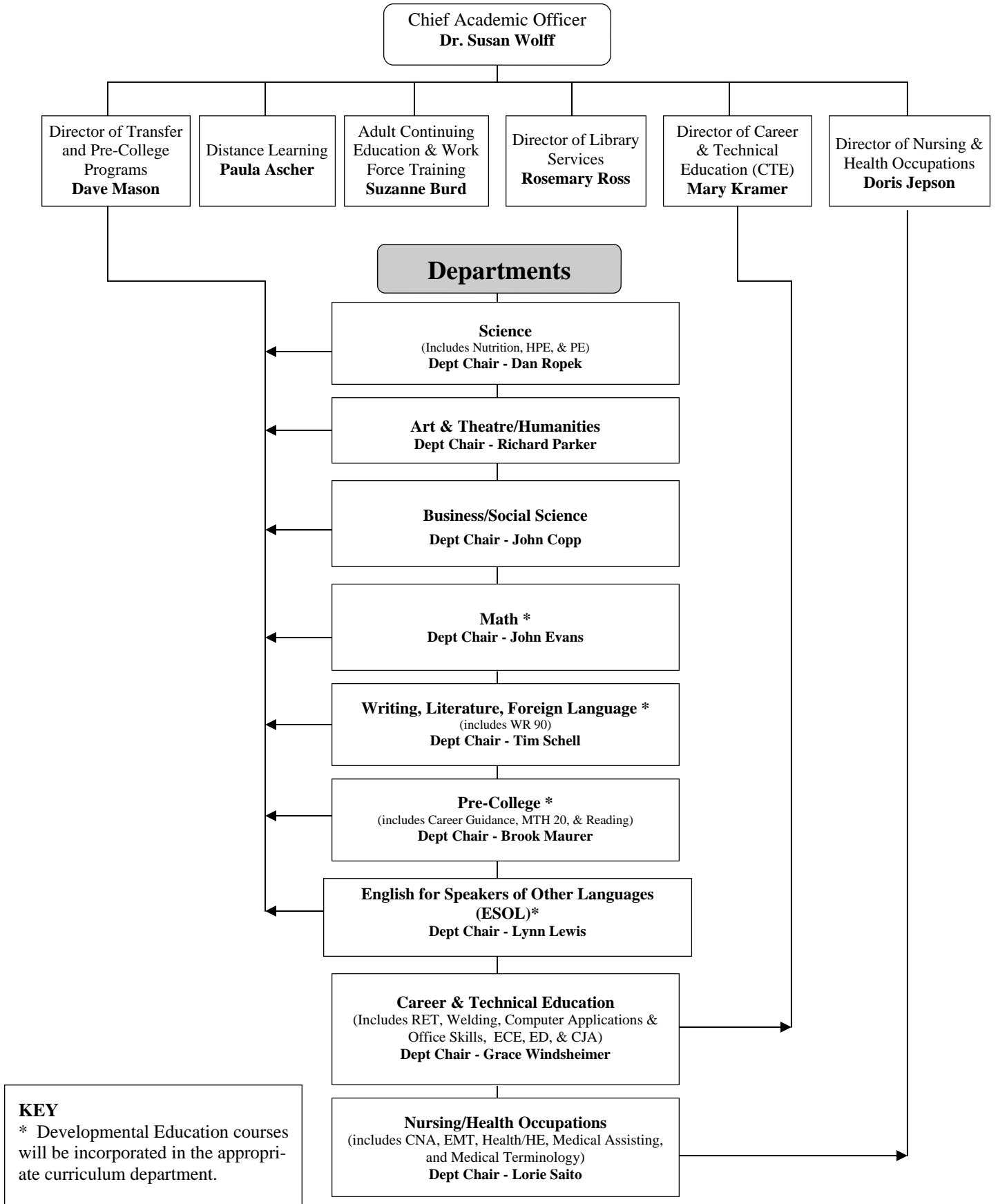


**MANAGEMENT/  
PROFESSIONAL**  
Mimi Maduro  
Career Pathways  
Statewide Director



Department/Office	Staff Name	Position	Classification
Department of Human Resources	Martha Dell	Human Resources Admin. Asst.	CONFIDENTIAL
Department of Human Resources	Kayleen Warner-Arens	Purchasing, Procurement, and Facilities Projects Coordinator	MANAGEMENT/PROFESSIONAL
Department of Human Resources	Inocente Olivan	Maintenance Coordinator	MANAGEMENT/PROFESSIONAL
Facilities Services	Christie Roy	Facilities Services Admin. Asst.	CLASSIFIED
Facilities Services	Jorge Basilio-Rosales	Maintenance	CLASSIFIED
Facilities Services	Mitchell Murray	Maintenance	CLASSIFIED
Facilities Services	Richard Dunlop	Groundskeeper	CLASSIFIED
Facilities Services	Russ Erlimbush	Groundskeeper	CLASSIFIED
Facilities Services	Brian Fix	Custodian	CLASSIFIED
Facilities Services	Pam Hill	Custodian	CLASSIFIED
Facilities Services	Don Knapp	Custodian	CLASSIFIED
Facilities Services	Debbie Kochis	Custodian	CLASSIFIED
Facilities Services	Rosina Loera	Custodian	CLASSIFIED
Information Technology Services	Christian McQuade	Network Specialist	MANAGEMENT/PROFESSIONAL
Information Technology Services	Paula Ascher	Distance Learning and Instructional Technology Coordinator	MANAGEMENT/PROFESSIONAL
Information Technology Services	Adam Giel	Computer Support Technician	CLASSIFIED
Information Technology Services	Steve Wadsworth	Computer Support Technician	CLASSIFIED
Information Technology Services	Ron Watrus	Lab Aide	CLASSIFIED
Student Services	Lori Ufford	Director of Advising and Career Services	MANAGEMENT/PROFESSIONAL
Student Services	Ann Harris	Career Counselor	MANAGEMENT/PROFESSIONAL
Student Services	Kaylene Herman	Academic Advisor	MANAGEMENT/PROFESSIONAL
Student Services	Kristen Kane	Academic Advisor	MANAGEMENT/PROFESSIONAL
Student Services	Mike Taphouse	Academic Advisor	MANAGEMENT/PROFESSIONAL
Student Services	Candy Gruner	RET Program Advisor	MANAGEMENT/PROFESSIONAL
Student Services	Shayna Dahl	Student Life Advisor	MANAGEMENT/PROFESSIONAL
Business Office	Sue Stephens	Business Office Admin. Asst.	CLASSIFIED
Business Office	Mayrie Cox	Accounting Specialist	CLASSIFIED
Business Office	Sid Spaulding	Accounting Specialist	CLASSIFIED
Business Office	Joy Tigges	PT Bookstore Specialist	CLASSIFIED
Business Office	Kella Helyer	Accountant	MANAGEMENT/PROFESSIONAL
Business Office	Diane Trubachik	Accountant	MANAGEMENT/PROFESSIONAL
Business Office	Danielle Nichols	Bookstore Manager	MANAGEMENT/PROFESSIONAL
Business Office	Mary Merrill	Small Business Development Center Director	MANAGEMENT/PROFESSIONAL
Business Office	Mike DeMott	Counseling Specialist	MANAGEMENT/PROFESSIONAL
Business Office	Darrell Roberts	Counseling Specialist	MANAGEMENT/PROFESSIONAL
Business Office	Darlene Marick	Resource Development Coordinator	MANAGEMENT/PROFESSIONAL
Business Office	Ruth Lusk	Childcare Partners Coordinator	MANAGEMENT/PROFESSIONAL
Resource Development	Kathleen McFarlane	Childcare Specialist	CLASSIFIED
Resource Development	Allison Bailey	SBDC/Resource Development Administrative Assistant	CLASSIFIED
Resource Development	Shayna Dahl	Literacy Program Coordinator	MANAGEMENT/PROFESSIONAL
Resource Development	Mary Kramer	Director of Career and Technical Education	MANAGEMENT/PROFESSIONAL
Resource Development	Rosemary Ross	Director of Library Services	MANAGEMENT/PROFESSIONAL
Resource Development	Tracy Scharn	Public Services Librarian	MANAGEMENT/PROFESSIONAL
Resource Development	Doris Jepson	Interim Director of Nursing and Health Occupations	MANAGEMENT/PROFESSIONAL
Resource Development	Linda Quackenbush	Health Occupations Coordinator	MANAGEMENT/PROFESSIONAL
Resource Development	Suzanne Burd	Adult Continuing Education Coordinator	MANAGEMENT/PROFESSIONAL
Instructional Services	Charlotte Lavender	Admin. Asst. to the CAO	CONFIDENTIAL
Instructional Services	Jennifer Halter	Instructional Services Admin Asst.	CLASSIFIED
Instructional Services	Megan Callow	Instructional Services/Student Services Admin. Asst.	CLASSIFIED
Instructional Services	Jean Ewald	Transfer and Pre-College Programs Admin. Asst.	MANAGEMENT/PROFESSIONAL
Instructional Services	Jodi Ashley	ESL Instructional Asst.	MANAGEMENT/PROFESSIONAL
Instructional Services	Jodi Ashley	Instructional Services Admin. Asst.	MANAGEMENT/PROFESSIONAL
Instructional Services	Cylene Nathan	Instructional Services Admin. Asst.	MANAGEMENT/PROFESSIONAL
Instructional Services	Kelly Wiley	GED Instructional Asst.	MANAGEMENT/PROFESSIONAL
Instructional Services	Kathleen McFarlane	Literacy Program Instructional Asst.	MANAGEMENT/PROFESSIONAL
Instructional Services	Tony Dunne	Literacy Program Instructional Asst.	MANAGEMENT/PROFESSIONAL
Instructional Services	Katie Wallis	Literacy Program Instructional Asst.	MANAGEMENT/PROFESSIONAL

**Revised Instructional Governance Model**  
**2009-2010 Academic Year**  
 Revised 7-9-09





**COLUMBIA GORGE  
COMMUNITY COLLEGE**

**Faculty Handbook  
2008-09**

*Construyendo 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:  
Chief Talent and Strategic Officer – Employment  
Chief Academic Officer – Educational Program  
Chief Student Services Officer – 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), 541-308-8211 (Hood River Indian Creek Campus), 541-506-6016 (TTD).

### **Columbia Gorge Community College**

#### **Designated Contacts**

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

Karen Carter, Chief Student Services Officer  
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, Chief Talent and Strategic Officer  
Columbia Gorge Community College  
400 E Scenic Drive  
The Dalles, OR 97058  
541-506-6150



## IMPORTANT TELEPHONE NUMBERS

<b>ADMISSIONS/ADVISING</b> .....	Bldg 3, 2 <sup>nd</sup> Floor .....	506-6011
<b>AFFIRMATIVE ACTION</b> .....	Rm. 3.224.....	506-6025
<b>AUDIO-VISUAL SERVICES</b> .....		506-6031
	(Chief Academic Officer) or 506-6081(Library)	
<b>BOOKSTORE</b> .....	Rm. 2.138.....	506-6061
<b>COLLEGE OPERATOR</b> .....		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.		
<b>FACILITY PROBLEMS–CUSTODIAL MAINTENANCE</b> .....		506-6071
		or 1-541-300-1205
<b>FINANCIAL AID</b> .....	Rm 3.214.....	506-6021
<b>HOOD RIVER – INDIAN CREEK CAMPUS</b>		
Contact the Hood River- ICC Administrative Assistant.....		308-8211
<b>INSTRUCTIONAL ISSUES</b>		
Contact the Chief Academic Officer .....		506-6030
or Chief Academic Officer's Administrative Assistant.....		506-6031
<b>OFFICE FOR STUDENTS WITH DISABILITIES</b> .....		506-6025
<b>POLICE, FIRE, MEDICAL</b> .....		911
<b>PUBLIC SAFETY</b>		
Police, Fire, Medical Emergency.....		911
Non-emergency assistance (Minor medical, motor assist, etc.)....		506-6071
<b>ROOM CONFLICTS</b>		
Chief Academic Officer's Administrative Assistant.....		506-6031
<b>STUDENT ISSUES</b>		
Contact Chief Student Services Officer.....		506-6010
or Chief Student Services Officer 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 15, 2008

Welcome to the 2008-09 academic year, one that will see us all using our new and renovated facilities, a new key and security system, having new models of Smart Podiums to use in Building 3 and three of them at the Hood River-Indian Creek Campus, learning Office 2007, designing new processes and procedures for having a second campus, supporting the new Curriculum and Academic Standards Committees, and moving forward with our accreditation journey.

The Instructional Directors encourage you to take advantage of professional development funds that may be used for professional journals, attendance at conferences related to your discipline, using instructional technology, or teaching/learning strategies. Your Department Chairs and Instructional Staff will be asking for your involvement as we develop the necessary infrastructure to become independently accredited.

The Academic Master Plan will be updated this year. This document guides instructional decision-making related to new programs and degrees, class scheduling, hiring, and budgeting decisions. Focus group sessions will be held through-out the district with community, agency, K-12, higher-education, and industry constituents. The results of these sessions will be brought back to a planning group including faculty for review.

I encourage all of us to recognize that the college is moving into a new era and that this will be a "messy" year. Each of us can choose to see our forward movement as an opportunity to learn new ways of teaching, learning, serving, and informing for future decisions or find themselves living and working in "what was." As I tell people, we will all be much smarter a year from now because we will have had a year of practicing and implementing. Please join me in this important and exciting work.

I am looking forward to working with all of you.

Sincerely,

A handwritten signature in black ink that reads "Susan J. Wolff". The signature is written in a cursive, flowing style.

Dr. Susan J. Wolff  
Chief Academic Officer

# COLUMBIA GORGE COMMUNITY COLLEGE

ACCOMMODATION AND CIVIL RIGHTS INFORMATION.....	2
IMPORTANT TELEPHONE NUMBERS.....	3
LETTER OF WELCOME FROM THE CHIEF ACADEMIC OFFICER.....	4

## TABLE OF CONTENTS

### PART I: GENERAL INFORMATION

	<u>Page</u>
Columbia Gorge Community College .....	8
College Mission Statement and Goals.....	8-9
College Policies and Procedures .....	9-10
Buildings.....	10-11
2007-2008 Calendar of Instruction, Columbia Gorge Community College .....	12
College Administration and Services .....	13-15

### PART II: FACULTY INFORMATION

Accreditation .....	16
Affirmative Action .....	16
Alcohol/Controlled Substance Use Policy .....	16
Americans with Disabilities (ADA) Act Compliance/Office for Students with Disabilities (OSD).....	16-17
Announcements in Class .....	17
Audio Visual Aids/Audio Visual Requests .....	17
Benefits .....	17
Campus Hours.....	17
Children and Babies in Class .....	17-18
Course Cancellation .....	18
Computer Use by Instructors .....	18
Conditions of Part-Time Employment.....	18
Conferences and Workshops/Skill Upgrading.....	19
Copy Codes/Photocopying/Typing .....	19
Course Challenge Policy .....	20
Course Content and Outcomes Guide.....	19-20
Credit Hours and Instructional Hours/Class Breaks .....	20
Custodial Services .....	20
Department Chairs .....	20
Distance Learning .....	21
Elections and Public Employee Involvement.....	21
EMERGENCIES.....	21-22
Employee Assistance Program .....	22
Equipment Available for Instructor Use .....	22
Evaluations .....	22-23
Faculty Offices and Office Hours .....	23
FERPA Responsibilities .....	24
Food and Beverages in Class.....	25
Grading (On-line).....	25
Guidelines .....	25
Grading and Student Transcripts.....	26-27
Grading Policy, Systems and Definitions.....	27-29
Grievance Procedure for Students.....	29

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

<b>Incident/Accident Reports .....</b>	<b>29</b>
<b>Instructor Illness, Emergencies and Class Cancellations.....</b>	<b>29</b>
<b>Keys for Classrooms .....</b>	<b>29</b>
<b>Lab Fees.....</b>	<b>29</b>
<b>Library .....</b>	<b>29-32</b>
<b>Mail .....</b>	<b>32</b>
<b>New Courses .....</b>	<b>32</b>
<b>Course Development – Regular, Online &amp; Hybrid .....</b>	<b>32</b>
<b>No Smoking Policy.....</b>	<b>32-33</b>
<b>Payroll .....</b>	<b>33</b>
<b>Phone/Personnel Directory.....</b>	<b>33</b>
<b>Purchases.....</b>	<b>33-34</b>
<b>Room/Facilities Scheduling .....</b>	<b>34</b>
<b>Room Use Responsibilities.....</b>	<b>34</b>
<b>Equipment Use .....</b>	<b>34-35</b>
<b>Rosters/Registration/Class Minimums .....</b>	<b>35</b>
<b>Routing and Return of Student Materials.....</b>	<b>35-36</b>
<b>School Closure.....</b>	<b>36</b>
<b>Syllabi.....</b>	<b>36-38</b>
<b>Syllabi Content Checklist.....</b>	<b>36-38</b>
<b>Telephone Messages for Instructors and Students .....</b>	<b>38</b>
<b>Telephone Use.....</b>	<b>38</b>
<b>Testing/Test Proctoring.....</b>	<b>38</b>
<b>Textbooks .....</b>	<b>38-39</b>
<b>Travel.....</b>	<b>39</b>
<b>Tuition Waivers .....</b>	<b>39</b>
<b>Underage Policy for College Courses.....</b>	<b>39</b>
<b>Voice Mail.....</b>	<b>41</b>
<b>Waiting Lists/Course Limits.....</b>	<b>40</b>

**PART III: STUDENT INFORMATION**

<b>Add/Drop.....</b>	<b>41</b>
<b>Advising .....</b>	<b>41</b>
<b>ASSET Testing .....</b>	<b>41</b>
<b>Bookstore .....</b>	<b>41</b>
<b>Cafeteria/Food Services .....</b>	<b>41</b>
<b>Career Center .....</b>	<b>41-42</b>
<b>Child Care Partners.....</b>	<b>42</b>
<b>College Catalogs.....</b>	<b>42</b>
<b>Computer Labs.....</b>	<b>42</b>
<b>Course Placement.....</b>	<b>43</b>
<b>Disabilities-Services for Students.....</b>	<b>43</b>
<b>Escort Services on Campus .....</b>	<b>43</b>
<b>Financial Aid/Scholarships .....</b>	<b>43-44</b>
<b>High School Completion/High School Credit.....</b>	<b>44</b>
<b>Lost and Found .....</b>	<b>44</b>
<b>Pre-College Programs .....</b>	<b>44</b>
<b>Senior Citizen Program .....</b>	<b>44</b>
<b>Student Government (ASCGCC) .....</b>	<b>44</b>
<b>Student Organizations (Phi Theta Kappa).....</b>	<b>45</b>
<b>Student Records/Release of Information .....</b>	<b>45</b>
<b>Telecourses .....</b>	<b>45</b>
<b>Transcripts.....</b>	<b>46</b>
<b>Tutoring/Math Lab/Writing Desk.....</b>	<b>46</b>
<b>Emergency Procedures .....</b>	<b>47-69</b>
<b>Classroom and Teaching Laboratories Emergency Procedures for Faculty and Other Instructional Staff.....</b>	<b>50</b>

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)

**FORMS**

- Academic Dishonesty Report
- Advance Travel Authorization
- Attendance Record
- Check Request (For Authorized Purchases)
- Course Request
- EMERGENCIES –Incident/Accident Report
- Employee Network, E-Mail and Internet Account Request
- Employee Tuition Waiver
- Incomplete Request (Student/Instructor Consultation Documentation)
- Institutional Withdrawal
- Instructor Notification for Students with Disabilities
- Petition for Course Challenge
- Request for Copier Code
- Student/Instructor Consultation Documentation
- Time and Attendance Record (Time Card)
- Travel Expense Reimbursement

***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 ON THE COLLEGE WEBSITE.**

***DEPARTMENT CHAIR ORGANIZATIONAL CHART***

***INSTRUCTOR QUALIFICATIONS***

# **Columbia Gorge Community College**



## **Management and Confidential Employee Handbook 2009-2010**



**Columbia Gorge  
Community College  
400 E. Scenic Dr.  
The Dalles, OR 97031  
(541) 506-6151**

**Hood River-Indian Creek Campus  
1730 College Way  
Hood River, OR 97031  
(541) 308-8211**

**[www.cgcc.cc.or.us](http://www.cgcc.cc.or.us)**

## **Disclaimer of Contract**

The statements and the contents of this Handbook and of other College documents are not promises of any kind by the College and are not intended to form a contract, expressed or implied, and may not be interpreted to form a contract between the College and any employee. The College reserves the right to terminate an individual's employment with or without cause or to change wages and/or any term or condition of employment at any time and without any prior consultation or agreement with the employee.

This handbook should not be considered all-inclusive, but rather a set of guidelines, and it can be changed by the College unilaterally at any time. Regardless of date of hire, employees are subject to any amendments, deletions and changes in the handbook. This handbook supersedes any previous handbook or written policies.

No College representative, except the President, has the authority to enter into any employment agreement for any specified period of time or to make any agreement contrary to the above statements. No such agreement will be effective unless it is in writing and is signed by the President of the College.

## **EOE Statement**

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 the following persons:

For Employment:

Robb Van Cleave, Chief Talent and Strategy Officer

Office: Rm 2.422

Phone: 541-506-6151

For Educational Programs:

Dr. Susan J. Wolff, Chief Academic Officer

Office: Rm 2.103

Phone: 541-506-6031

For Student Programs, Activities, and Services

Karen Carter, Chief Student Services Officer

Office: Rm 3.223

Phone: 541-506-6013



**To request accommodations for special needs:**

Auxiliary aides and services are available upon request to otherwise qualified individuals with disabilities. Please contact CGCC's ADA Coordinator Lori Ufford at 541-506-6025 or the Event Coordinator in a timely manner. 541-506-6016 (TTD).

# Contents

**Welcome** ..... 9

**History of Columbia Gorge Community College**..... 11

**Strategic Focus**..... 13

**Employment Policies and Procedures** ..... 17

    Equal Employment Opportunity ..... 17

    Americans with Disabilities Act of 1991..... 18

    Freedom from Sexual Discrimination and/or Harassment ..... 18

    Hazing/Harassment/Intimidation/Menacing..... 20

    Drug-Free Workplace ..... 22

    Use of Tobacco..... 24

    Staff Complaints ..... 25

    Children on Campus ..... 26

    Posting of Professional Staff Vacancies ..... 26

    Position Descriptions ..... 27

    Personnel Records ..... 27

    Personnel Contracts..... 28

    Non-School Employment ..... 29

    Discipline and Dismissal of Personnel..... 29

    Personnel Selection and Termination..... 29

    Research..... 29

    Copyrights and Patents ..... 30

**Professional Conduct** ..... 35

    Staff Participation in Community Activities ..... 35

    Staff Development ..... 35

    Absenteeism and Tardiness ..... 36

    Staff Conflict of Interest..... 36

    Electronic Communications System (ECS) Electronic Information Resources (EIR) and Internet Policy 36

    Reproduction of All Copyrighted Materials ..... 41

    Cellular Telephones..... 42

<b>Employee Benefits</b> .....	49
Early Retirement .....	49
Workers' Compensation Insurance.....	49
Family Medical Leave .....	49
Holidays.....	49
Vacation Leave .....	50
Sick Leave .....	50
Bereavement Leave .....	50
Tuition Reimbursement .....	51
Tuition Waivers .....	51
Comprehensive Benefits Information.....	52
<b>Worksite Safety</b> .....	57
Safety Program.....	57
Hazard Communication Program.....	57
Home Appliances .....	57
Accident Reports.....	57
Campus Security.....	58
Safety and Security at Columbia Gorge Community College Procedures.....	60
Extreme Adverse Weather .....	62
Inclement Weather .....	63
<b>RECEIPT FOR EMPLOYEE HANDBOOK</b> .....	65

## Welcome

Welcome to the NEW and IMPROVED Columbia Gorge Community College. We've made a lot of changes in the past few months, but what hasn't changed is our commitment to excellence and an encouraging environment. You'll find new classrooms, new programs, and new opportunities.

Building Dreams, Transforming Lives ... ACCESS. This year we are literally opening new doors as we welcome students to our first permanent campus in Hood River and to our new Health & Sciences Building on The Dalles Campus.

Building Dreams, Transforming Lives ... AFFORDABILITY. You will also find that this is the third year in a row that we have not increased our tuition. In fact, we've taken steps to make financial aid more available.

Building Dreams, Transforming Lives ... ADAPTABILITY. Our Student Services department has a new home in the Health & Sciences Building. Now students can enroll in school, register for classes, and apply for financial aid all in one area. Qualified advisors are available to support and guide students in a "one-stop" setting that also serves as the college's "front door" for The Dalles Campus.

Building Dreams, Transforming Lives ... ACCOUNTABILITY. We have worked closely with the community and through a process of deep introspection and assessment have set an exciting course for the future. Students have an opportunity to graduate from high school and our college in the same year. We are now a national model for rural health training, and now we have also become a national leader in renewable energy training through our RET program. Graduates may also elect to continue their education, an option made easier and more affordable by our degree partnerships with several Oregon universities.

At Columbia Gorge Community College we constantly strive to fulfill our mission: "Building dreams and transforming lives by providing life-long educational programs that strengthen our community." I hope you find your association with CGCC challenging and rewarding. We believe that each employee can contribute directly to the mission of CGCC and to our growth and success. We hope you will take pride in being a part of our college community.

Sincerely,

Dr. Frank Toda

# 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

TABLE OF CONTENTS

<i>Table of Contents</i>	<i>i</i>
<i>Article I - Recognition</i>	<i>1</i>
<i>Article II - Union Security And Interests</i>	<i>2</i>
<i>Article III - Grievances And Arbitration</i>	<i>4</i>
<i>Article IV - Employment Status</i>	<i>6</i>
<i>Article V - Posting Of Positions</i>	<i>7</i>
<i>Article VI - Work Year And Workload</i>	<i>8</i>
<i>Article VII - Layoff And Recall Of Faculty</i>	<i>11</i>
<i>Article VIII - Leaves Of Absence</i>	<i>12</i>
<i>Article IX - In-Service, Continuing Education, Professional Development</i>	<i>15</i>
<i>Article X - Tuition Waivers</i>	<i>16</i>
<i>Article XI - Evaluation</i>	<i>17</i>
<i>Article XII - Personnel Files</i>	<i>20</i>
<i>Article XIII - Discipline And Discharge</i>	<i>21</i>
<i>Article XIV - Compensation</i>	<i>22</i>
<i>Article XV - Holidays And Personal Days</i>	<i>26</i>
<i>Article XVI - Insurance And Retirement</i>	<i>27</i>
<i>Article XVII - Expenses</i>	<i>29</i>
<i>Article XVIII - Health And Safety</i>	<i>30</i>
<i>Article XIX - Academic Freedom</i>	<i>31</i>
<i>Article XX - Committees</i>	<i>32</i>
<i>Article XXI - No Strikes/No Lockout</i>	<i>33</i>
<i>Article XXII - Funding</i>	<i>34</i>
<i>Article XXIII - Management Rights</i>	<i>35</i>
<i>Article XXIV - Miscellaneous</i>	<i>36</i>
<i>Article XXV - Separability</i>	<i>38</i>
<i>Article XXVI - Duration</i>	<i>39</i>

## 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.

## ARTICLE VIII - LEAVES OF ABSENCE

### **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.

**ARTICLE XIV - COMPENSATION**

**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.

## **ARTICLE XV - HOLIDAYS AND PERSONAL DAYS**

### **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

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

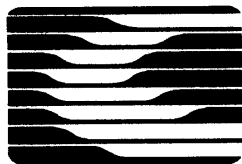
FOR THE EMPLOYER  
Columbia Gorge Community College

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

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

12/3/2007  
\_\_\_\_\_  
Date

12-5-2007  
\_\_\_\_\_  
Date



**COLUMBIA  
GORGE  
COMMUNITY  
COLLEGE**

# **COLLECTIVE BARGAINING AGREEMENT**

between

**LOCAL 4754**

**United Employees of  
Columbia Gorge Community College**

**AFT, AFL-CIO**

**(Covering Classified Employees)**

and

**Columbia Gorge Community College**

**July 1, 2006 through June 30, 2009**

# Table of Contents

<u>ARTICLE I - AGREEMENT</u> .....	1
<u>ARTICLE II - RECOGNITION</u> .....	2
<u>ARTICLE III - UNION SECURITY AND UNION INTERESTS</u> .....	3
<u>A. Union Security</u> .....	3
<u>B. Union Interests</u> .....	3
<u>ARTICLE IV - GRIEVANCES AND ARBITRATION</u> .....	5
<u>A. Grievances</u> .....	5
<u>B. Arbitration</u> .....	5
<u>ARTICLE V - HOURS AND SCHEDULES</u> .....	7
<u>A. Hours</u> .....	7
<u>B. Posting of Work Schedules</u> .....	7
<u>C. Calendar</u> .....	7
<u>ARTICLE VI - POSITIONS</u> .....	8
<u>ARTICLE VII - POSTING OF VACANCIES</u> .....	9
<u>ARTICLE VIII - PROBATION, SENIORITY, LAYOFF, RECALL</u> .....	10
<u>A. Probation</u> .....	10
<u>B. Definition of Seniority</u> .....	10
<u>C. Layoff</u> .....	10
<u>D. Recall</u> .....	11
<u>ARTICLE IX- LEAVES OF ABSENCE</u> .....	12
<u>A. General</u> .....	12
<u>B. Paid Leaves</u> .....	13
<u>C. Unpaid Leave</u> .....	14
<u>ARTICLE X - IN-SERVICE AND JOB RELATED EDUCATION</u> .....	15
<u>A. In-Service Education</u> .....	15
<u>B. Education</u> .....	15
<u>ARTICLE XI - TUITION WAIVERS</u> .....	16



CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

**ARTICLE XII - EVALUATIONS AND PERSONNEL FILES .....17**

**A. Evaluations ..... 17**

**B. Personnel Files ..... 17**

**ARTICLE XIII- DISCIPLINE AND DISCHARGE .....18**

**ARTICLE XIV – COMPENSATION.....19**

**A. Wages..... 19**

**B. Wage Placement ..... 20**

**C. Overtime..... 20**

**D. Temporary Reassignments..... 20**

**E. Call-In and Call-Back..... 20**

**F. Payroll and Timekeeping ..... 21**

**ARTICLE XV - HOLIDAYS ..... 22**

**A. Holidays ..... 22**

**B. Holiday Pay ..... 22**

**C. Holiday Use..... 22**

**ARTICLE XVI - INSURANCE AND RETIREMENT .....23**

**A. Health, Vision and Dental Insurance..... 23**

**B. Life and Accidental Death and Dismemberment Insurance..... 23**

**C. Long-term Disability Insurance..... 23**

**D. Retirement..... 23**

**E. Social Security, Unemployment Insurance, Worker's Compensation Insurance ..... 23**

**F. Program Copies..... 23**

**ARTICLE XVII – VACATIONS .....24**

**ARTICLE XVIII - EXPENSES.....25**

**A. Mileage ..... 25**

**B. Out-of-District Travel..... 25**

**C. Uniforms..... 25**

**ARTICLE XIX - HEALTH AND SAFETY .....26**

**A. Health and Safety ..... 26**

**B. Work-Related Injury or Illness ..... 26**

**C. Temporary Closure..... 26**

**ARTICLE XX - MISCELLANEOUS.....27**

CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

**A. Change of Address.....27**  
**B. Equipment and Supplies.....27**  
**C. Existing Benefits.....27**  
**D. Gender Construction.....27**  
**E. Labor-Management Committee.....27**  
**F. Resignation.....28**  
**G. Zipper Clause.....28**  
**ARTICLE XXI - NO STRIKES/NO LOCKOUT.....29**  
**ARTICLE XXII - SEPARABILITY.....30**  
**ARTICLE XXIII - MANAGEMENT RIGHTS.....31**  
**ARTICLE XXIV – FUNDING.....32**  
**ARTICLE XXV – DURATION.....33**  
**MEMORANDUM OF UNDERSTANDING.....34**  
**MEMORANDUM OF UNDERSTANDING.....35**  
**MEMORANDUM OF UNDERSTANDING.....36**

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE I - AGREEMENT**

This Agreement is made and entered into this 1st day of July, 2006, 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.

## CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

### ARTICLE II - RECOGNITION

- A.** The Employer recognizes the Union as the exclusive representative for all classified employees of Columbia Gorge Community College, excluding casual employees, supervisory and confidential employees as defined in ORS 243.650(6) and (14).
1. For the purpose of definition within this contract, “casual employees” will be those employees working irregular schedules, short term, and performing sporadic work. Frequently decisions will be made daily about whether or not there is work for the next day.
- B.** *New and Modified Positions.* The Employer will notify the Union upon creation of new or modified classified 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.
- C.** 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 fifty (50) copies of the Agreement. After copies have been distributed to classified 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 classified and management employees, the Union and the Employer will share equally the cost of printing twenty-five (25) additional copies.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE III - UNION SECURITY AND UNION 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.

**B. Union Interests**

1. *Board Material.* Copies of agendas and background materials furnished to Board members for matters to be discussed other than in executive session shall be sent to the Union President at the same time as to the College administrators.
2. *Bulletin Boards.* The Employer shall provide a bulletin board in the mailroom for use by the Union.
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.* Management agrees that, during working hours, on College premises and without loss of pay, Union representative shall be allowed to attend discipline related meetings and grievance meetings at all steps.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

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.

## CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

### ARTICLE IV - 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 the 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; (d) dismissal of a probationary employee.
2. *Procedure.* 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 supervisor. The grievance must be submitted within ten (10) days of the answer in Step One. The supervisor will respond 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 fifteen (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.

## CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

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 from 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 day of the notice of arbitration. When the arbitrator is not available within those sixty (60) days the parties will select the nearest date to that 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, the grievant(s), and the grievance officer, when conducted during the workday will be considered work time. Requesting and receiving information and materials may be conducted on work time. If review of the material can only be done during the work day, the time will be made up by the bargaining unit member.



**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE V - HOURS AND SCHEDULES**

**A. Hours**

1. *Work Week.* The basic work week is forty (40) hours, which is typically eight (8) hours per day for five (5) days per week.
2. *Flexible Time.* With the approval of their supervisor, employees may vary their starting and ending time during the work day provided that there is sufficient coverage during normal work hours.
3. *Breaks.* During a normal eight (8) hour work day, employees are entitled to two (2) fifteen (15) minute breaks with pay and an unpaid lunch break of sixty (60) minutes. When possible, breaks will be provided after an employee has worked not more than three (3) hours, and the lunch break will be scheduled after the employee has worked not more than five (5) hours. All breaks will be duty-free unless an emergency intervenes.
4. *Alternative Work Schedules.* The typical work schedule is eight (8) hour per day for five (5) days during a week. A supervisor may schedule an alternative work schedule to respond to temporary work needs. The supervisor and a majority of the affected bargaining unit employees in a department can elect to adopt an alternative work schedule as the regular schedule for the department. Alternative formats can include, but are not limited to, four (4) ten (10) hour days or combinations of eight (8) hour, ten (10) hour, and twelve (12) hour shifts as long as the total hours in a work week are forty (40). Upon two (2) weeks notice, the normal schedule can be restored by the request of either the supervisor or a majority of the affected bargaining unit employees.

**B. Posting of Work Schedules**

1. The regular work schedule for employees shall be posted in each department at a designated place. Except in emergencies, the employees will be given three (3) business days notice of any necessary change in the posted schedule. Business days are exclusive of Saturday, Sunday, and holidays. Newly hired employees will be notified of their initial schedule and will be placed on the regular schedule as soon as practical.
2. Requests for days off shall be submitted to the supervisor in accordance with the provision of Articles IX and XVII. Reasonable effort will be made by the supervisor to grant the request.
3. Employees may trade work days and/or days off among themselves with the approval of the supervisor.

- C. Calendar.** With the June 30 paycheck, the Employer will distribute a calendar of the school year indicating beginning and ending dates for each term, registration periods, break periods and holidays.

## CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

### ARTICLE VI - POSITIONS

- A. Classified employees will be hired as either full-time, part-time, or temporary. Each employee will be initially hired for a specific job description, department and schedule as described in the job announcement.
1. *Full-time Employees.* Full-time employees are hired to work forty (40) hours a week on a regular basis and are entitled to all benefits under this Agreement.
  2. *Part-time Employees.* Part-time employees are hired to work regularly less than full time as defined above. Part-time employees are entitled to benefits where specifically designated in this agreement.
  3. *Temporary Employees.* Temporary employees are those hired to work for a special project, or are made available through a special program developed to help give individuals work experience for a specified period of time not to exceed twelve (12) months. Temporary employees will not be hired to displace or replace regular positions, or to avoid filling vacancies. Temporary employees do not accumulate seniority. However, whenever a temporary employee is hired into a regular position where there is not more than a one (1) month break in employment, time spent as a temporary employee will be credited toward seniority.
  4. Part-time positions cannot be aggregated in order to earn benefits which are available to full-time employees. This provision does not apply if one of the part-time positions is specially funded under a grant or agreement that provides benefits.

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**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE VII - POSTING OF VACANCIES**

- A.** *Notice of Vacancies.* Notice of all vacancies and new positions will be posted on bulletin boards in locations identified for the posting where the posting is accessible to the employees: including Building #1, Vending Machine Area; Building #2, Mail Room and the college web site. Copies of the postings will be sent to the Union. The notice will be posted for at least five (5) business days and will include a description and requirements for the position. Posting will occur before consideration of any outside applicants.
- B.** *Application for Vacancies.* The employees interested in applying for a new or vacant position shall notify the Personnel Office (currently in the President's Office) in writing and complete any necessary application form. Applications must be submitted not later than the close of business on the last day of the posting. When qualifications for the position are equal, preference will be given to a current employee over an outside applicant. When qualifications are substantially equal between two or more current employees, preference shall be given by seniority. Current employees will not be required to retake any skills test associated with the application if the employee has taken the same test for his or her current position.
1. Employees not selected to fill a vacancy may request the reasons in writing.
  2. In the event an employee who fills a vacancy is not able to fully perform the duties within a three (3) month period, the employee will return to the position occupied before accepting the open position. In the event the prior position is no longer vacant the employee shall be placed in the next comparable vacant position for which they are qualified. If there are no vacant positions, the employee will be placed on layoff status consistent with Article VIII(C)(1).
  3. A bargaining unit employee who takes a position outside the bargaining unit may elect to return to their bargaining unit position, but must do so during the six (6) months following the promotion. An employee returning to a bargaining unit position will be credited for all seniority earned before the promotion. In the event the prior position is no longer vacant, the employee shall be placed in the next comparable vacant position for which they are qualified. If there are no vacant positions, the employee will be placed on layoff status consistent with the provisions of Article VIII(C)(1).

**ARTICLE VIII - PROBATION, SENIORITY, LAYOFF, RECALL**

**A. Probation**

1. All newly hired employees shall serve a probationary period of 1040 hours or one calendar year, whichever comes first. The employer will evaluate new employees after 520 hours or six months, whichever comes first, of employment, advising them of their performance and indicating areas, if any, where improvement may be needed.
2. Upon completion of probation, employees are entitled to full right and privileges under this Agreement.

**B. Definition of Seniority**

1. Seniority shall mean an employee's length of continuous service in accumulated straight-time hours measured from the employee's most recent date of hire, including paid leaves of absence and up to thirty (30) calendar days of any unpaid leave of absence of seven (7) calendar days or more.
2. Termination of seniority shall occur upon retirement, resignation, discharge for just cause or acceptance of a position outside the bargaining unit.
3. Employees who are recalled by the employer within one (1) year of layoff for any reason shall have their seniority restored but shall not accrue seniority for the period between layoff and recall.
4. The employer will post a seniority list of all employees within thirty (30) calendar days of the date of the initial Agreement and annually thereafter in July, no later than the 15th of the month. The Union will receive a copy of the list at the time of its posting. Employees who believe their seniority date is incorrect may seek adjustment through the grievance procedure.

**C. Layoff**

1. If the Employer determines that a layoff is necessary and unless an emergency exists, the Employer will notify the Union at least forty-five (45) calendar days in advance, and the parties will meet to discuss ways of avoiding layoffs.
2. When reductions remain necessary following that discussion, the Employer will permit employees in the affected job group to take voluntary layoffs until the necessary reduction in the work force is met.
3. When voluntary layoffs do not meet the necessary reduction in the work force, layoffs within the affected jobs will be first from temporary employees, then

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**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

probationary employees, then part-time employees, then full-time employees based on inverse order of seniority within those jobs, providing that the remaining employees can do the remaining work within one (1) month.

4. Layoffs shall be in inverse order of seniority.
5. Employees designated for layoffs shall be given at least fourteen (14) calendar days' notice of layoff or compensation to the extent such notice is deficient. A copy of the notice shall be sent to the Union.
6. Within ten (10) calendar days of receiving a notice of layoff, an employee designated for layoff may replace the employee with the least seniority in the bargaining unit provided the employee is capable of immediately performing that job. An employee who exercises replacement rights and is unable to perform the duties of the new position within one (1) month of assuming that position shall be laid off from the original position rather than be considered for dismissal. There can be only one (1) level of "bumping" under this provision.
7. The Employer will continue coverage of insurance programs for a laid-off employee for at least the first thirty (30) calendar days of layoff. A laid-off employee may continue participation in insurance programs beyond thirty (30) calendar days at the employee's expense.

**D. Recall**

1. Laid-off employees shall be placed on a recall roster for six months after the effective date of the layoff and shall be recalled in the inverse order of the layoff provided they possess the necessary qualifications to perform the assignment to which they are recalled.
2. Notice of recall shall be sent by certified mail to the employee's last address on the Employer's record. A copy of the notice shall be sent to the Union.
3. For six (6) months after the effective date of the layoff, no new employee including a temporary employee can be hired in a job unless all laid off employees possessing the qualifications for that job have been recalled.

## CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

### ARTICLE IX- LEAVES OF ABSENCE

#### A. General

1. Leaves of absence for periods up to one (1) year may be granted for good cause to any employee upon written request to the President. Requests for leave of absence shall be submitted at least ninety (90) days in advance, whenever possible, of the date the leave is to begin. The employer will notify the employee of leave approval at least thirty (30) days in advance.
2. Employees shall be reinstated to their position on return from any leave if the position is vacant or filled only on a temporary basis. If the position has been permanently filled or no longer exists, reinstatement will be to a vacant comparable position, preferably in the same department and work site. When a comparable position is not available, the employee will be placed on a preferential hiring list and will be given the first comparable position within twelve (12) months of the end of the leave.
3. In considering leaves of absence for illness, injury or disability and reinstatement after a leave, the report from the employee's physician will normally be sufficient to document the employee's medical condition. If the Employer requires an examination by another physician, the Employer will discuss with the employee the selection of the physician and the examination will be at the Employer's expense. Employees on approved family or medical leave shall have their benefits continued as required by federal and state family medical leave laws.
4. Upon return from leave, employees will have their pre-leave seniority restored. Employees will continue to accrue seniority during leaves of seven (7) calendar days, but fewer than thirty-one (31) calendar days. Employees will be covered by the health and life insurance programs for up to thirty (30) days while on leave. Participation in these insurance programs beyond the thirty (30) days will be at the employee's expense, unless provided for elsewhere in this Agreement.
5. Employees on leave will not seek or accept employment elsewhere, except where the employment is in conjunction with or a component of the leave such as for research, education, teaching, public service or union business.
6. 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.

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**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**B. Paid Leaves**

1. *Sick Leave*

- (a) Full-time. Sick leave is earned at the rate of one (1) day per month.
- (b) Sick leave is paid at the employee's usual hourly rate and will be paid to the extent of an employee's accumulation for all illnesses, diseases, injuries and maternity except for those cases covered by Worker's Compensation or disability insurance. However, sick leave may be coordinated by employees with other payments such as Worker's Compensation or disability insurance, to enable employees to meet their usual weekly earnings.
- (c) The employer may request verification of the reason for sick leave absence in excess of three (3) days.
- (d) Sick leave may be used for any health emergency. In the interest of preventive health, sick leave may be used for medical and dental appointments.
- (e) Employees may use up to three (3) days sick leave per occurrence for illness or injury in the immediate family which reasonably requires the employee's presence. An extension may be requested for life threatening conditions. Immediate family for this provision shall mean the employee's household, employee's parents or any child of the employee or their spouse.
- (f) Sick leave may be substituted for vacation, while an employee is on vacation, for illness, injury or accident requiring hospitalization.

2. *Bereavement Leave*

Employees shall receive up to five (5) work days leave with pay in the event of death in an employee's immediate family. Immediate family includes spouse or significant other person; and, of either the employee or spouse, a child, parents, grandparents, grandchildren, brother or sister. Additional leave, if required, must be approved in advance by the supervisor and will be taken by an employee from vacation or will be unpaid leave.

3. *Jury Duty/Witness Service*

Employees 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 employer, will be paid their regular pay for time spent while serving in such capacity, but the employee must submit any compensation received, except for expenses, to the employer.

## CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

### 4. *Part-time.*

Paid sick leave, bereavement leave, and jury leave are not available to part-time employees. However, if a part-time employee misses work due to illness, a death in the immediate family, or jury duty, the College will make every reasonable effort to reschedule their work at another time so that the employee does not lose work time or wages. The rescheduling shall be in consultation with the employee and shall occur within the same fiscal year. The amount of time that can be taken off work and rescheduled due to bereavement will be prorated based on the employee's normal work schedule and the five (5) days bereavement which is available to full-time employees.

## C. **Unpaid Leave**

### 1. *Military Leave*

Leaves of absence without pay are automatically granted employees who are called or volunteer for military service provided application for reemployment is made within ninety (90) days of discharge. Employees serving in the National Guard or any other military service are entitled to up to two (2) weeks paid leave of absence for active duty. The employee must submit military pay received during this period to the employer except for paid expenses and pay for Saturday or Sunday.

### 2. *Parental Leave*

- (a) Leave of absence without pay shall be granted for parental leave upon request for up to twelve (12) weeks in accordance with federal and state law.
- (b) The provision for parental leave shall apply in the case of adoption.

### 3. *Educational Leave*

Any employee who would like unpaid time off for educational advancement may be granted a leave of absence for educational and/or training purposes, provided the education or training is related to the employee's position or for advancement with the employer. Educational leave can be for up to one (1) year.



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**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE X - IN-SERVICE AND JOB RELATED EDUCATION**

**A. In-Service Education**

Time spent in any required in-service program will be paid at the employee's regular hourly rate, including overtime where applicable.

**B. Education**

If the request is granted, the employer will inform the employee what expenses, such as for travel, registration, materials and related expenses, will be paid by the employer.

## CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

### ARTICLE XI - TUITION WAIVERS

- A.** Tuition shall be waived for an employee, spouse or eligible children who attend classes at Columbia Gorge Community 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 Employees*
    - (a) Employee - up to eight credit hours per term. An employee with five years of service with the College may receive up to nineteen (19) credit hours per term for a maximum of one year or three terms while on approved leave of absence without pay.
    - (b) Spouse and dependent children - up to nineteen (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 Employees*
    - (a) Employee - up to six (6) credit hours per term in which the employee is working.
    - (b) Spouse and dependent children - may use the credit hours which are not used by the employee in the term.
    - (c) Spouse and dependent children of employees that work at least 20 hours per week in a term- up to twelve (12) credit hours per term each or a maximum of the credits required to obtain a two-year degree in a college program.
- B.** Dependent children are those who are under age 24 and as defined by the Internal Revenue Service. Eligibility will be determined by reference to employee's last federal tax return.
- C.** Classes may be taken with or without credit, or the equivalent in non-credit tuition.
- D.** Registration shall be in accordance with the College's registration schedule and procedure. Employees shall register during nonworking hours.
- E.** If an employee is required to take a class, the employee will be allowed time during the workday without loss of pay, and the employer will provide required textbooks. All textbooks provided by the employer will be returned to the employer at the end of the term.
- F.** 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.

CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

**ARTICLE XII - EVALUATIONS AND PERSONNEL FILES**

**A. Evaluations**

Employees may be evaluated by the Employer annually prior to July 1. Evaluations are for constructive employee development and are not considered discipline. Employees will be given a copy of any evaluation and may append their own comments to it and/or discuss it with their supervisor.

**B. Personnel Files**

1. *One File.* An official personnel file will be maintained for each employee 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.
2. *Access and Response.* Employees will have access to their own personnel file upon request to the President or his designee and may have copies of any material included in the file. And, employee will be allowed to comment in writing on any material in his or her file and the comment will be appended to and become a part of the file.

**ARTICLE XIII- DISCIPLINE AND DISCHARGE**

Discipline shall be for just cause only. A regular employee can be discharged for just cause only.

The Employer will advise an employee of the right to Union representation during any investigatory meeting which reasonably may lead to discipline. Unless it is an emergency or the employee is willing to proceed without representation, the Employer will permit the employee reasonable time in advance of the meeting to confer with a Union representative. Copies of any disciplinary notices will be given to the Union.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE XIV – COMPENSATION**

**A. Wages**

1. Effective July 1, 2006, the hourly rate for employees shall be as follows:

Step	1	2	3	4	5	6	7
Level	Start	*1,040 Hours	2,080 Hours	6,240 Hours	10,400 Hours	20,800 Hours	31,200 Hours
1	10.75	11.29	11.85	12.44	13.07	13.72	14.41
2	12.25	12.79	13.35	13.94	14.57	15.22	15.91
3	13.75	14.29	14.85	15.44	16.07	16.72	17.41
4	15.25	15.79	16.35	16.94	17.57	18.22	18.91

\*One calendar year or 1,040 hours, whichever comes first, probation is completed and a step increase is given.

2. Effective July 1, 2007, the hourly rate for employees shall be as follows:

Step	1	2	3	4	5	6	7
Level	Start	1,040 Hours*	2,080 Hours	6,240 Hours	10,400 Hours	20,800 Hours	31,200 Hours
1	10.97	11.51	12.09	12.69	13.33	13.99	14.69
2	12.47	13.01	13.59	14.19	14.83	15.49	16.19
3	13.97	14.51	15.09	15.69	16.33	16.99	17.69
4	15.47	16.01	16.59	17.19	17.83	18.49	19.19

\*One calendar year or 1,040 hours, whichever comes first, probation is completed and a step increase is given.

3. Effective July 1, 2008, the hourly rate for employees shall be as follows:

Step	1	2	3	4	5	6	7
Level	Start	1,040 Hours*	2,080 Hours	6,240 Hours	10,400 Hours	20,800 Hours	31,200 Hours
1	11.18	11.74	12.33	12.95	13.59	14.27	14.99
2	12.68	13.24	13.83	14.45	15.09	15.77	16.49
3	14.18	14.74	15.33	15.95	16.59	17.27	17.99
4	15.68	16.24	16.83	17.45	18.09	18.77	19.49

\*One calendar year or 1,040 hours, whichever comes first, probation is completed and a step increase is given.

Levels 1-4	
Accounting Specialist	Instructional Assistant
Administrative Assistant	Library Assistant
Computer Support Technician	Specialist
Facilities Services Technician	

CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

**B. Wage Placement**

All new or vacant positions will be filled a Pay Level 1. Changes in compensation will be resolved according to the provisions of Article II, B, New and Modified Positions.

**C. Overtime**

1. Employees shall be compensated in additional pay or compensatory time off at the rate of time and one-half for all time worked in excess of the normal work week (minimum 40 hours). Payment will be issued for overtime hours if funds are budgeted for the overtime and if the overtime has been approved in advance. Otherwise, compensatory time off will be taken, to the extent ORS 279.340 is inconsistent with this provision, that statute is waived.
2. *Assignments*
  - (a) Supervisors will make reasonable efforts to allocate late assignments which will require work beyond a normal work day to volunteers before assigning the work on an involuntary basis.
  - (b) Work beyond the normal schedule must be approved in advance by the supervisor except in emergencies. If an employee has a recurring problem completing assigned work by the end of the work day in a situation where advance approval is difficult to obtain, the employee will so notify the supervisor, and they will attempt to identify a solution which will avoid the necessity of unauthorized overtime work.

**D. Temporary Reassignments**

Employees who are temporarily assigned to perform a job in a higher level job group (as shown on the salary scale) than the employee's normal position will be paid at the rate for the higher job group effective with the tenth day of the assignment.

**E. Call-In and Call-Back**

An employee is entitled to decline a College request that the employee return to work after leaving or come in to work on a day that the employee was not scheduled unless the College agrees to pay the employee a minimum of two (2) hours pay at the straight time rate.

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CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

**F. 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 compliance with payroll period dates. 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 Deposits*

The Employer will make Direct Deposit available to employees on a voluntary basis.

**ARTICLE XV - HOLIDAYS**

**A. Holidays** - Employees shall receive the following holidays with pay: New Year's Day, Martin Luther King's Birthday, Memorial Day, Independence Day, Labor Day, Veterans Day, Thanksgiving Day, Day After Thanksgiving Day, Christmas Day and the last business day before and first business day after Christmas Day.

**B. Holiday Pay**

1. Holiday pay for full-time employees shall be based on their regular full-shift pay.
2. Part-time employees will be paid based on the number of hours they normally work in a day for holidays which fall on a day they would normally be scheduled to work.
3. An employee who works on a holiday shall be paid holiday pay plus straight-time pay for all hours worked.

**C. Holiday Use**

1. 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.
2. If a holiday occurs while an employee is on vacation or sick leave, the employee will be credited with another day of vacation or sick leave.



**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE XVI - INSURANCE AND RETIREMENT**

**A. Health, Vision and Dental Insurance**

1. The present group health/vision/dental insurance plan or a comparable plan will remain in effect.
2. The employer will pay 100% of the monthly employee-only premium and 75% of the dependent premium for full-time employees who participate in the program.
3. Effective October 1, 2006, the employer will pay 50% of the monthly employee-only premium for eligible part-time employees who participate in the program. Part-time employees must work an average of 20 hours per week for a minimum of 42 weeks per year to be eligible for this coverage.

**B. 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 employees. The life insurance coverage is \$10,000. The premium shall be paid by the Employer.

**C. 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 employees. The premium shall be paid by the Employer.

**D. Retirement**

Employees will be covered by the Oregon Public Employees Retirement System (PERS) and the Employer will pay its contribution required under the plan. Beginning 7/1/96 the employee will pay the employee's contribution as defined in the plan.

**E. Social Security, Unemployment Insurance, Worker's Compensation Insurance**

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 other group insurance programs covering employees.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE XVII – VACATIONS**

- A.** Employees shall accrue vacation at the following rate: 6.67 hours per month first year of employment; 8 hours per month in year two through four of employment; 11.34 hours per month in year five through nine; 12.67 hours per month in year ten through fourteen and 13.33 hours per month in year fifteen and thereafter.
- B.** Vacation can be used with advance approval of the supervisor in one-day increments. Vacation can be used for personal business that cannot be addressed during the work day as well as for rest and relaxation.
- C.** To provide for equitable distribution of vacation, requests for three or more consecutive days of vacation will be submitted to supervisors as far in advance as possible and at least thirty (30) days in advance for annual vacation. The supervisor will respond promptly.
- D.** Requested vacations will not be denied capriciously or arbitrarily. Priorities for requests are as follows:
  - 1. The first person requesting vacation will have priority.
  - 2. If requests are received on the same date, conflicts among requests in the same department will be resolved by seniority.
- E.** Vacation time which is earned during one fiscal year must be taken before the end of the following fiscal year. However, an exception will be made when an employee is unable to take his or her scheduled vacation time because of unavoidable emergency or due to action of the College. In that event, the employee will be allowed to carry the time over to the following fiscal year.
- F.** Except in an emergency, employees will not be required to work during their vacation.
- G.** New employees may not use vacation during their original probation. They may use up to one-half their annual entitlement upon completion of probation.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE XVIII - EXPENSES**

**A. Mileage**

Travel by personal automobile on business for the Employer, including travel between work sites, shall be reimbursed at 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.

**C. Uniforms**

The Employer will provide two (2) uniforms or two (2) special garments for those employees required to wear a uniform or special garment.

**ARTICLE XIX - HEALTH AND SAFETY**

**A. Health and Safety**

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 practical.

**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's compensation.

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.

**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. When all operations are closed, employees shall not be required to report to work and will suffer no loss of pay or benefits.
3. When classes are cancelled and the administrative offices are open, employees will not receive compensation for time not worked.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE XX - MISCELLANEOUS**

**A. Change of Address**

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

**B. Equipment and Supplies**

The equipment and supplies for the performance of the job will be provided by the employer.

**C. 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.

**D. Gender Construction**

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

**E. Labor-Management Committee**

A Labor-Management Committee shall be established for the Classified Employees. 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, nor 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 3 persons from the Union and 3 from the Employer. Representatives to the committee from the Union must have different supervisors. They shall meet on a continuing basis at the request of either party during the period of this Agreement.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**F. Resignation**

Employees, when possible, will provide two (2) weeks written notice of resignation to the Employer.

**G. 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.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**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.

## **CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

### **ARTICLE XXII - 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.



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**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE XXIII - MANAGEMENT RIGHTS**

- A.** Management retains full right and authority to manage and administer the College and its staff. This includes, but not limited to establishment and management of properties, resources, and facilities; 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.

**CLASSIFIED COLLECTIVE BARGAINING AGREEMENT**

**ARTICLE XXIV – FUNDING**

The economic provision contained in this agreement for the period from July 1, 2006 to June 30, 2009 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.

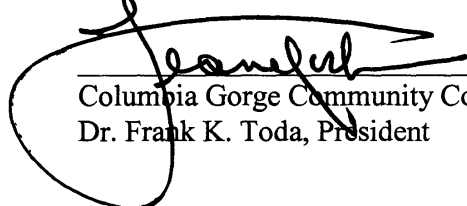
The board will give the Union reasonable and timely notice in writing to reopen this agreement, and the parties will meet promptly to commence bargaining. Unless and until agreement on revised economic provisions is reached in negotiations or the statutory bargaining process is concluded, salaries and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

CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

ARTICLE XXV – DURATION

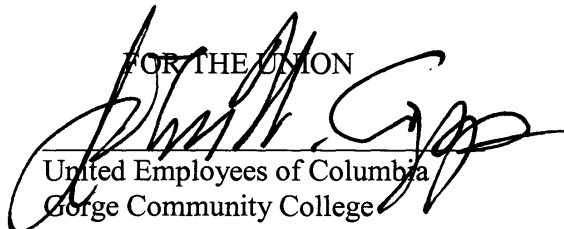
This agreement is effective as of July 1, 2006 and shall continue in full force and effect through June 30, 2009.

FOR THE EMPLOYER

  
\_\_\_\_\_  
Columbia Gorge Community College  
Dr. Frank K. Toda, President

July 16, 2006  
\_\_\_\_\_  
Date

FOR THE UNION

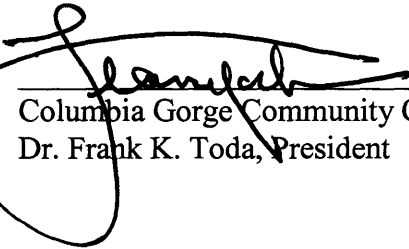
  
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United Employees of Columbia  
Gorge Community College  
Dr. John W. Copp, President

July 16, 2006  
\_\_\_\_\_  
Date

CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

MEMORANDUM OF UNDERSTANDING

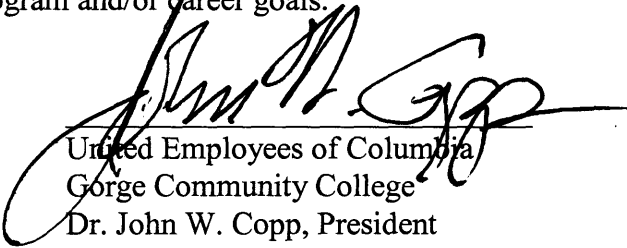
The College and the Union recognize that the collective bargaining agreement does not apply to student/employees who do not share a community of interest with classified employees. These students/employees who are excluded from the contract attend the College and are also employed by the College for purposes of financial aid or because the work provides work experience related to their educational program and/or career goals.



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Columbia Gorge Community College  
Dr. Frank K. Toda, President

July 16, 2006  
Date



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United Employees of Columbia  
Gorge Community College  
Dr. John W. Copp, President

July 16, 2006  
Date

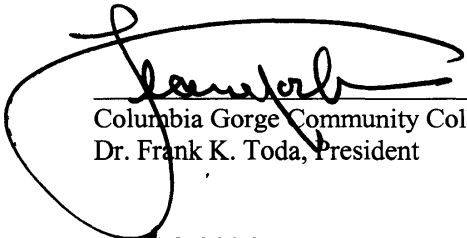
CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

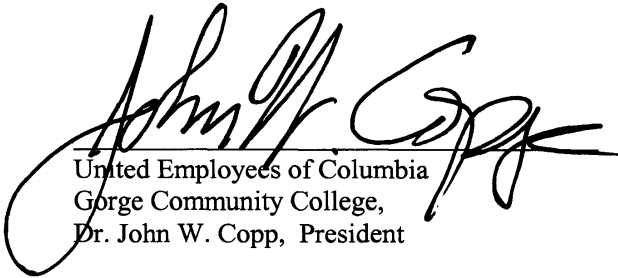
**LETTER OF AGREEMENT: Employee Assistance Program**

The parties agree that the Employee Assistance Program provided by the College should comply with the following goals to the extent feasible.

The Program is available for use at the employee's initiative or at the suggestion of the College. The program shall have service available that provides commonly accepted forms of assistance for work-related or personal health or emotional and other problems arising from any source.

1. *Objective.* The objective of the program recognizes the value and contribution of current and continuing employees and seeks to treat their problems so that the problems do not become a hindrance or preoccupation which ultimately may affect the employee's work.
2. *Committee.* There shall be a joint Union Employer/Employee Assistance Program Committee to review the program and to make suggestions to the College. The committee will consist of equal numbers of representatives designated each by the Union and by the Employer. The total number shall not exceed six (6) persons. The chair of the committee shall alternate semiannually between a Union and an Employer representative. Any necessary and reasonable support services, such as secretarial services, will be provided by the Employer.
3. *Troubled Employees.*
  - a. The Employer recognizes alcoholism, drug abuse and emotional problems as illnesses that are treatable in many circumstances. An employee's request for assistance under the Employee Assistance Program, including diagnosis or treatment, will not operate to jeopardize his/her employment, job rights, or job security. The program is intended for assistance and rehabilitation of employees as a better course than punishment or other harm to the employee's employment.
  - b. An employee may be referred to the program by a supervisor or manager, or Union Representative. Generally, a supervisor's or manager's referral should be based upon the observation that the employee is exhibiting difficulty in maintaining job performance and the belief that the performance is a result of an illness-problem indicated above. Unless confidentiality issues are involved, the supervisor or manager should notify the employee's representative who shall assist in referring the employee to the program.

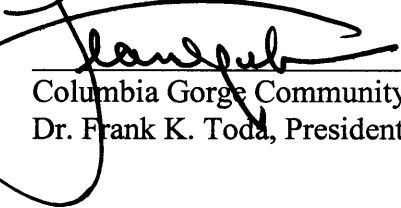
  
Columbia Gorge Community College  
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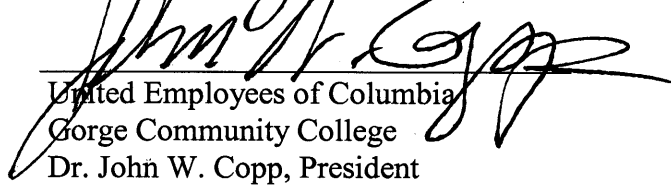
  
United Employees of Columbia  
Gorge Community College,  
Dr. John W. Copp, President  
July 16, 2006  
Date

CLASSIFIED COLLECTIVE BARGAINING AGREEMENT

MEMORANDUM OF UNDERSTANDING

The College recognizes the benefit of having full-time classified employees. The College cannot guarantee what staffing levels or specific positions may be necessary in the future in response to changing economic conditions. However, the College verifies that it has no current desire or intent to replace its full-time classified employees with part-time employees in order to avoid or reduce benefit costs or to split full-time classified positions into part-time positions solely to avoid or reduce benefit costs. The parties recognize that, if the College releases a full-time employee and replaced that employee with two or more part-time employees, in order to reduce the expense of employment benefits, the appropriate forum for the Union to raise any challenge to that College action is the contractual grievance and arbitration procedure. They also recognize that, if the Union challenges the release of the full-time employee, including whether the College's action was economically reasonable, the proper standard for the arbitrator to apply is the "just cause" standard in Article 12.

  
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Columbia Gorge Community College  
Dr. Frank K. Toda, President

  
\_\_\_\_\_  
United Employees of Columbia  
Gorge Community College  
Dr. John W. Copp, President

July 16, 2006  
\_\_\_\_\_  
Date

July 16, 2006  
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Date

## 2009 CGCC Faculty Survey Narrative Summary of Results



### Survey Overview

The CGCC Faculty Survey is a comprehensive survey of faculty members' job related opinions. As we continue to develop a comprehensive Department of Human Resources and Strategic Planning, we are using this tool to access your thoughts and attitudes on a wide array of subjects. We use this information to celebrate the things we are doing well as a College and to improve the things that cause you concern. Many of the same questions are repeated from year to year so we can gauge how we are doing in improving life at CGCC, however, there were also many new questions, deleted questions, and new sections.

The 2009 survey was divided into ten (11) sections: Compensation & Benefits, Communication, Organizational/Social Responsibility, Strategic Planning, Supervisor/Performance Appraisal, Work Duties, Professional Development/Tools, Job Satisfaction/Morale/Rewards & Recognition, Culture and Image, Governance, and Final Questions.

We have summarized the 2009 results of each section for your review. Responses are categorized as "Agree/Strongly Agree", "Not Sure", and "Disagree/Strongly Disagree"

### Compensation and Benefits

#### General Summary:

Faculty seem to be divided in their perception of their compensation and benefits. Many questions related to these areas have a similar percentage that agree and disagree with the statement. More tend to have a negative perception of their benefits package.

Question with Highest % of A/SA:

The salary/benefits charts are comprehensible and I understand clearly how they work (84.8%)

Compensation practices are administered consistently for all faculty (60.6%)

In comparison with other people in similar jobs at CGCC, my pay is OK (45.5%)

Question with Highest % of D/SD:

In comparison with other people in similar jobs at CGCC, my pay is OK (45.5%)

My total compensation package (benefits and pay) is fair and competitive (42.4%)

My salary/pay rate is fair compensation (39.4%)

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

I would leave CGCC for a higher paying job (45.5%)

Compensation practices are administered consistently for all faculty (27.3%)

The benefits package is fair and competitive (24.2%)

My total compensation package (benefits and pay) is fair and competitive (24.2%)

## **Communication**

General Summary:

In general, a majority of faculty express satisfaction with College-wide communication. They are less positive about communication within their department or between departments, and in relation to changes in their position.

Question with Highest % of A/SA:

I'm kept informed of what's going on at the College (87.5%)

Email is used appropriately (81.3%)

The college regularly and effectively communicates organizational goals and obj. (81.3%)

I have the chance to provide feedback and input for key decisions or curriculum changes (81.3%)

I am satisfied with communication between management and faculty (81.3%)

Question with Highest % of D/SD:

I am aware of the descriptions and pay rate for non- instructional jobs (31.3%)



I have the opportunity to influence decisions that affect my position (29.2%)  
I receive positive feedback from colleagues (18.8%)

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

I am aware of the descriptions and pay rate for non- instructional jobs (28.1%)  
Before changes are made that effect my position, I know (28.1%)  
I am satisfied with communication in my department (25%)  
Information flows effectively between departments (43.8%)  
Information flows effectively between campuses (71.9%)  
I am aware of colleague accomplishments (34.4%)  
I receive positive feedback from colleagues (21.9%)

## **Organizational/Social Responsibility**

General Summary:

Faculty have a positive perception of CGCC’s relationship with the community.  
Volunteering in the community is important, but campus opportunities less so.

Question with Highest % of A/SA:

The community's perception of CGCC is positive (96.9%)  
CGCC is a good citizen; we care about and contribute to the community (87.5%)  
Volunteering in my community is important to me (75.1%)

Question with Highest % of D/SD:

Volunteering on campus is important to me (28.1%)

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

CGCC provides staff with the opportunity to volunteer on campus (50%)  
CGCC provides staff with the opportunity to volunteer in the community (37.5 %)  
Volunteering on campus is important to me (34.4%)

## **Strategic Planning**

General Summary:

Faculty understand the mission, vision, values, and goals of the College and how their work contributes. They have an overall positive perception of the relation of

College decisions to the mission, but are unsure if the goals of their department are realistic and achievable.

Question with Highest % of A/SA:

I understand the College's mission (96.8%)  
I have a clear understanding of CGCC's values and goals (93.5%)  
I understand how my work contributes to the College mission (90.3%)

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

Goals and objectives of my department are realistic and achievable (29%)  
Decisions made by CGCC's governing bodies are true to our mission (25.8%)  
The College's vision is realistic and achievable (22.6%)  
In my department, we have a clear understanding of our goals and objectives (22.6%)

## **Supervisor/Performance Appraisals**

General Summary:

A strong majority of the respondents have positive perceptions of their supervisor. They feel less involved in their goal setting and performance appraisal process, with almost half of the respondents indicating that they do not receive a performance appraisal.

Question with Highest % of A/SA:

My supervisor is fair (100%)  
My supervisor listens to my suggestions and problems (93.6%)  
My supervisor seeks input from me (90.4%)  
I am comfortable talking to my supervisor about curriculum and my position (87.1%)  
My supervisor encourages my professional development (87.1%)

Question with Highest % of D/SD:

I receive a yearly performance appraisal (45.2%)  
I am involved in the goal setting process of my performance appraisal (35.5%)

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

The performance appraisal process fairly evaluates my performance (38.7%)  
My performance appraisal is timely (22.6%)

## **Work Duties**

General Summary:

Overall, a strong percentage of respondents indicate that they feel positive about their work duties. Faculty are less sure about the opportunity for advancement.

Question with Highest % of A/SA:

Innovative changes to how I do my job are accepted and encouraged (93.3%)  
My work schedule allows me sufficient flexibility to meet my personal/family needs (90.1%)  
Over the past year, I have had opportunities to learn new skills that have improved my work (86.7%)  
I have the decision-making authority I need to do my job well (86.7%)

Question with Highest % of D/SD:

During the past 6 months I have seriously considered leaving for another job (73.4%)  
I frequently feel stress in my job (63.3%)  
CGCC provides me with information and opportunity to reduce my stress level (26.6%)

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

CGCC provides me with information and opportunity to reduce my stress level (36.7%)  
My job provides me with the opportunity to advance within the organization (30%)

## **Professional Development/Tools**

General Summary:

The structure of this section was changed significantly for the 2009 survey. A majority of staff are satisfied with the training opportunities and tools that are

provided by CGCC. There is uncertainty about the value of department meetings.

Question with Highest % of A/SA:

I have the technological tools and support to do my job well (83.4%)

I have the supplies and equipment to do my job well (96.7%)

CGCC provides me with opportunities for personal growth and professional development (83.3%)

Question with Highest % of D/SD:

The length of in-services is just right (48.3%)

The monthly department meetings are a well structured, worthwhile use of my time (10.3%)

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

The monthly department meetings are a well structured, worthwhile use of my time (55.2%)

I appreciate the communication that occurs at monthly department meetings (46.7%)

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

General Summary:

A strong majority of the faculty respondents feel very satisfied with their jobs. Although a majority still feel positive about the recognition they receive, there is room for improvement.

Question with Highest % of A/SA:

My work is satisfying to me (100%)

My work gives me a feeling of accomplishment (96.6%)

In general, I look forward to coming to work (93.4%)

CGCC values my contributions (93.3%)

Question with Highest % of D/SD:

In the last 6 months, I have considered leaving CGCC because of job dissatisfaction (83.4%)  
I appreciate the value of employee social functions (26.6%)  
I receive adequate recognition for good work (16.7%)  
Management offers recognition to individuals in appropriate ways (16.6%)

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

I expect to be at CGCC 2 years from now (26.7%)  
I appreciate the value of employee social functions (20%)

## **Culture and Image**

General Summary:

The majority of respondents are satisfied with CGCC's image and culture. They are unsure of the consistency of the application of policies within their department and the College as a whole. When asked for one thing that CGCC does best, the most popular response was "customer service", and the success of CGCC was attributed to the dedication of the staff and faculty.

Question with Highest % of A/SA:

I am proud to work for CGCC (93.4%)  
Overall, I'm satisfied with CGCC's image (93.4%)  
Overall, I'm satisfied with CGCC's culture (90%)  
I would recommend my department as a good place to work (90%)

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

Internal policies, practices and procedures are applied fairly from department to department (63.3%)  
Internal policies, practices and procedures are applied fairly throughout the College (56.7%)  
I am comfortable approaching HR personnel with concerns (33.3%)  
CGCC appreciates diversity - it's OK to be different (23.3%)  
CGCC has a strong connection with the community (23.3%)  
This survey is a good way to find problems that need solving (23.3%)  
I can bring compliance and ethics violations to management attention without fear of retaliation (23.3%)

I feel management generally understands the problems we face (20%)  
CGCC cares about me (20%)

## **Governance**

### General Summary:

Is the first time questions have been given in this category. The majority of faculty that have served on a committee feel that their contributions are valued, and many see them incorporated at the governance level. Respondents were less sure as to whether the governance groups represent them well and seek their input and, again, unsure as to whether rules are applied consistently.

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

My contributions to committee work are valued (90.5%)  
The contributions of my committee are valued by CGCC administration (80.9%)  
The contributions of my committee are meaningfully incorporated at the governance level (71.4%)

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

Governance rules and procedures are equally applied across the College (58.6%)  
The governance committees at the College represent me well (40%)  
The governance groups of the College seek input from the faculty (36.7%)  
Overall, the faculty is well represented in College governance (36.7%)

## **Final Questions**

### General Summary:

Several questions were added to this section. Respondents indicated that focus on improvements for the college would best be placed on salary and benefits and improved communication between employees. Areas of strongest improvement are seen to be empowerment and flexible scheduling/telecommuting. Negative changes are currently seen by a small percentage in some areas, and in none of the named areas by 65% of respondents.

## 2009 CGCC Staff Survey Narrative Summary of Results



### Survey Overview

The CGCC Staff Survey is a comprehensive survey of staff members' job related opinions. As we continue to develop a comprehensive Department of Human Resources and Strategic Planning, we are using this tool to access your thoughts and attitudes on a wide array of subjects. We use this information to celebrate the things we are doing well as a College and to improve the things that cause you concern. Many of the same questions are repeated from year to year so we can gauge how we are doing in improving life at CGCC.

The 2009 survey was divided into ten (11) sections: Compensation & Benefits, Communication, Organizational/Social Responsibility, Strategic Planning, Supervisor/Performance Appraisal, Work Duties, Professional Development/Tools, Job Satisfaction/Morale/Rewards & Recognition, Culture and Image, Governance, and Final Questions.

We have summarized the results of each section for your review, including comments on trends over the course of the past three surveys. Responses are categorized as "Agree/Strongly Agree", "Not Sure", and "Disagree/Strongly Disagree". In addition, we have included a document that outlines the complete survey results from the past three years.

### Compensation and Benefits

#### General Summary:

Employees continue to be unsure about many issues related to their compensation and benefits. There is a slight trend towards dissatisfaction with compensation, and a stronger trend towards satisfaction with benefits. There was not a strong majority on any question in this area and the results are often similarly distributed amongst the three categories.

Question with Highest % of A/SA:

The benefits package is fair and competitive (72.9%)  
I understand how the compensation system works (60.4%)  
I have the opportunity to meet annually with my supervisor and discuss my salary level (52.1%)

Question with Highest % of D/SD:

In comparison with people in similar jobs in other organizations, I feel my pays is OK (52.1%)  
My salary/pay rate is fair compensation (41.6%)  
I am satisfied with how pay raises are determined. (39.6%)  
My total compensation package (benefits and pay) is fair and competitive (39.6%)

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

I would leave CGCC for a higher paying job (41.7%)  
I am satisfied with how pay raises are determined (39.6%)  
In comparison with other people in similar jobs at CGCC, my pay is OK (37.5%)  
Compensation practices are administered consistently for all employees (35.4%)  
I understand how the compensation system works (27.1%)  
In comparison with people in similar jobs in other organizations, my pay is OK (22.9%)  
My salary/pay rate is fair compensation (20.8%)  
I understand how pay raises are determined (20.8%)  
My total compensation package (benefits and pay) is fair and competitive (20.8%)

## **Communication**

General Summary:

In general, a majority of staff members indicate that they are satisfied with communication at CGCC. They feel most strongly that Email/Voicemail is used appropriately, they are kept informed about what is going on/goals and objectives, and they receive positive feedback from colleagues. A slight majority of people are satisfied with management’s communication with staff, although more people feel they have the opportunity to provide input into decisions that relate to their job.

Question with Highest % of A/SA:

Voicemail is used appropriately (89.6%)  
E-mail is used appropriately (87.5%)  
I receive positive feedback from colleagues (85.4%)



The college regularly and effectively communicates organizational goals and objectives (83.4%)

Question with Highest % of D/SD:

I am satisfied with communication between management and staff (31.3%)  
I have the opportunity to influence decisions that affect my position (29.2%)  
Information flows effectively between departments (29.2%)

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

Information flows effectively between campuses (41.7%)  
I am kept informed of what’s going on at the College (29.2)  
New and existing policies are clear, timely communicated, and easily available (22.9%)  
Information flows effectively between departments (20.8%)

## **Organizational/Social Responsibility**

General Summary:

A vast majority of staff indicated that they feel CGCC is a good, caring, ethical citizen in the community and that volunteering is important to them. There is room for improvement in terms of providing volunteer opportunities to staff.

Question with Highest % of A/SA:

Volunteering in my community is important to me (93.8%)  
CGCC is a good citizen; we care about and contribute to the community (93.7%)  
Community perception of CGCC is positive (91.7%)

Question with Highest % of D/SD:

CGCC provides staff with the opportunity to volunteer in the community (18.8%)  
CGCC provides staff with the opportunity to volunteer on campus (6.3%)  
Volunteering in my community is important to me (4.2%)

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

CGCC provides staff with the opportunity to volunteer in the community (35.4 %)  
CGCC provides staff with the opportunity to volunteer on campus (22.9%)

## **Strategic Planning**

### General Summary:

Staff indicate a strong understanding of the college mission vision values and goals as well as strong support for them and the decisions made by our governing bodies.

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

I understand the College's mission (100%)

I have a clear understanding of CGCC's vision, values, and goals (100%)

I understand how my work contributes to the College mission (95.9%)

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

In my department, we have a clear understanding of our goals and objectives (10.5%)

Goals and objectives of my department are realistic and achievable (8.4%)

The College's vision for the future is clear (4.2%)

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

Decisions made by CGCC's governing bodies are true to our mission (22.9%)

## **Supervisor/Performance Appraisals**

### General Summary:

A strong majority of staff feel their respective departments work well together with clearly defined roles and responsibilities, and rate their supervisor positively in a variety of aspects. While the majority agreed with the statements regarding their performance appraisals, it was not a strong majority. A significant number of people are unsure about the fairness of promotions within their departments.

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

My department works well together (91.5%)

My supervisor listens to my suggestions and problems (91.5%)

Department roles and responsibilities are clearly defined (87.2%)

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

My supervisor meets with me regularly to discuss my future work goals (31.9%)

My performance appraisal is timely (27.6%)

I receive a yearly performance appraisal (25.5%)

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

Promotions are handled fairly in my department (46.8%)

The performance appraisal process fairly evaluates my performance (34%)

I receive a yearly performance appraisal (27.7%)

I am involved in the goal setting process of my performance appraisal (21.3%)

## **Work Duties**

General Summary:

Results indicate that, over the past three years, staff have become less stressed in their positions and are less likely to consider leaving because of their work duties. They also feel more positive about the potential for advancement and their opportunities to learn new skills. However, the numbers in these areas still indicate that staff are, overall, unsure about the potential for advancement/promotion within the organization.

Question with Highest % of A/SA:

I am held accountable for my performance (91.5%)

Over the past year, I have had opportunities to learn new skills that have improved my work (89.3%)

My work schedule allows me sufficient flexibility to meet my personal/family needs (85.1%)

Question with Highest % of D/SD:

During the past 6 months I have seriously considered leaving for another job (68.1%)

CGCC has sufficient opportunity for promotion (44.7%)

I frequently feel stress in my job (42.5%)

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

My job provides me with the opportunity to advance within the organization (21.3%)

CGCC has sufficient opportunity for lateral movement (36.2%)

CGCC provides me with information and opportunity to reduce my stress level (31.9%)

## **Professional Development/Tools:**

### General Summary:

The structure of this section was changed significantly for the 2009 survey. A majority of staff are satisfied with the current structure of All Staff Trainings (ASTs) in terms of design and frequency, but it is not a strong majority and only 51.1% of respondents look forward to ASTs. Numbers are similar in reference to Staff Meetings. Although a strong majority feel that they have the tools they need to do their jobs well, less feel that they are satisfied with professional development opportunities.

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

I have the technological tools to do my job well (84.7%)  
I have the supplies and equipment to do my job well (82.6%)  
I like having fun/entertainment within ASTs (82.6%)  
Having information available to help improve the quality of my life is important to me (82.6%)

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

I look forward to All Staff Trainings (22.2%)  
Offering 3 ASTs per year is just right (17.4%)  
Half day ASTs are just right (15.2%)  
I receive valuable information at ASTs that helps me in my professional/personal life (15.2%)  
The 30 minute portion for socializing, breakfast, and networking is important to me (15.2%)

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

The monthly staff meetings are a worthwhile use of my time (37.2%)  
I appreciate the communication that occurs at monthly staff meetings (34.8%)  
I look forward to ASTs (26.7%)  
I would like to see the Winter AST continue to be programmed as it is (speaker) (24.4%)  
I would like to see the Spring AST continue to be programmed as it is (speaker and/or updates) (21.7%)  
CGCC provides me with opportunities for personal growth and professional development (21.7%)

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

### General Summary:

Employee perceptions in this area are strongly positive, with most statements supported at a degree of 65% or higher. Staff have positive interactions with their colleagues, are satisfied by their work, and look forward to being here. However, while 71% of respondents have not thought of leaving in the past 6 months, only 58.7% expect to be here in the next 2 years.

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

My work is satisfying to me (93.5%)  
My work gives me a feeling of accomplishment (93.5%)  
Recognition or praise is something I value (93.5%)

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

In the last 6 months, I have considered leaving CGCC because of job dissatisfaction (71.7%)  
I receive adequate recognition for good work (17.3%)  
CGCC values my contributions (10.9%)

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

I expect to be at CGCC 2 years from now (37%)  
Management offers recognition to individuals in appropriate ways (23.9%)

## **Culture and Image**

### General Summary:

100% of respondents indicated that are satisfied with CGCC’s culture and proud to work here. Staff perception that management cares about them and understands the problems that they face, while not at a strong majority, is improving. When asked for one thing that CGCC does best, the most popular response was “customer service”, and the success of CGCC was attributed to the dedication of the staff and faculty.

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

I am proud to work for CGCC (100%)  
Overall, I’m satisfied with CGCC’s image (100%)  
I would recommend CGCC as a good place to work (91.3%)

CGCC has a strong connection with the community (91.3%)

Question with Highest % of D/SD:

Internal policies, practices, and procedures are applied fairly from department to department (23.9%)

I feel management generally understands the problems we face (15.2%)

I am comfortable approaching HR personnel with concerns (13.1%)

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

Internal policies, practices, and procedures are applied fairly from department to department (41.3%)

This survey is a good way to find problems that need solving (28.3%)

I can bring compliance and ethics violations to management attention without fear of retaliation (26.1%)

I am comfortable approaching HR personnel with concerns (26.1%)

CGCC appreciates diversity – it’s OK to be different (23.9%)

## **Governance**

General Summary:

This is the first time questions have been given in this category. A majority of staff have served on a College Committee and feel that their contributions are valued. Although a majority of staff feel that they were represented well in governance, it is not a strong majority.

Question with Highest % of A/SA:

My contributions to committee work are valued by the committee (86.1%)

The contributions of my committee are valued by CGCC administration (83.3%)

Overall, the staff is represented well by the College’s governing bodies (63%)

Question with Highest % of D/SD:

Staff have input into the governance of the College (10.9%)

Overall, the staff is represented well by the College’s governing bodies (8.7%)

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

The various teams/committees at the College represent me well (37%)

Staff have input into the governance of the College (37%)

Overall, the staff is represented well by the College’s governing bodies (28.3%)

## **Final Questions**

### General Summary:

Several questions were added to this section. Respondents indicated that focus on improvements for the college would best be placed on taking care of employees – salary and benefits, flexible scheduling, and workload balance. Areas of strongest improvement are seen to be communication, training, and distribution of decision making. Negative changes are currently seen in salary and benefits, and in none of the named areas by just over 50% of respondents.





# Planning





## STRATEGIC MASTER PLAN

**Key Focus Area 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 Wolff

**Key Performance Measure(s):** Student Retention, Student Satisfaction, Faculty Satisfaction, & Faculty Retention

Goal	Lead	Fiscal Year	Charter Number
1. Continue accreditation journey	Susan	2007-2012	
2. Fund needs assessment for FACT program	Dan	2008	
3. Develop core outcomes	Susan	2008-2009	
4. Develop framework for program, course, and learning outcomes and assessment	Susan	2008-2009	
5. Update Academic Master Plan	Susan	2008-2009	
6. Support spring RET cohort	Susan	2008-2009	
7. Develop faculty hiring requirements and processes	Susan	2008-2009	
8. Analyze general education offerings for breadth and depth	Dave M.	2008-2009	
9. Strengthen faculty evaluation process	Dave M.	2008-2009	
10. Develop framework for curriculum development	Dave M.	2008-2009	
11. Increase enrollments for ESOL/ABE/GED/AHSD programs	Dave M.	2008-2009	
12. Develop plan for workforce offerings (i.e. viticulture, incumbent wind tech training, etc.)	Suzanne	2008-2009	
13. Develop a plan to offer community ed classes in Hood River	Suzanne	2008-2009	
14. Implement online course review process	Paula	2008-2009	
15. Change format of medical assisting programs	Doris J.	2008-2009	
16. Study need for FACT program	Mary K.	2008-2009	
17. Finalize dual enrollment for RET with OIT	Mary K.	2008-2009	
18. Develop framework for academic standards	Mary K.	2008-2009	
19. Strengthen high school partnerships – program & faculty	Mary K.	2008-2010	

20. Continue faculty training in use of instructional technologies	Paula	2008-2010
21. Align Instructional Services with accreditation and operational processes	Susan	2008-2010
22. Follow DOL grant requirements and outcomes	Susan	2008-2011
23. Implement library plan for becoming independent	Rosemary	2008-2012
24. Faculty In-service	Susan	2008-2012
25. Annual Schedule, Quarterly Schedule, Catalog	Susan	2008-2012
26. Increase full-time faculty	Susan	2008-2012
27. Continue faculty governance model	Susan	2008-2012
28. Expand funding of nursing program	Dan	2009
29. Expand funding for college programs overall	Dan	2009-2010
30. Develop an institutional assessment model for all programs and services provided by the college		
31. Assure college alignment with Accreditation Standards		

**Key Focus Area 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

**Key Performance Measure(s):** FTE

Goal	Lead	Fiscal Year	Charter Number
1. Provide institutional research to college	Karen	Ongoing	
2. Provide student recognition activities	Karen	Ongoing	
3. Increase student recruitment (Market AAOT online; RET focus; HS students; Degree Partnerships)	Karen	Ongoing	
4. Publish information for students (Schedule, Catalog, Campus View, Webpage, Student Handbook)	Karen	Ongoing	
5. Implement financial aid awarding	Karen	2008-2009	

6. Increase student retention	Karen	2008-2009
7. Provide framework for Instructional Assessment (Instructional effectiveness, Program, Course, Learning Outcomes)	Karen	2008-2009
8. Increase diversity of CGCC students	Karen	2008-2009
9. Degree audit/graduation evaluation processes	Karen	2008-2009
10. Develop admissions policies and procedures	Karen	2008-2009
11. Provide opportunities for student life and college governance.	Shayna	2008-2009
12. Implement online registration for non-credit courses	Saundra	2008-2009
13. Increase access to student services	Lori	2008-2009
14. Evaluate feasibility of child care center	Ruth	2009-2010
15. Implement registrar/records functions	Karen	2010-2011
16. Develop a student leadership model to support the college vision, mission and goals.		

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

**Champion:** Robb Van Cleave

**Key Performance Measure(s):** Employee Satisfaction

Goal	Lead	Fiscal Year	Charter Number
1. Establish employee celebration and recognition strategies	Martha	2008-2009	
2. Establish best practices in recruitment and hiring processes for hiring college employees	Robb	2008-2009	
3. Strengthen HR processes	Robb	2008-2009	
4. Review site infrastructure to support mission for equitable services for students at HRICC	Robb	2008-2009	
5. Increase Diversity (Workforce)	Martha	2009-2010	
6. Develop an ethical conduct policy	Robb	2009-2010	
7. Establish employee retention strategies and a staff development plan.	Robb	2009-2010	
8. Develop an employee performance assessment	Robb	2010-2011	

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

**Champion:** Dan Spatz  
**Key Performance Measure(s):**

Goal	Lead	Fiscal Year	Charter Number
1. Expand foundation RET scholarships	Dan	2008-2009	
2. Implement Compass Club	Dan	2008-2009	
3. Provide an effective communication system within the college community and the community at large.	Dan	2008-2009	
<hr/>			
4. Develop college agreement for service to Sherman County	Dan	2009	
<hr/>			
5. Develop/document community participation plan for designated college employees.	Dan	2009-2010	
<hr/>			
6. Work closely with regional economic development partners	Dan	2009-2013	
7. Implement marketing strategy	Dan	2009-2013	
8. Conduct media outreach/press releases/events	Dan	2009-2013	
9. Expand foundation revenues	Dan	2009-2013	
10. Support resource development activities	Dan	2009-2013	
11. Provide business development support services through SBDC	Mary M.	2009-2013	
12. Continue active involvement on workforce training programs	Suzanne	2009-2013	
<hr/>			
13. Hood River property acquisition	Dan	2010	
<hr/>			
14. National Guard funding	Dan	2011	

**Key Focus Area 5:** CGCC will provide governance and administrative structures through innovative leadership and ongoing planning and evaluation.

**Champion:** ELT  
**Key Performance Measure(s):** Reach \$400,000 funding acquisition goal

Goal	Lead	Fiscal Year	Charter Number
1. Empower the Executive Leadership Team to lead implementation of the college vision, mission, and goals	Dr. Toda	2008-2009	
2. Develop an instructional governance model to support the college vision, mission and	Susan	2008-2009	

goals			
3. Establish an efficient document and forms management process	Sandra	2008-2009	
4. Establish board self-assessment procedures (adopted by the Board)	Tria	2008-2009	
<hr/>			
5. Establish strong partnerships with local business and industry employees	Dan	2009	
<hr/>			
6. Create a planning process that aligns the annual operational plan, links allocation of resources and includes continual assessment	Robb	2009-2010	

**Key Focus Area 6:** CGCC will build the institution’s financial capability through sound planning and effective use of fiscal resources.

**Champion:** Sandra Buchanan

**Key Performance Measure(s):**

Goal	Lead	Fiscal Year	Charter Number
1. Provide financial organization, management, and reporting systems to ensure the integrity of institutional finance; create controls; provide a basis for sound financial decision-making; and meet mandatory reporting requirements	Sandra	2008-2009	
2. Employ ongoing and realistic financial planning and budgeting based on the mission and goals of CGCC through the budget process and revisions	Sandra	2008-2009	
3. Provide multiple-year budget projections that align with planning	Sandra	2008-2009	
4. Maintain adequate financial reserves to provide working capital and operating reserves	Sandra	2008-2009	
5. Coordinate development programs with planning to reflect CGCC’s mission and goals	Dan	2008-2009	
6. Seek adequate financial resources to support programs and services	Dan	2008-2009	

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

**Champion:** Dr. Toda

**Key Performance Measure(s):**

Goal	Lead	Fiscal Year	Charter Number
1. Annual report	Dan	2008-2009	
2. Establish a daily operations plan for linking the main campus to the Hood River campus	ELT	2008-2009	
3. Establish a regular review of strategic planning	Dr. Toda	2008-2009	

**Key Focus Area 8:** CGCC will utilize technology to improve services and workplace effectiveness.

**Champion:** Bill Bohn

**Key Performance Measure(s):** Employee Satisfaction (Annual employee survey); System up-time, Key system up-time for RogueNet and GW; Number of website hits; Available bandwidth or network speed

Goal	Lead	Fiscal Year	Charter Number
1. Virtualize network servers	Chris	2008-2009	37 ✓
2. Expand remote access – Add 2 <sup>nd</sup> Citrix server with 10+ licenses	Chris	2008-2009	10 ✓
3. Expand SAN from 1.4 to 4+ TB	Chris	2008-2009	31 ✓
4. Network security segment network	Chris	2008-2009	81
5. Establish full building wireless capability	Chris	2008-2009	
6. Establish basic wireless in HSB and HRICC	Chris	2008-2009	28 (9-09)
7. Establish Mac lab in HRICC	Adam	2008-2009	33 ✓
8. Step 2 of Emergency Notification System	Susan	2008-2009	36 ✓ -
9. Network security intrusion detection	Bill	2008-2009	29 ⇄
10. Develop charter system	Bill	2008-2009	91 (11-09)
11. Upgrade to Microsoft Office 2007	Bill	2008-2009	72 ✓
12. Provide efficient audio-visual media services delivery systems	Bill	2008-2009	
13. Upgrade to Windows 2003 Domain	Bill	2008-2009	39 ✓
14. Implement Quality Matters Measure	Paula	2008-2009 2009-2010	
<hr/>			
15. Application distribution workstation imaging	Bill	2009-2010	
16. Upgrade to Vista – Instruction Fall 2009	Bill	2009-2010	Cancelled
17. Regular Key Focus Area 8 Meeting	Bill	2009-2010	
18. Provide technology in HRICC	Bill	2009-2010	33 ✓
19. Add auditorium podium system - \$50,000	Adam	2009-2010	26 P
20. Software auditing	Cindy	2009-2010	
21. Add 3 podium systems to HRICC	Paula	2009-2010	67 ✓
<hr/>			
22. Video Camp	Paula		
23. Establish ITV/Video conferencing in HRICC	Paula		
24. Website organization			



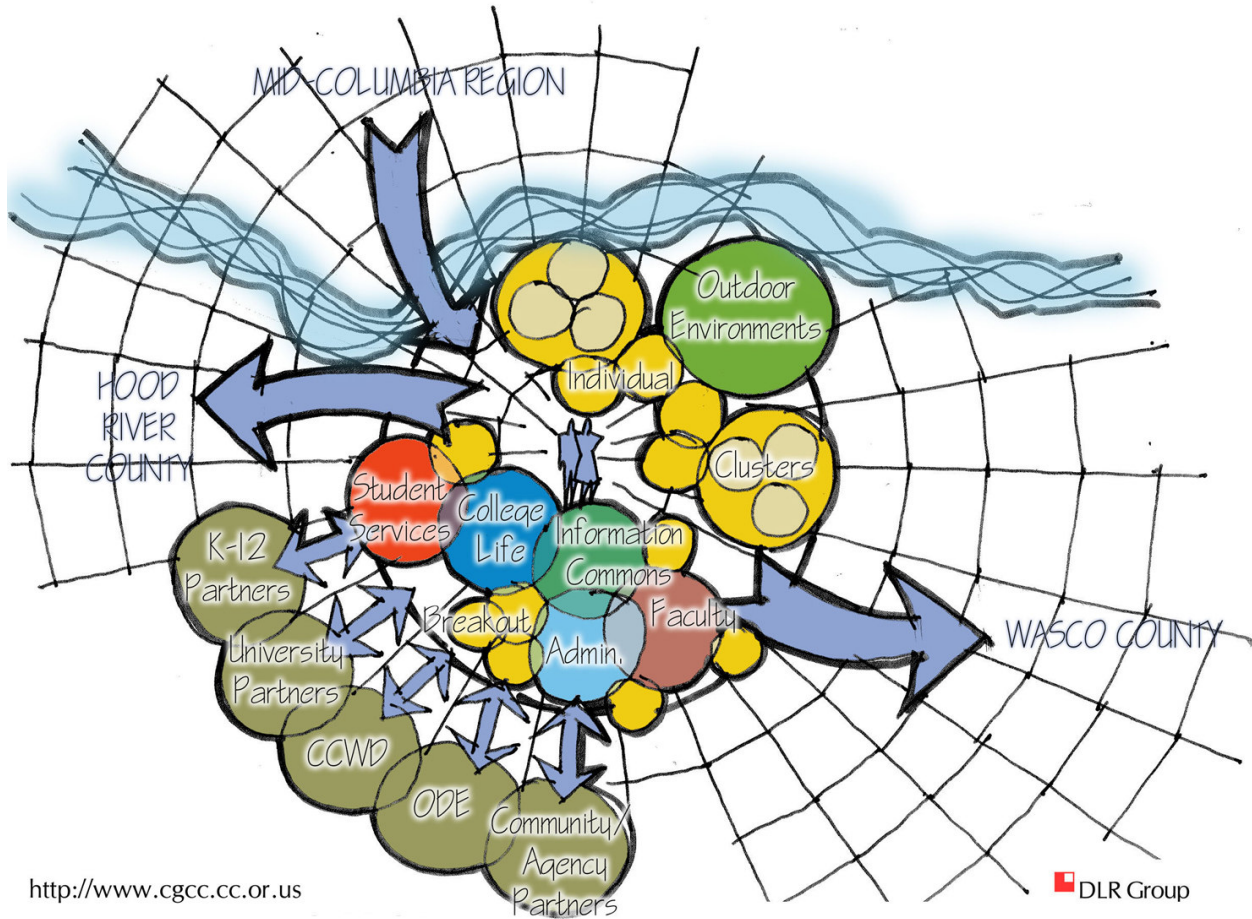
25. Upgrade cell/mobile devices		
26. Create and implement an evaluation plan to measure instructional goals		
27. Implement an online review process		
28. Identify and provide resources for additional QM rev....???		
29. Create a rubric for continuous assessment of technological infrastructure for Dr. Toda		
30. Create online instruction tutorials for library instruction		
31. ITS annual employee survey		
32. ITS and library to review security issues for forms on library website		
33. Enable CGCC website server to handle web forms		
34. Help library identify, purchase, install, and use virtual reference software		
35. Evaluate bandwidth in response to streaming video		
36. Provide open access to internet in accordance with policy		

**Key Focus Area 9:** CGCC will provide appropriate institutional facilities which support the achievement of the institution’s goals.

**Champion:** Robb Van Cleave  
**Key Performance Measure(s):**

Goal	Lead	Fiscal Year	Charter Number
1. Develop safety policies for TD/HRICC	Jim	2008-2009	
2. Develop Workforce Innovations Center	Dan	2008-2011	
3. Partner with K-12 to develop HS Skills Center	Dan	2009	
4. Upgrade CGCC Facilities Master Plan	Robb	2009-2010	
5. Development procurement policies/procedures	Kayleen	2009-2010	
6. Develop sustainability program	Kayleen	2009-2010	
7. Conduct a Facilities needs assessment	Jim	2010-2011	
8. Develop a Facilities operations plan	Jim	2011-2012	

COLUMBIA GORGE COMMUNITY COLLEGE  
ACADEMIC MASTER PLAN  
2005 - 2008



<http://www.cgcc.cc.or.us>

DLR Group

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# **Columbia Gorge Community College Academic Master Plan**

## **Table of Contents**

Acknowledgements.....	1
Preface .....	2
Executive Summary .....	3
College Board of Education and Administrative Staff .....	11
Mid-Columbia Region Demographics, Economics, and Employment.....	12
<b>Columbia Gorge Community College</b>	
<i>Description of the Service District and Student Profile.....</i>	<i>16</i>
<i>Vision .....</i>	<i>17</i>
<i>Mission .....</i>	<i>17</i>
<i>Goals.....</i>	<i>17</i>
<i>Planning Context .....</i>	<i>20</i>
<b>Planning Process</b>	
<i>Planning Group Membership.....</i>	<i>20</i>
<i>Note of Transmittal and Member Signatures.....</i>	<i>20</i>
<i>Community Input Focus Groups .....</i>	<i>23</i>
<i>Overall Process.....</i>	<i>23</i>
<b>Plan Recommendations</b>	
<i>Learning Context-Planning Criteria.....</i>	<i>24</i>
<i>Learning Audience.....</i>	<i>25</i>
<i>Learning Signature .....</i>	<i>30</i>
<i>Learning Expectations .....</i>	<i>31</i>
<i>Learning Process.....</i>	<i>32</i>
<i>Learning Organization.....</i>	<i>33</i>
<i>Learning Partnerships.....</i>	<i>33</i>
<i>Learning Services.....</i>	<i>35</i>
<i>Learning Environment.....</i>	<i>35</i>
Facilities Conceptual Drawings .....	41
Recommended Instructional Programs .....	55
<b>Appendix A:</b>	
Focus Group Members .....	62
<b>Appendix B:</b>	
College Learner Statistics.....	65

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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.

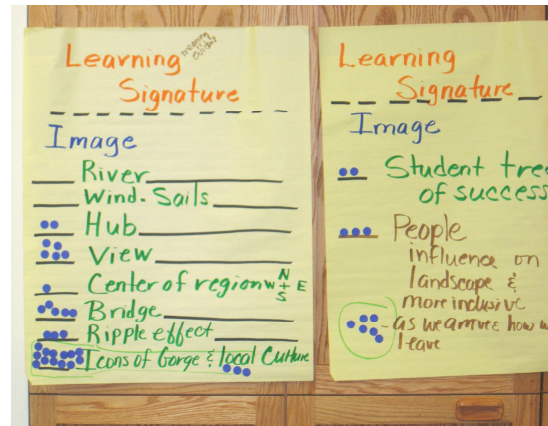
Services for students will be expanded to include a comprehensive career/job placement center, on-campus childcare, and increased scholarship opportunities. All populations will be recruited and mentored to achieve personal and educational success.

- 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  
400 East Scenic Drive  
The Dalles, Oregon 97058-3434  
(541) 506-6000**

### **Board of Education**

The College is governed by a seven-member Board of Education whose members are elected on a College-wide basis for staggered four-year terms of office. The Board of Education has the oversight, responsibility and control over all activities related to the College. A Board-appointed Budget Committee works in conjunction with the Board of Education in governing the College. At the time of this planning process the board directors were as follows. Beginning July 2005, Dr. Ernest Keller was elected chairman and Dave Fenwick elected vice-chairman.

Mike Schend	Chairman
Dr. Ernie Keller	Vice Chairman
Charleen Cobb	Board Member
Dave Fenwick	Board Member
Christie Reed	Board Member
M.D. Van Valkenburgh	Board Member
Dr. James R. Willcox	Board Member

### **College Administrators**

Dr. Frank K. Toda	President
Saundra L. Buchanan	Chief Financial Officer
Dr. Susan J. Wolff	Dean of Instruction
Karen Carter	Dean of Student Services
Robert Cole	Executive Director of Resource Development
Dennis Whitehouse	Facilities Director
Bill Bohn	Information Technologies Director



**COLUMBIA GORGE  
COMMUNITY COLLEGE**

**FACILITIES MASTER PLAN  
VOLUME 2**



**lango . hansen**

LANDSCAPE ARCHITECTS P.C.

**Volume II of II**



# Contents

## Volume II of II

### **6.0 Introduction**

6.1 Moving Forward - A Master Plan for the 21st Century.....	5
6.2 Heritage and Tradition.....	6

### **7.0 Executive Summary**

7.1 Master Plan Principles and Goals.....	8
7.2 The Master Planning Process.....	9
7.3 The Existing Condition.....	10
7.4 Master Plan Options.....	11
7.5 Master Plan Outcomes.....	14

### **8.0 Community Profile**

8.1 The Dalles Community Profile.....	16
8.2 Community Relations.....	18
8.3 Community Access.....	19
8.4 Community Support.....	20
8.5 Community Outreach.....	21
8.6 Population Trends.....	22
8.6.1 Population Growth.....	23
8.6.2 County and Age Group Analysis.....	24
8.6.3 Ethnicity Summary.....	25

### **9.0 Student Profile**

9.1 CGCC Enrollment Analysis and Goals.....	27
9.2 CGCC Service Area.....	29
9.3 Student Housing.....	30
9.4 Student Demographics.....	31
9.4.1 Student Age.....	32
9.4.2 Student Residency.....	33

<b>10.0 Tenant Profile</b>	
10.1 Commercial Tenants.....	36
10.2 Residential Housing.....	37
10.3 Current and Future Partnerships.....	38
10.4 Food Service.....	39
<b>11.0 Existing Campus Conditions</b>	
11.1 Vehicular Circulation.....	41
10.1.1 Public Transit.....	42
11.2 Pedestrian Circulation.....	43
10.2.1 Circulation Patterns.....	44
11.3 Public Space.....	45
11.4 Landscape.....	46
10.4.1 Existing Slopes.....	47
10.4.2 Scenic Viewsheds.....	48
11.5 Building History.....	49
10.5.1 Building Plans and Square Footage Analysis.....	51
11.6 Photographic Survey of Existing Conditions.....	66
<b>12.0 Next Steps - Hood River Center</b>	
12.1 Master Plan Principles and Goals.....	99
<b>13.0 Community Profile</b>	
13.1 Hood River Community Profile.....	101
<b>14.0 Space Needs</b>	
14.1 Space Needs Formula.....	104
14.2 Projected Space Needs.....	105

## 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.



COLUMBIA GORGE  
COMMUNITY COLLEGE

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## 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.



## **Executive Summary**

### **Master Plan Principles and Goals**

#### **The Master Planning Process**

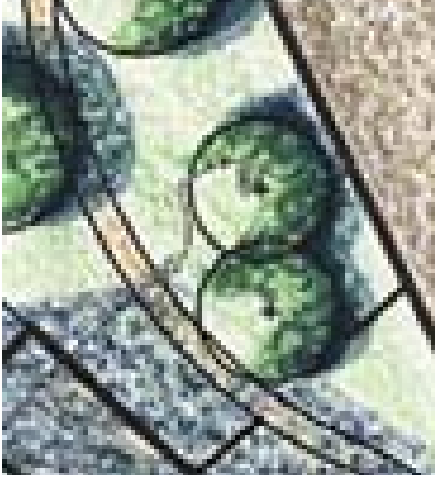
#### **The Existing Condition**

#### **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.

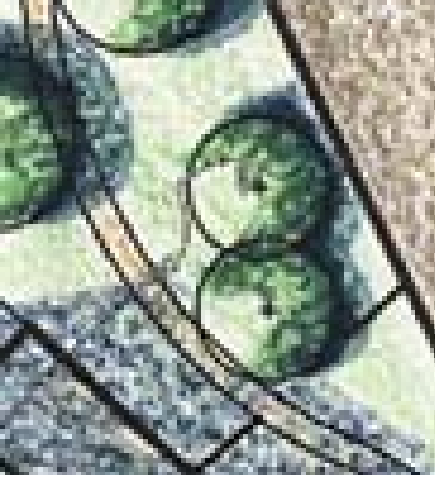
Other principles were centered around the community as a whole. The master plan was intended to be a good value for the community and the development of the campus needed to reflect the community's needs. Also, the impact of the future Hood River Center was incorporated into the master plan thought process.

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.

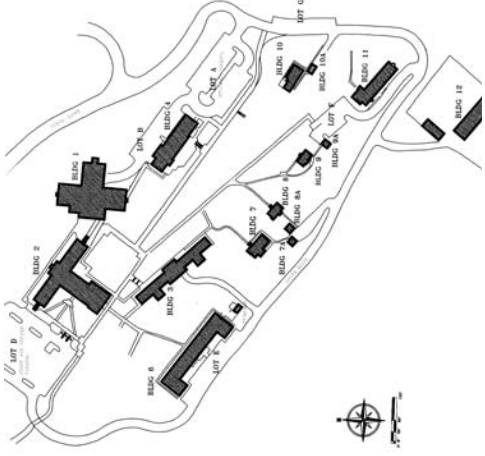


## The Existing Condition

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 leasable 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.

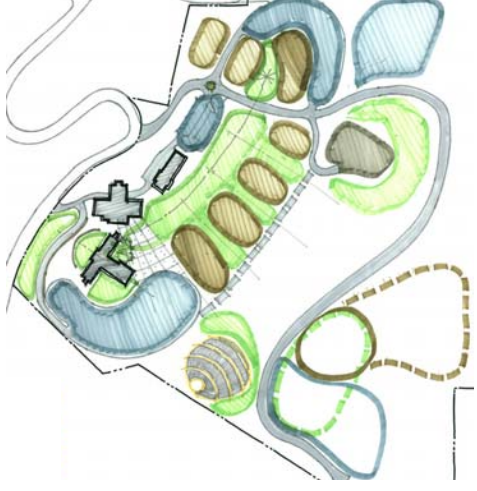
The longitudinal axis gives prominence to the main entry of Building 1, which houses most of the existing college classroom space.

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.



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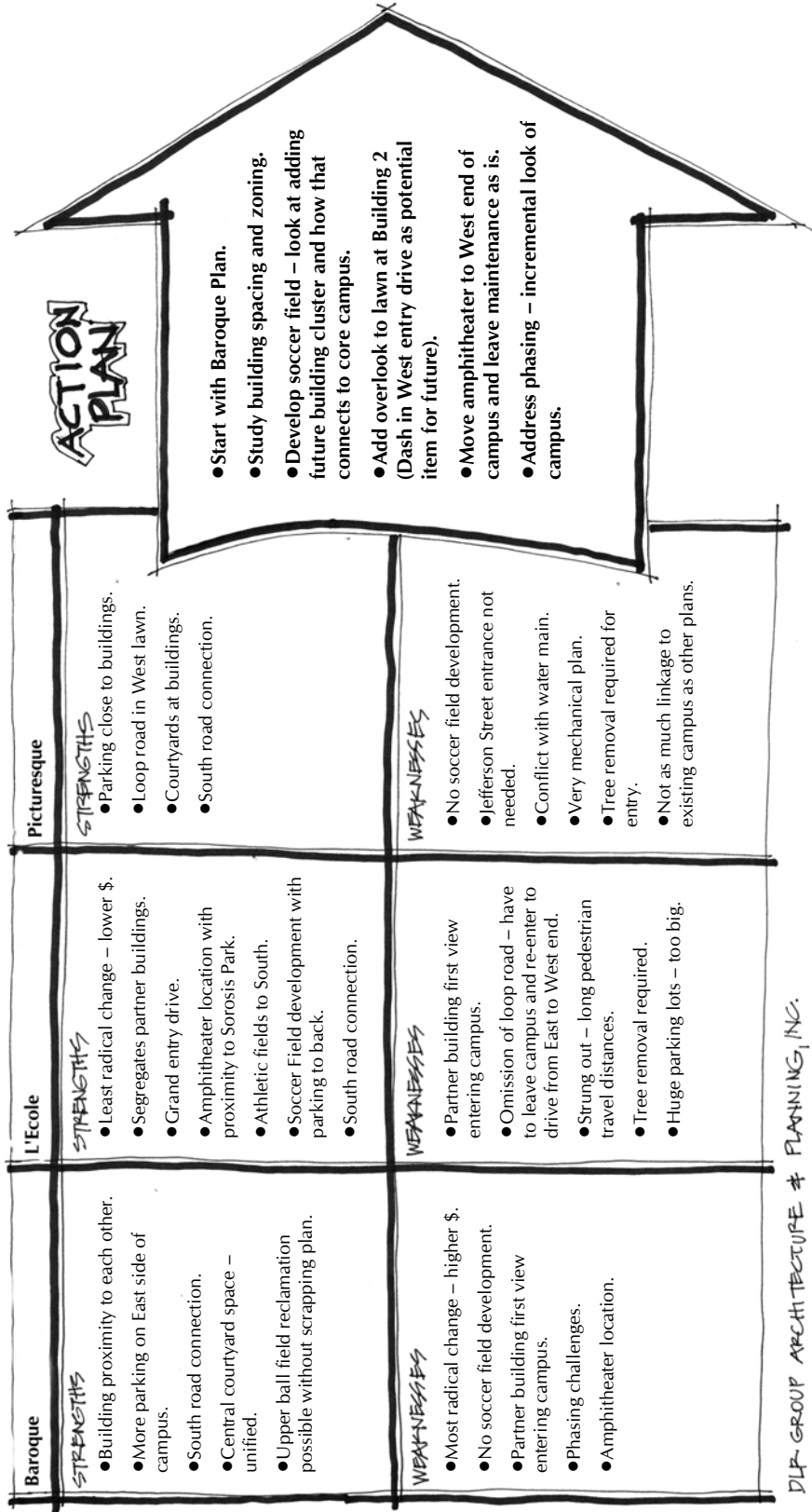


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# Master Plan Outcomes

## Columbia Gorge Community College Master Plan Charette

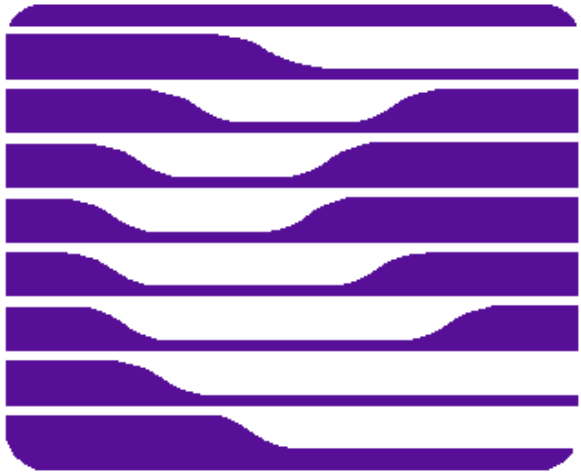


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**COLUMBIA  
GORGE  
COMMUNITY  
COLLEGE**

**Distance Education and Instructional Technology Plan  
July 1, 2008 – June 30, 2009**

**Paula Ascher, Coordinator  
Distance Learning and Instructional Technology  
Information Technology Department  
Columbia Gorge Community College  
400 East Scenic Drive  
The Dalles, OR 97058  
541-506-6035, [pascher@cgcc.cc.or.us](mailto:pascher@cgcc.cc.or.us)**

**June 11, 2008**

## 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 report on the 2007-2008 school year and to describe how the CGCC will enhance distance learning and instructional technology in 2008-2009.

Enrollment in distance learning classes has increased steadily at Columbia Gorge Community College, which mirrors the nationwide trend. “Nearly twenty percent of all U.S. higher education students were taking at least one online course in the fall of 2006.”<sup>i</sup> In the 2006-2007 school year, Columbia Gorge Community College statistics show that 25 % of credit class full-time equivalency (FTE) was a hybrid, online or teleweb class. The highest number of students ever participated in distance learning classes (1,780).

“Almost 3.5 million students were taking at least one online course during the fall 2006 term; a nearly 10 percent increase over the number reported the previous year.”<sup>ii</sup> Community college students are a significant part of these statistics. Two-year associate’s institutions have the highest growth rates and account for over one-half of all online enrollments for the last five years.”<sup>iii</sup> 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. “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.”<sup>iv</sup> 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.

## Table of Contents

<b>Instructional Technology at CGCC in 2007-2008</b>	<b>Error! Bookmark not defined.</b>
<b>Introduction</b>	<b>Error! Bookmark not defined.</b>
<b>Online, Hybrid, and TeleWeb Classes</b>	<b>Error! Bookmark not defined.</b>
<b>Interactive Television</b>	<b>Error! Bookmark not defined.</b>
<b>Satellite</b>	<b>Error! Bookmark not defined.</b>
<b>Faculty Training</b>	<b>Error! Bookmark not defined.</b>
<b>Student Support</b>	<b>Error! Bookmark not defined.</b>
<b>Library Services</b>	<b>Error! Bookmark not defined.</b>
<b>Classroom technology</b>	<b>Error! Bookmark not defined.</b>
<b>Audio/Video Production</b>	<b>Error! Bookmark not defined.</b>
<b>Library Resources</b>	<b>Error! Bookmark not defined.</b>
<b>Development Plan 2008-2009</b>	<b>Error! Bookmark not defined.</b>
<b>ABE/GED Department</b>	<b>Error! Bookmark not defined.</b>
<b>Arts/Humanities Department</b>	<b>Error! Bookmark not defined.</b>
<b>Business Department</b>	<b>Error! Bookmark not defined.</b>
<b>English as a Second Language Department</b>	<b>Error! Bookmark not defined.</b>
<b>Math Department</b>	<b>Error! Bookmark not defined.</b>
<b>Nursing and Health Occupations Department</b>	<b>Error! Bookmark not defined.</b>
<b>Social Science Department</b>	<b>Error! Bookmark not defined.</b>
<b>Science Department</b>	<b>Error! Bookmark not defined.</b>
<b>Writing Department</b>	<b>Error! Bookmark not defined.</b>
<b>Quality Matters</b>	<b>Error! Bookmark not defined.</b>
<b>Other Virtual Learning Environments</b>	<b>Error! Bookmark not defined.</b>
<b>Webcasting</b>	<b>Error! Bookmark not defined.</b>
<b>Second Life</b>	<b>Error! Bookmark not defined.</b>
<b>Audio and video production</b>	<b>Error! Bookmark not defined.</b>
<b>Library Resources</b>	<b>Error! Bookmark not defined.</b>
<b>Classroom Technology</b>	<b>Error! Bookmark not defined.</b>
<b>Appendix</b>	<b>Error! Bookmark not defined.</b>
<b>Annotated Course Rubric</b>	<b>Error! Bookmark not defined.</b>
<b>Rubric for Online and Hybrid Courses</b>	<b>Error! Bookmark not defined.</b>
<b>Syllabus Rubric</b>	<b>Error! Bookmark not defined.</b>
<b>An Overview of the Online Course Development Process</b>	<b>Error! Bookmark not defined.</b>
<b>Software Inventory</b>	<b>Error! Bookmark not defined.</b>
<b>References</b>	<b>Error! Bookmark not defined.</b>



**Annual Report, 2007-2008  
Library Information Commons  
Columbia Gorge Community College**

## **Library**

The Library team (2 FTE professional librarians, 2.5 FTE library assistants and 1 FTE lab aide continued assisting CGCC students and employees to access, use and evaluate library sources and provided library services. These resources and services are available in the Library, through its web site and by borrowing items from other libraries.

The approved Library budget was \$374,182 and \$326,213 was spent. Of the unspent funds \$30,380 was for personnel and OPE.

## **Major Accomplishments**

- Hired and trained a new Library Assistant.
- Library team members participated in Standards 2 & 5 self-study committees.
- One credit online library instruction class, Ace Your Research Project, was developed and taught by the Public Services Librarian. She created several online tutorials about the library and collaborated with several distance education faculty to include library instruction in their online classes.
- Conducted Annual Library Survey of faculty and students, held three focus groups to assess customer satisfaction, and surveyed faculty about which print journals they and their students use.
- Planned changes to services for the library's relocation, packed library and moved into a temporary location in Bldg 2 for the duration of Library remodel.
- Added subscriptions to new research databases on literature, American history, humanities, & Points of View, also purchased more online reference books on literature and Western civilization.
- With faculty input conducted major deselection project of books, periodicals and media. Withdrew outdated equipment.
- Evaluated Reference book collection, changed many books to circulating so customers can check them out; the remaining books were relabeled Library Use

Only and intershelved with the circulating books for easier access. Weeded the career book collection, reshelved the remaining books into the circulating collection of books.

- Student Government donated used textbooks to the library for students to check-out. These books were added to the collection.
- Completed the project of cataloging all older videos with complete records in the online catalog.
- Planned and implemented the merging of the library research computers and library lab computers setups. Now the same programs and access to online resources are on all public computers in the Library. Deleted Old CD-ROMs on network
- Many pages on the library web site were links were updated. Several updates were implemented in Millennium, the library integrated computer system.
- Development of the library team continued by creating the Decision Making Guidelines, implementing staff keeping list of major tasks completed during the year, began using a shared GroupWise calendar, and updated many procedures due to changes caused by being in a temporary library.
- Updated the Library Assistant & Lab Aide job descriptions, the Library Plan 2006-2009 and the library objective in the CGCC Strategic Master Plan 2007-2010
- Reallocated resources in library budget for 2008-09 so that most of the money for library materials would be for electronic resources due to the planned storage of the collection during the library remodel. Also these new online resources would serve those at the new campus in Hood River
- Revised all library handouts and brochures to include the EOE statement.
- Participated in planning the layout of the Information Commons for the Hood River – Indian Creek Campus. Planned library services for the new Hood River campus.
- Began evaluating printed documents and files and converting as many of them as possible to electronic documents, (i.e. On Order File, discontinued printing library emails sent to faculty, simplified reference question and patron count statistics forms and updated shared library folders on the network.)

## **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 with library instruction the first or second quarter they attend CGCC. With the limited availability of computer labs at both campuses for teaching library instruction and the travel time required it is increasingly difficult for only one librarian to schedule and teach library instruction on both campuses at the times faculty request.
- Prior to independent accreditation secure a long-term agreement with PCC for on-going sharing of the Innovative Interfaces (III) integrated library system or CGCC buy and implement our own integrated library system.
- Prior to independent accreditation join the Orbis Cascade Alliance.

### **Facilities**

- Remodeling the library began, it will be completed in 2008-09.

### **Budget**

- Increases will be needed for the library to acquire its own integrated library system and to join the Orbis Cascade Alliance. When this occurs another professional librarian will be needed for digital services and systems.
- Add library staff so The Dalles Library can stay open to 9:00 p.m. at least two nights a week for students in evening classes and have library staff work at the HR-ICC Information Commons four hours a day Monday through Thursday.
- Advocate for a Digital Services & Systems Librarian and added library assistants. Increase computer support technician coverage for all the hours the library is open.

COLUMBIA GORGE COMMUNITY COLLEGE  
REPORT ON AUDIT OF FINANCIAL STATEMENTS  
AND SUPPLEMENTARY INFORMATION  
FOR THE YEAR ENDED JUNE 30, 2008

COLUMBIA GORGE COMMUNITY COLLEGE

TABLE OF CONTENTS

	<u>PAGE</u>
<b><u>INTRODUCTORY SECTION</u></b>	
Table of Contents	1-3
Board of Education and Administrative Staff	4-5
<b><u>FINANCIAL SECTION</u></b>	
	6
Independent Auditors' Report	7-8
Management's Discussion and Analysis	9-25
<b><u>BASIC FINANCIAL STATEMENTS:</u></b>	
	26
Statement of Net Assets	27
Statement of Revenues, Expenses, and Changes in Net Assets	28
Statement of Cash Flows	29-30
Schedule of Fiduciary Net Assets	31
Schedule of Changes in Fiduciary Net Assets	32
Notes to Basic Financial Statements	33-45
<b><u>SUPPLEMENTARY INFORMATION:</u></b>	
	46
Individual Fund Schedules	
<u>GENERAL FUND</u>	47
General Fund	48
<u>SPECIAL REVENUE:</u>	49-52
Meyer Memorial Trust Grant	53
Carl D. Perkins Title I Grant	54
Department of Labor Nursing Grant	55
Governor's Strategic Training Fund Grant	56
Health Occupations Customized Training	57
Perkins Reserved Fund	58
Customized Training	59
SBDC Program Income	60
Federal SBDC Grant	61
State SBDC Grant	62
Fundamentals of Caregiving	63
Oregon Investment Board SBDC Grant	64
Title II AEFLA Comprehensive Grant	65
Accountability Grant	66
Program Improvement Grant	67
Outreach Tutoring Grant	68
English Language Civics Grant	69
Oregon Pathways for Adult Basic Skills	70
Gorge Literacy	71
TANF Life Skills Contract	72
Non-Reimbursable Community Education	73
Elderhostel	74
Oregon Student Assistance Commission Program	75

COLUMBIA GORGE COMMUNITY COLLEGE

TABLE OF CONTENTS

	<u>PAGE</u>
Incentive Grant 07-09 Career Pathway	76
Incentive Grant – Career Transitions Pathway	77
Oregon Child Care Resource and Referral Network	78
Child Care Resource and Referral	79
DHS Integrated Child Care Grant	80
Lecture Series	81
Regional Workforce Board	82
Wasco County Intergovernmental Agreement	83
Oregon Career Pathways	84
Wasco County Child Care Development Block Grant	85
Career Pathways Program Income	86
Pathways Initiative State-Wide Director Grant	87
Insurance Fund	88
Pathways Initiative Projects & Technical Assistance Grant	89
Manufacturing Career Pathways Technical Assistance Grant	90
Oregon Council for the Humanities Grant	91
Building Leases	92
Food Service	93
Facilities and Grounds Maintenance Reserve Fund	94
<u>DEBT SERVICE:</u>	95
Wasco County G.O. Bond Fund	96
District G.O. Bond Fund	97
Pension Bond Fund	98
<u>CAPITAL PROJECTS FUND:</u>	99
Capital Projects Fund	100
State Capital Projects Fund	101
<u>ENTERPRISE FUND:</u>	102
College Book Store	103
<u>FIDUCIARY FUNDS:</u>	104
Hospitality	105
Student Council	106
Phi Theta Kappa	107
Environmental Club	108
Student Nurse Association	109
<u>Other Financial Schedules:</u>	110
Schedule of Wasco County Property Tax Transactions	111
Schedule of Hood River County Property Tax Transactions	112-113
Schedule of Cash Balances and Collateral Security	114
Schedule of Insurance	115
Schedule of Future Wasco County G.O. Bond Requirements	116
Schedule of Future 2005 G.O. Bond Requirements	117
Schedule of Future Pension Bond Requirements	118
Schedule of Future Loan Payments	119

COLUMBIA GORGE COMMUNITY COLLEGE

TABLE OF CONTENTS

	<u>PAGE</u>
<b><u>OTHER REQUIRED REPORTS</u></b>	
	120
Schedule of Expenditures of Federal Awards	121
Notes to the Schedule of Expenditures of Federal Awards	122
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards	123-124
Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control Over Compliance in Accordance with OMB Circular A-133	125-126
Schedule of Findings and Questioned Costs	127
Independent Auditor's Comments Required By Minimum Standards for Audits of Oregon Municipal Corporations	128-129

COLUMBIA GORGE COMMUNITY COLLEGE

PRINCIPAL OFFICIALS  
JUNE 30, 2008

BOARD OF EDUCATION

<u>POSITION</u>	<u>NAME</u>	<u>ADDRESS</u>	<u>TERM EXPIRES</u>
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2	Dr. James R. Willcox	514 Brentwood Drive The Dalles, Oregon 97058	6-30-09
3	Dave Fenwick	3663 Holly Drive Hood River, Oregon 97031	6-30-11
4	Christie Reed Vice Chair	3311 Neal Creek Road Hood River, Oregon 97031	6-30-11
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6	Stu Watson	P.O. Box 29 Hood River, Oregon 97031	6-30-11
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, 2008

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
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 (7/1/07 – 6/4/08)	P.O. Box 778 White Salmon, Washington 98672
Tria Bullard – Assistant to the President & Board of Education (5/21/08 – present)	P.O. Box 654 Lyle, Washington 98635

**FINANCIAL SECTION**



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

305 East Fifth Street The Dalles, Oregon 97058

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Ben G. Neumayer

Gary F. Bradford

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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, 2008, 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, 2008, 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 December 1, 2008, 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 25 and 46 through 109, 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.

*Byron Neumann & Bradford, P.C.*  
CERTIFIED PUBLIC ACCOUNTANTS

December 1, 2008

December 2008

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, 2008 and 2007. 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, 2008 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, 2008 are described below.

The State of Oregon FTE reimbursement increased by 88 percent from \$2,854,254 to \$5,361,413 primarily due to the deferral of the College's fiscal year 2007 fourth quarter FTE reimbursement of \$963,711 to fiscal year 2008. The increase 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 could 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, 2008 as evidenced by:

- Cash and cash equivalents of \$8,845,704 at the beginning of the year increased by \$972 during the year to a total of \$8,846,676 at the close of the fiscal year. Short term investments decreased by \$7,705,406 as investments were used for operating activities and capital financing.
- The cash flows from operating activities were from tuition and fees of \$2,101,934, bookstore sales of \$467,782, other operating revenue of \$167,158 and cash paid for operating expenses of \$10,610,884. Cash provided from non-capital financing activities totaled \$15,854,872 primarily from cash received from grants and contracts of \$7,644,137, cash from State FTE reimbursement of \$5,361,413, and cash from property taxes of \$2,637,644. Cash from leases provided \$130,473 and cash from other non-operating income provided \$330,370. The capital financing uses of cash were the purchase of capital assets of \$14,990,067, principal payments of \$954,226 and interest payments of \$962,585. Investing activities provided \$8,926,988 in cash.
- The College's investment in capital assets increased by \$14,747,633 to \$27,544,169, net of accumulated depreciation as the College's capital construction and improvement projects continue.
- Total liabilities decreased in 2008 by \$1,629,749 to \$26,099,544.

- 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 \$10,292,046 in fiscal year 2007 to \$18,643,148 in fiscal year 2008. Total net assets increased from \$8,628,316 in fiscal year 2006 to \$10,292,046 in fiscal year 2007.
- Total revenues exceeded total expenses by \$8,351,102 in 2008 and by \$1,663,729 in 2007.

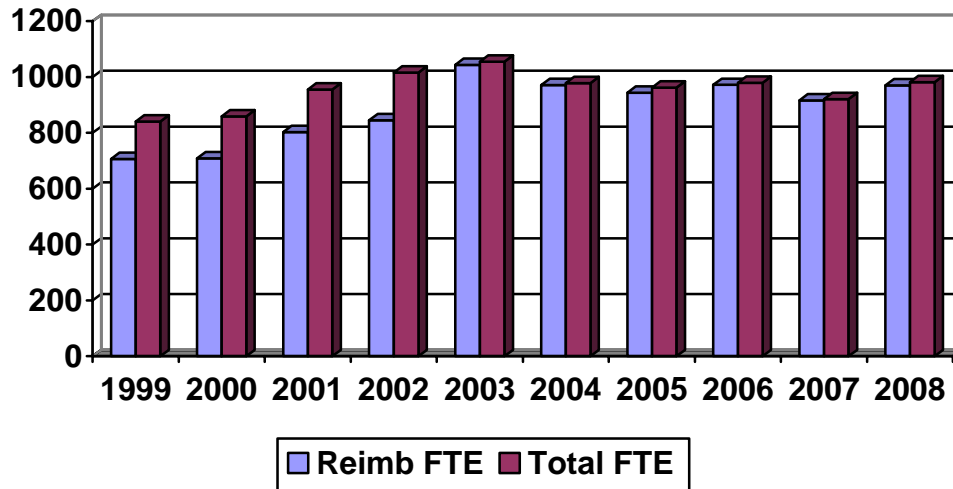
One of the College's largest net assets, \$24,243,074, reflects the amount invested in capital assets (land, buildings, machinery and equipment), less any related outstanding debt used to acquire those assets. The College uses these capital assets to provide services to students; consequently, these 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 five 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 17 years from the 2005 general obligation bond district-wide property tax levy in Hood River and Wasco Counties.

In 2008, the College continued a phase of capital construction, infrastructure improvements and development of a permanent site in Hood River County that is funded from the issuance of \$18.5 million of general obligation bonds in 2005 and \$7.5 million of matching State XIG bonds. The 2005 Oregon Legislature approved the issuance of matching State XIG 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 by fall 2008. The construction of new educational facilities and improvements to The Dalles campus in Wasco County will increase enrollment capacity and address inadequate facilities. The new Building Three Health & Sciences building on The Dalles campus was completed in June 2008. 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 began 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 (FTE) increased by 5.9 percent to 970.09 FTE in 2008. Total FTE increased by 6.5 percent to 981.21. Unduplicated total headcount increased 1.8 percent to 5,141 students. The headcount for credit students increased 13 percent. The following chart shows reimbursable and total full-time equivalent enrollment levels for the past ten years.

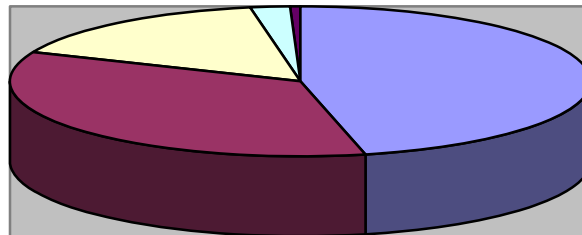
### Reimbursable and Total Full-time Equivalent Enrollment



Total FTE was generated from the following sources:

- 46.1% Lower Division Collegiate or college transfer courses
- 34.9% Professional/Technical courses
- 15.7% Pre-College courses
- 2.4% Adult Continuing Education courses
- 0.5% Non-reimbursable courses

### Total FTE for 2008





**Analysis of the Statement of Net Assets  
As of June 30, 2008**

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>2008</b>	<b>2007</b>	<b>Increase (Decrease)</b>
<b>Assets</b>			
<b>Current Assets:</b>			
Cash and Cash Equivalents	\$8,846,676	\$8,845,704	\$972
Short-Term Investments	(2,551,379)	10,256,785	(7,705,406)
Prepaid Expenditures	4,489	2,542	1,947
<b>Receivables:</b>			
Taxes	151,847	132,553	19,294
Accounts, net	339,899	353,738	(13,839)
Grants and Contracts	483,525	441,889	41,636
Accrued Interest Purchased on Investments	0	29,004	(29,004)
Publisher's and Vendor's Credits	8,231	20,165	(11,934)
Inventory – Textbooks and Supplies	97,741	110,460	(12,719)
<b>Total Current Assets</b>	<b>\$12,483,787</b>	<b>\$20,192,840</b>	<b>(\$7,709,053)</b>
<b>Non Current Assets:</b>			
Pension Assets (Note 5)	\$4,714,735	\$5,031,962	(\$317,227)
Capital Assets, Net of Depreciation (Note 9)	27,544,169	12,796,536	14,747,633
<b>Total Non Current Assets</b>	<b>\$32,258,904</b>	<b>\$17,828,498</b>	<b>\$14,430,406</b>
<b>Total Assets</b>	<b>\$44,742,691</b>	<b>\$38,021,338</b>	<b>\$6,721,353</b>
<b>Liabilities</b>			
<b>Current Liabilities:</b>			
Accounts Payable	\$915,021	\$1,343,025	(\$428,004)
Accrued Payroll and Withholdings	245,381	363,920	(118,539)
Accrued Interest Payable	43,398	45,754	(2,356)
Compensated Absences Payable	113,152	97,900	15,252
Due to Fiduciary Funds	3,434	1,717	1,717
<b>Deferred Revenue:</b>			
Tuition and Fees	366,482	404,441	(37,959)
Current Portion of Long-Term Debt	1,179,082	1,059,861	119,221
<b>Total Current Liabilities</b>	<b>\$2,865,950</b>	<b>\$3,316,618</b>	<b>(\$450,668)</b>
<b>Non Current Liabilities:</b>			
Small Scale Energy Loan Payable	\$31,095	\$55,320	(\$24,225)
General Obligation Bonds Payable	21,177,038	22,130,031	(952,993)
Pension Bonds Payable	3,204,543	3,287,185	(82,642)
Less Current Portion of Long-Term Debt (Note 13)	(1,179,082)	(1,059,861)	(119,221)
<b>Total Non Current Liabilities</b>	<b>\$23,233,594</b>	<b>\$24,412,675</b>	<b>(\$1,179,081)</b>
<b>Total Liabilities</b>	<b>\$26,099,544</b>	<b>\$27,729,293</b>	<b>(\$1,629,749)</b>

<b>Statement of Net Assets (continued)</b>	<b>2008</b>	<b>2007</b>	<b>Increase (Decrease)</b>
Net Assets			
Invested in Capital Assets, Net of Related Debt	\$24,243,074	\$8,936,215	\$15,306,859
Restricted for:			
Debt Service	782,660	627,245	155,415
Capital Projects	(14,035,360)	(5,844,986)	(8,190,374)
Unrestricted	7,652,774	6,573,572	1,079,202
Total Net Assets	\$18,643,148	\$10,292,046	\$8,351,102
Total Liabilities and Net Assets	\$44,742,692	\$38,021,339	\$6,721,353

Current assets of \$12,483,787 were more than sufficient to cover current liabilities of \$2,865,950. This represents a current ratio of 4.4 as compared to 6.1 in the prior year. Cash and cash equivalents increased by \$972 to \$8,846,676 as compared to \$8,845,704 in the prior year due to cash of \$7,874,010 used by operating activities, cash of \$16,906,878 used by capital financing activities, cash of \$8,926,988 provided by investing activities and cash of \$15,854,872 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 decreased by \$7,705,406 as investments were used for operating activities and capital financing. Prepaid expenditures increased by \$1,947. Receivables increased in total by \$47,091 due to an increase in taxes receivable of \$19,294, a decrease in accounts receivable of \$13,839 and an increase in grants and contracts receivable of \$41,636. Accrued interest purchased on investments decreased by \$29,004 to zero due to investing activities. The total credits due from publishers and vendors decreased by \$11,934 reflecting a decline in outstanding credit memos to \$8,231 as of June 30, 2008. Textbook and supplies inventories decreased by \$12,719.

The College's pension asset decreased by \$317,227 due to unfavorable investment returns of the Oregon Public Employees Retirement System and contributions transferred to the PERS contribution pool for employer rate relief.

The College's investment in capital assets increased by \$14,747,633 to \$27,544,169, net of accumulated depreciation. Changes to capital assets for the year include increasing assets by \$8,796,017 for The Dalles campus construction and site improvements, increasing assets by \$6,072,474 for the Hood River Indian Creek campus construction and site improvements, increasing assets by \$96,920 for capital equipment purchases, increasing the library collection by \$24,656 and recording depreciation of \$242,434.

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 decreased by \$450,668 to \$2,865,950. Accounts payable decreased by \$428,004 due to the timing of expenditures at the close of the fiscal year. Deferred revenue from tuition and fees decreased by \$37,959 to \$366,482 reflecting summer and fall registration activities prior to June 30, 2008. Accrued payroll and withholdings decreased by \$118,539 to \$245,381 which represents the payroll due to full time instructors and other payroll liabilities. Accrued interest payable decreased by \$2,356. Compensated absences payable increased by \$15,252.

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 \$1,179,081 to \$23,233,594 due to debt payments.

Within net assets, the "invested in capital assets" amount is \$24,243,074, an increase of \$15,306,859 as compared to the prior year. In future years, the College's capital assets will

continue to grow as capital expansion and improvement projects are completed which were financed by \$18.5 million voter-approved general obligation bonds and \$7.5 million Oregon XIG bonds approved by the 2005 Oregon Legislature. Restricted net assets for debt service increased by \$155,415 and for capital projects decreased by \$8,190,374. Unrestricted net assets increased by \$1,079,202 to \$7,652,774 showing improvement over the prior year's total of \$6,573,572.

**Analysis of the Statement of Revenues, Expenses and Changes in Net Assets  
For the Year Ended June 30, 2008**

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>2008</b>	<b>2007</b>	<b>Increase (Decrease)</b>
<b>Operating Revenues</b>			
Student Tuition and Fees	\$2,128,851	\$1,875,959	\$252,892
Bookstore Sales	453,051	372,983	80,068
Other Operating Revenue	167,158	131,001	36,157
Total Operating Revenues	\$2,749,060	\$2,379,943	\$369,117
<b>Operating Expenses</b>			
Instruction	\$4,137,160	\$3,125,221	\$1,011,939
Academic Support	837,019	732,549	104,470
Student Services	672,995	627,009	45,986
Public Services	462,406	506,406	(44,000)
Institutional Support	2,176,501	1,741,437	435,064
Financial Aid	76,230	77,286	(1,056)
Plant Operating and Maintenance	1,316,795	906,842	409,953
Bookstore	411,259	347,215	64,044
Depreciation	242,434	230,361	12,073
Total Operating Expenses	\$10,332,799	\$8,294,326	2,038,473
Operating Loss	(\$7,583,739)	(\$5,914,382)	(\$1,669,356)
<b>Non-Operating Revenues (Expenses)</b>			
Federal Grants and Contracts	\$581,201	\$643,509	(\$62,308)
State Grants and Contracts	6,525,109	474,287	6,050,822
State Community College Support	5,361,413	2,854,254	2,507,159
Local Grants and Contracts	579,463	141,546	437,917
Property Taxes	2,656,938	2,733,573	(76,635)
Investment Income	875,351	1,677,045	(801,694)
Lease Income	130,473	149,756	(19,283)
Amortization of Bond Premium, Net	22,992	22,992	0
Other Non-operating Income	328,653	51,978	276,675
Interest Expense	(1,080,307)	(1,107,274)	26,967
Lease Expenses	(46,274)	(43,566)	(2,708)
Loss on Disposal of Capital Assets	0	(17,849)	17,849
Other Non-operating Expenses	(171)	(2,139)	1,968
Total Non-operating Revenues (Exp)	\$15,934,841	\$7,578,112	\$8,356,729
Increase (Decrease) in Net Assets	\$8,351,102	\$1,663,729	\$6,687,373
<b>Net Assets - Beginning</b>	<b>10,292,046</b>	<b>8,628,316</b>	<b>1,663,730</b>
<b>Net Assets – Ending</b>	<b>\$18,643,148</b>	<b>\$10,292,045</b>	<b>\$8,351,103</b>
<b>Total Revenues</b>	<b>\$19,810,653</b>	<b>\$11,128,883</b>	<b>\$8,681,770</b>
<b>Total Expenses</b>	<b>11,459,551</b>	<b>9,465,154</b>	<b>1,994,397</b>
<b>Increase (Decrease) in Net Assets</b>	<b>\$8,351,102</b>	<b>\$1,663,729</b>	<b>\$6,687,373</b>

### *Revenues:*

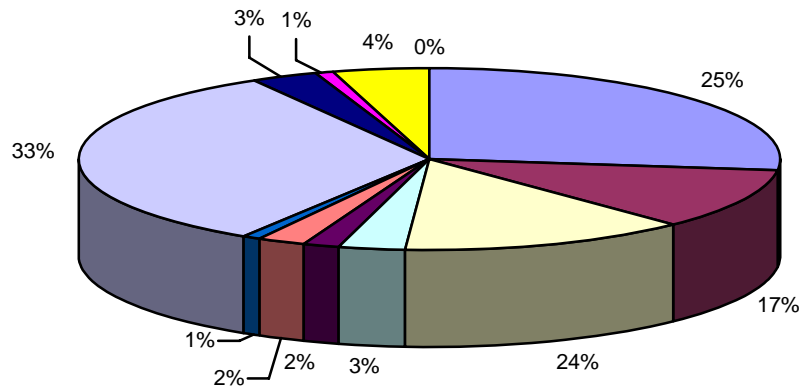
The sources of operating revenue for the College are tuition and fees, bookstore sales and other operating revenue. Operating revenues increased by 15.5 percent as compared to 2007. Tuition and fees, which include all amounts paid for educational purposes, increased 13.5 percent by \$252,892 to \$2,128,851 and represents 10.7 percent of total revenue. The tuition rate was held to \$65 per credit hour. The service fee remained unchanged at \$8 per credit hour. Bookstore sales increased 21.5 percent by \$80,068 to \$453,051 as enrollment increased. Other operating revenue increased 27.6 percent by \$36,157 to \$167,158.

Non-operating revenues nearly doubled overall. The largest non-operating revenue source is the State of Oregon which funds FTE reimbursements through the Community College Support Fund and represents 27.1 percent of total revenue. State Community College Support revenue increased by 87.8 percent to \$5,361,413 primarily due to the deferral of the College's fiscal year 2007 fourth quarter FTE reimbursement of \$963,711 to fiscal year 2008. The \$5,361,413 received from the State represents five quarters distribution of the Community College Support Fund.

Property taxes decreased by 2.8 percent to \$2,656,938 and represents 13.4 percent of total revenue. Of the \$2,656,938 in property taxes received, \$1,786,272 is attributed to general obligation bond levies. Non-operating revenue from federal grants and contracts provided 2.9 percent of total revenue and decreased by \$62,308 to \$581,201 as federal grants to support nursing and health occupations programs were expended. Non-operating revenue from state grants and contracts totaled \$6,525,109 and represents an increase of \$6,050,822 as compared to the prior year due primarily to the State grant of State XIG bond proceeds for capital construction and improvements. Local grants and contracts totaled \$579,463 and represents an increase of \$437,917 as compared to the prior year. Lease income totaled \$130,473 and decreased by 12.9 percent as tenants vacated office space for planned college use. Other non-operating income increased by \$276,675 to \$328,653 primarily due to restricted gifts for the nursing and renewable energy programs. Investment income decreased by 47.8 percent to \$875,351 due to a combination of pension asset investment losses, declining capital project balances available for investment, and declining interest rates.

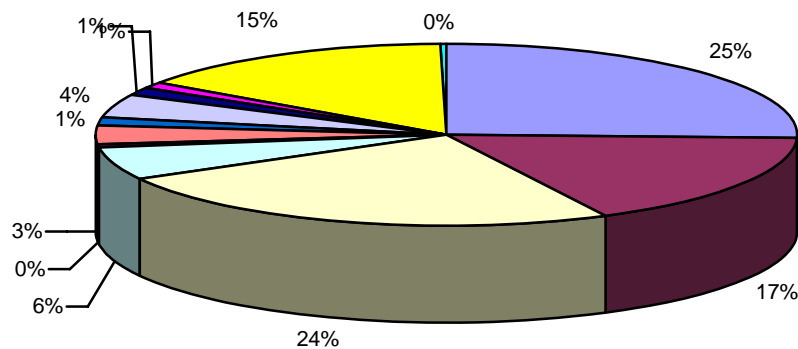
The following graphs show the allocation of revenues for fiscal years 2008 and 2007.

### 2008 Operating and Non-Operating Revenues



State Support 27%	Tuition & Fees 11%	Property Taxes 13%
Federal Grants & Contracts 3%	Other Non-operating Income 2%	Bookstore Sales 2%
Lease Income 1%	State Grants & Contracts 33%	Local Grants & Contracts 3%
Other Operating Rev 1%	Investment Income 4%	Amortization of Bond Premium <1%

### 2007 Operating and Non-Operating Revenues



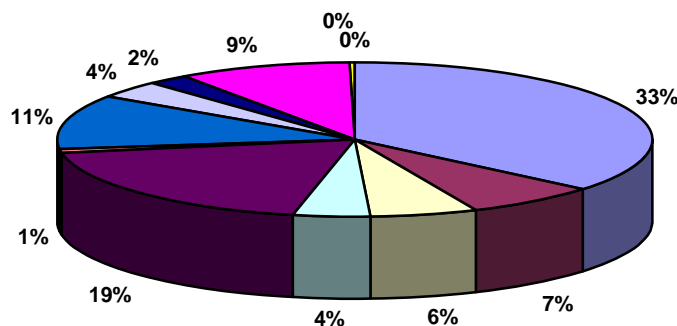
State Support 25%	Tuition & Fees 17%	Property Taxes 24%
Federal Grants & Contracts 6%	Other Non-operating Income <1%	Bookstore Sales 3%
Lease Income 1%	State Grants & Contracts 4%	Local Grants & Contracts 1%
Other Operating Rev 1%	Investment Income 15%	Amortization of Bond Premium <1%

*Expenses:*

Operating expenses increased by 24.6 percent to \$10,332,799. Instruction represents the largest percentage of total expenses at \$4,137,160 or 36.1 percent of total expenses and increased by 32.4 percent as compared to the prior year. Academic support increased by 14.3 percent to \$837,019 or 7.3 percent of total expenses. Institutional support increased by 25 percent to \$2,176,501 or 19 percent of total expenses. Plant operation and maintenance increased by 45.2 percent to \$1,316,795 or 11.5 percent of total expenses. Bookstore expenses increased by 18.4 percent to \$411,259 and represents 3.6 percent of total expenses. Student services increased by 7.3 percent to \$672,995 and represents 5.9 percent of total expenses. Depreciation increased to \$242,434 or 2.1 percent of total expenses. Public services decreased by 8.7 percent to \$462,406 or 4 percent of total expenses. Financial aid expenses decreased 1.4 percent to \$76,230 and represents 0.7 percent of total expenses.

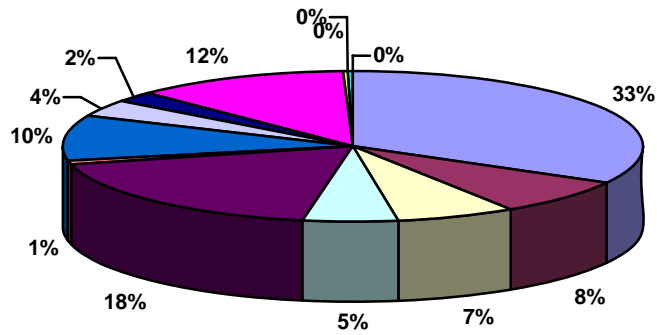
The largest non-operating expense was interest on debt of \$1,080,307 which represents 9.4 percent of total expenses. Lease expenses total \$46,274 or 0.4 percent of total expenses. Other non-operating expense totals \$171. The following charts show the allocation of expenses for the College by functional classification for fiscal years 2008 and 2007:

**2008 Operating & Non-Operating Expenses**



■ Instruction 36%	■ Academic Support 7%	■ Student Services 6%
■ Public Services 4%	■ Institutional Support 19%	■ Financial Aid 1%
■ Plant Operation and Maint 12%	■ Bookstore 4%	■ Depreciation 2%
■ Interest Expense 10%	■ Lease Expenses <1%	■ Other Nonoperating Exp <1%

### 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%		



**Analysis of the Statement of Cash Flows  
For the Year Ended June 30, 2008**

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>2008</b>	<b>2007</b>	<b>Increase (Decrease)</b>
<b>Cash Flows From Operating Activities</b>			
Cash Received from Tuition and Fees	\$2,101,934	\$1,927,291	\$174,643
Cash Received from Bookstore Sales	467,782	403,582	64,200
Other Operating Revenue	167,158	131,001	36,157
Cash Paid for Operating Expenses	(10,610,884)	(6,863,581)	(3,747,303)
Net Cash Provided (Used) by Operating Activities	(\$7,874,010)	(\$4,401,707)	(\$3,472,303)
<b>Cash Flows from Non-capital Financing Activities</b>			
Cash Received from Grants and Contracts	\$7,644,137	\$1,118,489	\$6,525,648
Cash Received from Property Taxes	2,637,644	2,789,321	(151,677)
Cash Received from State FTE Reimbursement	5,361,413	2,854,254	2,507,159
Cash Received from Leases	130,473	149,756	(19,283)
Other Non-operating Income	330,370	51,913	278,457
Cash Paid for Lease Expenses	(46,274)	(43,566)	(2,708)
Payments for Pension Bonds	(82,642)	(74,025)	(8,617)
Interest Paid on Pension Bonds	(120,078)	(113,695)	(6,383)
Other Non-operating Expenses	(171)	(2,139)	1,968
Net Cash Provided (Used) by Non-capital Financing Activities	\$15,854,872	\$6,730,308	\$9,124,564
<b>Cash Flows from Capital Financing Activities</b>			
Purchase of Capital Assets	(\$14,990,067)	(\$5,121,276)	(\$9,868,791)
Principal Paid on Long-Term Debt	(954,226)	(887,743)	(66,483)
Interest Paid on Long-Term Debt	(962,585)	(995,783)	33,198
Net Cash Provided (Used) by Capital Financing Activities	(\$16,906,878)	(\$7,004,802)	(\$9,902,076)
<b>Cash Flows from Investing Activities</b>			
Interest on Investments	\$1,118,683	\$1,056,973	\$61,710
Purchase of Investments	(4,721,695)	(23,152,515)	18,430,820
Proceeds from Sale of Investments	12,530,000	13,170,000	(640,000)
Net Cash Provided (Used) by Investing Activities	\$8,926,988	(\$8,925,542)	17,852,530
Net Increase (Decrease) in Cash	\$972	(\$13,601,743)	\$13,602,715
Cash - Beginning of year	8,845,704	22,447,448	(13,601,744)
Cash - End of year	\$8,845,676	\$8,845,705	\$971

Operating Activities: The College's major sources of cash included in operating activities were tuition and fees of \$2,101,934, bookstore sales of \$467,782 and other operating revenue of \$167,158. Major operating uses of cash were payments to employees and suppliers, as well as

for student financial aid, totaling \$10,610,884. The College used \$3,472,303 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 \$9,124,564 more than the prior year. Cash received from State appropriations increased by \$2,507,159. Cash received from grants and contracts increased by \$6,525,648. Property taxes decreased by \$151,677. Other non-operating income increased by \$278,457. Cash received from leases decreased by \$19,283. Cash paid for lease expenses increased by \$2,708. Pension bond payments increased by \$8,617. Interest paid on pension bonds increased by \$6,383. Other non-operating expenses decreased by \$1,968.

**Capital Financing Activities:** The cash used by capital financing activities increased by \$9,902,076. Purchases of capital assets increased by \$9,868,791 compared to the prior year. Principal paid on long term debt increased by \$66,483. Interest paid on long term debt decreased by \$33,198.

**Investing Activities:** Cash provided from interest on investments increased to \$1,118,683 as a result of investment activities. Purchases of investments used \$4,721,695 of cash. Proceeds from the sale of investments provided \$12,530,000 in cash. Investing activities provided net cash of \$8,926,988 as compared to a net use of cash of \$8,925,542 in the prior year.

## **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, 2008, amounts to \$27,544,169, 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 \$24,412,675. Of this amount, \$3,270,000 is the outstanding general obligation refunding bond series 1998; \$17,907,039 is the outstanding general obligation bond series 2005; \$3,204,543 is the outstanding pension obligation bond series 2003; and \$31,095 is the outstanding State of Oregon

Small Scale Energy loan. The College made all scheduled payments to reduce total debt by \$1,059,858 in 2008.

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. For fiscal year 2007-2008, the legal debt limit is \$89,613,770 or 1.5 percent of the College district Real Market Value of \$5,974,251,311. The College's outstanding general obligation bond debt of \$21,177,039 is 23.6 percent of the legal debt limit as shown in the table below.

#### Legal Debt Capacity

	Real Market Value 2007-2008
CGCC District - Hood River County RMV	\$3,236,642,769
CGCC District – Wasco County RMV	2,737,608,542
Total CGCC District RMV	\$5,974,251,311
Legal Debt Capacity 1.5 percent of RMV	\$89,613,770
Outstanding General Obligation Debt	\$21,177,039
Percent of Debt Capacity Used	23.6%

Bond levy rates for the past five years are shown in the table below.

#### District General Obligation Bond Levy Rates (per thousand of Taxable Assessed Value)

Bond Levy Rates	2003-04	2004-05	2005-06	2006-07	2007-08
Wasco Co GO Bonds Series 1998 Refunding	0.5114	0.5003	0.5688	0.5230	0.4069
District GO Bond Series 2005	NA	NA	0.4519	0.4643	0.4022

Additional information on the College's long-term debt can be found in Note 13 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 2008-2009 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 2008-2009 fourth quarter payment to 2009-2010. The College chose to hold on further tuition increases for 2008-2009 and retained the same tuition and fees for the third year. 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 10, 2008, 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. The following budget priorities are reflected in the 2008-2009 adopted budget.

### ***College Expansion***

The adopted budget supports a period of expansion of college programs and facilities. As the College moves into the new Hood River-Indian Creek campus and the new Health & Sciences Building on The Dalles campus, the College anticipates enrollment increases due to new and expanded programs to meet local and regional needs. The capital improvements to existing buildings will allow the College to provide appropriate facilities which support the achievement of the institution's mission and goals. The capital improvements to existing buildings are expected to continue through the summer of 2009.

The College expects to hire new faculty and classified positions to support the three-year Department of Labor Community Based Job Training Renewable Energy Technology Grant awarded to the College. The General Fund budget includes a new faculty position to support the developing Fundamental of Applied Technology program to be funded by business and industry partners. As the College begins operating the Hood River-Indian Creek campus, new classified positions are budgeted to support instructional services and facilities services. The General Fund budget includes hiring a full time professional position to expand the successful work of the Small Business Development Center, who just received the State of Oregon award for "Outstanding Achievement for Client Counseling Performance".

Various institutional and plant operation and maintenance cost center budgets have been adjusted to reflect new costs associated with the College expansion.

### ***Instruction and Academic Support***

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 budget includes expenditures to support additional course sections; a new regular faculty position in the Department of Arts, Humanities and Social Sciences; expansion of the renewable energy program; development of career pathways in business and applied technology; 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.

### ***Career Pathways Initiative***

Work continues through grants to support the state-wide career pathways initiative to ease transitions for students from high school to college to the workforce. The College also serves as the fiscal agent for the State-wide Director of Career Pathways who coordinates and provides technical assistance for pathways efforts at all 17 community colleges.

### ***Seeking Independent Accreditation***

The Accreditation cost center includes expenditures related to seeking candidacy for independent accreditation. The instructional and academic support budget continues funding for the new department chair and committee structure.

### ***Supporting Health Occupations***

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 supports funding for the medical assisting program, certified nursing assistant I and II program, medication aid training, emergency medical technician training, and first aid, CPR and AED training.

### ***Fund-raising***

The College budget reflects the emphasis on fund-raising efforts to seek additional funding through a combination of partnership contributions, Federal and State sources, private

foundations and through expanded activities of the Columbia Gorge Community College Foundation.

***Capital Projects***

The 2005 Oregon Legislature appropriated State bonding authority of \$7.5 million for Columbia Gorge Community College and matched with \$7.5 million of the \$18.5 million general obligation bonds issued by the College in May 2005. The State Capital Projects Fund will account for the balance of the \$7.5 million in State XIG bonds issued in spring 2007. The Capital Projects Fund accounts for the balance of the 2005 G.O. Bonds as capital construction continues through fiscal year 2008-2009. The Reserve Fund is budgeted to fund repair and maintenance work that cannot be funded by general obligation bonds.

**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:

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



**COLUMBIA GORGE COMMUNITY COLLEGE**

400 EAST SCENIC DRIVE · THE DALLES, OR 97058 · (541) 506-6000  
1730 COLLEGE WAY · HOOD RIVER OR 97031 · (541) 308-8200  
[www.cgcc.cc.or.us](http://www.cgcc.cc.or.us)

# **2009-2010 Adopted Budget**

*Building Dreams, Transforming Lives*

Columbia Gorge Community College is an equal opportunity educator and employer.

# **COLUMBIA GORGE COMMUNITY COLLEGE**

## **BUDGET DOCUMENT**

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

**COLUMBIA GORGE COMMUNITY COLLEGE  
BUDGET CALENDAR  
FOR FISCAL YEAR JULY 1, 2009 - JUNE 30, 2010**

<b>2009</b>	<b>Action</b>
January 13, 2009 (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 11-May 1	<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 4/15/2009)</li> <li>• The Dalles Chronicle (Proposed 4/15/2009)</li> </ul>
April 16-May 6	<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 4/22/2009)</li> <li>• The Dalles Chronicle (Proposed 4/22/2009)</li> </ul>
May 11 (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 13 (Wednesday) 6:00 pm	<p><b>Budget Committee Meeting #2</b> (The Dalles)</p> <p>Budget Committee Approves Budget No Later Than May 13</p>
May 10-June 4	<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 5/20/2009)</li> <li>• The Dalles Chronicle (Proposed 5/20/2009)</li> </ul>
June 9 (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 15, 2009	<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, 2009 - JUNE 30, 2010**

<b>2009</b>	<b>Action</b>
January 13, 2009 (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 15	<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 (4/15/2009)</li> <li>• The Dalles Chronicle (4/15/2009)</li> </ul>
April 22	<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 (4/22/2009)</li> <li>• The Dalles Chronicle (4/22/2009)</li> </ul>
May 11 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. Budget Committee Approves Budget on May 11.</p>
May 13 6:00 pm CANCELLED	<p><b>Budget Committee Meeting #2</b> (The Dalles) CANCELLED</p> <p>Budget Committee Approves Budget No Later Than May 13</p>
May 20	<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 (5/20/2009)</li> <li>• The Dalles Chronicle (5/20/2009)</li> </ul>
June 9	<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 15, 2009	<p><b>Budget Officer Certifies Budget to County Assessors by July 15</b></p>

# **BUDGET COMMITTEE**

**COLUMBIA GORGE COMMUNITY COLLEGE  
BUDGET COMMITTEE FOR THE 2009-2010 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	David Fenwick Board Member	Hood River	June 30, 2011
4	Christie Reed Board Member	Hood River	June 30, 2011
5	Dr. Ernest Keller Board Member	Wasco	June 30, 2009
6	Stuart Watson Board Member	Hood River	June 30, 2011
7	Charleen Cobb Board Member	Wasco	June 30, 2009
8	Craig J. Ortega	Hood River	June 30, 2011
9	John Kasberger	Hood River	June 30, 2011
10	Rodger Schock	Hood River	June 30, 2009
11	Mark J. Cherniack	Wasco	June 30, 2009
12	John Hutchison	Wasco	June 30, 2009
13	Marilyn Wong	Wasco	June 30, 2010
14	Ken Farner	Wasco	June 30, 2010

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

**ADMINISTRATION**

Dr. Frank K. Toda, President

Dr. Susan Wolff, Chief Academic Officer

Karen Carter, Chief Student Services Officer

Sandra Buchanan, Chief Financial Officer

Daniel Spatz, Chief Institutional Advancement Officer

Robb Van Cleave, Chief Talent and Strategy Officer

Bill Bohn, Chief Technology Officer

Tria Bullard, Administrative Assistant to the President and Board of Education

# **BUDGET MESSAGE**

# Columbia Gorge Community College 2009-2010 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 a financial plan containing estimates of revenues and expenditures for one fiscal year.

The budget reflects a strategic plan that must respond to the changing environment: a living document subject to revision by the Board of Education. This budget supports seeking independent accreditation, a central goal of the College's strategic plan, which is the next most significant phase in establishing our independent identity as an institution. The budget includes resources from community, industry, state and federal partners to support expansion of instructional programs in concert with local and regional needs. The College prides itself on being a provider of choice for "anytime, anywhere" training and educational services focused on building vibrant communities throughout our service area. We have a clear emphasis 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.

**Values:** Respect for the individual, Community focus, Integrity, Excellence, Commitment to Learning

### Key Focus Areas:

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 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.
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 services and workplace effectiveness.
9. CGCC will provide appropriate institutional facilities which support the achievement of the institution's mission and goals.

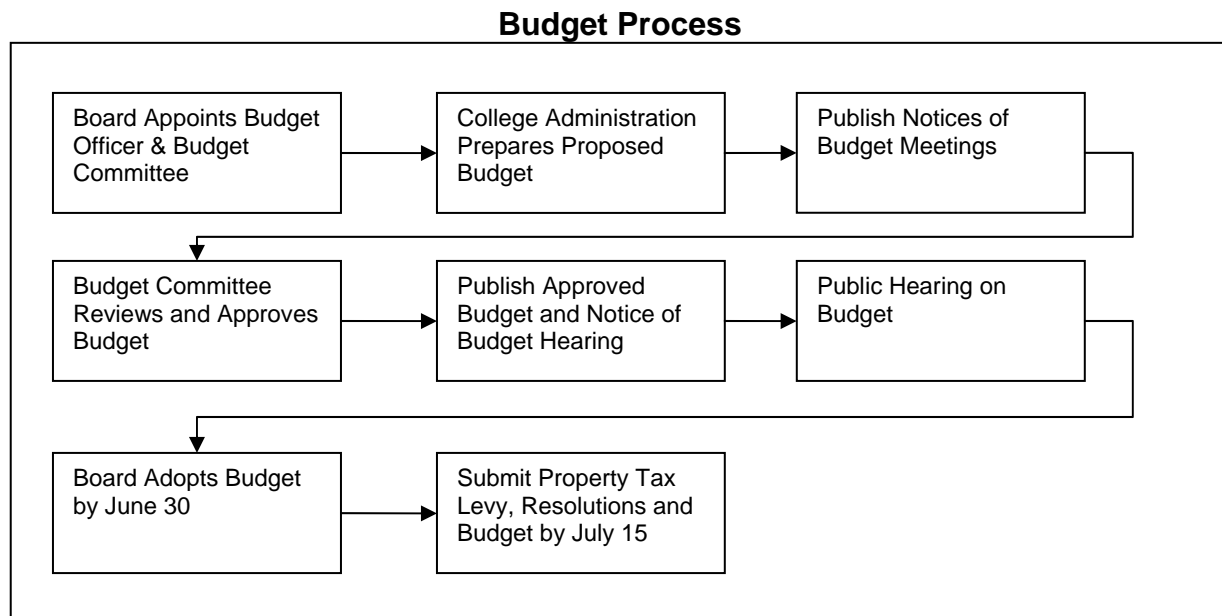
## BUDGET STRUCTURE

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 financial management and are consistent with State and Federal reporting requirements. 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. The following Budget Process flowchart shows the required steps to meet Local Budget Law.



## GENERAL FUND

### Revenues

The Community College Support Fund (CCSF) distribution model (including proposed adjustments to the base) was used to estimate the amount of State revenue for Columbia Gorge Community College at the estimated 2009-2011 appropriation of \$440 million by the 2009 Oregon State Legislature. The \$440 million CCSF funding level represents a shortfall of \$79 million from the Essential Budget Level (EBL) of \$519 million as calculated by the State to maintain community college operations. In the first year of the

biennium, fiscal year 2009-2010, CGCC is estimated to receive five payments totaling \$4,932,121. In the second year of the biennium, fiscal year 2010-2011, CGCC is estimated to receive three payments projected to be \$2,825,194. The payment deferrals enacted by the 2003 Oregon State Legislature are expected to continue in future years. In 2009-2010, State revenue represents 55.8 percent of General Fund Revenue and is projected to be 41.7 percent in 2010-2011.

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. Other taxes budgeted are payments in lieu of property taxes to Wasco County. Property taxes represent 10.2 percent of General Fund Revenue.

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 adopted tuition rates. Enrollment for 2009-2010 is projected to increase due to the expansion of the Renewable Energy Program and the economy. The College Board of Education adopted a \$5 per credit tuition increase to \$70 per credit effective summer term 2009 and maintained the current service fee of \$8 per credit, balancing student access and affordability. Tuition and fees are grouped in three categories: Tuition, Instructional Fees, and Special Fees represent 28.4 percent of General Fund Revenue.

Other revenue sources include indirect cost recovery revenue, interest, unrestricted and restricted gifts and other income and represents 2.9 percent of General Fund Revenue. The college projects total gifts of \$150,000, generated through contributions from the healthcare and renewable energy industry partners. The following schedule projects sources of indirect cost recovery revenue.

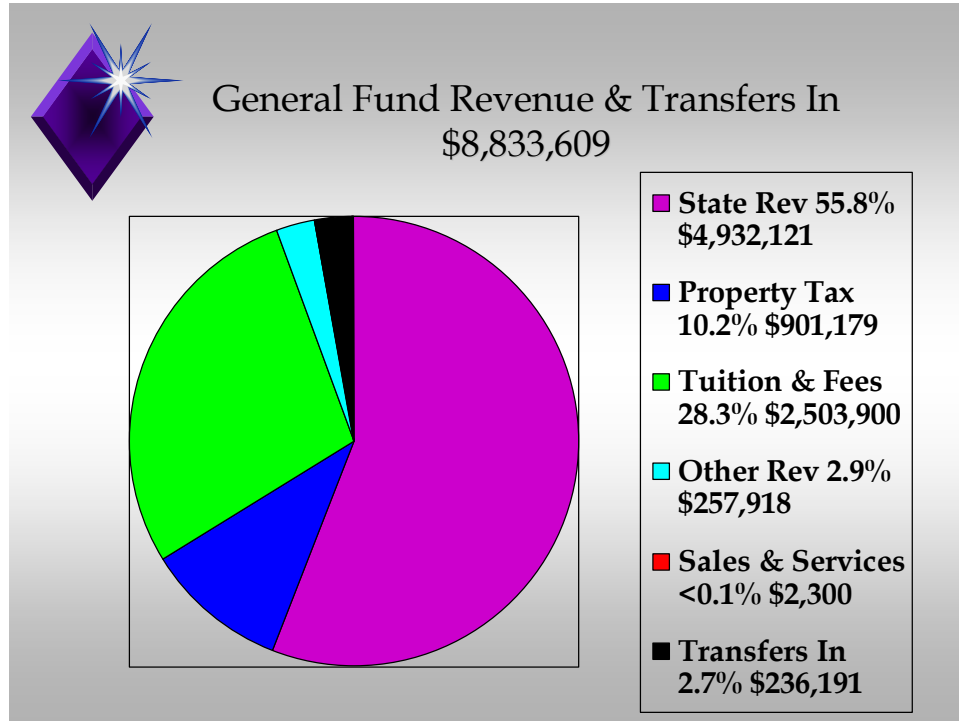
<b>Sources of Indirect Cost Recovery Revenue</b>	<b>FY 2009-2010</b>
Career Readiness Certificate Implementation Grant	\$1,427
Department of Human Services Integrated Child Care Grant	2,196
Pathways Initiative State-Wide Director Grant	19,565
Pathways Initiative Projects and Technical Assistance Grant	9,130
<b>Total Indirect Cost Recovery Revenue</b>	<b>\$32,318</b>

Sales and services revenue include library services revenue, rental revenue and non-food vending revenue and represents 0.03 percent of General Fund Revenue.

Transfers from Special Funds are estimated to be \$236,191, represent 3 percent of General Fund Revenue, and depend on the financial results of special fund activities. The most significant transfer to the General Fund is from the Building Lease Fund in the amount of \$213,136. The following schedule of inter-fund transfers details the budgeted transfers by fund.

<b>Schedule of Inter-fund Transfers FY 2009-2010</b>	<b>Transfers To</b>	<b>Transfers From</b>
Transfer from Health Occupations Customized Training Fund to General Fund	\$1,015	\$1,015
Transfer from Customized Training Fund to General Fund	2,511	2,511
Transfer from Fundamentals of Care-giving Fund to General Fund	12,506	12,506
Transfer from Non Reimbursable Community Education Fund to General Fund	4,500	4,500
Transfer from Elderhostel Fund to General Fund	2,000	2,000
Transfer of residual balance from Wasco Co Inter-governmental Agreement Fund to General Fund	521	521
Transfer from Building Lease Fund to General Fund	213,136	213,136
Transfer from Food Service to General Fund	1	1
Transfer from Debt Service-Pension Bonds to General Fund	1	1
<b>Total Transfers to the General Fund from Special Funds</b>	<b>\$236,191</b>	<b>\$236,191</b>
General Fund Transfer to the Co-curricular Activities Fund	\$2,500	\$2,500
<b>Total Transfers from the General Fund to Special Funds</b>	<b>\$2,500</b>	<b>\$2,500</b>
<b>Total Transfers</b>	<b>\$241,191</b>	<b>\$241,191</b>

The following chart summarizes the sources of General Fund revenue and transfers in.



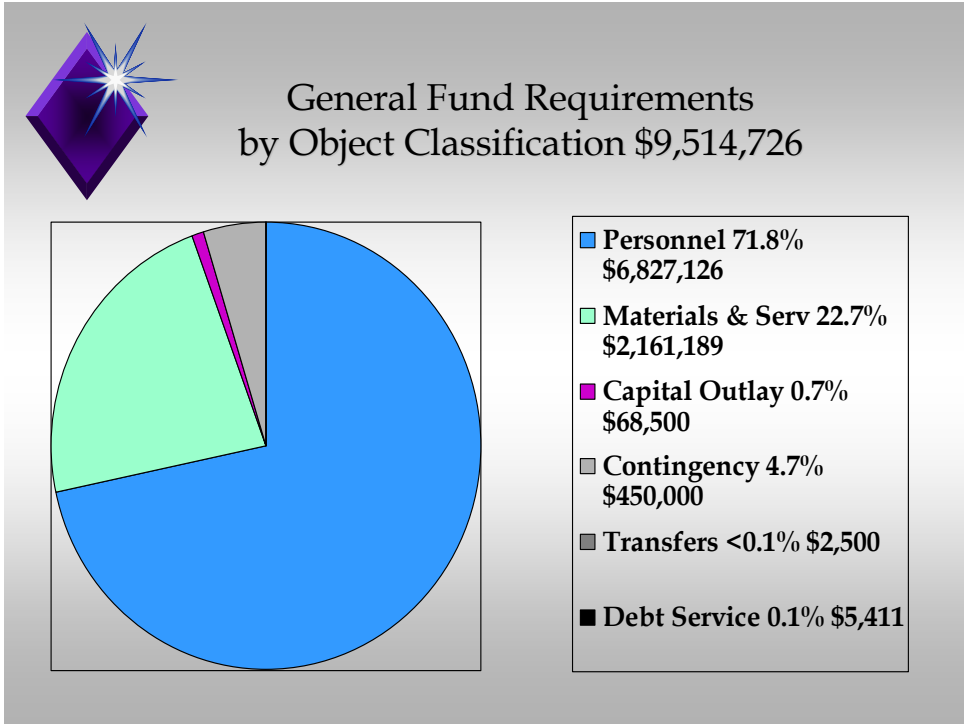
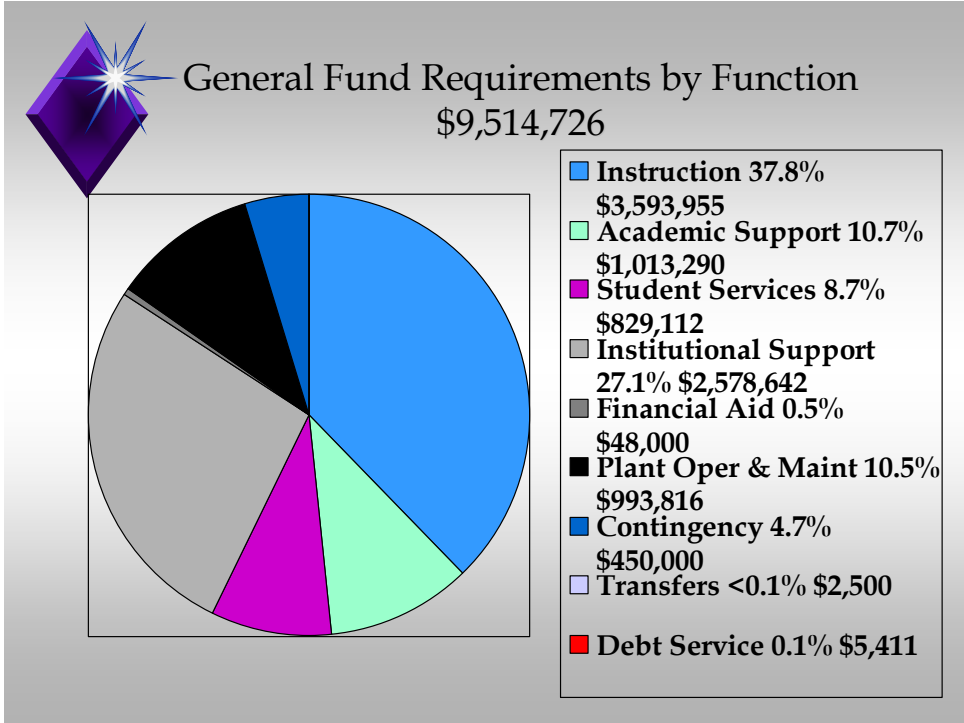
### Expenses

The proposed budget is allocated by function. Instruction accounts for 37.8 percent of the budget. Academic Support accounts for 10.6 percent of the budget. Student Services accounts for 8.7 percent of the budget. Institutional support accounts for 27.1 percent of the budget. Student financial aid accounts for 0.5 percent of the budget. Plant Operations and Maintenance accounts for 10.4 percent of the budget. Contingency accounts for 4.7 percent of the budget. Transfers to Special Funds represent 0.03 percent of the budget. Debt service accounts for 0.1 percent of the budget. Of the functional areas, Student Services and Contingency have increased as compared to the prior year's percent of budget by 0.9 and 2.5 percent, respectively. The contingency budget was increased to account for the uncertainty in the level of State funding, the ongoing and pending labor negotiations, and pending payroll benefit costs. The following table shows the allocation of expenses for the College by functional classification for the 2009-2010 proposed budget as compared to the 2008-2009 adjusted budget.

General Fund 2009-2010 Proposed Expenditures compared to 2008-2009 Adjusted Budget

Function	2009-10 Proposed Budget	2009-10	2008-09 Adjusted Budget	2008-09
Instruction	\$3,593,955	37.8%	\$3,596,064	38.8%
Academic Support	1,013,290	10.6%	1,043,668	11.2%
Student Services	829,112	8.7%	722,208	7.8%
Institutional Support	2,578,642	27.1%	2,559,712	27.6%
Student Financial Aid	48,000	0.5%	70,937	.8%
Plant Operations & Maintenance	993,816	10.4%	1,028,952	11.1%
Contingency	450,000	4.7%	199,641	2.2%
Transfers	2,500	0.0%	29,688	0.3%
Debt Service	5,411	0.1%	26,976	0.3%
Total	\$9,514,726	100.0%	\$9,277,846	100.0%





**Wage, Salary, and Employer Payroll Expense Assumptions**

Personnel expenses account for 71.8 percent of the General Fund budget and 54.6 percent of all funds. Personnel expenses include wages and salaries and associated employer payroll taxes, expenses and benefits.

Collective bargaining agreements set wage and salary placements and amounts for represented employees. The three-year faculty contract ends June 30, 2010. Since September 2008, negotiations with the faculty have continued pursuant to an agreement to re-open the health insurance article for the sole purpose of negotiation over part-time faculty health insurance benefits. Budget estimates are based on full-time or part-time faculty position placement and projected step movement as of September 1, 2009. The three-year classified contract expires June 30, 2009. Classified negotiations have not started for the subsequent contract year. Budget estimates are based on position placement and projected 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 Education 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 3.19% of wages for custodial and maintenance employees and 0.38% of wages for all other employees based on current year's premiums. 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 be 1.6% of wages up to \$31,300 per year based on the current 2009 rate.

The Oregon Public Employees Retirement System (PERS) employer contribution rates are set every two years based on actuarial valuations. The PERS employer rates for 2009-2011, effective July 1, 2009 through June 30, 2011, are based on the December 31, 2007 valuation. The PERS rate applied to Tier 1 and Tier 2 members is 12.01% of wages which is the total of the payment to PERS of 2.88% plus the 9.13% rate credit that funds the debt service of the pension bonds. The Oregon Public Services Retirement Plan (OPSRP) rate is 12.65% of wages which is the total of the payment to PERS of 3.52% plus the 9.13% rate credit that funds the debt service of the pension bonds.

The following table shows the current CGCC employer rate history since January 1, 2004 when PERS legislative reforms took effect creating OPSRP. Rates are expected to increase in the following biennium once the 2009 valuation is completed and the 2008 and 2009 investment losses are included in the valuation. The employer PERS retirement contributions represent approximately 37% of the total cost for other payroll expenses. These rates do not include the mandatory 6 percent employee contribution for eligible employees.

	Effective Dates	Net PERS Rate	PERS UAL Rate Credit	Total PERS Expense
PERS Tier 1 & Tier 2	1/1/2004-6/30/2005	0.0064	0.1062	0.1126
	7/1/2005-2/28/2006	0.0502	0.1071	0.1573
	3/1/2006-6/30/2007	0.0502	0.0637	0.1139
	7/1/2007-6/30/2009	0.0409	0.1091	0.1500
	7/1/2009-6/30/2011	0.0288	0.0913	0.1201
OPSRP	1/1/2004-6/30/2005	0.0804	0.0000	0.0804
	7/1/2005-2/28/2006	0.0804	0.0000	0.0804
	3/1/2006-6/30/2007	0.0167	0.0637	0.0804
	7/1/2007-6/30/2009	0.0656	0.1091	0.1747
	7/1/2009-6/30/2011	0.0352	0.0913	0.1265

Disability, life insurance, and accidental death and dismemberment insurance premiums are calculated for full-time employees and are based on current group premium rates of Standard Insurance Company as offered through the Oregon Community College Association. The disability insurance premium rate is budgeted to be .0053 of wages up to \$8,000 per month. The life and AD&D insurance premium rate is budgeted to be \$3.10 per \$10,000 coverage per month. The Oregon Educator's Benefit Board (OEBB) will begin providing disability and life insurance coverage effective October 1, 2009 through Standard Insurance Company, therefore, the College's current premium rates may change as OEBB expands its administration to include benefits other than health insurance.

Health insurance premiums are budgeted to increase by 15% beginning with the October 1, 2009 plan year. Actual OEBB premium rates and plan information are expected in early May. Budget estimates of employer-paid health insurance premiums for full-time employees vary by plan and number of covered dependents. The employer cost of health insurance represents approximately 37% of the total cost for other payroll expenses.

### **General Fund Net Working Capital Carry-over or Fund Balance**

The General Fund net working capital carryover or fund balance is estimated to be \$3,829,558 on July 1, 2009. The estimated un-appropriated ending fund balance for on June 30, 2010 is estimated to be \$3,148,441. The \$681,117 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. Using the 10 percent guideline, the average ending fund balance would need to be \$951,000. The College is targeting a 5 percent ending fund balance for the 2009-2011 biennium.

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. The change in the timing of State payments requires the College to plan for a larger General Fund balance every other year. Through careful management of their budgets, administrators and cost center managers may provide expenditure budget savings that may be reallocated during the year or used to increase available resources for the following year. Positive revenue variances may also increase the ending fund balance. The ending fund balance is projected to decline over the next two years as the College uses these resources to meet its mission.

### **SPECIAL FUNDS**

Per Oregon Budget Law requirements, this budget document includes all special revenue funds and other funds with activity in the current year, prior two fiscal years, or a proposed budget in 2009-2010. Funds are grouped according to purposes or source of funds per Oregon Budget Law.

#### **Inactive Special Revenue Funds**

The following special funds will become inactive at the close of the 2008-2009 due to program, contract, or grant close-outs and completed projects:

- FACT Needs Assessment Contract
- Oregon Pathways for Adult Basic Skills
- Oregon Student Assistance Commission Program
- Incentive Grant 2007-09 Career Pathways
- Regional Workforce Board
- Wasco Co Child Care Development Block Grant
- Manufacturing Career Pathways Technical Assistance Grant
- Hood River Co Child Care Development Block Grant
- Renewable Energy Lab Capital Projects Fund

#### **Special Revenue Funds – Career & Technical Education**

- The Carl D. Perkins Title I Grant fund accounts for the Carl D. Perkins funds which support the enhancement of Technical Education programs to better prepare students for a future in the workforce.
- The Health Occupations Customized Training fund is used to record revenues and expenditures relating to specialized health occupations training programs offered under customized training contracts.

- The Perkins Reserve Fund accounts for regional Career Technical Education activities as CGCC serves as fiscal agent for the Perkins Reserve Fund in collaboration with the Oregon Department of Education and regional school districts.
- The Department of Labor Community Based Job Training Renewable Energy Technology Grant Fund accounts for the three-year grant to support expansion of the renewable energy training program.
- The Locally Developed Technical Skill Assessment Grant Fund accounts for the special purpose grant with the Oregon Department of Education, for the development of a secondary level engineering technology technical skill portfolio assessment in collaboration with Hood River High School.
- The Department of Energy Grant will account for a federal appropriation for a nacelle for the renewable energy technology program.
- The Customized Training Fund is used to record revenues and expenditures relating to specialized training programs offered to businesses and organizations.
- The Small Business Development Center (SBDC) Program Income Fund accounts for Small Business Development Center program income and expenditures.
- The Federal SBDC Grant Fund accounts for Federal Small Business Administration Small Business Development Center Grant.
- The State SBDC Grant Fund accounts for State Small Business Development Center Grant.
- The Fundamentals of Care-giving Fund accounts for the contract with the State of Washington to provide fundamentals of care-giving training.

#### **Special Revenue Funds – Developmental Education**

- The TITLE II AEFLA Comprehensive Grant Fund accounts for the Title II Adult Education and Family Literacy Act Comprehensive Grant received through the Department of Community Colleges and Workforce Development.
- The Accountability Grant Fund accounts for funding for assessment and accountability activities related to Basic Skills programs through a grant from the Department of Community Colleges and Workforce Development.
- The Program Improvement Grant Fund accounts for the Program Improvement Grant from the Department of Community Colleges and Workforce Development.
- The Outreach Tutoring Grant Fund accounts for the outreach tutoring grant through the Department of Community Colleges and Workforce Development to provide Outreach Project tutoring services for adult literacy students.
- The English Language Civics Grant Fund accounts for the English Languages Civics Grant from the Department of Community Colleges and Workforce Development.
- The Gorge Literacy Fund accounts for Columbia Gorge Community College literacy activities.

#### **Special Revenue Funds – Non-reimbursable Instruction**

- The Non-Reimbursable Community Education Fund accounts for the revenue and expenses of self-supporting community education classes.

- The Elderhostel Fund accounts for the revenue and expenditures of the Elderhostel program. Elderhostel is a network of colleges and educational institutions offering low cost, short-term, non-credit, residential, academic programs for people over the age of 55.

### **Special Revenue Fund – Student Services**

The Career Readiness Certificate Implementation Grant Fund accounts for a special purpose grant with Dept of Community Colleges & Workforce Development for the development of a pilot program to implement a seamless transition between agency partners.

### **Special Revenue Funds – Public Service**

- The Oregon Child Care Resource and Referral Network Fund accounts for the contract with the Oregon Child Care Resource and Referral Network which supports the College's Child Care Resource and Referral Program.
- The Child Care Resource and Referral Fund accounts for tuition and food handler certification test fee revenue and expenses of the Child Care Resource and Referral Program.
- The Department of Human Services Integrated Child Care Grant Fund accounts for the contract from the Oregon Department of Human Services for the integrated child care program.
- The Co-curricular Activities Fund accounts for program income and expenditures of the Spring Humanities Series sponsored by Columbia Gorge Community College and related expenditures.
- The Wasco County Intergovernmental Agreement Fund accounts for the residual transfer from the former intergovernmental agreement between the College and Wasco County for professional staff support to the County for economic development activities.
- The Career Pathways Program Income Fund accounts for Career Pathways Program Income related to the Pathways to Advancement Statewide Initiative.
- The Pathways Initiative State-Wide Director Grant Fund accounts for the contract with the State of Oregon through the Department of Community Colleges and Workforce Development to provide a state-wide director and related expenditures in support of the career pathways state-wide initiative.
- The Pathways Initiative Projects & Technical Assistance Grant Fund accounts for the contract with the State of Oregon through the Department of Community Colleges and Workforce Development to provide technical assistance for career pathways state-wide initiative.
- The Oregon Council for the Humanities Fund accounts for a proposed National Endowment for the Humanities grant through the Oregon Council for the Humanities in support of the Spring Humanities Series sponsored by Columbia Gorge Community College.

### **Special Revenue Fund – Institutional Support**

The Insurance Fund accounts for the unanticipated receipt of insurance claim proceeds and expenditures.

### **Special Revenue Funds – Non-operating**

- The Building Lease Fund accounts for leasing revenues and expenditures of facilities and office space to various agencies and provides for transfers to the General Fund.
- The Food Service Fund accounts for revenues and expenditures of the campus food service contract.

## **Capital Projects Funds**

- The Capital Projects Fund budgets for the expenditure of the balance of the 2005 general obligation bond proceeds and interest estimated to be \$1,972,646 and \$14,903, respectively.
- The State Capital Projects Fund budgets for the expenditure of the balance of the \$7.5 million of approved capital projects estimated to be \$819,730 funded from the proceeds of the State of Oregon Article XI G Bonds.
- The Renewable Energy Lab Capital Projects Fund accounted for the State Community College Support Fund Strategic Reserve funding to construct the renewable energy lab building which was completed in spring 2009.
- The Deferred Maintenance Capital Projects Fund accounts for the “Go Oregon” stimulus projects funded by proceeds of State lottery bonds.

## **Debt Service Funds**

- The Debt Service Fund - Wasco County G.O. Bonds accounts for the accumulation of resources to pay the principal and interest on General Obligation Bonds, Series 1993 approved by Wasco County voters and refunding General Obligation Bonds, Series 1998.
- The Debt Service Fund - District G.O. Bonds accounts for the accumulation of resources to pay the principal and interest on General Obligation Bonds, Series 2005 approved by district voters of Hood River and Wasco Counties.
- The Pension Bond Debt Service Fund accounts for the accumulation of resources to pay the principal and interest on pension obligation bonds issued by the College in 2003 and is funded by a credit to the College's PERS employer rate beginning May 1, 2003.

## **Reserve Fund**

The Reserve Fund for Facilities and Grounds Maintenance is budgeted for expenditure with no transfers budgeted from the General Fund in 2009-2010.

## **Enterprise Fund**

The College Bookstore Fund accounts for revenue and expenditures of texts and supplies made available to students and internal sales to college departments. The proposed budget supports expansion of services to a walk-in store operation on The Dalles campus and for sales at the Hood River Indian Creek campus.

## **Fiduciary or Agency Funds**

Seven funds account for employee and student organizations fiduciary funds.

- The Hospitality Fund accounts for voluntary employee contributions to be used for cards, flowers, or gifts to acknowledge significant employee life-changing events.
- The Student Council Fund accounts for receipts and expenses for student activities and fund raisers not funded by the General Fund.
- The Phi Theta Kappa Fund accounts for student honor society activities outside of the General Fund.
- Environmental Club Fund
- Student Nurse Association Fund
- Japanese Club Fund
- Delta Energy Club

## **BUDGET PRIORITIES**

Many consider Columbia Gorge Community College to be a jewel in the Gorge with its multi-faceted comprehensive community college mission. With permanent campuses offering new and renovated facilities in Hood River and The Dalles, the College is positioned to serve students, the community, business and industry. With prudent fiscal management and budgeting that links funding with strategic planning, the College will sustain its mission while facing the realities of tough economic times. To assure sustainability, the College will continue to focus on protecting and developing the College's intellectual capital; serving students, the community, business and industry; developing resources; and building and maintaining infrastructure.

### **Protecting and Developing Intellectual Capital**

Allocating resources to staff development and to positions which support the College's mission and strategic planning is reflected in this budget. The instructional and academic support budget continues funding for the new department chair and committee structure developed to support candidacy for independent accreditation. With a new position budgeted for Student Services, the College will be positioned to support a new role in financial aid administration. New positions budgeted for the Business Office and Bookstore will support increasing fiscal activity relating to contracts and grants and financial aid and provide adequate staffing for the expansion and relocation of the College bookstore to serve students on two campuses. Resource Development staffing was retained to support resource development fund-raising and grant-writing activities. General Fund support was increased to support staffing for the Small Business Development Center as the State signals it may eliminate or significantly reduce funding for services to small businesses. While many public entities and community colleges are reducing their workforce, the College is retaining and seeking qualified staff to help further its mission.

### **Serving Students, Community, Business and Industry by Seeking Independent Accreditation**

Achieving candidacy for independent accreditation in 2008 was an important milestone in the College's history. The budget continues to support expenditures that further this goal.

### **Serving Students, Community, Business and Industry with Instruction and Academic Support**

The instructional leadership team is implementing 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 budget includes expenditures to support additional course sections; expansion of the renewable energy program; development of career pathways in business and applied technology; 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.

### **Serving Students, Community, Business and Industry with the Career Pathways Initiative**

The College serves as the fiscal agent for the State-wide Director of Career Pathways who coordinates and provides technical assistance for pathways efforts at all 17 community colleges. The College is seen as a leader in implementing and integrating career pathways for students. The College will continue to seek State grants to continue work on this state-wide initiative.

### **Serving Students, Community, Business and Industry by Supporting Health Occupations**

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 supports funding for the medical assisting program, certified nursing assistant I

and II program, medication aid training, emergency medical technician training, and first aid, CPR and AED training.

### **Serving Students, Community, Business and Industry by Supporting Expansion of the Renewable Energy Technician Program**

The College's Renewable Energy Technician Program continues to offer high-quality graduates to industry partners who have continued to invest in the program through contributions of money and equipment. A three-year Department of Labor Community Based Job Training Renewable Energy Technology Grant funded expansion of the program. A State investment in construction of a renewable energy training lab building provided needed facilities to support the program. A Department of Energy Grant will provide funding for a training nacelle.

### **Developing Resources**

The College budget reflects the emphasis on fund-raising efforts to seek additional funding through a combination of partnership contributions, Federal and State sources, private foundations and through expanded activities of the Columbia Gorge Community College Foundation. College Foundation fund-raising will provide funding for scholarships as the College relies on contributions more than the General Fund to provide student scholarships.

### **Serving Students, Community, Business and Industry through College Expansion**

The proposed budget supports a period of expansion of college programs and facilities. As the College moved into the new Hood River-Indian Creek campus and the new Health & Sciences Building on The Dalles campus in 2008, the College experienced enrollment increases. The capital improvements to existing buildings will allow the College to provide appropriate facilities which support the achievement of the institution's mission and goals. Capital improvements and deferred maintenance projects within existing buildings are expected to continue through the summer and fall of 2009.

### **Sustaining the Mission by Building and Maintaining Infrastructure**

The 2005 Oregon Legislature appropriated State bonding authority of \$7.5 million for Columbia Gorge Community College and matched with \$7.5 million of the \$18.5 million general obligation bonds issued by the College in May 2005. The Capital Projects Fund accounts for the balance of the 2005 G.O. Bonds as capital construction continues through fiscal year 2009-2010. The State Capital Projects Fund will account for the balance of the \$7.5 million in State XI G bonds issued in spring 2007. The Deferred Maintenance Capital Projects Fund accounts for the balance of the 2009 "Go Oregon" stimulus projects as work continues through fiscal year 2009-2010. The Reserve Fund is budgeted to fund repair and maintenance work that cannot be funded by general obligation bonds.

### **PROPERTY TAX LEVIES**

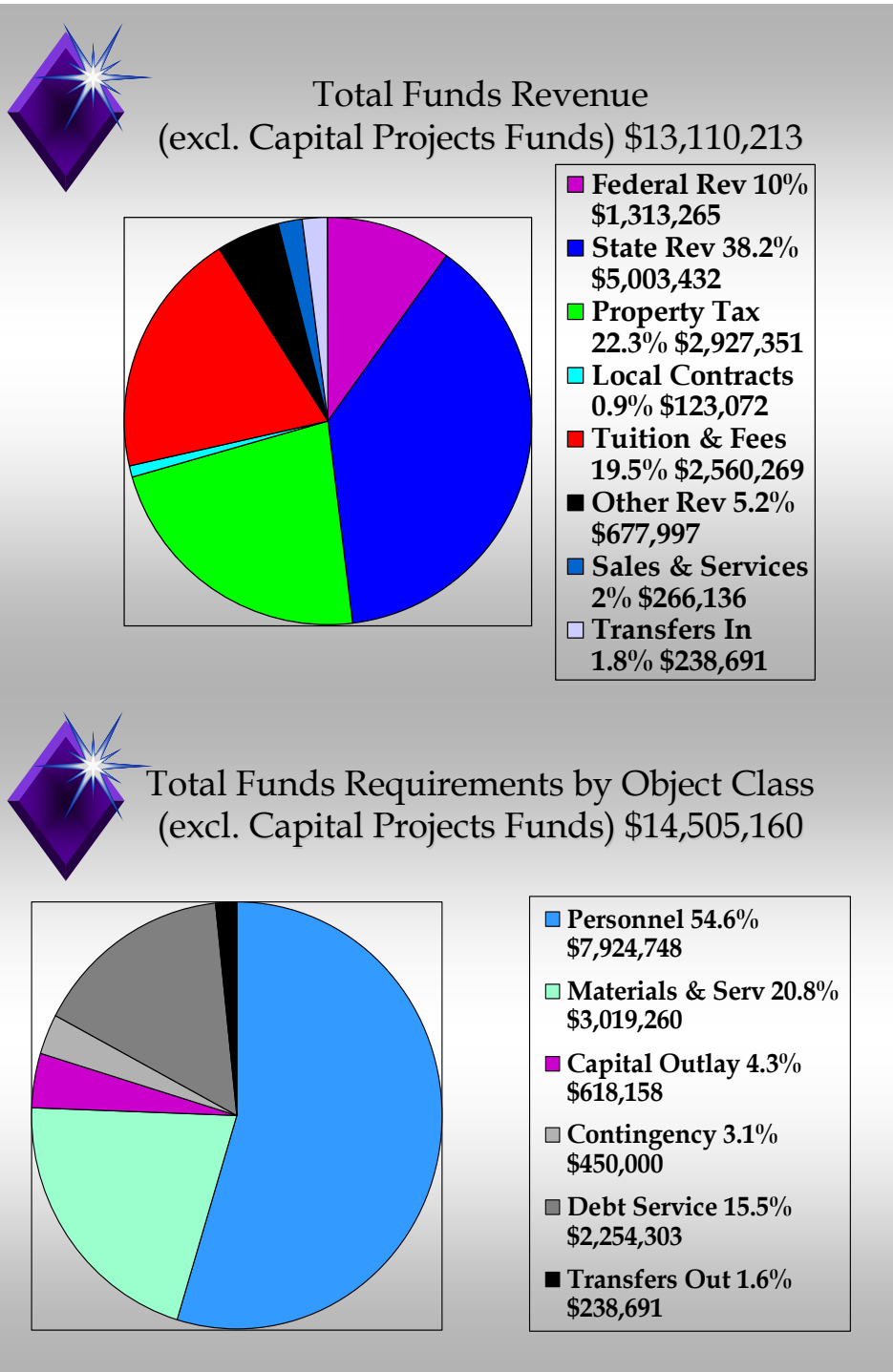
The Budget Committee and Board of Education are expected to approve the following property tax levies for 2009-2010.

- A permanent tax rate levy of \$0.2703 per \$1,000 of taxable assessed value for the Columbia Gorge Community College District.
- A property tax levy in the amount of \$792,679 for the Debt Service Fund - Wasco County General Obligation Bonds in Wasco County – The final bonds mature on June 1, 2013.
- A property tax levy in the amount of \$1,409,681 for the Debt Service Fund - District General Obligation Bonds in Hood River and Wasco Counties – The final bonds mature on June 15, 2025.



## SUMMARY

The 2009-2010 proposed budget represents the financial plan of the College for the first year of the 2009-2011 biennium. This budget supports the operation of new facilities on The Dalles and Hood River campuses. This budget includes planning for new processes and structures to support the College's steps toward independent accreditation. 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 College expects to continue its successful fund-raising efforts by increasing unrestricted and restricted gifts and seeking State and Federal grants that meet local and regional needs. The following charts summarize total proposed funds revenue and total proposed funds requirements by both function and object classification excluding capital projects funds.



# **BUDGET CONTENTS**

COLUMBIA GORGE COMMUNITY COLLEGE  
BUDGET CONTENTS

	Page
<b>100 GENERAL FUND</b>	
RESOURCES	1
REQUIREMENTS SUMMARY	4
SUMMARY OF GENERAL FUND EXPENSES BY OBJECT CODE	7
<b>INSTRUCTION</b>	
<b>GENERAL ACADEMIC INSTRUCTION</b>	
101 ARTS & HUMANITIES	8
102 BUSINESS ADMINISTRATION	10
103 CRIMINAL JUSTICE	12
104 EDUCATION	13
105 HEALTH AND WELLNESS	14
106 MATH	15
107 SCIENCE	17
108 SOCIAL SCIENCE	19
109 FIRST AID & CPR	21
<b>CAREER &amp; TECHNICAL EDUCATION PREP</b>	
121 COMPUTER APPLICATIONS/OFFICE SYSTEMS	22
122 COMPUTER SCIENCE	23
123 COMPUTER TECHNOLOGY	inactive 24
125 EMERGENCY MEDICAL TECHNICIAN PROGRAM	25
126 ENGINEERING	inactive 26
127 NURSING	27
128 OTHER PROFESSIONAL TECHNICAL	29
129 PRE-COLLEGE MATH	30
130 RENEWABLE ENERGY	31
131 MEDICAL ASSISTING	33
132 FUNDAMENTAL APPLIED CORE TECHNOLOGY	34
133 MEDICAL TERMINOLOGY	35
<b>CAREER &amp; TECHNICAL ED SUPPLEMENTAL</b>	
141 CERTIFIED NURSING ASSISTANT/CERTIFIED MEDICATION AIDE	36
142 SMALL BUSINESS DEVELOPMENT CENTER	37
143 SMALL BUSINESS MANAGEMENT	39
<b>PRE-COLLEGE (DEVELOPMENTAL EDUCATION)</b>	
161 BASIC SKILLS	40
ENGLISH AS A SECOND LANGUAGE/ENGLISH SPEAKERS OF OTHER	
162 LANGUAGES	42
163 POST SECONDARY REMEDIAL	43
<b>OTHER REIMBURSEABLE INSTRUCTION</b>	
171 ADULT CONTINUING EDUCATION	44
172 HEALTH AND SAFETY ADULT EDUCATION	45
173 SPANISH GED	46
<b>ACADEMIC SUPPORT</b>	
201 INSTRUCTIONAL ADMINISTRATION	47
202 ANCILLARY INSTRUCTIONAL SUPPORT	inactive 48
203 DISTANCE EDUCATION & INSTRUCTIONAL TECHNOLOGY	49
204 INSTRUCTIONAL STAFF DEVELOPMENT	50
221 LIBRARY	51
<b>STUDENT SERVICES</b>	
301 REGISTRATION AND ADMISSIONS	53
302 ADVISING	55

COLUMBIA GORGE COMMUNITY COLLEGE  
BUDGET CONTENTS

303 FINANCIAL AID ADMINISTRATION	56
304 CAREER SERVICES	57
305 STUDENT RECOGNITION	58
321 GED TESTING	59
331 STUDENT GOVERNMENT	60
332 PHI THETA KAPPA	61
<b>INSTITUTIONAL SUPPORT</b>	
501 GOVERNING BOARD	62
502 PRESIDENT'S OFFICE	63
503 PUBLIC INFORMATION AND COMMUNICATIONS	65
504 ELECTIONS	66
505 ACCREDITATION	67
511 BUSINESS OFFICE	68
512 INSURANCE LEGAL AUDIT	70
521 HUMAN RESOURCES	71
531 RESOURCE DEVELOPMENT	73
541 INFORMATION TECHNOLOGY SERVICES	74
551 COMMUNICATIONS	76
<b>FINANCIAL AID</b>	
601 FINANCIAL AID	77
<b>PLANT OPERATION AND MAINTENANCE</b>	
701 FACILITIES SERVICES	78
702 BUILDING MAINTENANCE	80
703 GROUNDS MAINTENANCE	81
704 CUSTODIAL SERVICES	82
705 UTILITIES	83
<b>CONTINGENCY</b>	
911 CONTINGENCY	84
<b>DEBT SERVICE</b>	
921 DEBT SERVICE	84
<b>TRANSFERS</b>	
931 TRANSFERS	84

COLUMBIA GORGE COMMUNITY COLLEGE  
BUDGET CONTENTS

<b>SPECIAL REVENUE FUNDS - INSTRUCTION</b>	Page
<b>GENERAL ACADEMIC INSTRUCTION</b>	
201 DISTANCE LEARNING INCENTIVE GRANT	inactive 86
202 MEYER MEMORIAL TRUST GRANT	inactive 87
<b>CAREER &amp; TECHNICAL EDUCATION</b>	
210 CARL D PERKINS TITLE I	88
211 NURSING PROGRAM SPECIAL FUND	inactive 90
212 DEPARTMENT OF LABOR NURSING GRANT	inactive 91
214 WIND TURBINE MAINTENANCE TECHNICIAN TRAINING CONTRACT	inactive 92
215 GOVERNOR'S STRATEGIC TRAINING FUND GRANT	inactive 93
216 HEALTH OCCUPATIONS CUSTOMIZED TRAINING	94
217 PERKINS RESERVE FUND	95
DEPARTMENT OF LABOR CBJT RENEWABLE ENERGY TECHNOLOGY	
218 GRANT	96
FUNDAMENTAL APPLIED CORE TECHNOLOGY NEEDS ASSESSMENT	
219 CONTRACT	inactive 98
220 LOCALLY DEVELOPED TECHNICAL SKILL ASSESSMENT GRANT	99
221 DEPARTMENT OF ENERGY GRANT	100
<b>CAREER &amp; TECHNICAL EDUCATION - SBDC</b>	
225 CUSTOMIZED TRAINING	101
226 CORPS OF ENGINEERS	inactive 103
227 SBDC PROGRAM INCOME	104
228 FEDERAL SBA SBDC GRANT	106
229 STATE SBDC GRANT	107
230 FUNDAMENTALS OF CAREGIVING	109
231 OREGON INVESTMENT BOARD SBDC GRANT	inactive 110
<b>DEVELOPMENTAL EDUCATION - FEDERAL SOURCES</b>	
240 TITLE II AEFLA COMPREHENSIVE GRANT	111
241 ACCOUNTABILITY GRANT	112
242 PROGRAM IMPROVEMENT GRANT	113
243 TUTORING GRANT	114
244 ENGLISH LANGUAGE CIVICS GRANT	115
245 OREGON PATHWAYS FOR ADULT BASIC SKILLS	116
<b>DEVELOPMENTAL EDUCATION - LOCAL SOURCES</b>	
251 GORGE LITERACY	117
252 TANF LIFE SKILLS CONTRACT	inactive 118
<b>NON REIMBURSEABLE INSTRUCTION</b>	
265 NON REIMBURSEABLE COMMUNITY EDUCATION	119
266 ELDERHOSTEL PROGRAM	120
<b>SPECIAL REVENUE FUNDS - STUDENT SERVICES</b>	
268 CAREER READINESS CERTIFICATE IMPLEMENTATION GRANT	121
269 OREGON STUDENT ASSISTANCE COMMISSION (OSAC) PROGRAM	inactive 122
270 INCENTIVE GRANT 07-09 CAREER PATHWAYS	inactive 123
271 INCENTIVE GRANT-CAREER TRANSITIONS PATHWAY	inactive 124
272 INCENTIVE GRANT-CAREER FOCUS PUBLICATION	inactive 125
274 INCENTIVE GRANT 2005-2007	inactive 126
<b>SPECIAL REVENUE FUNDS - PUBLIC SERVICE</b>	
275 OREGON CHILD CARE RESOURCE & REFERRAL NETWORK	128
276 CHILD CARE RESOURCE & REFERRAL	130
277 DEPARTMENT OF HUMAN SERVICES INTEGRATED CHILD CARE GRANT	131

COLUMBIA GORGE COMMUNITY COLLEGE  
BUDGET CONTENTS

278 CO-CURRICULAR ACTIVITIES FUND		132
279 REGIONAL WORKFORCE BOARD	inactive	133
280 WASCO COUNTY INTER-GOVERNMENTAL AGREEMENT	inactive	135
281 OREGON CAREER PATHWAYS	inactive	136
282 WASCO COUNTY CHILD CARE DEVELOPMENT BLOCK GRANT	inactive	137
283 CAREER PATHWAYS PROGRAM INCOME FUND		138
284 PATHWAYS INITIATIVE STATE-WIDE DIRECTOR GRANT		139
286 PATHWAYS INITIATIVE PROJECTS & TECHNICAL ASSISTANCE GRANT		142
287 MANUFACTURING CAREER PATHWAYS TECHNICAL ASSISTANCE GRAN	inactive	143
288 OREGON COUNCIL FOR THE HUMANITIES GRANT		144
289 HOOD RIVER COUNTY CHILD CARE DEVELOPMENT BLOCK GRANT	inactive	145
 <b>SPECIAL REVENUE FUNDS - INSTITUTIONAL SUPPORT</b>		
285 INSURANCE FUND		141
 <b>SPECIAL REVENUE FUNDS - NONOPERATING</b>		
295 RESIDENTIAL LEASE FUND	inactive	146
296 BUILDING LEASE FUND		147
297 FOOD SERVICE		149
 <b>CAPITAL PROJECTS</b>		
301 CAPITAL PROJECTS FUND		150
302 STATE CAPITAL PROJECTS FUND		152
303 RENEWABLE ENERGY LAB CAPITAL PROJECTS FUND	inactive	153
304 DEFERRED MAINTENANCE CAPITAL PROJECTS FUND		154
 <b>DEBT SERVICE</b>		
401 DEBT SERVICE FUND WASCO GO BONDS		155
402 DEBT SERVICE FUND DISTRICT GO BONDS		156
451 DEBT SERVICE FUND PENSION BONDS		157
 <b>RESERVE FUNDS</b>		
501 RESERVE FUND - FACILITIES & GROUNDS MAINTENANCE		158
 <b>ENTERPRISE</b>		
601 COLLEGE BOOKSTORE		159
 <b>FIDUCIARY</b>		
701 HOSPITALITY FUND		161
711 ENVIRONMENTAL CLUB FIDUCIARY FUND		162
712 PHI THETA KAPPA FIDUCIARY FUND		163
713 STUDENT COUNCIL FIDUCIARY FUND		164
714 STUDENT NURSE ASSOCIATION FIDUCIARY FUND		165
715 JAPANESE CLUB		166
716 DELTA ENERGY CLUB		167





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