

2009 Self Study



Columbia Gorge Community College

Building Dreams, Transforming Lives



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



COLUMBIA GORGE COMMUNITY COLLEGE

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September 15, 2009

Dear Visiting Accreditation Team Members,

On behalf of Columbia Gorge Community College, I would like to welcome you to the Columbia Gorge region, an area that we have proudly served for 32 years. The history of the region as a central gathering and trading hub continues to this day, as residents across a 10,000 square mile area have access to quality learning, training, and service.

Strong partnerships — locally, regionally, and nationally — competitively position our students and constituencies to meet the challenges of the 21st century. Throughout the region, the college is recognized for its personalized service and focus on “making a difference” based on our core values of respect, community focus, integrity, excellence, and commitment to learning.

I want to thank the Board of Education, Accreditation Co-Chairs, Steering Committee, Standard Co-chairs, committee members, and the entire college community for their eagerness and energy in preparing us for this second candidacy visit for independent accreditation.

Sincerely,

Dr. Frank K. Toda
President

Preface

Columbia Gorge Community College (CGCC) was granted candidacy status by the Northwest Commission on Colleges and Universities (NWCCU) in July 2008. The process began in 2006 when the College Board of Education passed a resolution to seek independent accreditation. CGCC has contracted with Portland Community College (PCC) for its accreditation since it first opened its doors in 1977.

For the purposes of strategic planning, Dr. Ron Baker, Executive Vice-President of the Commission, came to the College on September 1, 2009 to meet with the Executive Team, Department Chairs, Directors, Coordinators, and selected staff to present the new NWCCU standards. After the November 2009 accreditation visit, Dr. Baker will return to give a presentation to all college faculty and staff in preparation for the 2011 visit. The College will then begin work on selecting its Core Themes.

During spring term 2009, the Accreditation Co-Chairs worked with CGCC staff to develop a CGCC-PCC Accreditation Plan to assure adequate progress in developing necessary infrastructure for independent accreditation and to ensure that Policy A-6 requirements for PCC are maintained. Administrative staff from both colleges met to review the plan.

The college community continues to embrace seeking independent accreditation with excitement and dedication. The President, Accreditation Co-Chairs, and selected faculty and staff attend the annual Commission and self-study meetings each year. Many of the 2008 accreditation committee members willingly continued in their roles and activities moving the College forward in this important work. The majority of the standard committees were chaired by a faculty member and a staff member. The Steering Committee membership included faculty and staff, and the editor was a faculty member and chair of the Writing, Literature and Foreign Language Department.

The goals for the 2009 self-study were to 1) continue the comprehensive study of the major functions of the College; 2) identify new strengths, challenges, and recommendations; 3) report on progress in meeting the 2008 recommendations by the College and NWCCU visiting team; and 4) demonstrate that the College has most of the necessary infrastructure in place or is in the process of implementation to be independent. The data year for the 2009 study is 2008-09. Accreditation at CGCC continues to be an inclusive, college-wide activity and has become an important component in meeting the mission of the College.

Self Study Committee Structure

Accreditation Liaison Officer

Dr. Susan Wolff

Co-Chairs

Karen Carter – Oversight of Standards 1, 3, 6, 7, & 8

Dr. Susan Wolff – Oversight of Standards 2, 4, 5, & 9

Steering Committee – Makes recommendation of decisions and products to the Executive Leadership Team. Final decisions made by Dr. Toda and the CGCC Board of Education.

Members of this team are:

Karen Carter – Administrator
Tim Schell – Full-time Faculty
Susan Lewis – Staff/Faculty
Kayleen Warner-Arens — Staff

Dr. Susan Wolff – Administrator
Dan Ropek – Full-time Faculty
Linda Quackenbush – Staff

Self Study Editor

Tim Schell

Document Designer

Susan Lewis

Documents Manager

Jenifer Halter

Meeting Coordinators

Charlotte Lavender – Faculty and staff
Tria Bullard—Board of Education

Mary Martin – Students

Standard Teams

Standard 1 – Missions and Goals, Planning, and Effectiveness

Standard Co-Chairs

Susan Lewis – Staff/Faculty

Mary Kramer – Staff

Committee Members

Mary Martin, Bill Bohn, David Wagenblast, Israel Ayala (Student)

Standard 2 – Educational Programs and Effectiveness

Standard Co-Chairs

Mike Taphouse – Staff

John Evans – Full-time Faculty

Committee Members

Brook Maurer, Suzanne Burd, Paula Ascher, Tracy Scharn, Rob Kovacich, Kaylene Herman, Julie Belmore, Mostafa Mandi

Standard 3 – Students

Standard Co-Chairs

Lori Ufford – Staff

Lynn Lewis – Adjunct Faculty

Committee Members

Sara Viemeister, Anthony Dunne, Richard Parker

Standard 4 – Faculty

Standard Co-Chairs

Dave Mason – Staff

Dr. David Wild – Adjunct Faculty

Committee Members

Mayrie Cox, Abel Wolman, Kathy McGregor, Diane Uto, Andrea Lepinski

Standard 5 – Library and Information Resources

Standard Co-Chairs

Rosemary Ross – Staff

Scott Stein — Adjunct Faculty

Committee Members

Diane Uto, Katie Wallis, Lori Saito, Adam Gietl, Angie Schultze (Student)

Standard 6 – Governance and Administration

Standard Co-Chairs

Martha Dell – Staff

Susan Lewis – Staff/Faculty

Committee Members

Yukari Birkett, Dan Ropek, Tria Bullard, Israel Ayala (Student)

Standard 7 – Finance

Standard Chair

Saundra Buchanan – Staff

Committee Members

Kella Helyer, Jessica Griffin-Conner, Darlene Marick, Crystal Emig (Student)

Standard 8 – Physical Resources

Standard Co-Chairs

Linda Quackenbush – Staff

Kayleen Warner-Arens — Staff

Committee Members

Alan Bailey, Bruce Krause

Standard 9 – Institutional Integrity

Standard Co-Chairs

Dan Spatz – Staff

Dr John Copp – Full-time Faculty

Committee Members

Dr. Ernie Keller, Jean Ewald, Annette Byers, Tria Bullard, Carlos Enrique (Student)

Other Accreditation Visit Support

Transportation and logistics coordinator — Dan Spatz

Hospitality — Darlene Marick, Sharyn Anderson, Cindy Crampton

Information Technology — Bill Bohn, Chris McQuade, Steve Wadsworth, Adam Gietl

Facilities — Jim Austin, Christie Roy, Ino Olivan, Richard Dunlop, Debra Kochis, Pamela Hill, Brian Fix, Donald Knapp, Mitchell Murray, Rosina Loera, Russ Erlenbush, Jorge Basilio

General — Jessica Griffin-Conner, Linda Quackenbush, Martha Dell, Dave Mason, Mary Kramer, Kella Helyer, Sandra Buchanan, Susan Lewis

Glossary of Terms

<u>Acronym</u>	<u>Definition</u>
AAOT	Associate of Arts Oregon Transfer Degree
AAS	Associate of Applied Science
ABE	Adult Basic Education
ACT	American College Testing
ADA	Americans with Disabilities Act
ADAAG	ADA Accessibility Guidelines
AED	Automatic External Defibrillator
AFL-CIO	American Federation of Labor and Congress of Industrial Organizations
AFT	American Federation of Teachers
AMP	Academic Master Plan
AS	Associate of Science
ASC	Academic Standards Committee
ASCGCC	Associated Students of Columbia George Community College
ASOT	Associate of Science Oregon Transfer Degree
ASOT-BUS	Associate of Science Oregon Transfer in Business
ASSET	Student Placement Test
BANNER	Portland Community College Student Information System
BS	Bachelor of Science
CAMP	College Assistance Migrant Program
CAO	Chief Academic Officer
CC	Curriculum Committee
CCP	Child Care Partners
CCSSE	Community College Survey of Student Engagement
CEU	Continuing Education Unit
CFO	Chief Financial Officer
CGCC	Columbia Gorge Community College
CIAO	Chief Institutional Advancement Officer
CIS	Career Information System
CMMS	Computerized Maintenance Management System
CNA	Certified Nursing Assistant
COMPASS	Student Placement Test
CSSO	Chief Student Services Officer
CTC	Certified Training Center
CTE	Career and Technical Education
CTSO	Chief Talent and Strategy Officer
DAACC	Director of Academic Advising and Career Counseling
DD214	Certificate of Release or Discharge from Active Duty
DLITC	Distance Learning and Instructional Technology Coordinator
DLS	Director of Library Services

DOL	Department of Labor
DP	Degree Partnership
DSHS	Department of Social and Human Services
ECE	Early Childhood Education
ECS	Electronic Communications System
EET	Electronic Engineering Technology
EIR	Electronic Information Resources
ELT	Executive Leadership Team
EMS	Emergency Medical Services
EMT	Emergency Medical Technician
EOE	Equal Opportunity Employer
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
FAR	Federal Acquisition Regulation
FEA	Faculty Excellence Award
FERPA	Family Education Rights and Privacy Act
FMP	Facilities Master Plan
FTE	Full-Time Equivalency
FY	Fiscal Year
GASB	Government Accounting Standards Board
GED	General Education Diploma
GO	General Obligation
GPA	Grade Point Average
HR	Human Resources
HR-ICC	Hood River-Indian Creek Campus
HRVHS	Hood River Valley High School
IC	Information Commons
ILS	Integrated Library System
ILT	Instructional Leadership Team
IPEDS	Integrated Postsecondary Education Data System
IT	Information Technology
ITC	Instructional Technology Council
ITS	Information Technology Services
LBCC	Linn-Benton Community College
LPN	Licensed Practical Nurse
MD & A	Management's Discussion & Analysis
MSDS	Material Safety Data Sheets
MWS	Mountain Writer Series
NEA	National Education Association

NLN	National League of Nursing
NOTA	Notice of Teaching Assignment
NWCCU	Northwest Commission on Colleges and Universities
OAR	Oregon Administrative Rules
OCCA	Oregon Community College Association
OCCURS	Oregon Community College Unified Reporting System
OCCWD	Office of Community Colleges and Workforce Development
OCLC	Online Computer Library Center
OEA	Oregon Education Association
OIT	Oregon Institute of Technology
OMB	Office of Management and Budget
OR-OSHA	Oregon Occupational Safety and Health Division
ORS	Oregon Revised Statutes
OSBA	Oregon School Boards Association
OSU	Oregon State University
OUS	Oregon University System
PASS	Promoting Access to Student Success
PCC	Portland Community College
PERS	Public Employees Retirement System
PSL	Public Services Librarian
PSU	Portland State University
PTK	Phi Theta Kappa
QM	Quality Matters
RET	Renewable Energy Technology
RFOC	Revised Fundamentals of Caregiving
RMV	Real Market Value
RN	Registered Nurse
SA	Study Abroad
SAC	Subject Area Committee
SAN	Storage Area Network
SBDC	Small Business Development Center
SNA	Student Nursing Association
STEM	Science, Technology, Engineering, Mathematics
SWOT	Strength, Weaknesses, Opportunities and Threats
TDWHS	The Dalles-Wahntonka High School
WIA	Workforce Investment Act

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Executive Summary

Introduction

Columbia Gorge Community College (CGCC) is one of seventeen comprehensive community colleges in the State of Oregon where each college is locally controlled rather than a member of a state community college system. The college's taxing district covers most of Wasco and Hood River counties. Voters in the district have passed two construction bond elections in support of the College. The first election in 1993 when the College moved to its current campus in The Dalles and again in 2004 for new construction and renovation on The Dalles campus and purchase of property in Hood River on which to build its first permanent building. New construction was completed in 2008. Renovations are continuing through the 2009-10 academic year. The CGCC service region is approximately 10,000 square miles with a total population of 81,000 encompassing not only Wasco and Hood River counties but also Sherman, Gilliam, and Wheeler counties in Oregon and Klickitat and Skamania counties in Washington.

The data year used for this self-study was primarily 2007-08. If more current data from the 2008-09 year was available at press time, it is noted as such. The unduplicated head count served by the College in 2007-08 was 5141 with a full-time equivalency (FTE) of 981.24. Enrollment and FTE numbers adjust with regional employment activities and state policy for reimbursement. The College has an average 2% growth rate since moving to its current location in 1994. For the 2007-08 year, 46.1% of the annual FTE was earned in the Lower Division Collegiate category, 34.9% in Career and Technical Education programs, and 15.7% in the area of Development/Pre-College Education, with the remainder being earned in Adult Continuing Education. Total FTE for 2008-09 increased 11% over the previous year to 1090.26. This would bring the average growth rate closer to 3%.

The average age of the college's students is 38 years old with the average age for full-time students being almost 29 years old. Of students reporting ethnicity, 12.5% of all students are Hispanic with 85.6% being Caucasian and the remaining representing Native American, Asian, and African American. Gender distribution is 59.8% female for all students taking classes and 68.6% of credit seeking students.

Accreditation Process

Until 2006, when CGCC's Board of Education passed a resolution to seek independent accreditation, the College has contracted with Portland Community College (PCC) for its accreditation with the Northwest Commission on Colleges and Universities (NWCCU). In January 2007, the Commission approved CGCC's request to seek candidacy status, which was granted in July 2008. College faculty and staff continue to assess the College across the nine NWCCU standards, and address its own self-study recommendations as well as those made by the Commission. The College will use the new standards for its 2011 visit. The administration, faculty, and staff of Portland Community College continue to fully support CGCC as outlined in the contract between the two colleges and in seeking independent status.

Accreditation Co-Chairs, a Steering Committee, and Standard Co-Chairs were appointed in February 2007 for the first self-study, and the majority volunteered to continue their work for

this self-study. The Standard Co-Chairs and committee members represent both faculty and staff.

The focus for this self-study was to assess the college's progress in addressing the four recommendations given by the Commission and the college's recommendations from the 2008 self-study. The standard committees also identified new strengths, challenges, and gave recommendations as part of their analysis and synthesis work for each standard. The complete findings are included in each of the standard sections in the self-study document.

College Progress toward Independent Accreditation

The remainder of the Executive Summary will discuss findings of the self-study related to the four NWCCU recommendations given in 2008.

Recommendations

1. The committee recommends regular assessment of all educational programs, including the identification and systematic assessment of learning outcomes for each degree and certificate program. (2.B.1, 2.B.2, Policy 2.2)

As a contracting college with PCC, Columbia Gorge Community College adheres to PCC's core, program, and course outcomes, and follows their policies and practices. In preparation for becoming independently accredited, CGCC faculty is currently analyzing retention of PCC program and course outcomes, developing new outcomes, or some of each. The faculty is also developing the necessary infrastructure to address assessment of program and course outcomes.

Program Review

All CGCC programs follow PCC established policy and practice for program review. These typically occur on a three- or four-year cycle. CGCC faculty participate in those reviews and bring resulting changes to the programs being offered at CGCC. Two programs at CGCC, Nursing and Renewable Energy Technology, were developed as independent programs with approval by PCC. Decisions for the programs were based on local business and industry need. The Nursing program underwent an extensive review by the Oregon State Board of Nursing (OSBN) in 2006 and was granted OSBN accreditation for eight years. The Renewable Energy Technology program is beginning its third year. Due to receipt of U.S. Department of Labor funds for the program, its outcomes are reported on a quarterly basis. The Pre-College programs will be undergoing a state program review in October 2009. A faculty committee to develop policies, procedures, and time lines for internal program reviews was formed during Spring 2009 and will begin their work in Fall 2009. The General Education faculty department chairs have also begun a program assessment.

Other important components of program review at CGCC are mid-term check-ins with students enrolled in the two newest programs at the College, Medical Assisting and Renewable Energy Technology, and advisory committee input for other Career and Technical programs. These two activities in addition to course evaluations completed by students for each class each term provide frequent input that affirms relevancy and currency of these programs.

Learning Outcomes

In preparation for independent accreditation, a sub-committee of the faculty department chairs developed CGCC Core Outcomes, an Education Philosophy Statement, and a General Education Philosophy Statement during the 2008-09 academic year. These were reviewed and adopted by the Chief Academic Officer, the Executive Leadership Team, and the Board of Education. The above will serve as a solid foundation for the development of rubrics to assess program, course, and student learning outcomes.

Outcomes and assessment were the primary focus for faculty in-service activities in 2008-09 including invited presentations by faculty from Lane and Portland Community Colleges to describe their assessment processes. The Chief Academic Officer and the Director of Transfer and Pre-College Programs have been participating with a state-wide group related to outcomes and assessment as a means to guide CGCC faculty in the development of CGCC's program and course outcomes. The Fall 2009 faculty in-service is being planned to reinforce the importance of well prepared outcomes that are measured in a variety of ways to determine effectiveness of instruction and support in helping students achieve their learning goals.

Assessment of Learning Outcomes

As part of the plan to develop rubrics for assessment of program and learning outcomes, two CGCC faculty members participated on PCC's Assessment Advisory Council during the 2008-09 academic year. The goal of the Council was to learn about assessment methodologies and chart its course for assessment activities at PCC. Taking what was learned from the activities described in the previous section, faculty in-service activities for 2009-10 will continue the emphasis on understanding of authentic and diverse assessment activities. The Department Chairs and Curriculum Committee members will be driving the development of CGCC program and course outcome guidelines, rubrics for assessment, and begin review of all syllabi. The planning document to guide this work is the CGCC-PCC Independent Accreditation Planning Time Line that was developed in Spring 2009.

2. The committee recommends that the College ensures regular and systematic evaluations that lead to improved institutional effectiveness. (1.B, 3.A.3., 7.A.2, Policy 2.2)

During the Fall 2008, Executive Leadership Team (ELT) Off-Site meeting, the nine college-wide goals were reviewed and the team determined that the term "key focus area" was a more relevant descriptor than "goal" and changed the terminology of "objective" to "goal." ELT members identified goals for their area for the 2008-09 year. To support this work an electronic charter system was designed, developed, and adopted. Each of the college departments will be trained in its use during 2009-10 with implementation occurring in stages.

The College President prepared a work plan to address the four recommendations given by NWCCU as they relate to Standards 1, 6, and 9. Engagement in and progress toward development of an updated strategic plan remains a challenge for a variety of reasons. The updating of the Academic Master Plan was moved from the 2008-09 year to the 2009-10 year. The process used to update the plan will involve updating demographic and workforce data for the region, conducting individual interviews with local and regional business and industry

leaders, holding focus group sessions with currently served populations and those identified as being underserved, compiling and analyzing the results, and holding a review and consensus session with a larger, regional-based group of leaders. This work will be completed by Spring 2010. The results of this work will guide the update of the Facilities Master Plan.

Concurrently, the College will continue its routine assessment activities including the annual Student Profile, the Institutional Effectiveness Indicators Report, the Community College Survey of Student Engagement, and providing data for the Oregon Community College Unified Reporting System, the Campus Crime Report, and Integrated Postsecondary Education Data System as well as data needed for grant and other reports. This data is used consistently by the ELT members for planning, assessment, and budgeting.

To address this recommendation, an Institutional Assessment Committee, made up of faculty and staff, was formed in 2009. Currently its members are researching national models to form policy and guidelines for college-wide assessment. As an “umbrella” group, it will have responsibility for gathering all assessment activities at CGCC and identifying indicators to measure institutional effectiveness.

3. The committee recommends that the College regularly evaluate and revise its policies, procedures, and publications to ensure currency across all areas of the institution. (9.A.2, Policy 3.1)

Each college department is authorized to develop its own policies and procedures which are taken to the ELT for review and recommendation to be presented to the Board of Education for its review and action. Each year, the College files any policy revisions and a statement of continuing policies to the Oregon Department of Community Colleges and Workforce Development. The Administrative Assistant to the President, ELT, and Board of Education is developing processes for development, implementation, and documenting Board policies decisions. It is also recommended that the Board conduct a comprehensive review of all Board policies which were last reviewed in 2005.

College publications, including the web, catalog, quarterly schedule of classes, media advertisements, and information pieces all include EOE and Affirmative Action statements following the establishment of a publications procedure/check-list as a result of the State Department of Education’s Perkins Civil Rights review.

4. The committee recommends that as the College aspires to become less reliant on the infrastructure of Portland Community College, and as it opens a new campus in Hood River, it needs to build the institutional infrastructure to effectively respond to these increased complexities. (1.A.4, 2.A.7, 4.A.2, 4.A.5)

As part of its strategic planning process and in preparation for being independently accredited, the Chief Talent and Strategy officer will conduct a survey of processes and procedures at high performance colleges that are similar in size and located in a rural setting during Summer 2009. The survey results will be compared to a summary of CGCC processes and procedures identified Fall 2009. The ensuing gap analysis will guide future strategic planning and development of needed infrastructure.

In 2007, the Chief Academic Officer developed an Instructional Governance Model that includes Department Chairs for its academic program areas, a Curriculum Committee, and an Academic Standards Committee. The chairs were initially elected in 2007 by the faculty in the respective departments. After an initial 18 month pilot, revisions were made to the department make-up and term of office. New elections have been held.

CGCC implemented its own Curriculum Committee in the 2008-09 academic year. The committee will have primary responsibility to review the appropriateness and integrity of course and program offerings; approve initial course/program development, changes, and deletions; and will also serve to approve new and revised certificates and degrees. The committee developed forms for submission of the above requests. In keeping with the NWCCU Policy A-6 and until approval by PCC and the Commission, all curriculum, degrees, and certificate development and revisions will continue to be approved by PCC faculty committees.

In 2008-09, CGCC established an Academic Standards Committee as part of its Instructional Governance Model. The charge of this committee is to make recommendations for academic standards policy and procedures. This work is part of strengthening the CGCC infrastructure in preparation for independent accreditation.

During the 2008-09 year, the committee reviewed and will develop policies and procedures related to satisfactory academic progress (continuation, termination, and re-admission) and grade change. Once the committee work has been completed, these policies will be taken to the CGCC Board of Education for approval and adoption.

When the Hood River campus opened in Fall 2008, the Transfer and Pre-College Director was assigned to work at the new campus three days per week and the Chief Academic Officer works there one day per week. Two full-time, general education faculty are assigned to offer classes and tutoring at the Hood River campus and two other full-time, general education faculty split their teaching assignments between The Dalles and Hood River campuses. These assignments provide support for faculty and ensure that faculty evaluation processes are consistent across both campuses. Adjunct faculty teach at either or both campuses. Library staff provide library and information services two times per week and an instructional administrative assistant has been trained to provide some library and information services during the rest of the week.

A full-time student advisor was hired to be in Hood River each day and the Career Pathways advisor works there three days per week. Representatives from the Small Business Development Center, Child Care Partners, and the Coordinators of Adult Continuing Education and Distance Learning and Information Technology each conduct business on both campuses. A full-time Facilities Services person is assigned to the Hood River Campus. The CGCC Student Council and Phi Theta Kappa hold events at both campuses.

An integrated email and voice communications system links the two campuses. The use of RogueNet as the college's integrated administrative software ensures that all budget and business information, registration, and course data transactions and processes provide just-in-time data at both campuses. Book sales will be available at the Hood River campus beginning Fall 2009.

Summary

Committee members conducted a full review of the College across their assigned standard elements and policies. In addition, they did an analysis of progress toward meeting the initial CGCC recommendations in the 2008 self-study. The Executive Summary synthesized their work as it related to the four NWCCU 2008 recommendations. As evidenced in the summary, considerable progress has been made in meeting the college's own recommendations, those of the NWCCU, and developing and implementing accreditation specific action plans and infrastructure in preparation for being independently accredited. A more detailed analysis and synthesis of each standard may be found in the main body of the self-study document.

The College expresses its appreciation to PCC and the CGCC Board of Education for their continued support, to the CGCC faculty and staff involved in the journey, and the Commission and Visiting Team for their guidance. The College looks forward to using the new NWCCU Standards for its 2011 visit.

Standard 1



Institutional Mission & Goals, Planning & Effectiveness



Standard One: Institutional Mission and Goals, Planning and Effectiveness

Introduction

Located at the east end of the Columbia Gorge National Scenic Area, the Columbia Gorge Community College (CGCC) official district includes Wasco and most of Hood River Counties. In addition, CGCC serves five surrounding counties: Wheeler, Gilliam, and Sherman in Oregon, and Klickitat and Skamania in Washington, an area of approximately 10,000 square miles. The service area is primarily rural with a total population of just over 81,000. CGCC provides services from two primary campuses located in The Dalles and Hood River, Oregon, with additional off-campus classes.

CGCC currently offers a full range of courses, including collegiate transfer, career and technical education, pre-college, community education, degree completion, customized training, and certificate programs. It delivers college credit instruction, certificates and degrees through its contract with Portland Community College (PCC) which 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. CGCC contracts with PCC for many instructional, financial aid and student record services.

In the thirty-one years since its opening in 1977, CGCC has grown considerably. Fall term, 2008, CGCC offered 198 credit and 187 non-credit course sections with 2,210 students attending classes for a total of 322.60 FTE, and 19 full-time and 100 adjunct faculty were employed. Finally, to ensure smooth operation, the College employed 63 full-time and 18 part-time administrators and staff.

1.A Mission and Goals

The mission of CGCC serves as a directive for the goals and activities of the College. The College's mission reflects its commitment to providing educational and growth opportunities for individuals and businesses located in the Mid-Columbia region. In addition, CGCC's mission is further elaborated by its vision statement, core values, and key focus areas.

A culture based on mission, vision, values and goals is fostered by the president and supported by the Board. College activities, new and on-going, are assessed as to their relevance to the College's mission. This process of evaluation is carried out at all levels of the institution, from the Board of Education, the president, the Executive Leadership Team, through faculty, staff and students.

Mission Statement:

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

Vision:

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

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.

1.A.1 Formation and Review of Mission and Goals

The current College Mission Statement was developed and approved by the CGCC Board of Education in 2003 and guides college planning and the setting of institutional priorities.

Beginning in April of 2003, focus groups worked on revising the mission statement and prioritizing institutional values. From these activities, the current mission statement was developed and approved by the Board (See EV 1.A.1.1). The Mission Statement and goals were reviewed once again at the Academic Master Planning sessions in spring of 2005. The overwhelming consensus of the planning group was that the mission of “*Columbia Gorge Community College builds dreams and transforms lives by providing lifelong educational programs that strengthen our community*” best described CGCC as a small college that provides personalized learning. The Mission Statement was retained without modification (See EV 1.A.1.2). *Building dreams, transforming lives* has emerged as an abbreviated version of the Mission Statement that is used in college promotional materials and is recognizable throughout the community.

It is the intention of the Executive Leadership Team to annually review the college mission, vision, and key focus areas during an off-site planning retreat. However, a formalized timeline for this review has not been established. Outside of ELT, CGCC advisory committees, composed of staff, faculty, and community members, play a role in ensuring that the Mission Statement aligns with the needs of the communities served. In addition, the Academic Master Plan, which is scheduled to be updated every three years, includes input from community focus groups on the college’s mission, vision and key focus areas. Ultimately, any modifications in the mission require approval by the Board of Education.

1.A.2 Publication and Dissemination of the College Mission

The College Mission Statement, vision and values are published and disseminated through the College Catalog, website, and quarterly Schedule of Classes, the latter of which is mailed to 38,000 households in the College’s service area. In addition, the college mission, in its entirety or its shortened version, is printed in the Student Handbook, Faculty Handbook, brochures, advising materials, departmental information, and stated in public service announcements. The mission, vision, values and key focus areas are posted in all campus classrooms (See EV 1.A.2.1).

In 2008, the CGCC Marketing Committee was established to develop a marketing plan and to design guidelines for promotional and informative materials. Training was offered to administrators, staff, and faculty on the creation of these types of materials, including a segment on required elements and use of mission statement (See EV 1.A.2.2). In the past few years, the inclusion of the College Mission Statement on documents has increased.

A 2009 survey of college staff and faculty revealed that out of 79 respondents, 98.7% feel that they understand the College’s mission and 93.7% understand how their work contributes to the mission. 97.5% of these employees have a clear understanding of CGCC's vision, values and goals, with 79.7% feeling that the vision is realistic and achievable. 74.7% feel that decisions made by CGCC's governing bodies are true to our mission (See EV 1.A.2.3).

1.A.3 Public Documentation of Accomplishment of Mission and Goals

The College Catalog and Schedule of Classes provide information on degrees and programs, course offerings and descriptions, special instructional programs and services, student services,

and admissions and registration. The Student Handbook introduces students to the services available to them upon entry to the College and throughout their enrollment (See EV 1.A.3.1-3).

Each August, the Chief Student Services Officer compiles and presents to the CGCC Board of Education the annual Student Profile, describing student enrollment, demographics, financial aid statistics, and the number of degrees and certificates awarded for the previous academic year (See EV 1.A.3.4-5). Board meetings are open to the public, and, as a public document, this information is available upon request through Student Services.

Annually, the Chief Financial Officer (CFO) provides the Board of Education with the Report on Audit of Financial Statements and Supplementary Information outlining the College's fiscal status for the previous and coming year. In addition to the overall reporting on college finances, under Management's Discussion and Analysis, the CFO includes sections on "Financial and Enrollment Highlights" and "Economic Factors and Next Year's Budget." This report, as well as monthly financial reports, is posted to the college website providing accountability to the district's constituents (See EV 1.A.3.6-7).

Accreditation self studies and supporting documentation are distributed to all Board members, posted on the college website, and made available in the college library.

In addition, department/program managers give periodic reports to the Board of Directors on activities and accomplishments within their specific department or program: Pre-College and Transfer Programs, Career and Technical Education, Library, Student Council, Workforce Training, Health Occupations, and Small Business Development (See EV 1.A.3.8).

Currently, CGCC does not create an annual report for the CGCC Board of Education and the community that specifically addresses the accomplishment of the mission and each individual key focus area or goal; however, the President's office is researching the feasibility of creating such a document. In winter 2009, President's Office staff researched types and levels of annual reports and are now in the process of developing a presentation that will be posted on the college website. The creation of a hard copy version continues to be reviewed; however, funding is a significant barrier.

While an annual report is not yet available, the College President's office prepares packets of information that highlight the College's current activities, instructional direction, new programs, campus development and accomplishments. These packets are customized according to whom the College President will be meeting. They are shared with managers, faculty and staff, community partners, state and federal legislators, and Board members through email, personal presentations, local newspapers, and staff meetings (See EV 1.A.3.9).

1.A.4 Goals are Consistent with the Institutional Mission and Its Resources

The goals of the College are aligned with CGCC's mission and vision and are consistent with college resources. In strategic planning meetings conducted by the ELT, focus areas and goals were developed and refined from previous strategic planning activities, source documents such

as the Academic Master Plan, Facilities Master Plan, department planning themes and the adopted budget, each of which specifically links projects and available resources to goals. Current budget realities and future budget projections are disseminated yearly by the Chief Financial Officer in the CGCC Report on Audit of Financial Statements and Supplementary Information (See EV 1.A.3.6). For example, this information is reviewed by Instructional Services and impacts course offerings and the adoption of new instructional programs designed to meet the criteria of Key Focus Areas One and Three.

The construction and subsequent opening in 2008 of the Hood River-Indian Creek Campus and the Health and Sciences Building on The Dalles Campus were made possible through the passage of a bond measure in 2004. The bond leveraged further capital construction resources from the state. These resources and subsequent development made it possible to extend CGCC's mission and goals to a greater number of constituents.

Industry partners have supported the development and growth of instructional programs such as Nursing and Renewable Energy Technology programs. For example, healthcare providers and industry partners (Mid Columbia Medical Center in The Dalles; Providence Hood River Memorial Hospital in Hood River; and, Skyline Hospital in White Salmon, Washington) have contributed cash and in-kind faculty to support the Nursing Program (See EV 1.A.4.1). Industry partners for the Renewable Energy Program (Vestas; Suzlon Wind Energy Corp.; Iberdrola Renewables; enXco; Portland General Electric; and, Acciona Energy North America Corp.) have contributed assistance with curriculum development, donated equipment or provided access to industry training equipment, provided faculty training, supported students with paid internships and scholarships, all totaling approximately \$1.4 million (See EV 1.A.4.2). These additional resources have made it possible for the College to develop and sustain programs that are in high demand within the region.

As CGCC looks to the future and its ultimate disengagement from Portland Community College, it is necessary to ensure that the College's processes and procedures, as seen through its mission, vision, values and goals, are appropriate for and reflect the nature of a small, rural institution and the community it serves. In an effort to align quality and responsiveness to community needs, in summer 2009, the Chief Talent and Strategy officer will conduct a survey of processes and procedures at high performance colleges that are similar in size and setting. In fall 2009, a summary of CGCC processes and procedures will be developed and compared with the aforementioned surveys to identify gaps or areas for improvement. The gap analysis will be integrated into the strategic planning process in fall 2009.

1.A.5 Institutional Goals as Driving Force Behind all Institutional Activities

The College's Key Focus Areas serve as a basis for its strategic planning. These nine Key Focus Areas give direction to educational activities, admission policies, selection of faculty, allocation of resources, and planning.

Educational Activities

CGCC's educational curriculum is designed to address the College's mission of "providing lifelong educational programs that strengthen our community" as well as the institution's first

Key Focus Area which states that “CGCC will provide educational programs and services that meet the needs of students, the workforce, and the communities served.”

CGCC provides a breadth of coursework that includes pre-college language and basic skills programs, early college entry for high school juniors and seniors, career and technical education programs leading to degrees and certificates, lower division transfer disciplines, and community education programs.

In addition, over the years CGCC has responded to local workforce needs and designed and implemented specialty programs. In 2001, the College launched its Nursing Program in response to regional healthcare staffing shortages. In early 2007, state legislation changed the requirements regarding the ratio of Certified Nursing Assistants (CNA) to patient from 1:8 to 1:6 resulting in a greater need for CNAs in local long-term care facilities. CGCC hired an additional full-time instructor to expand the existing CNA program to meet this need. In CGCC’s continuing response to the health occupations industry, the Medical Assisting program was developed and launched. In addition, a collaborative agreement between CGCC and Linn Benton Community College provides two seats for CGCC students in LBCC’s Diagnostic Imaging program.

In 2006, the College and the Mid-Columbia Council of Governments conducted a needs assessment to determine the workforce need for wind turbine technicians. The outcome of the needs assessment was the development of a six-month, non-credit pilot program for wind turbine technicians that was offered January—June 2007 while a credit, one-year certificate and two-year AAS degree were being developed and approved. In April 2008, the College was awarded a three-year Department of Labor grant to double the capacity of the RET program and offer a second entry point in the spring. Courses for this second entry point are offered late afternoon/early evening with Friday labs to accommodate working students. Two additional full-time instructors, a student advisor, and a part-time administrative assistant were hired to support this increase.

The College also provides customized, contracted training and educational services to private and public organizations through its Customized & Workforce Training program. Content for training courses is determined by the needs of the workforce and business and industry. All training is directly related to workplace needs.

Finally, in its effort to support community enrichment and development, the College’s Community Education Program offers over 400 courses per year in areas such as computers, foreign languages, creative arts and Elderhostel. Throughout the College District, courses are scheduled according to community needs. In 2007-08 the program served 3,532 students. Enrollment in CGCC’s Community Education Program has decreased in 2008-09; however, in economically challenging times, it is likely that individuals and families are less likely to have discretionary income that would allow them to take community education classes. As a result, enrollment numbers are subject to changes in the economy and rise and fall over the years.

Admission Policies

CGCC has an open admissions policy, clearly stated in both its annual catalog and quarterly

Schedule of Classes which fits the overall college mission to provide “lifelong educational programs that strengthen our community.” Anyone who is sixteen years of age or older who can benefit from the instructional programs offered is admitted. In some cases, it may be appropriate for younger students to enroll. CGCC welcomes students under sixteen years of age with college level academic ability and maturity to handle the discipline and have the personal skills required for successful completion of college work. Students under the age of sixteen are subject to the rules and regulations of CGCC, as stated in the catalog and the Student Handbook (See EV 1.A.3.1 & EV 1.A.3.3).

Limited entry programs (Medical Assisting, Nursing, and Renewable Energy Technology) have specified prerequisites and/or placement requirements to ensure that students entering these programs have the prerequisite skills and knowledge to successfully begin study. Each of these programs requires a program-specific application and is subject to a selection process specific for each program (See EV 1.A.5.1).

Admissions are processed through the administrative software system RogueNet which integrates business, student services, and instructional processes. Academic advisors are available to assist students with registration procedures, and they keep regular hours at local high schools to assist high schools students with college planning and registration. The College offers early fall enrollment by providing an early edition of the Fall Schedule of Classes and opening fall registration in June. Early registration ensures student commitment and allows administration time to plan for the appropriate number of sections to be offered. High school students can meet with their high school counselors prior to the end of the school year in order to plan their college classes and/or get appropriate approval (See EV 1.A.5.2).

Selection of Faculty

In order to meet the mission of providing life-long educational opportunities, a qualified faculty is required. Key Focus Area 3 states that “*CGCC will employ and develop a qualified faculty and staff to foster a supportive working and learning environment.*”

In accordance with the Policy A-6 contractual agreement with PCC, CGCC follows the same criteria for hiring all credit faculty. At PCC, the Subject Area Committees (SAC) comprised of department faculty recommend criteria for selection of all faculty in accordance with college-wide practices. Those recommendations are forwarded to the Deans of Instruction and the Vice President of Academic and Student Affairs for approval. These criteria include a Master's Degree in subject area or a Master's Degree in related area or thirty graduate hours in the subject area for college transfer courses. Career and Technical Education positions vary in the requirements depending upon the subject being taught. All credit faculty hired at PCC and CGCC follow these criteria. Each year, the PCC liaison to its contracting colleges reviews faculty files at CGCC to ensure compliance. CGCC Department Chairs will review faculty hiring qualifications in order to determine if the College will retain or modify PCC’s guidelines or develop new guidelines. This work will start fall 2009.

Full-time faculty positions at CGCC are advertised through the College’s Human Resources Department. As part of the instructor recruitment process, hiring committees (comprised of Instructional Directors, the appropriate Department Chair, faculty, and staff) are formed for full

-time faculty hires and follow guidelines as set by the Human Resources Department. Guidelines and forms used to plan for and conduct hiring for these positions are available on CGCC's Intranet (See EV 1.A.5.3-6).

A screening committee composed of selected administrators, support staff and faculty reviews applications and recommend candidates to be interviewed, and an interview team comprised of a combination of administrators, support staff and/or faculty conducts the interviews. Interview questions are crafted to match the overall mission and goals as well as department instructional needs. The interview team tallies candidate scores and recommends the top candidate(s) to the Chief Academic Officer for hire or for a possible second interview.

Adjunct faculty hiring is administered through the Office of Instruction. These positions are advertised through local and regional media sources. Department Chairs and Instructional Directors determine the need for additional adjunct faculty to fill scheduled courses. The hiring criteria follow the same guidelines as stated in paragraph two above. Non-credit faculty selection is based upon educational qualifications as well as work-place or life experience related to the course being offered.

Allocation of Resources and Planning

Currently, each college department does its own analysis and prepares its budget requests which are then taken to the Executive Leadership Team for discussion. The ELT prioritizes these requests into one list. Based on resource expectations for the coming year, funds are allocated for those requests with the highest priority. Departmental requests that are not funded may be resubmitted the next year or other funding options may be explored.

A charter system is under development that is intended to organize the integration of project planning and resource allocation. This electronic tool will manage and chart the progress of projects and activities, providing staff and administration with updates. Charters will show linkage to the Strategic Plan by being assigned a goal. For further discussion of Charters, see Standard 1.B.1-3.

In order to have adequate time to prioritize institutional requests according to mission and goals, budget review for the 2009-11 biennium began in August, 2008 at the ELT off-site retreat. Year-to-date status reports were reviewed in October in preparation for initial budget proposals beginning in January, 2009. This schedule kept the budget at the forefront of planning activities and better prepared individual departments for budget development. However, linking planning to the annual budget is still in the developmental stages. As the charter system is further refined, the connection between these two processes will be more evident.

1.A.6 Public Service

CGCC plays an essential role in the cultural and community life of The Dalles, Hood River and surrounding areas. The College provides access to conference rooms, theatrical spaces, classrooms, and other facilities for an extensive range of community and public service activities, most of which are provided at no charge. A new outdoor amphitheatre central to The Dalles Campus was completed in spring 2008 and has been used for community and college events including graduation ceremonies.

The new Hood River-Indian Creek Campus (HR-ICC) was completed in August 2008 and is also available for public events. (For example: the Hood River Heights Business Association holds one of its two monthly meetings at the HR-ICC.) As a way of introducing the new campus to the community, the Hood River Chamber of Commerce's *Business after Hours* was held on Friday, September 4, 2008 in conjunction with the building ribbon cutting. In collaboration with the Hood River Watershed Group and the Hood River Valley Parks and Recreation District, CGCC has incorporated expansion of the Indian Creek Trail System in the landscaping development of the new Hood River-Indian Creek Campus. Community members have access to the campus creek trail sections while the College continues to investigate the creation of riparian areas along the creek in an effort to reintroduce fish habitat (See EV 1.A.6.1).

Staff and faculty of the College serve the community by volunteering for local school Boards, foundations, city councils, various cultural groups, wellness groups, book groups, church groups, service clubs, and charitable agencies that are a part of the college constituency (See EV 1.A.6.2). CGCC staff along with community members also volunteer to serve in a variety of functions at the CGCC Foundation Annual Founders Cup Golf Tournament, the Foundation's largest fundraising activity (See EV 1.A.6.3). Finally, employees contribute financially to the Foundation through voluntary monthly payroll deductions. For 2007/08, total employee contributions were \$8,784, up from \$8,090 the previous year, an 8.6% increase. Foundation funds support student scholarships, library development, Gorge Literacy, faculty/staff development, and emergency student loans (See EV 1.A.6.4).

CGCC provides assistance for small business development, child care referrals, and adult literacy instruction through the Small Business Development Center (SBDC), Child Care Partners, and Gorge Literacy. The SBDC is one of nineteen centers within the State of Oregon supporting emerging businesses by providing management assistance and training. In addition, the SBDC supports local small businesses by making available, at reduced rates, the College's commercial and teaching kitchens to test and perfect products for the market. The current Director of the SBDC is bilingual, providing greater accessibility for the growing Latino community. In 2007, the SBDC was recognized statewide for outstanding achievement in client counseling performance. Then in 2008, the Center received the Association of Small Business Development Centers Oregon State Star Award for excellence in small business services. The federal government's Small Business Administration awarded the program the Service Excellence and Innovation Award for 2008. For 2008-10, the SBDC Director was appointed by Oregon's governor to serve on the Oregon Small Business Advisory Council.

Child Care Partners serves college students, employees, and families (parents, grandparents, foster parents, non-custodial caregivers) by directing them to local child care service agencies. Current data for available child care spaces, cost of care, types of care (including preschools), etc. are maintained for collaboration and/or use by local agencies/programs and employers, and guide recruitment and program design.

Gorge Literacy trains community volunteers to work with adult learners who want to improve their basic reading, writing, math and/or English conversation skills. Services provided by these programs are free.

CGCC is also responsive to community business needs and provides fee-based, contracted training when requested. The Community Education courses provide non-credit education and training to those desiring accelerated instruction at a reasonable cost; e.g. computer training, language skills, CPR/first aid, etc. Inquiries from the business community have resulted in customized, on-site training in Programmable Logic Controllers at Full Sail Brewing Company and Duckwall Pooley fruit packing house; and Leadership Skills for the High Performance Workplace at Insitu, a local company that leads in the design, development and production of small autonomous aircraft for Unmanned Aircraft Systems. A renewable energy needs assessment, originally conducted in 2006 to develop curriculum for CGCC's Renewable Energy Technology program, is being updated with a focus on workforce needs, capacity, and the development of other renewable technology industries. Also, the community education coordinator will design, develop, and implement a Summer Youth Workforce Training Program in partnership with Mid-Columbia Council of Governments, the region's local WIA provider.

Finally, the College strives to be a cultural center for the community by providing a variety of events focusing on the arts, humanities, and sciences. The Spring Humanities Series provides an opportunity for students and the community at large to interact with authors, historians, artists, poets, journalists and activists. The Science Summit brings working scientists to The Dalles and Hood River to share their knowledge and insights regarding current scientific questions. In addition to these two events, the College hosts individual presentations throughout the year, including literary readings, musical groups, and dance troupes. These activities are announced to the community who are invited to participate at a minimal fee or at no charge.

1.A.7 Changes Altering Institutional Mission

Not applicable.

1.A Evidence

- EV 1.A.1.1 Board Minutes August 2003
- EV 1.A.1.2 Academic Master Plan 2005-08
- EV 1.A.2.1 Mission, Vision, Values and Key Focus Areas
- EV 1.A.2.2 Designing Flyers Workshop Agenda
- EV 1.A.2.3 2009 CGCC Faculty and Staff Survey
- EV 1.A.3.1 2008-09 College Catalog
- EV 1.A.3.2 2008-09 Class Schedules
- EV 1.A.3.3 2008-09 Student Handbook
- EV 1.A.3.4 2007-08 Student Profile
- EV 1.A.3.5 CGCC Board of Directors Agenda and Minutes, September 9, 2008
- EV 1.A.3.6 Report on Audit of Financial Statements and Supplementary Information for the Year Ended June 30, 2008
- EV 1.A.3.7 CGCC Board of Directors Agenda and Minutes, January 13, 2009
- EV 1.A.3.8 Schedule of Director/Coordinator Presentations to the Board of Directors
- EV 1.A.3.9 President's Information
- EV 1.A.4.1 Nursing Support
- EV 1.A.4.2 Renewable Energy Technology Support

- EV 1.A.5.1 Application Packets
- EV 1.A.5.2 2008 Summer-Fall Schedule
- EV 1.A.5.3 Human Resources FAQs from <<http://Intranet.cgcc.cc.or.us/HumanResources/HumResFAQs.htm>>
- EV 1.A.5.4 Job Requisition Form
- EV 1.A.5.5 Hiring Checklist
- EV 1.A.5.6 Screening Committee Pledge Form
- EV 1.A.6.1 Hood River News Articles on Indian Creek Cleanup
- EV 1.A.6.2 Committee List
- EV 1.A.6.3 Golf Tournament Three Year Comparison
- EV 1.A.6.4 CGCC Staff and Faculty Contributions to Foundation

1.A Strengths

1. The College is flexible and responsive in addressing many of the needs and requests presented by the community regarding educational programming.
2. The College contributes to the community as an institution but also individually through the dedicated efforts of its staff and faculty.
3. College staff and faculty have a clear understanding of the College's mission of building dreams and transforming lives. Student and community recognition of the mission is perceived to be high as well.
4. A thirty-one year contractual relationship with Portland Community College provides oversight in curricula, student services including financial aid, and faculty hiring processes as part of Policy A-6. This relationship forms a strong foundation for the mission and goals of CGCC.
5. The U. S. Department of Labor recognized the CGCC Nursing program as a model rural health care training program as a result of its planning and its effective use of resources.
6. Wind industry partners and Science, Technology, Engineering and Mathematics (STEM) advisory committee members have recognized CGCC for its newly developed Renewable Energy Technology training program and the quality of the graduates.
7. The President of CGCC has successfully leveraged for federal grant dollars from the Departments of Labor and Education to strengthen and improve programs that support the college mission and vision.

1.A CGCC 2008 Self-Recommendations and Responses

1. Research other small, rural colleges for planning processes and procedures that align quality and responsiveness to community needs (See 1.A.4).

In an effort to align quality and responsiveness to community needs, in summer 2009, the Chief Talent and Strategy officer will conduct a survey of processes and procedures

at high performance colleges that are similar in size and setting. In fall 2009, a summary of CGCC processes and procedures will be developed and compared with the aforementioned surveys to identify gaps or areas for improvement. The gap analysis will be integrated into the strategic planning process in fall 2009.

2. Review current college staffing levels and governance models to determine what is needed to fully implement a strategic planning process that links long range planning and day-to-day operations (See 1.B.1-3, Strategic Plan and 6.A.2).

CGCC recognizes that strategic planning is critical to the success of the College and was committed to restarting the process in 2008. The Executive Leadership Team did resume work on the plan at that time; however, the work was limited in scope and lacked college-wide input. The inclusion of staff and faculty was problematic as the issue of workload balance and commitment of human resources was and is still unresolved.

3. Develop guidelines for inclusion of mission statement in promotional and informative materials (See 1.A.2).

In 2008, the CGCC Marketing Committee was established to develop a marketing plan and to design guidelines for promotional and informative materials. Training was offered to administrators, staff, and faculty on the creation of these types of materials, including a segment on required elements and use of mission statement. In the past few years, the inclusion of the college mission on documents has increased.

1.A New Challenges

1. Currently there is no formalized procedure and timeline for the reexamination of the College's mission and goals (Key Focus Areas).

1.A New Recommendations

1. ELT should establish a procedure and timeline for annual review of the College's mission and key focus areas. In addition, this review should include a timeline for input from the broader college community.

1. B Planning and Effectiveness

CGCC has engaged in three primary institutional planning processes: Strategic Planning, Academic Master Planning, and Facilities Master Planning. Each has been pursued with the College's mission and goals giving direction. These processes have varied histories and levels of accomplishment. Over the years, progress on these documents reveals an organization seeking to build on internal strengths while minimizing internal weaknesses. Each successive attempt at long range planning shows institutional growth in developing priorities which are

then translated into operational planning and budget decisions. The College has been successful implementing new program possibilities which are considered through strategic planning and demand analysis. Institutional importance is placed on program review to determine which programs should be enhanced, maintained or dropped; however, program review is still in the development stage.

1.B.1, 1.B.2 and 1.B.3 Planning Strategies: Definition, History & Constituencies

Strategic Plan

The Strategic Plan addresses the College's overall institutional issues and gives direction and meaning to day-to-day activities by examining the College's values, current status, and environment, and relating those factors to the College's future goals.

The 2003-07 Strategic Plan was approved by the College Board on February 10, 2004. The plan included a strategic and operational planning model and nine college-wide goals. Within each of the nine college goals, objectives were identified, major activities were proposed, and accountability measures were listed. Representatives from all the departments participated in the process in which an emphasis was placed on designing objectives that reached for the ideal; however, implementation was limited by actual fiscal and human resources. Ultimately, the process was stalled as staff became caught up in day-to-day operations.

In 2006 and early 2007, a five-year review of the strategic plan was begun. In October, 2006, a consultant met with the Executive Leadership Team to explore the strategic planning process as well as obstacles and barriers that may impede that process (See EV 1.B.1.1). Following this meeting, teams were formed and began the process of updating objectives. Goal Teams included administration, faculty, staff, students, and community members (See EV 1.B.1.2). Teams moved forward at different paces with different results. Work began on creating a structure, timelines, and terminology for the Goal Teams (See EV 1.B.1.3). It was at that time that the College was moving forward with its application for accreditation candidacy, which resulted in a shift of human resources from strategic planning to accreditation. CGCC recognized that strategic planning is critical to the success of the College and was committed to restarting the process in 2008.

In fall 2008, the Executive Leadership Team held two offsite meetings to resume strategic planning. Modifications to the original institutional goals and objectives were made—changing the title of “goals” to “key focus areas” and “objectives” to “goals.” It was decided that the goals (previously objectives) should be separated into strategic (started, stopped, or modified actions) and operational (ongoing actions) in order to keep overall strategic planning focused on strategic items only. ELT made the decision that each member would identify the strategic goals for their respective areas to be initiated or enacted in 2008-09 (See EV 1.B.1.4). The next step would be to identify the operational goals and have them defined and documented. Whether the review teams formed during the earlier strategic planning process will be re-engaged or new teams will be formed is still undecided. There is a commitment to have intra-departmental involvement in the planning process to ensure inclusion of a broad sector of staff, faculty, and administration views; however, the issue of workload balance and commitment of human resources is still unresolved.

To support the strategic planning process, a charter system was designed, developed and adopted. The system is an electronic data tool that provides communication and organization at the goal level of the College strategic plan. A charter defines a goal's purpose, cost, measurable activity, responsibility, and expected outcome. The College introduced a paper-based Charter System in the spring of 2007. The first electronic version of the Charter system was released for use in the late fall 2008. The College plans to train each individual department on the usage of the system, as well as the Charter terminology. Four departments will be trained by the end of 2009 and the remainder by mid 2010. As of December 2008, the Information Technology Services, Instructional Services Departments, and Executive Leadership Team have been trained.

A formal, long-range strategic plan for the institution does not currently exist. Annual plans are made by the ELT to provide short-term direction. Progress on a written, official 3-5 year strategic plan will begin in the summer of 2009, with a commitment for integration and implementation throughout the institution.

Academic Master Plan (AMP)

In the winter and spring of 2005, CGCC engaged in a five-month planning process that resulted in the development of the Academic Master Plan. Fifty-five community members committed to participating in at least three of five sessions with scores of others taking part in focus group sessions held throughout the College District and a membership survey conducted by the Hood River Chamber of Commerce. The AMP was developed to guide instructional programming, hiring decisions, and ultimately facilities decisions. This plan was and 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 has used the document in its administrative planning retreats, 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 their planning processes.

Results from prior planning processes and documents (the Strategic Plan, the Facilities Master Plan, and environmental scans) were used as a base from which to begin the process to develop the AMP. 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).

During the planning process, members of the Planning Group emphasized the following values to 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; and,
- Serve patrons across the region.

The focus of the planning process for the AMP was to be inclusive of all constituency groups in the region served by the College. This was accomplished by inviting key community members from both Wasco and Hood River counties and the college staff, faculty, students, and Board to participate as The Planning Group. The members represented business, city and county government, workforce and economic development agencies, chambers of commerce, education providers, social agencies, and rural enterprises (See EV 1.B.1.5).

The AMP is intended to be a three-year document, and so is scheduled to be updated in 2009. Planning has begun on how the update will proceed. In the 2009 AMP, the Chief Academic Officer will be looking to update workforce and community needs to determine if there have been changes since the previous AMP. In addition, the CAO will take this opportunity to reaffirm the work contributed by the community to develop the 2005-08 AMP. An update on the College's actions based on the 2005-08 AMP will be included as a starting point for developing the new document.

The timeline for the 2009 update includes three primary steps. First, the CAO will gather updated demographic information and survey results to set the context for the update. Once this is completed, the CAO and other instructional staff will be conducting community focus groups in the summer and fall to elicit broad input on college offerings and services. Focus groups will include key employment, community, and other educational groups in order to reflect the broadest constituency possible. Second, the CAO will look for emerging themes expressed in the focus groups and prepare a draft of the Academic Master Plan. Finally, the draft will be shared with a single, larger group of community, educational, and workforce leaders to review the results of the focus groups and have the opportunity to provide further guidance and input. A synthesis of these conversations will be carried out and a final document created.

Facilities Master Plan (FMP)

The Facilities Master Plan is intended to help guide the College and its future consultants in providing an optimal physical setting for achieving its mission and academic goals. It identifies a framework for projected campus land uses including existing and new buildings and their associated open space. A comprehensive plan addresses and refines visible campus systems which include Identity and Welcome; Parking and Service Environment; Pedestrian Pathways; and Graphics and Signage.

Work began for the College's current Facilities Master Plan in 1998 with activities designed to create a long lasting document that would accurately reflect physical requirements designed to address the college mission and goals. A Space Utilization Study was conducted in September 2000 by the architectural firm, DLR Group. The Space Utilization Study analyzed existing space allocation, assignable square footage, current space requirements for classroom and lab instruction (See EV 1.B.1.6).

With information provided by the Space Utilization Study, a six phase Facilities Master Plan was developed. A number of principles were defined to give direction to the CGCC Master Plan process. One such principle was the importance of a design that would provide the maximum amount of flexibility to accommodate fluctuations in enrollment and also to focus on student interaction, preparation, and growth. The Master Plan is also intended to be of value for the community with the development of the campus reflecting the community's needs. The impact of the Hood River Center was also incorporated in the Master Plan.

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.

The Facilities 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 information meetings (See EV 1.B.1.7). The FMP will be reviewed and updated in 2010/11 following the update of the Academic Master Plan. Updating of the FMP will require significant allocation of resources to hire professionals with the appropriate technical expertise.

1.B.4 and 1.B.5 Evaluation and Utilization of Findings for Institutional Improvement

CGCC has followed through on several of the elements of its three major planning processes. The most visual demonstration to date is the capital construction of two new buildings. The buildings are complete and the remodeling and renovation of existing buildings is in process.

Instructional Services utilizes the Academic Master Plan as a guide when determining class offerings, new programs and hiring of faculty. Planning criteria in the Academic Master Plan state that the College will "be responsive to local and regional needs." For example, as a result of the increased need for CNAs in local long-term care facilities, CGCC expanded its CNA program. In addition, in response to growing health industry needs, Medical Assisting and Diagnostic Imaging were new programs offered at CGCC and through collaborations with other colleges. The Columbia River Gorge is experiencing a growth in vineyards and wineries fostering the development of non-credit viticulture seminars and tours conducted by CGCC's community education program. CGCC has finalized an articulation agreement with Chemeketa Community College that seamlessly identifies CGCC courses that transfer to Chemeketa's Viticulture Program. Finally, CGCC's participation in Oregon's Career Pathways initiative has improved student transitions between CGCC and the region's high schools as well as supported continued educational opportunities through degree partnerships with state universities.

While CGCC strives to ensure that programs and services are of the highest quality and are aligned with its mission, overall institutional evaluation and assessment is an area that needs improvement. The Chief Talent and Strategy Officer and the Chief Student Services Officer will be establishing a process for evaluating the College's key focus areas in order to determine if the College is successfully meeting its strategic goals. This evaluation process will be linked to the charter system, tying together planning, budget, and evaluation.

The Institutional Assessment Committee was formed in winter 2009 to assess and evaluate overall college effectiveness. The purpose of the Assessment Committee is to provide oversight for institutional and program assessment conducted at CGCC. This committee has the following tentative timeline:

- 2008-09: Review current process, research best practices for institutional effectiveness indicators;
- 2009-10: Develop guidelines for CGCC assessment practices; and,
- 2010-11: Implement plan

The Assessment Committee will be acting as a steering group to foster understanding and use of assessment throughout the College, incorporating departmental assessment plans into the overall institutional planning and evaluation process (See EV 1.B.4.1-2).

Department Chairs have begun research of various methodologies for program review, with the goal that each department will put into action a consistent process that will support program review, evaluation, and improvement.

CGCC has been successful at the department or program level in its use of needs assessments, advisory committees, and surveys to determine areas for improvement or development within the institution. For example, in February, 2008, the College hosted a forum of Information Technology (IT) industry representatives who determined the need to investigate the implementation of an advanced IT educational program. Funding for a needs assessment was secured, and Mid-Columbia Economic Development District (MCEDD) completed the assessment in February of 2009. The assessment revealed that, while a full advanced IT program could not be sustained at this time, individual courses would be supported and encouraged (See EV 1.B.4.3). The College will pilot test three advanced IT courses in 2009-10.

In fall 2008, the Instructional Services Department conducted a college-wide survey of students' preferences regarding delivery of instruction – times, days, alternative delivery methods, etc. The results from this survey will provide additional information to be used in the development of the 2009 Academic Master Plan (See EV 1.B.4.4-7).

1.B.6 Resources for Planning and Evaluation

Resources for Executive Leadership Team (ELT) off-site meetings which include college-wide planning activities are made available through the president's budget. These meetings have occasionally included professional consultants to assist in developing the planning process.

A significant allocation of financial resources has been made in order to support the current level of faculty participation in college planning and evaluation. Full-time faculty have been given release time or overload pay to participate in Strategic Planning meetings and accreditation work, as well as be active on the Academic Standards Committee and the Curriculum Committee, and to serve as Department Chairs. Adjunct faculty who serve on

standing committees are reimbursed the equivalent of a 4-credit course teaching load. Other ad hoc committee work is compensated at the special project rate. In addition, resources are allocated to hold biannual faculty in-services, fall and spring, in which planning and evaluation processes may be included on the agenda. In winter 2008, the Human Resources Department conducted research to determine if the level of adjunct faculty involvement is contingent on pay rates. It was concluded that there are multiple factors that may influence an adjunct faculty member to participate on ad hoc committees: time availability, location of meetings, and interest level in non-teaching activities.

In addition, staff is released from regular duties to participate on college-wide committees that cross department lines, such as the Website, Rewards and Recognition, and Volunteer Committees. Since fall 2005, Human Resources has allocated funds for three All Staff Trainings each year. During these half-day sessions, staff is released from their duties to participate in a variety of activities in which planning activities have been included. Speakers may be brought in to facilitate the process or lead presentations.

Over the course of the College's history, external consultants have been utilized for expertise not available within college staff. Architects, mechanical engineers, arborists, communications specialists, and leadership consultants are just a few examples.

1.B.7 and 1.B.8 Integration and Review of Institutional Research

As a small college, CGCC does not have a designated institutional research department. Currently the majority of institutional research is conducted by the Chief Student Services Officer (CSSO) who prepares the annual Student Profile, the Institutional Effectiveness Indicator Report, the Community College Survey of Student Engagement (CCSSE), Oregon Community College Unified Reporting System (OCCURS), the Campus Crime Report, the Integrated Postsecondary Education Data System (IPEDS), other data required for grant reporting, and miscellaneous requests for data (See EV 1.B.7.1-6). Currently, the amount of data requests has been manageable with the existing staff. As requests grow, additional staff will be required. The Student Service's long range plan includes the hiring of a half-time institutional research specialist in 2011-12.

The data collected by the CSSO is consistently used by the Chief Academic Officer (CAO) in development of the college schedule and allocation of resources for new and ongoing programs. Department Chairs, instructional directors, college advisers, the CAO, and the CSSO meet to develop the annual Schedule of Classes and jointly assess need for classes and programs each quarter. The assessment includes enrollment data, students' education plans, and the Institutional Effectiveness Indicators.

The CSSO reports that specific data requests from individuals and departments have increased in the past year. For example, data comparing course completion rates between distance learning and in person offerings was used by Department Chairs in their evaluation regarding the balance of how courses are delivered. The increase in requests reflects a more data driven approach to planning and decision making. However, there is still a need to develop a systematized process and schedule that will tie data to the strategic planning process and consequently budgeting.

Tracking of post graduation and non-returning students is done on a limited and informal basis. In winter 2009, Student Services conducted a survey of fall credit students who did not return winter term in order to better understand why students leave their studies prior to completion. Responses will be evaluated spring term, 2009. Tracking of students post graduation would assist the College in evaluating the success of its educational programs and determining whether students are prepared with the necessary skills for the workplace; however, the mechanisms to conduct such tracking do not exist at this time. CGCC was able to partner with Mid-Columbia Council of Governments to track employment data on all RET graduates as part of the requirements of the program's Department of Labor grant.

1.B.9 Public Dissemination of Planning and Evaluation Results

The inclusion of community members in planning and evaluation processes is one way CGCC disseminates information on institutional effectiveness. In addition, the public also receives information about institutional effectiveness through membership on various college advisory boards and committees: Nursing Advisory Committee; Emergency Medical Technology Advisory Committee; Science, Technology, Engineering, Mathematics (STEM) Advisory Committee; ECE Advisory Committee; Budget Committee; and, the Facilities Committee. Finally, the College reports on its planning activities through local newspapers, radio broadcasts and presentations to business groups and service organizations.

The 2005-08 Academic Master Planning process included community members from education, business and the general public. In order to make informed recommendations, the planning group was advised on regional demographics and CGCC's Student Profile. From that, they learned about college history, mission and goals, programs and activities, and financial resources. The final planning document was published and distributed to all planning members and posted on the college website for public information. The 2009 AMP will once again include a diverse group of community members who will have the opportunity to not only provide their input on college functions but will also receive the latest data on college activities.

Legal notices inviting public comment are placed in local newspapers to announce meetings of: the Board of Education, the Budget Committee, and facilities planning in both The Dalles and Hood River. A member of the press is present at most Board of Education meetings.

1.B Evidence

- EV 1.B.1.1 ELT Planning Session October 12-13, 2006
- EV 1.B.1.2 Strategic Planning Groups – Master List
- EV 1.B.1.3 Strategic Plan, 2007
- EV 1.B.1.4 2008-09 Strategic Plan
- EV 1.B.1.5 Academic Master Plan 2005-08
- EV 1.B.1.6 Facilities Committee Notebook, Space Utilization Study Volume 1 & 2
- EV 1.B.1.7 Facilities Master Plan Volume 1 & 2
- EV 1.B.4.1 Institutional Assessment Committee Mission and Goals
- EV 1.B.4.2 Institutional Assessment Committee Flow Chart
- EV 1.B.4.3 FACT Final Report

- EV 1.B.4.4 Delivery of Instruction Survey 2008
- EV 1.B.4.5 Delivery of Instruction Survey 2008, Spanish
- EV 1.B.4.6 Delivery of Instruction Survey Results 2008
- EV 1.B.4.7 Delivery of Instruction Survey Results 2008, Spanish
- EV 1.B.7.1 2007-08 Student Profile
- EV 1.B.7.2 2008 Institutional Effectiveness Indicators Report
- EV 1.B.7.3 2008 Community College Survey of Student Engagement
- EV 1.B.7.4 Oregon Community College Unified Reporting System (OCCURS)
- EV 1.B.7.5 2008 Campus Crime Report
- EV 1.B.7.6 Integrated Postsecondary Education Data System (IPEDS)

1.B Strengths

1. Several planning processes are in place, including the Strategic Plan, the Facilities Master Plan, and the Academic Master Plan.
2. Several statistical reports such as the Student Profile, Institutional Effectiveness Indicator Report, CCSSE, and the Annual Library Report providing relevant planning data are in place.
3. The implementation of the Instructional Governance Model provides more opportunity for faculty input into college planning.
4. The inclusion of broad participation in the planning process ensures a variety of viewpoints.
5. There is a growing culture of the use of evidence-based research in decision making.

1.B CGCC 2008 Self-Recommendations and Responses

1. Create and implement an evaluation plan to measure institutional goals (See 1.B.4-5).

The Chief Talent and Strategy Officer and the Chief Student Services Officer will be establishing a process for evaluating the College's key focus areas in order to determine if the College is successfully meeting its strategic goals. This evaluation process will be linked to the charter system, tying together planning, budget, and evaluation.

2. Address the disparity in pay for teaching and pay for special projects to encourage adjunct faculty involvement in the planning process (See 1.B.6).

In winter 2008, the Human Resources Department conducted research to determine if the level of adjunct faculty involvement is contingent on pay rates. It was concluded that there are multiple factors that may influence an adjunct faculty member to participate on ad hoc committees: time availability, location of meetings, interest level in non-teaching activities. Currently, no change is planned to the compensation offered.

3. Develop a strategic planning timeline and make it a college priority in action as well as words. The plan should be reviewed annually to make budget recommendations and changes. College administration must make a commitment to follow the Strategic Planning Model more consistently (See 1.B.1-3).

A formal, long-range strategic plan for the institution does not currently exist. Annual plans are made by the ELT to provide short-term direction. Progress on a written, official 3-5 year strategic plan will begin summer 2009, with a commitment for integration and implementation throughout the institution.

4. Improve communications so that both public and internal constituencies are aware of planning activities (See 1.B.9 and 6.C.6).

Current public communication strategies appear to be adequate in providing information to external constituencies. Improvement in internal communication is evidenced in the 2009 Staff Survey in which 83.4% of respondents reported satisfaction with the communication of organizational goals and objectives.

5. Create a culture that makes decisions based on mission, vision, values, and goals (See 1.A Introduction and 1.A.2).

A culture based on mission, vision, values and goals is fostered by the president and supported by the Board. College activities, new and on-going, are assessed as to their relevance to the College's mission. This process of evaluation is carried out at all levels of the institution, from the Board of Education, the president, the Executive Leadership Team, through faculty, staff and students.

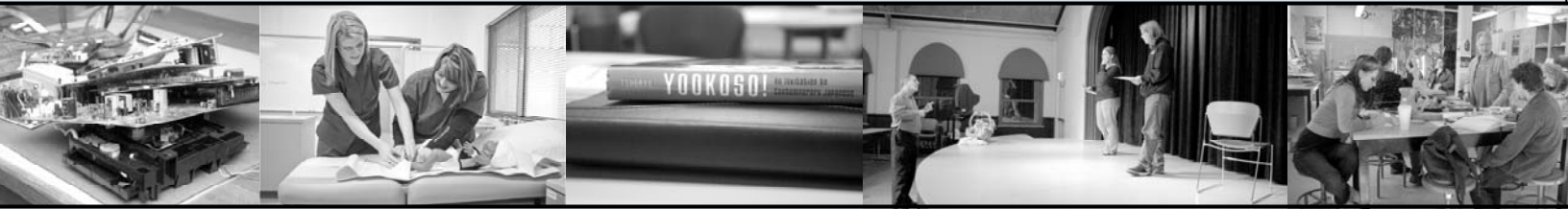
1.B New Challenges

1. While the College has a variety of institutional research available, there currently is no systematic review or schedule for review of reports.

1.B New Recommendations

1. A schedule for reviewing institutional research reports should be developed. Training should be provided in types of data and its use.

Standard 2



Educational Program and its Effectiveness



Standard Two: Educational Program and Its Effectiveness

Introduction

Columbia Gorge Community College (CGCC) is a comprehensive community college offering a variety of credit and non-credit programs and courses. Administration of these falls under the Chief Academic Officer (CAO). The current organizational structure was launched in 2007 with the creation of department chair positions and implementation of the current instructional governance model that includes two standing committees, Academic Standards and Curriculum. These committees were formed to create and apply all policies and procedures related to the educational program at CGCC. Planning will begin for an Instructional Outcomes and Assessment Committee during spring 2009. This committee will be a part of the Institutional Assessment Committee (See EV 2.A.1).

2.A General Requirements

CGCC is accredited through its contract with Portland Community College (PCC). While CGCC's educational program is developed and maintained according to PCC's guidelines and procedures, it is currently developing the infrastructure necessary to develop and maintain its own educational program. Under the leadership of the CAO in the Office of Instructional Services, department chairs, the Academic Standards Committee, and the Curriculum Committee are the primary bodies responsible for developing this infrastructure. These three groups are detailed below:

Department Chair Primary Responsibilities: (See EV 2.A.2)

- Work collaboratively with department faculty, student advisers, and instructional administrators and staff to plan quarterly class schedules.
- Recommend faculty teaching assignments within the department.
- Be involved in hiring process for faculty and make recommendations for hire to the Instructional Director and Chief Academic Officer. Include other faculty in the department during the screening and interviewing processes.
- Serve as peer mentor or recommend an appropriate faculty for classroom observations of and provide feedback to faculty within the department.
- Coordinate departmental program development and review processes, curricular changes, and accreditation self-studies with the Instructional Director.
- Make departmental budget recommendations to the Instructional Director.
- Lead department meetings; regularly attend Department Chairs meetings.

Institutional core outcomes and the Instructional Philosophy Statements were developed by a Department Chair faculty subcommittee and approved by the Department Chairs at the December meeting. These outcomes were discussed at the 2009 faculty spring in-service and presented to faculty, staff, and students in the Campus View newsletter. The information was also given to Student Council and presented to the Executive Leadership Team (ELT) in April

2009. After discussion there, the subcommittee was asked to also develop a General Education Philosophy Statement. All three items were published in the Campus View newsletter again and taken to the ELT and Board of Education at the May 2009 meeting (See EV 2.A.3).

Learning outcomes and assessment were the primary topic for the spring 2009 in-service as a mechanism to begin the process of reviewing the Portland Community College (PCC) degree, program, and course outcomes and determine what changes the faculty at CGCC want to implement upon approval by PCC and the NWCCU. It is recognized by instructional staff and faculty at CGCC that until the College receives that approval and/or achieves independent accreditation status, PCC and its faculty retain control over the curriculum. The degree, program, and course outcome development will proceed to be implemented upon attaining full accreditation status. This work will be conducted within each department.

The process of course and program development and maintenance at CGCC is summarized as follows: Academic Standards committee develops and maintains high level policy regarding the educational program. Courses are developed and maintained by faculty; this work is facilitated by department chairs. Final course and program approval, and the process for revision, fall under the purview of the Curriculum Committee. Individual courses will be assessed by the faculty who teach them and by their respective departments; program assessment will be done by all groups involved.

Academic Standards Committee Scope: (See EV 2.A.4)

- Grade or grading policy.
- Policy on grade categories of incomplete, pass/no-pass, or audit.
- Policy on articulation agreement(s) with other post secondary institutions.
- Standards, prerequisites, or minimum qualifications for admission to credit classes.
- Degree and Certificate standards.
- Faculty qualifications to teach credit courses.
- The procedures necessary to establish or maintain policies.

The focus of the Academic Standards Committee for the 2009 spring and fall terms is to finalize the drafts of the policies that they have researched and written during fall of 2008 and winter of 2009. These policies are: course challenge, academic progress, institutional withdrawal, concurrent and overlapping courses, and the addition of an updated change of grade procedure to the grading policy. The draft policies will be reviewed by the Chief Student Services Officer and Chief Academic Officer before being presented to ELT. These will then be submitted to the Board of Education for approval. These policies will take effect once the College is independently accredited (See EV 2.A.5).

Curriculum Committee: (See EV 2.A.6)

“The Curriculum Committee shall have the primary responsibility to review the appropriateness and integrity of course and program offerings. The CC will approve course/program initial development, changes, and deletions. The CC will analyze congruence between content and credits, rigor, and overall effect of the course/program. Recommendations of the CC will be submitted to the Chief Academic Officer.”

The charter was finalized by making important changes to the required composition of the committee. In April 2009, a process was developed for the submission of requests to the CC (See EV 2.A.7). A pilot test of these forms was used with one course during spring 2009 to help in fine tuning. This also represents an opportunity for the CC to see how the entire process will work.

2.A.1 Resources of Support

All credit programs and most non-credit courses are delivered at either the campus in The Dalles, or at the Hood River-Indian Creek Campus. Faculty are not restricted to a single location, and many teach at both sites. A wide variety of non-credit courses are also offered at other locations in the different counties that CGCC serves.

Staffing issues are more serious. Finding qualified instructors for some classes is an ongoing challenge as is staffing newly formed committees. However, with the recent hiring of a full time faculty member who teaches in both arts/humanities and the social sciences, every department with the exception of the English Speakers of Other Languages (ESOL) now has at least one full time faculty. The area served by CGCC is rural, and there is not a large pool of qualified instructors to draw from. While this has not hampered efforts to recruit exceptional full-time faculty, it does create difficulties when trying to find the necessary adjunct faculty to teach scheduled classes, particularly in math, science, Spanish, and ESOL.

For the 2008-09 academic year, the total general fund budget for the College was \$9,873,408. Of that amount, 39.3% was for direct instruction with another 10.8% for academic support.

For the prior year, the general fund budget totaled \$9,646,321 with 35.6% for direct instruction and 11.1% for academic support. The change between the fiscal years reflects the addition of the aforementioned full-time faculty position. In addition to the needed full-time position for the ESOL program, student enrollment in mathematics indicates the need for an additional full-time faculty member; however, the current economic situation will delay filling that position.

Two additional full-time faculty for the Renewable Energy Technology (RET) program were hired in the 2008-09 academic year using U. S. Department of Labor grant funds.

2.A.2 Instruction Goals are Compatible with College Mission

With the exception of the Nursing Program and the RET Program, all programs and courses currently offered at CGCC were designed by PCC. The policies set down so far by the department chairs, the Academic Standards Committee, and the Curriculum Committee all embody the spirit of CGCC's mission; future policies will as well.

In its effort to fulfill community employment needs and its educational mission, the College graduated twenty-four students from the non-credit Wind Pilot program in June 2007; 23 were employed in the field or a related field. Of the 34 who enrolled in the first credit, one-year certificate program in fall 2007, 16 returned for the 2nd year of the program to earn their AAS degree; all others were hired by wind or power companies, needed to move into part-time

status, or changed majors. In fall 2008, 36 students were enrolled in the one-year certificate cohort and another 36 were enrolled in the new spring, one-year certificate. This additional cohort is being funded by a U. S. Department of Labor grant. At the time this document was prepared, the program had grown in enrollment from the first 24 in January 2007 to 88 in March 2009. There will be another 40 students enrolled in fall 2009 and spring 2010.

2.A.3 Coherent Design of Degrees and Certificates

Degree and certificate programs in the state of Oregon must be approved by the State Board of Education. Currently, all new certificates and degrees are approved by the faculty committees at PCC, their administration and Board of Education, prior to being sent to the State Board of Education. Much of the process is also proscribed by the state of Oregon's Office of Degree Authorization. As CGCC gains independent accreditation, the college faculty and the CGCC Curriculum Committee will need to develop our own framework, guidelines, and processes to provide evidence to the state that programs have coherent design, appropriate breadth, depth, and synthesis of learning.

While the rubric for evaluating programs has yet to be developed, much of the guidance for this process is built into the charter for the Curriculum Committee. The chair of the CGCC Curriculum Committee and one of the four instructional directors spent a day at PCC learning about their processes. The chair is also attending some of the PCC curriculum, and degrees and certificates meetings.

CGCC created the RET Program on its own, including filing numerous documents with the state of Oregon, and subsequently the program was approved by the appropriate committees at PCC (See EV 2.A.3.1-4). This work helped CGCC gain valuable experience in program creation.

2.A.4 Coherence of Degree Objectives

The State of Oregon has a process for degree authorization; as CGCC prepares for independent accreditation, the College will develop its process through the Curriculum Committee. Over the last two years, the Council of Instructional Administrators of Oregon's community colleges and the provosts from the Oregon University System institutions have developed consensual outcomes and distribution requirements for the Associate of Arts Oregon Transfer (AAOT) degree. CGCC will adopt these new outcomes-based general education courses and degree requirements.

2.A.5 Concentrated Programs

Although the College offers a few concentrated courses, it currently offers no programs in a concentrated or an abbreviated format.

2.A.6 Program Duration

Program duration is determined by the State of Oregon.

2.A.7 Implementation of Curriculum

The responsibilities for the design, approval and implementation of the curriculum are clearly outlined above. A real strength of the College is the level of faculty involvement in the process. While the idea for department chairs, the Academic Standards Committee, and the Curriculum Committee originated with the CAO, the charters and lists of duties were written by faculty. Department Chairs are faculty, and most of the members of these committees are faculty, as are the committee chairs.

Control of the curriculum will pass from PCC as CGCC has sufficient infrastructure to support it. This will likely start at the course level and move to the program level when full accreditation is granted.

2.A.8 Faculty Partnerships with Library

Librarians continue to work with faculty to provide library instruction that is tailored to meet course-specific needs. During 2007-08, the strongest users of library instruction were classes in Career Guidance, Writing and Reading. Numbers for 2008-09 are not yet complete, but these same departments continue to lead in taking advantage of library instruction.

As CGCC provides more classes online, the library's traditional way of providing instruction is changing. The library has created a core group of online video tutorials using Camtasia (available online at <http://www.cgcc.cc.or.us/library/tutorials.cfm>). These include such topics as understanding the research process, how to use the library catalog, and searching in research databases. Both on-campus and distance learning courses use these videos. Faculty have worked with the library to get customized online research guides with links to those tutorial videos that apply to their classes.

Librarians partner with faculty to create research-related assignments for certain courses, such as Career Guidance, Nursing, Reading and Writing. When requested, librarians also work with faculty to ensure that research-related assignments can be successfully completed. This has included providing feedback on the feasibility of requiring students to use a certain number of, or type of, resources for a given assignment, or working with faculty to design one part of a larger research assignment.

Because adjunct and distance learning faculty may spend less time on campus than full-time faculty, it is more problematic for them to collaborate with library staff. Despite increased online library resources and tutorials, the library still receives a few comments from instructors that they reduce or eliminate research assignments in online courses, believing that library research would not be feasible for distance learning students. The library is continuing to look at ways to improve its outreach to these instructors. Instructors learn about the library's services through their department chairs or other faculty in their discipline.

In the past, the library was concerned that it did not have strong relationships with Hood River faculty. During the 2007-08 academic year, librarians taught six sessions at the former leased site in Hood River. In fall 2008, CGCC opened a new campus in Hood River and began offering

classes. As of May 2009, librarians have taught 24 sessions at the new Hood River campus. Part of this increase may be attributed to the increased number of classes offered in Hood River. Another factor is that the library sends staff to Hood River twice a week to provide library services in the Information Commons area. This has provided greater opportunities to build relationships with faculty, students and staff.

In spring and fall 2008, the library taught a new one-credit information literacy course, LIB 199, as an experimental course. Several faculty mentioned that they had promoted the course to their students. In spring 2009, LIB 199 became a permanent course with a new designation: LIB 101. See Standard 5 for more information on this course.

The Library continues to work with faculty to purchase materials to support their classes. Recommendations from faculty receive the highest priority when the library purchases items for the collection.

During the past year, the Curriculum Committee was formed with the Public Services Librarian serving as a member.

The CC is now working on defining its role and procedures. In February 2009, three committee members (the Chair, the Director of Transfer and Pre-College Programs, and the Public Services Librarian) met with members of PCC's Curriculum Committee and the Curriculum Office to learn about their policies and procedures. During winter term, the CC reviewed proposed changes to the RET program before it went to PCC for official approval. The CC is now creating a process for faculty to submit requests for proposed or amended classes and programs. Once this process is finalized, the new LIB 101 course will undergo this process to determine its efficacy.

2.A.9 Optimal Learning

To ensure the most expedient completion of a program, advisors and faculty create an annual schedule of classes that considers days, times, modalities and locations of offerings.

2.A.10 Prior Experiential Learning

CGCC does not offer credit for prior experiential learning; however, as the College moves toward independent accreditation, the CGCC Academic Standards and Curriculum Committees may address offering credit for prior experiential learning.

2.A.11 Periodic Review of Course Additions and Deletions

CGCC follows PCC's process for such review, and the Curriculum Committee will develop a review process.

2.A.12 Program Deletions and Student Accommodations

Policy regarding program termination will be created by the Curriculum Committee. Currently,

as required by the state, CGCC stops accepting students into the program scheduled for termination while allowing those in the program to finish. While this is the current practice, there really is not a formal process. The EET program was closed in 2005. This program was closed primarily due to declining enrollment, and was done in such a way that affected faculty would be released in accordance with the faculty contract. In the final year, second year students finished, but no first year students were admitted to the program. In this way, all students enrolled in the program were able to complete the program.

During the 2009-10 academic year, the Education Program will no longer accept new students while the program undergoes a review of curriculum. Students currently in the program will be informed that the program will be “taught-out” during 2009-10, and that classes will not be offered during the 2010-11 academic year while it is being revised. Students will once again have the ability to earn the Education Certificate and degree beginning fall 2011.

During this same time frame, students currently enrolled in the Juvenile Corrections program will be informed that the program will be “taught-out” in 2009-10. After review of current state-wide efforts related to human services programs and working with local employers and agencies, this program may be suspended and a new program may be developed.

2.A Evidence

EV 2.A.1	Governance Model
EV 2.A.2	Job Description for Department Chair
EV 2.A.3	Core Outcomes and General Education Philosophy Statement
EV 2.A.4	Academic Standards Committee Charter
EV 2.A.5	Class Challenge Policy
EV 2.A.6	Curriculum Committee Charter
EV 2.A.7	Course Revision and New Course Submission Forms for Curriculum Committee
EV 2.A.3.1	Planning Guide for CTE New Program Applications
EV 2.A.3.2	Final RET Application
EV 2.A.3.3	Labor Market Information (required RET application material)
EV 2.A.3.4	Notice of Intent (required RET application material)

2.A Strengths

1. Faculty at the College were instrumental in the decision to seek independent accreditation. Virtually all of this work has been done by faculty and staff who not only comprise the committees working on the various standards but also chair these committees.
2. Faculty wrote the position description for department chairs and the charters for the Academic Standards Committee and the Curriculum Committee. The chair of each of these committees is faculty.
3. A strength and a challenge in the above model is the limited number of full-time faculty. Many adjunct faculty have volunteered or applied for the above positions and committees. Two of the nine department chairs are adjunct faculty. An adjunct faculty is the chair of the

Curriculum Committee. Several adjunct faculty are involved in the accreditation process. This strength and the concomitant challenge are addressed more fully in Standard 4.

2.A CGCC 2008 Self-Recommendations and Responses

1. Two new full-time faculty should be hired for program areas currently without full-time faculty, and this should be done within the next two years.

One full-time faculty was hired fall 2008 who has the credentials to teach in both the social science and humanities areas. CGCC now has full-time faculty in each department with the exception of the ESOL Department. The ratio of full-time to adjunct faculty has moved from 1 to 6.5 to 1 to 6.2.

2. All students in degree or certification programs should receive basic library and information literacy instruction early in the course of their studies. Faculty and librarians need to work together on a plan that ensures this.

Once the Curriculum Committee begins reviewing curriculum for CGCC, the librarian representative will work closely with faculty on embedding information literacy in the curriculum as appropriate. This is one of the joint recommendations by the CIA and university provosts for the AAOT degree requirements. CGCC has a separate information literacy course, but the proposed changes to the AAOT requirements would embed information literacy into other courses. One goal will be to ensure that students pursuing degrees or certificates will receive basic information literacy instruction early in their academic careers at CGCC.

One successful model already in place is that of the Nursing Department. Each year, the incoming cohort receives library instruction as a group. They receive a research assignment that represents different types of research they will be expected to know how to do as nursing students. This model ensures that all nursing students receive a standard level of information literacy instruction at the beginning of their program. That instruction is tailored to students' specific program. The library will look at ways to replicate this model for other degree and certificate programs. See Standard 5 for detailed information about library instruction for all classes.

3. New student recruitment strategies should be considered.

On February 6, 2009, CGCC facilitated a Health Occupations Day in which both high school students and the general public were asked to discuss the College's offerings in the health occupations field. This included tours of the science/nursing labs, as well as informational sessions.

On February 9-11, 2009, an advisor for the Renewable Energy Technology program traveled to Walla Walla, Washington to facilitate an all-day RET informational session for an area high school.

On March 13, 2009, CGCC held a Career Fair in which area high school juniors and seniors, as well as clients referred by community agencies, were invited to come and participate in a series of information sessions that focused on the transition from high school to a community college and beyond. There were close to 300 students and community members in attendance.

The College has increased its presence in the local high schools (TDWHS and HRVHS) by having an academic advisor facilitate advising meetings on a weekly basis.

4. Through the Curriculum Committee, create a formal process for the proposal of new courses and new programs and a formal process for the termination of existing programs.

The tentative time-line for the Curriculum Committee is:

2008 – 2009: Develop necessary forms and rubrics for creation and revision of courses.
2009 – 2011: Over a two year period all current courses are to go through the process so that they are “CGCC” courses as opposed to PCC courses. Until approval has been granted by PCC and/or NWCCU, all course and program approvals will continue to also be sent through the faculty committees at PCC.

Program approval is also under the purview of the Curriculum Committee; the current focus is at the course level.

2.B Educational Program Planning and Assessment

CGCC’s Chief Academic Officer created and facilitated an Academic Master Plan (AMP) Committee that consisted of CGCC staff, faculty, students, and members of the local business community. The committee’s purpose was to explore the future direction of CGCC programs, and to determine the College’s signature program(s). The AMP Committee met on several occasions throughout an extended time frame and provided the CAO with suggestions for CGCC’s future focus (See EV 2.B.1). The CAO has a goal to have a partial update of this plan by the middle of fall term 2009.

2.B.1 Assessment of Educational Programs

CGCC is a contracting college with PCC, and subsequently, CGCC’s programs are reviewed by PCC. All PCC programs engage in a three or four year program review cycle. CGCC’s involvement in the review process is primarily at the Subject Area Committee (SAC) level at PCC in which CGCC faculty actively participate. Most programs and disciplines at CGCC are not reviewed separately from PCC’s.

CGCC has begun to develop its own program review process. A Department Chair subcommittee developed a Program Review Crosswalk of the components of three program reviews (See EV 2.B.1.1). The Department Chairs passed a proposal that each program will develop its own program review rubric and process unless the program is being reviewed by an

outside group such as occurs for the Nursing or Basic Skills programs. The Dept Chairs also proposed that each program can use the examples from the Program Review Crosswalk, but the program reviews are not limited to those examples

The Department Chairs have decided that CGCC will not complete reviews of each department. Instead, it will complete a General Education Program review. A CGCC Education Philosophy Statement and a General Education philosophy statement has been developed by a Department Chair subcommittee (See EV 2.B.1.2). This subcommittee is also beginning a General Education program review and will analyze the General Education offerings to align with the General Education philosophy statement.

The faculty as a whole and the faculty committees doing the outcomes and assessment work will need to determine if an instructional assessment committee needs to also be formed. Currently, two CGCC faculty, one full-time and one adjunct, are attending PCC's Assessment Council meetings.

Several Career and Technical Education programs have program-specific accreditation and undergo periodic review by external professional and governmental accrediting agencies. The schedule is different for each program. These efforts involve a self-study, typically a site visit by external reviewers, and a process resulting in commendations and recommendations. The results of the accreditation reviews are examined by the program faculty, appropriate instructional director, Chief Academic Officer, ELT, and the Board of Education. Fully addressing accreditation recommendations is expected. Program accreditation self-study reports and agency responses are available in the instructional services office or the office of the program director for each of the specific programs (See EV 2.B.1.3-4).

2.B.2 Identification of Expected Learning Outcomes

Institutional core outcomes were developed by a Department Chair faculty subcommittee and approved by the Department Chairs at the December meeting. These outcomes have been discussed at the 2009 faculty spring in-service and presented to faculty and students in the campus newsletter. The topic was also presented at an Executive Leadership Team meeting and a Board of Education meeting (See EV 2.B.2.1).

Program outcomes that have been developed by PCC are listed in the College Catalog. Achievement of program-level outcomes is generally assessed on the basis of completion of degree requirements. Faculty will review current course outcome guides to determine whether to make revisions or to maintain outcomes guides as written by PCC. A course that has already been approved by PCC will be used as a test course for CGCC's process.

Data provided by the Oregon University System (OUS) serve as a general measure of transfer success for CGCC students who enroll at four-year public institutions in Oregon. Reports compare average GPA for CGCC students with all Oregon community college transfers and OUS continuing students.

CTE programs use a variety of methods to measure student success, including standardized and

locally developed tests, student surveys, pre and post tests, classroom observations, performance on national licensure tests, course-embedded assessment, exit interviews, and job placement statistics. For CTE programs, advisory committees continue to be an integral part of the assessment cycle. Advisory committee involvement contributes to a more meaningful and relevant assessment activity

The expected learning outcomes for the Nursing Program are evidenced by successfully passing clinical, skills lab, and theory tests each term. After the first and second year of the program, the students have a national licensure test they must pass to be either a Licensed Practical Nurse (LPN) or a licensed Registered Nurse (RN). CGCC uses the national licensure pass rate of its graduates as a measure of success, as does the Oregon State Board of Nursing which has a requirement of 85% or higher pass rate (CGCC has a 100% pass rate) over a required two year period for nursing education programs in the state. The Nursing Advisory Committee advises the program to the needs of the community partners.

The Nursing Program also employs two surveys related to employer and student satisfaction that are fashioned after the National League of Nursing (NLN) criteria for competencies of nurses. Findings from these are used for development, maintenance and revision of the program, and/or program outcomes (See EV 2.B.2.2).

Each year the Student Services Office publishes an Institutional Effectiveness Indicators Report which includes such student success indicators as Progress toward Educational Goals, Completion of Educational Goals, and Transfer to Oregon University System (See EV 2.B.2.3). This report is presented to the Board of Directors, faculty and the general college community for review each year. The newly formed CGCC Institutional Assessment Committee will be reviewing performance measures to determine what will be most useful for program reviews.

2.B.3 Institutional Evidence of Assessment Activities

Assessment activities at CGCC that lead to the improvement of teaching and learning occur both formally and informally. The informal method includes conversation among faculty and between faculty and students about teaching methods that work and that do not work. Two of the main venues for faculty exchanges are: faculty in-services that occur twice per year; and, department meetings that occur at least twice per year. Faculty also use student course evaluations and student performance in courses to evaluate the effectiveness of their instruction. These methods can help determine changes regarding curriculum, course delivery methods, and types of student assessments.

Assessment methodologies and a rubric design were begun at the spring 2009 in-service and additional progress will be accomplished in the 2009-10 year, with a focus of infusing those methodologies into the course outcome guides and syllabi (See EV 2.B.3.1). To support the identification and assessment of learning outcomes for program and course outcomes, a full-time faculty member and an adjunct faculty member are participating in the PCC Learning Assessment Council which became operational at the beginning of fall term 2008. The focus of the council for 2008-09 is learning about assessment methodologies, informing the college faculty about the assessment process and its importance, and making recommendations regarding assessment methodology.

Some faculty have been involved in professional development opportunities in which they are learning how to write course outcomes that describe what students should be able to do with the knowledge gained in a course and then how to assess those outcomes. This is a change from course outcomes that are focused on content knowledge only. Three instructors (Psychology, RET, and Business) participated in a Course and Outcomes Training at PCC in 2006-07. During 2008-09, the full time chemistry instructor was involved in the finalization of the AAOT science outcomes. In addition, the Instructional Coordinator participated in the statewide development of the AAOT cultural literacy outcome (See EV 2.B.3.2).

Two instructors (Pre-College program) completed Masters degrees (2003 and 2007) in Adult Education from OSU in which outcomes-based course design (Instructional Systems Design) was a major focus, and faculty have participated in training workshops for Quality Matters, a quality assurance program for online classes.

2.B Evidence

EV 2.B.1	2005-08 Academic Master Plan
EV 2.B.1.1	Program Review Crosswalk
EV 2.B.1.2	CGCC Education Philosophy Statement and General Education Philosophy Statement
EV 2.B.1.3	Self-Study Reports
EV 2.B.1.4	Program Specific Accreditation Schedule
EV 2.B.2.1	May 12 th Executive Leadership Team and Board agendas
EV 2.B.2.2	Nursing Program Satisfaction Surveys
EV 2.B.2.3	2008 Institutional Effectiveness Indicators Report
EV 2.B.3.1	2009 Spring In-Service agenda and handouts
EV 2.B.3.2	Examples of Faculty Professional Development Promoting Changes in Outcomes/Assessment in Course Design

2.B Strengths

1. Several CGCC faculty members have been actively involved in PCC's program assessment committees. As a result, these members could aid in the development of similar committees at CGCC. CGCC has established connections with specific program review committees (Nursing and RET, for example) and are familiar with processes involved in creating such committees.
2. CGCC has created strong ties with local business and industry by providing skilled employees from our established academic programs. One of CGCC's strengths is that it is flexible and can react quickly to the employers' needs/requests.
3. To date CGCC has invited not only the campus community, but the community in general, to provide input into the direction it should be taking with regard to the programs being offered.
4. CGCC has adopted a new instructional governance model and the use of "trial" periods to

test new processes or structures with process reviews after a period of time that allow for revisions if necessary.

2.B CGCC 2008 Self-Recommendations and Responses

1. Form a committee to study and recommend institutional core outcomes. A timeline will be established to include newly established program and course outcomes. This is to be followed by its implementation.

A timeline has been established to include newly established program and course outcomes. This is to be followed by its implementation. Some of this work is being done by the CGCC Assessment committee which formally began meeting winter term 2009. The goal for 2008-09 is the research best practices with recommendations for work to be done in 2009-10. Additionally, the curriculum committee and department chairs have begun this work. (See section 2.B.2)

2. Professional development opportunities need to be provided to assure that faculty understand how to write program and course outcomes that describe what students will know and be able to do with the knowledge gained in their courses and program.

The spring 2009 faculty in-service began this work. (See section 2.B.3)

3. Provide professional development opportunities to assure that faculty understand how to create authentic assessment which includes meaningful tasks drawn from real-world contexts when possible and how to link assessments to outcomes. Require examples of authentic and linked assessments as described above from all faculty.

The spring 2009 faculty in-service began this work. (See section 2.B.3)

2.C Undergraduate Program

CGCC offers three transfer degrees through its contract with PCC. All degrees are reviewed and approved by the OCCWD, the Office of Degree Authorizations, and the State Board of Education. Transfer degrees are developed in coordination with the Oregon University System (OUS). The Associate of Arts-Oregon Transfer (AAOT) and the Associate of Science degrees have a core of general education courses prescribed by the state, and they are distributed across the major general education divisions. The AAOT degree is currently under review by the Joint Boards Articulation committee comprised of community college faculty and administrators from across the state with the goal of standardizing the degree statewide. Career and Technical Education degrees and certificates are also offered. All programs with a duration of one-year or longer have a core of general education courses or have identified that this core is embedded within program-specific courses.

2.C.1, 2.C.2 and 2.C.3 Oversight of General Education Requirements

The 2008-09 College Catalog section entitled “Degrees and Programs” (See EV 2.C.1.1, pgs 36 -105) includes program requirements, CGCC’s philosophy statement, core outcomes, recent prerequisite changes, and specific degree requirements and options. From these descriptions, it is clear that not only are offerings included from the humanities and fine arts, the natural sciences, mathematics, and the social sciences, but also that a broad selection from each is required for degree or certificate completion. The Degrees and Certificates Committee of PCC’s Education Advisory Committee is primarily responsible for the oversight of the general philosophy and specific requirements for all degrees and certificates offered. CGCC has crafted its own educational philosophy as well as five core outcomes. The Educational Philosophy Statement is:

CGCC is committed to offering a flexible and high quality educational environment providing opportunities for our students to achieve their diverse educational goals. The core outcomes are as follows:

Communication:

Students will communicate effectively orally and in writing, using appropriate language and modality.

Critical Thinking and Problem Solving:

Students will creatively solve problems by using discipline-related and relevant methods of research, personal reflection, reasoning, and evaluation of information.

Professional Competence:

Students will acquire the necessary skills to perform the tasks required for either transfer to a four year college program or employment.

Cultural Awareness:

Students will cultivate a respect for diverse cultural perspectives.

Community and Environmental Responsibility:

Students will address the consequences of human activity upon our social and natural world through their respective discipline.

2.C.4 Institutional Articulation for Transfer and Acceptance of Credit

CGCC has begun the process of forming its own degree partnerships (See 2.G). CGCC has created Academic Standards and Curriculum committees, to oversee the articulation of each course and program with other northwest institutions of higher education (See EV 2.C.4.1).

CGCC's RET program is outside of the PCC structure, since PCC does not teach this program. CGCC has created an articulation agreement with Clackamas Community College and Linn Benton Community College for the RET program.

2.C.5 Academic Advising

CGCC provides academic advising services for new and returning students at both The Dalles and Hood River campuses. Advisors also facilitate new student orientations which are offered each term in person. New students are required to meet with an advisor prior to their first term registration, and then periodically, depending on the development and length of the students' education plans, throughout the length of their academic programs. The education plan reflects the curriculum required within the student's chosen academic program and is developed in a collaborative effort between the academic advisor and the student. The education plan can be set up for as little as one term, or as long as one year, depending on the academic program and the student's level of academic proficiency. Education plans can be accessed by the student via the CGCC website. CGCC has also developed a link on its website for students to ask advisors questions. In some cases, depending on location or work schedule, CGCC advisors arrange telephone advising sessions with returning students; however, such a service is not generally available for new students. During the initial advising session, new students review their placement scores and establish an educational path; therefore, telephone advising sessions are not recommended. Students wishing to alter their education plan can do so by meeting with an advisor and updating their academic information.

CGCC academic advisors have developed work sheets for each degree and certificate program offered at the institution (EV 2.C.5.1). The worksheets provide an outline of the required coursework, and a list of the restricted electives for each program. The advising work sheets are available on the website for students to access and print if desired.

CGCC provides advisors for specific degree programs (Nursing, RET, ECE, etc.); however, all advisors can facilitate basic advising on all programs offered. All advisors are trained in advising transfer students and facilitating and advertising opportunities for students to meet with representatives from other institutions.

The Career Pathways advisor schedules weekly visits during the school year at area high schools. The advisor meets with individual high school students who wish to explore a chosen career path and assists them in determining the education required in order to find employment in their field of choice.

An academic advisor visits Washington middle schools and high schools on a yearly basis, by invitation. During such visits, the advisor provides students and school administrators with information regarding program offerings, the admissions process, and facilitates the ASSET test to potential students of Running Start, the state of Washington program for dual credit for juniors and seniors.

2.C.6 Developmental and Remedial Course Work

All entering students are required to take placement tests for reading, writing and mathematics. After taking the placement test, students are encouraged to meet with an academic advisor to review placement results. For students placing in developmental levels for reading and/or writing, a term in pre-college coursework is required. Extensive pre-college coursework in reading, writing, and mathematics are delivered as well as instruction in college success and career development. Pre-college students are provided academic advising and educational planning in pre-college programs in order to prepare for entry into credit classes. At the end of each term, students are re-evaluated either by a placement test or by teacher recommendation for entry into college-level coursework. In addition to pre-college coursework, CGCC also offers Adult Basic Skills Development, as well as General Education Development (GED), High School Credit Completion programs, and English Speakers of Other Languages (ESOL) classes (See EV 2.C.1.1, pg 35). A statement has been added to the College Catalog declaring that not all courses taught at the College meet either transfer program, degree or certificate requirements. Some courses are simply for remedial work, getting the student up to college level courses (See EV 2.C.1.1, pg 38).

2.C.7 Adequacy of Faculty

All credit faculty, whether full time or adjunct, must meet the same academic standards (See 2.C.7.1).

2.C.8 Testing and State Licensure

The only programs that require licensure are those in the health occupations fields.

Students successfully completing all course requirements for the Practical Nursing Program can apply for testing through the National Certification Licensure Examination to hold a national and state Practical Nurse license. Students completing the Associate of Applied Science program are eligible to sit for the National Certification Licensure Examination to hold a national and state Registered Nurse license.

Students completing course requirements for Emergency Medical Technician Basic are eligible to test for National and State certification through the National Registry of Emergency Medical Technicians and through the Oregon State Human Services EMS Certification and Training. The Emergency Medical Technician Intermediate course leads to an Oregon State licensure. Students must pass both written and skills exams in order to acquire these certifications. A forty-four hour First Responder course qualifies students for a written and skills examination for Oregon State Human Services EMS Certification and Training First Responder certification. Successful completion of Nursing Assistant 1 qualifies a student to take a written and skills exam to achieve state licensure through the Oregon State Board of Nursing. Students completing Nursing Assistant 2 and Medication Aide training can receive state licensure through the Oregon State Board of Nursing by taking a written examination.

A one-year certificate program in Medical Assisting can qualify students to sit for a written test and become nationally certified through the American Association of Medical Assistants. All

exam results can be found in the 2007 Department of Labor Report (See EV 2.C.8.1).

2.C Evidence

- EV 2.C.1.1 2008-09 College Catalog
- EV 2.C.4.1 Academic Standards Committee Charter
- EV 2.C.5.1 Degree and Certificate Program Worksheets
- EV 2.C.7.1 Faculty by Discipline 2007-2008
- EV 2.C.8.1 Department of Labor (DOL) Report October 31, 2007

2.C Strengths

1. Through recent increased presence on the local high school campuses, CGCC has built a stronger working relationship with each school. As a result, the academic advisors have been asked to participate in a greater number of recruitment-oriented activities, and to provide advising services for students wishing to explore career/education options.
2. The guidelines surrounding academic advising still allow for face-to-face contact with students; however, they empower the students to take more responsibility for furthering their education. Examples of this paradigm include online access to the education plan that they help develop; online registration; and, required periodic contact, either in person, or via the telephone or Internet, with an academic advisor.
3. New student orientations allow students to connect with peers, as well as with members of the faculty and staff, and become oriented with the college campus. The student's family members are also encouraged to attend, which can lead to increased support in the home environment.
4. CGCC developed an articulation agreement with OIT in which the two colleges agreed to accept specific curriculum included in both AAS Business Management and AAS Accounting degrees that fulfill specific major requirements for OIT's BS degree in Operations Management.
5. Through CGCC's affiliation with PCC, degree partnerships are already in place at six Oregon four-year institutions (OSU, PSU, OIT, Marylhurst University, Linfield College, and Concordia University).
6. Core outcomes and specific degree/certificate requirements are already in place, and these will provide practical guidelines for establishing CGCC's own standards.
7. Information is provided to pre-college students in the form of in-class presentations regarding the transition into taking college level course work. Information includes programs being offered and available funding resources (financial aid/scholarships/third party).
8. CGCC established faculty Department Chairs to oversee the different disciplines represented in the College's course offerings.

9. Developmental mathematic course preparation at CGCC is particularly effective. Typically, at least half of the College's calculus students started in Math 60, and some started in Math 20.

2.C CGCC 2008 Self-Recommendations and Responses

1. That CGCC either train a current Student Services employee, or hire someone specifically to develop policies for the acceptance of credit and maintain partnership agreements with current institutions. Current PCC policies and institutional partnerships could serve as guidelines for our own policy development.

A curriculum committee has been created which will develop an acceptance of credit policy to ensure each course and program meets the requirements for both our institution and for the institutions to which our students will transfer.

2. Implement the procedures listed in the Advising Handbook that promote student empowerment and responsibility for their own success. CGCC should strive to provide students with access to tools, resources, and opportunities for skill development that they can utilize with regard to academics, and in other aspects of their lives.

Efforts to empower students and encourage responsibility for success include providing online access to education plans; online registration; and, required periodic contact, either in person, or via the telephone or Internet, with an academic advisor. Academic advisors work collaboratively with students to develop each student's personal education plan. Advisors also developed work sheets for each degree and certificate program offered at the institution which are available on the website for students to access and print if desired. The worksheets provide an outline of the required coursework and a list of the restricted electives for each program.

3. Recruit campus-wide for individuals to sit on a committee that will assist in developing CGCC's philosophy statement with regard to programs being offered and their outcomes.

A subcommittee comprised of department chairs developed the core outcomes and the general education philosophy statement.

4. Provide more clarification in the College Catalog with regard to the non-applicability of developmental and remedial courses toward CGCC degrees and certificates.

Developmental and remedial courses have course numbers less than 100. CGCC has added a statement to the catalog that says: "Credit courses, numbered 100 or less, cannot be used to fulfill the 90 credit minimum requirement for the AAOT, AS, ASOT-BUS, and AAS Degrees."

2.D, 2.E and 2.F Graduate Work

Not applicable.

2.G Continuing Education and Special Learning Activities

CGCC offers a variety of opportunities for individuals to accumulate college credits while maintaining their current status within the community. High school students who meet established academic standards are provided the opportunity to enroll in college coursework and receive both high school and college credit for successful completion of the course either through Project Advance or Expanded Options. Project Advance instructors are provided program-specific curriculum. Students who are planning to transfer on to a participating Oregon four-year college or university are provided the opportunity to take classes at both institutions and combine their credits from each school to maintain their full-time status. Individuals working in the area of Emergency Medical Services can take classes that keep their skills and certifications current with the state of Oregon's requirements

CGCC is a Certified Training Center (CTC) for the American Heart Association. The coordinator for the CTC supervises the eighty-six faculty who are aligned with this training center. During the 2007-08 academic year, 2,574 students were trained in one or more of the courses included within the scope of the CTC. The courses taught are:

- Healthcare Provider CPR (841)
- Heartsaver First Aid (1,191)
- Heartsaver First Aid Pediatric (25)
- Heartsaver CPR (401)
- ACLS (Advanced Cardiac Life Support) Provider (115)

Dual Credit

Expanded Options: In accordance with the State of Oregon, and in cooperation with local area high schools, CGCC provides advising and registration assistance to Oregon high school students enrolled in their respective schools' Expanded Options program. This program allows high school students (Juniors and Seniors) to enroll in college courses, and upon successful completion of a course, receive both college and high school credit for the class. The students' tuition, books, and fee expenses are paid by their respective high school.

Project Advance: High School teachers who have credentials that match college faculty hiring requirements may collaborate with the College to use the College Course Outcome Guide and offer college courses that provide both high school and college credit. The classes are a part of the high school course offerings and are taught at the high school. Students are charged a transcribing fee. Direct costs of instruction are borne by the high school.

Running Start: The State of Washington has a program similar to the Expanded Options

program in which the high school covers the tuition cost of students (Juniors and Seniors) in the Running Start program. These students are also able to receive both college and high school credit for specific courses taken at CGCC.

Career Pathways: In spring 2006, CGCC created a steering committee led by the Chief Student Services Officer to begin the work of developing career pathways within the Career and Technical Education (CTE) programs. The goal of this work is to make college accessible to all by easing student transitions along the education continuum and to focus on demand occupations in the local labor market to meet employer needs.

CGCC has identified four separate career pathways: Science, Technology, Engineering and Mathematics (STEM), Business, Health Occupations, and Early Childhood Education (ECE). Through a series of grants provided by the state of Oregon, CGCC has been able to hire a Career Pathways advisor to work specifically with students in regional high schools to identify common links between secondary and post-secondary coursework, advise high school students regarding appropriate preparation for college coursework in an effort to reduce remediation, and expose students to various careers within each pathway. Additionally, CGCC staff and faculty, along with business partners, are working together to develop multiple entry and exit points within each pathway to address the needs of the adult learner. Presently, a fifth pathway in the AAOT transfer program is being developed.

Degree Partnership: CGCC, through its relationship with PCC, has established agreements with six Oregon universities (OSU, PSU, OIT, Marylhurst University, Linfield College, and Concordia University) in which students can be enrolled at both schools during the same term and receive student benefits at both schools. Some of the benefits include utilizing financial aid at both institutions and access to library and tutoring services at both schools. Students can attend both schools on an adjunct basis, and combine credits to be considered full-time students.

Discussion is currently under way with several of CGCC's partnered institutions with regard to establishing Degree Partnership (DP) agreements, as well as the development of policy and procedures required for such a program. Maintaining a Degree Partnership program will involve a collaborative effort between several departments; Student Services (SS); Business Office (BO); Financial Aid (FA); and, Instructional Services (IS).

Actions to be determined include, but are not limited to:

- Utilization of existing DP agreements that were established through our current accrediting institution.
- Coordinated communication process between partnered institutions, with regard to student enrollment and financial aid status
- Development and maintenance of effective up-to-date articulation agreements with partnered institutions

Beginning in January, 2009, a database was created in order to track students that are considered to be dually or co-enrolled. At this point in the accreditation process, the database reflects only the names of the students who have applied for dual enrollment with one of our

partnered institutions; the institution for which they have applied; and, the term that they are planning to begin taking classes concurrently at the other institution. The database will be expanded to include tracking information that provides documentation regarding the effectiveness of the DP program and the success of participating students.

Course and Program Articulation: CGCC developed an articulation agreement with OIT in which they agreed to accept specific curriculum included in both CGCC's AAS Business Management and AAS Accounting degrees that fulfill specific major requirements for OIT's BS degree in Operations Management. CGCC and OIT are currently developing an articulation agreement for CGCC RET graduates to enter OIT's Renewable Energy degree program (See EV 2.G.1).

CGCC offers continuing education coursework in education for teachers wanting to become re-licensed. Examples of these courses include, but are not limited to, ED 102 Displays and Graphics for Educators; ED 217 Classroom Management; and, ED 258 Multicultural Education (See EV 2.G.2).

CGCC does not currently have a Study Abroad program in place. However, CGCC students do have access to the PCC Study Abroad program, which includes academic term programs in London, England; Florence, Italy; Barcelona, Spain; Nagasaki, Japan; and, Oaxaca, Mexico. Students can learn about the program on the PCC Study Abroad website (See EV 2.G.3-4).

2.G Evidence

- EV 2.G.1 OIT Articulation Agreement Document
- EV 2.G.2 2008-09 College Catalog
- EV 2.G.3 PCC Website <<http://www.pcc.edu/about/international/study-abroad/>>
- EV 2.G.4 PCC College Catalog <<http://www.pcc.edu/about/catalog/>>

2.G Strengths

1. CGCC has established a good working relationship with local high schools with regard to advising students participating in the Running Start, Expanded Options, and Career Pathways programs.
2. CGCC has an established relationship with current Degree Partnership institutions. As such, the current agreements CGCC has with PCC are tenable and can be updated as needed.
3. CGCC maintains a positive presence within the community with regard to supplying instructors and classroom space for community-based agencies/businesses to keep their employees current.

2.G CGCC 2008 Self-Recommendations and Responses

1. CGCC will need to create new Degree Partnership agreements with those universities it

currently has agreements with through PCC.

As CGCC has established relationships with its current partnered institutions, the College will proceed in the development and implementation of policies and procedures regarding degree partnerships specific to CGCC. Aspects to be explored include articulation agreements; tracking policies; collaborative measures between institutions; and, methods of communication.

2. Create a database for Degree Partnership students so that the effectiveness of the program can be analyzed.

A database was created in order to track students that are considered to be dually or co-enrolled. At this point the database reflects only the names of the students who have applied for dual enrollment with one of our partnered institutions; the institution for which they have applied; and, the term that they are planning to begin taking classes concurrently at the other institution. The database will be expanded to include tracking information that provides documentation regarding the effectiveness of the DP program and the success of participating students.

2.H Non-Credit Programs and Courses

Community Education

Program Description

The Community Education Program offers over 400 courses per year in areas such as health and safety classes, recreational and outdoor sports, vocational or work-related courses, computer science, business, foreign languages, creative arts and Elderhostel.

Courses are continuously evaluated for their relevancy and eliminated if necessary. When enrollment has been flat in a class for more than two terms, the class is removed from the program. Examples of classes that have been removed recently are Debt Free Living and Computer Applications Software. With the growing number of vineyards and wineries in the area, there has been a need to offer viticulture and enology courses, such as pruning techniques, vineyard tours, and winery sanitation. A class that continues with strong enrollment is Pacific Northwest geology and its effects on the grapes grown in these various regions.

Students in non-credit classes and programs are given the opportunity to evaluate all courses using an evaluation form given by the instructor at the end of class, or by random selection by the community education administrator using a paper or electronic form.

New classes are considered when they are recommended by an instructor or by a community member. Considerations used in judging if a class should be added to the program are relevancy to consumers, enrollment projections, and cost effectiveness. A course outline is developed by the instructor, or by the program administrator. Course outlines are kept electronically by the Community Education program administrator.

The development of the Hispanic Orchard Employee Education Program began as a response to local orchard owners' need for staff development of non-English speaking orchard workers. This program was rolled out in fall 2007 offering courses in three areas: basic math, pesticide applicators exam preparation, and horticulture. All classes were taught in Spanish. The horticulture class has been dropped due to circumstances beyond our control. The math and pesticide applicators exam class has continued with strong enrollment.

Some non credit programs are bridges to credit programs and AAS degrees. For example, the Power Plant Trainee Program was delivered as a contracted customized training to the US Army Corps of Engineers employees. After four years, it transformed to an AAS in Electronics Engineering Technology. In January of 2007, Wind Turbine Maintenance Technician was a six month pilot program that led to a one year certificate and AAS in Renewable Energy Technology.

Throughout the College District, courses are scheduled according to community needs, and they are administered by four managers. The community education program served over 3,532 students during the academic year 2007-08. The Instructional Services department is responsible for the administration of Community Education. Community Education has operated as a shared, self-directed work team for the past three years. Over the past four years, the state has redefined which Community Education classes are reimbursable. This has resulted in changes in course pricing and in the number (and type) of courses offered. Community Education lost nearly 60% of its enrollment over this time period. The goal of the Community Education Program is to be a self-supporting department that would establish an equitable fee structure based on real department expenses, including salaries, benefits, instructor costs, and direct program costs. This structure would allow the department to meet expenses, both direct and indirect. Currently, Community Education is self-supporting only in direct costs.

Customized and Workforce Training

Program Description

Customized & Workforce Training provides customized contracted training and educational services to private and public organizations. Content for training courses is determined by the needs of the workforce and business and industry. All training is directly related to workplace needs. Customized workforce training instructors have qualifying background either in education or have work experience in the appropriate subject area. These instructors are part-time, non-credit faculty and are selected for specific assignments by Customized & Workforce Training management staff. Instructors and management staff are responsible for the design and delivery of all Customized & Workforce Training courses. Employees of businesses receive training in leadership and supervisory skills, computer software applications, lean manufacturing principles, and job site safety.

Revised Fundamentals of Caregiving (RFOC) is a state of Washington-approved curriculum designed to train Department of Social and Human Services (DSHS)-contracted Individual Providers and home care agency providers who provide in-home personal care services to DSHS clients. RFOC is a 28-hour class. Competency testing is required for this class. Continuing Education Units are awarded to those who successfully complete the course.

Continuing Education is a state-required program of educational modules for DSHS- contracted Individual Providers and home care agency providers who provide in-home personal care services to DSHS clients. Continuing Education is a maximum of ten hours on topics relevant to caregiving. Residents from Oregon and Washington attend the classes held on each of the CGCC campuses.

Policy 2.2 Educational Assessment

Through its involvement with PCC, CGCC has been utilizing PCC’s framework for educational assessment that includes four major components: institutional effectiveness, program review, learner outcomes, and core outcomes. This is accomplished, in part, through faculty participation with PCC’s SAC committees and their Outcomes and Assessment Council, as well as through a review of CGCC specific programs. Further assessment data is provided in the Institutional Effectiveness Indicators Report which was last updated in December 2008. This document provides information in regard to student retention rates, degree and certificate completion rates, pre-college student transition indicators, students who transfer on to participating Oregon University System (OUS) schools, and CGCC’s connection to businesses located within its service district.

CGCC Chief Student Services Officer was a member of PCC’s Assessment Committee since its inception and has participated as part of the PCC team at a national training. The CSSO has used PCC’s existing assessment model to implement CGCC’s model, and has shared assessment information and practices with CGCC instructional staff. The CGCC Institutional Assessment Committee was formed winter term 2009, and it has been gathering data from national models, including Richland CC in Texas and Southwestern CC in Oregon. The committee is made up of faculty and staff. It will be the “umbrella” group that gathers all assessment activities at CGCC into one place as well as identifying indicators to measure institutional effectiveness. For the 2009-10, year, the goal is to develop guidelines for CGCC assessment.

2.2.a Student Information

Annually, the Student Services Department publishes the Student Profile (See EV 2.2.a.1) which shows demographic information about CGCC students, FTE information about programs, and information concerning financial aid awards. Student information includes age distribution, ethnicity, gender, residency, the number of full and part-time students, and the number of graduates by degree type. Average placement scores of incoming students are also included in the report. Retention and successful course completion information is included in the bi-annual Institutional Effectiveness Indicators Report (See EV 2.2.a.2).

2.2.b Mid-Program Assessment

For the Wind Energy Pilot Program that took place from January through June of 2007, members from the Instruction Department facilitated an informal meeting with participating

students half way through the program. Students were asked questions such as how they felt the program was going and what improvements could be made for the next cohort. This event was valuable in that it gave the instruction team an idea of which format was more conducive to learning with regard to the required technical coursework. As a result of this meeting, the instruction team adjusted the curriculum in the program.

The Renewable Energy Technology Program continues the mid-term review process begun in the pilot program. In addition, the Medical Assisting Program is following a similar format for interim assessment. In both of these programs, new to CGCC and still considered to be in their developmental stages, students meet mid-term with affiliated academic advisors and program administrators in order to discuss their experiences in the program and provide useful feedback for faculty and program developers.

CGCC conducted Student Opinion Surveys during even numbered years from 1994 to 2006. Data collected in the survey included student opinion with regard to their overall experience at CGCC.

In 2008, CGCC conducted for the first time the Community College Student Survey of Engagement (CCSSE). The CCSSE survey targets randomly chosen courses, in several disciplines, and asks student opinion on topics such as instructor expectations and interaction, concept and theory application, and level of interaction with fellow students and study habits. Demographic information, such as marital status, age, sex, and native English speaker, are also collected. CGCC will conduct the CCSSE survey on a schedule that coincides with other community colleges in Oregon on a three-year rotation (See EV 2.2.b.1).

CGCC has advisory committees that regularly meet with employers in the communities to discuss employment trends, needed employee skills, program preparation for students' employment upon graduation, and expectations and learning outcomes of students who are graduating within a specific CTE program.

At this time, Instructional Services is reviewing various survey instruments (e.g. Survey Monkey) to help with conducting more formal program reviews for all of CGCC's CTE programs. Once a survey instrument is chosen, Instructional Services will be conducting educational assessment on CTE programs more consistently. Instructional Services will use students' responses as a way to improve curriculums and as valuable information when creating the budget for the academic school year.

Instructional Services also plans to expand educational assessments with continuation of its Academic Master Plan (AMP). This 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 has used the document in its administrative planning retreats, 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 their planning processes.

2.2.c End of Program Assessment

CGCC tracks the “Completion of Educational Goal” for students seeking to complete a certificate or degree as part of the end-of-program data it compiles. According to data compiled in 2004, the range of time for students to complete a degree is from approximately 8.5 to 9.6 terms (an average of 9 terms), and for a certificate, the range is approximately from 6.4 to 8.7 terms (an average of 8 terms). Factors contributing to this data include largely part-time enrollment of students, their need for post-secondary remedial and prerequisite coursework, and choices to pursue a certificate and a degree simultaneously.

Another measure of CGCC’s lower division transfer programs is the GPA of the students who transfer to one of the OUS schools as it compares to native students of that school, and to other community college transfers to that school. According to the 2007-08 Student Profile, approximately 24% of CGCC credit students come from Washington State. Presently, there is no mechanism in place for tracking the GPA of students transferring out of state; therefore, transfer numbers do not accurately reflect the entire scope of CGCC’s efforts (See EV 2.2.a.1).

A third reference for program assessment is a Student Outcome Survey which will be conducted by the Student Service Department following the students’ program completion in 2009.

2.2.d Program Review and Specialized Accreditation

PCC has SAC committees that regularly review each program for its effectiveness and coursework relevancy. A number of CGCC faculty are active members of these committees and provide input into what changes, if deemed necessary, should be implemented to keep a given program current with employment requirements.

In fall 2006, the CGCC Nursing Program completed its own accreditation by the State Board of Nursing and received an eight-year accreditation certification. The eight-year time frame is the longest time period allowed for a Nursing Program accredited under this governing body. This accreditation applies only to CGCC and is separate from PCC (See EV 2.2.d.1).

2.2.e Alumni Satisfaction and Loyalty

Alumni surveys have not been conducted by CGCC. However, during the winter term of 2004, CGCC’s first RN graduating class (2003) was surveyed for satisfaction with Nursing Program outcomes. The survey return rate was 42%. Results of the survey indicated that all of the respondents were either satisfied or highly satisfied with most aspects of the nursing program. Students were also given the opportunity to provide feedback on areas of the nursing program that they felt should have been covered more in depth. Examples of these topics included management of CNA’s and LPN’s; pharmacology; and the differences in rural/urban nursing. The nursing graduate survey also includes demographic information that can be used for data reference.

Student Services and Instructional administrators are in discussion regarding expanding end-of-

program assessments to include solicitation of alumni and employer satisfaction. A similar survey will be sent to those who have completed the Renewable Energy Technology Program and subsequently to those who complete the certificate and degree programs.

The Chief Student Services Officer (CSSO) and the Director of Academic Advising and Career Counseling (DAACC) are working together to create two surveys to all graduated CGCC credit students and employers in the surrounding communities within three months after graduation.

In April 2009, the DAACC sent out a survey for students who left CGCC before finishing a program. The goals of the survey are to determine what conditions led up to the student leaving, the student's satisfaction with CGCC, and what could have kept the student at CGCC within controllable circumstances. Responses to the survey are currently being collected.

The timeline for the implementation of the student satisfaction survey that will be sent to all graduated CGCC credit students is yet to be determined. A second survey will be sent to local employers to determine if CGCC graduates are meeting the needs and expectations of the workforce.

Surveys will be sent via mail, e-mail, and posted on CGCC's website. At this time, other avenues of reaching graduated credit students through various means of technology are being explored. While students will not be required to self-identify, they will be required to respond to what program they received their degree or certificate in while attending CGCC.

2.2.f Dropouts/Non-completers

A process to determine why students do not re-enroll at CGCC was implemented in 2004. Credit students who were registered for the previous spring term and who did not re-enroll for the following fall term are called to determine the reasons for not enrolling. The current data indicates that students report stopping out for a term or two due to lack of finances or problematic personal situations, yet plan on re-enrolling winter or spring terms.

The Student Services Department has developed an early alert system, Promoting Access to Student Success (PASS), in which faculty members can refer students who they believe are at risk of failing their class, to a designated academic advisor for intervention assistance. CGCC faculty are encouraged to refer students who are exhibiting disruptive or concerning behavior in class or have multiple absences and/or tardies. The PASS advisor will have information available on such topics as accessing CGCC resources, developing family/community support, time management, and contact information for off-campus counseling services. Once the student meets with the advisor, there will be a series of follow-up meetings scheduled to monitor the student's progress. This approach is seen as being beneficial for both the student and CGCC in that it helps the students attain their educational goals, while at the same time improving or maintaining acceptable retention rates.

The data collected during the 2007-08 academic year reveals that of the 38 students referred to PASS, 53% were able to successfully complete the term with 58 % returning the following term.

Of the 42% that did not return the subsequent term, 11% of those students re-enrolled at CGCC within the next academic year. Reasons for not returning vary dramatically.

During summer 2009, Student Services staff will be reviewing the current PASS program policies and procedures, and recommending changes where deemed necessary.

2.2.g Employment and/or Employer Satisfaction Measures

Historically, employer satisfaction surveys have not been conducted by CGCC. CGCC's Chief Student Services Officer, who conducts institutional research, cites the low number of annual program graduates as the problem. It is difficult to conduct a formal survey and maintain confidentiality for the student in a small community with few employers. Survey results would quickly identify particular students when the sample sizes may be fewer than five to seven students, and the data is also not statistically significant. Instructional Services and Student Services administrators are in discussion about how to appropriately gather employer feedback.

The Nursing Program has created a process for surveying employers of CGCC's nursing graduates. Nursing Satisfaction Surveys are collected from several employers, and they have expressed the need to infuse more critical thinking experiences into the curriculum. The incorporation of simulation into the nursing curriculum has addressed this problem (See EV 2.2.g.1).

2.2 Evidence

- EV 2.2.a.1 2007-08 Student Profile
- EV 2.2.a.2 2008 Institutional Effectiveness Indicators Report
- EV 2.2.b.1 2008 Community College Survey of Student Engagement
- EV 2.2.d.1 Nursing Accreditation Approval Letter
- EV 2.2.g.1 Nursing Satisfaction Surveys

2.2 Strengths

1. A small number of current CGCC faculty actively participate in PCC's SAC committees, which will help in the development of CGCC's own program review committees.
2. An Institutional Assessment Committee has been formed to begin data collection in an effort to make informed decisions.
3. CGCC currently has a good working relationship and contact information for many local businesses and industry representatives which will expedite the compilation of expanded employer satisfaction measurements.

2.2 CGCC 2008 Self-Recommendations and Responses

1. Develop a program review process for all CGCC programs.

The recent creation of the CGCC Academic Standards Committee's (ASC) will facilitate the task of determining appropriate policy and procedure with regard to academic standards, academic degrees, programs and certificates, and other academic issues pertaining to or related to a credit granting institution of learning.

2. Expand measurements for information relevant to the review of CGCC programs.

In 2008 CGCC conducted for the first time a survey associated with the Community College Student Survey of Engagement (CCSSE). The CCSSE survey targets randomly chosen courses, in several disciplines, and asks student opinion on topics such as instructor expectations and interaction, concept and theory application, and level of interaction with fellow students and study habits. CGCC will conduct the CCSSE survey on a schedule that coincides with other community colleges in Oregon.

The Instructional Services and Student Services Departments are cohesively working together to create program review processes for all CGCC Career and Technical Education (CTE) programs. Currently, mid-program assessments are conducted for the Wind Energy Program and the Renewable Energy Technology (RET) program through informal meetings with staff from the Instructional Services department and the RET academic advisor.

3. Expand ways to collect alumni satisfaction.

Two surveys that are being developed will be sent to all graduated CGCC credit students and employers in the surrounding communities within three months after graduation. The survey will assist in measuring alumni satisfaction and loyalty with CGCC.

Policy 2.3 Credit for Prior Experiential Learning

The current policy established by PCC states that it does not award credit for prior experiential learning. PCC does have a process by which courses taken as CEUs or from non-accredited institutions may be awarded by the faculty for credit. One exception to this policy is that PCC offers two credits of Physical Education for anyone who is honorably discharged from the military and provides evidence of a DD214. Evidence will be provided on the student's official transcript.

2.3 2008 CGCC Self-Recommendations and Responses

1. The proposed Academics Standards Committee will determine whether or not CGCC will award experiential credits.

In April 2008, the ASC was founded and will research and form policy regarding experiential learning.

Policy 2.4 Study Abroad Programs

It is the intent of CGCC to establish a three-year time frame for the purposes of gathering information regarding the development and sustainability of a Study Abroad (SA) program. During this time CGCC staff will contact other institutions with similar population sizes in order to determine the processes surrounding the implementation of such a program. In addition, CGCC will be asking its students to provide feedback with regard to the level of interest in utilizing a SA program.

At the end of three years (2012), CGCC will evaluate the information that has been gathered and provide a recommendation regarding the viability of a SA program. Aspects of the evaluation process will include, but are not limited to, the costs associated with developing and sustaining the program; curriculum and academic requirements with regard to awarding college credit; level of student interest; and liability issues with regard to student safety and institutional responsibility. If, at the time, a SA program is not considered to be either a priority or a viable direction in which to proceed, CGCC will establish a similar three-year time frame in which to reexamine the feasibility of establishing a SA program.

Policy 2.5 Transfer and Award of Academic Credit

All decisions regarding the transfer and awarding of academic credit are currently subject to the guidelines of the PCC Graduation Department. All student transcripts are sent to the Graduation Department at PCC for evaluation and awarding of transfer credit. Currently, CGCC advisors provide unofficial evaluations for students; however, final decisions are the responsibility of PCC. To date, PCC has been the institution that officially awards CGCC students their degrees and/or certificates. PCC is the institution that evaluates and transcripts all coursework that will be applied toward their degrees and certificates.

The Chief Student Services Officer (CSSO) has proposed an implementation time line that includes the hiring of a Registrar. The proposed hiring timeframe for this new position is during the 2010-11 academic year. The Registrar's initial responsibilities will be to develop policy and procedures in the area of student records management. This will include storage of student records and the transmission of requested student record information to persons and/or institutions designated by the student; evaluation of transfer coursework and awarding of transfer credit. When students petition to graduate, the Registrar will evaluate transcripts for completion of degrees and certificates. The Registrar will report directly to the CSSO.

2.5 Strengths

1. All CGCC academic advisors have access to evaluators in the PCC Graduation Department and are familiar with the criteria required for evaluating and accepting transfer credit. Currently CGCC academic advisors perform unofficial evaluations of transfer credits for students and are familiar with the evaluation process.

2.5 CGCC 2008 Self-Recommendations and Responses

1. The Student Services Department should establish an evaluation process in regard to transfer credits.

This work will be handled by the registrar.

Policy 2.6 Distance Delivery of Courses, Certificate, and Degree Programs

CGCC delivers distance learning credit classes in three forms: online, hybrid, and teleweb. Online classes do not require students to attend on-campus meetings. Hybrid classes may provide up to 75% of course work online but require some onground student attendance. Teleweb classes combine video lessons with online course assignments. Students are able to complete the majority of the Associate of Arts Oregon Transfer degree via distance learning classes. On-campus requirements for this degree are limited to some science labs and speech class presentations. In 2007-08, 2000 duplicated students enrolled in Distance Learning.

Distance Education is supported by the Distance Learning and Instructional Technology Coordinator (DLITC), a faculty member who serves as the Moodle Administrator, and the Library Lab Aide. The DLITC provides logistical support to the process of developing and delivering distance learning classes, reviews online courses for Quality Matters standards and serves as the institutional representative for Quality Matters Standards. The DLITC also manages curriculum development contracts for distance learning, teaches the online training class, proposes procedural changes in distance learning, writes the Distance Learning Plan, produces videos and organizes training.

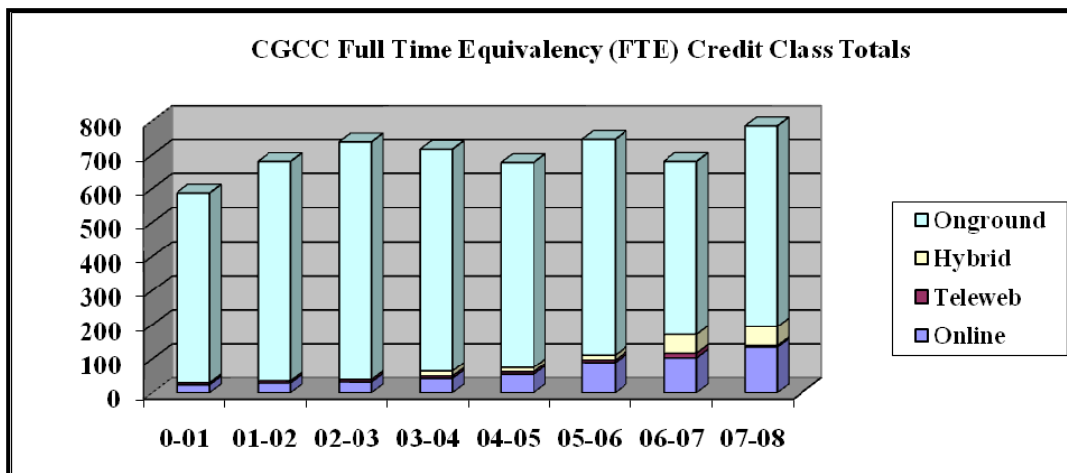
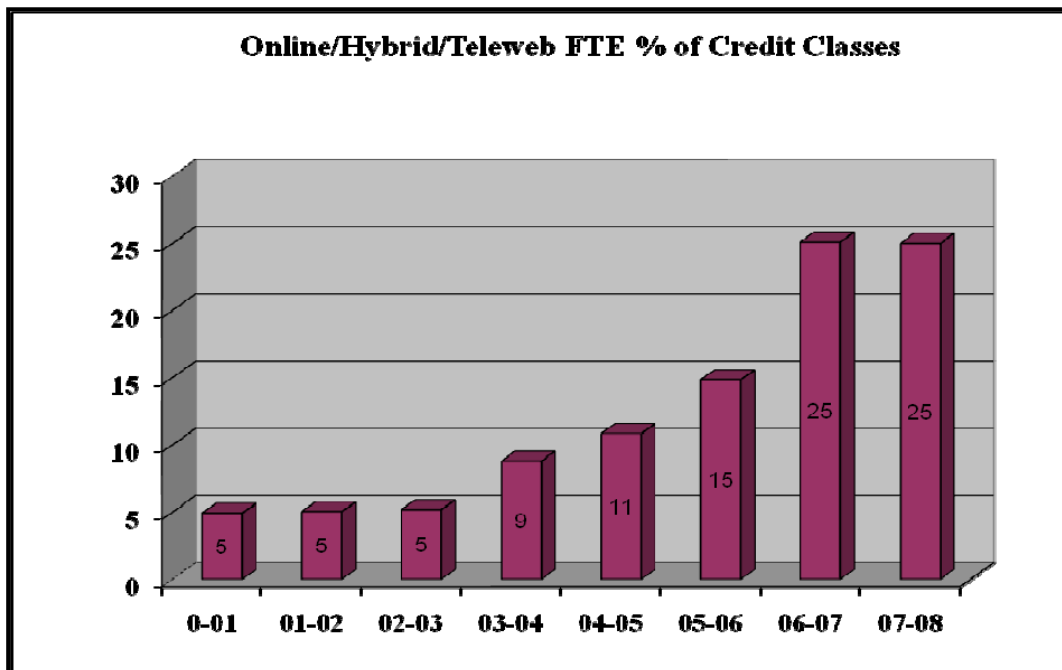
The Moodle Administrator is responsible for course management system operations, including coordination with the hosting service, Moodle version updates, course shell issuance, troubleshooting, and technical research. This administrator is also a technical trainer for faculty. The Library Lab Aide is the student and faculty helpdesk resource, assisting distance learning students and faculty by phone, email or via technical tutoring in the library lab, and also providing technical assistance with other applications used with online classes.

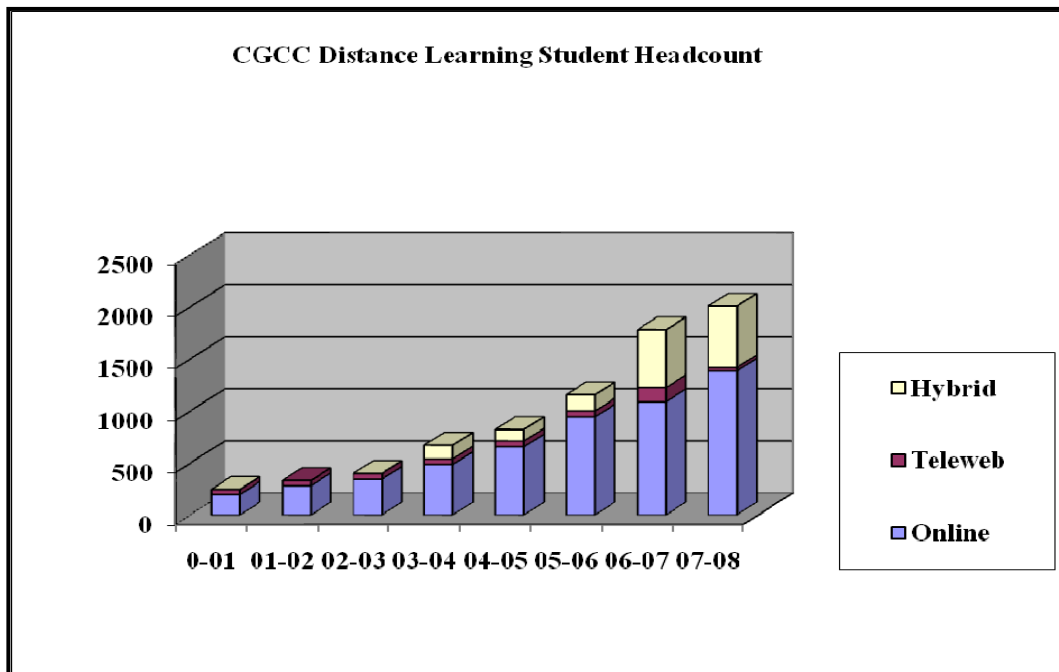
Quality Matters standards were adopted in 2005 by CGCC for use as a rubric for developing distance learning classes. The Quality Matters program has generated widespread interest and received national recognition for its peer-based approach to quality assurance and continuous improvement in online education. It created a set of review criteria based on the research literature and national standards, incorporated these criteria into an interactive web-based rubric with annotations, and developed training and a process for conducting team course reviews. CGCC currently subscribes to the program as a member of a state-wide consortium.

Approval and Purpose

2.6.a Clearly Defined Purpose of Institutional Delivery Programs

The Distance Education Department provides leadership and support for the effective use of technology in instruction. The department contributes to the vision of the institution by providing a flexible modality for education and training services in the communities CGCC serves. As shown in the following three tables, distance learning classes rose to 25% of the credit FTE classes at CGCC by 2006, and remained at that level through the end of the 2007-08 school year. This leveling out of the percentage of online/hybrid/teleweb credit classes reflects a focus at CGCC on quality, not quantity. According to Online Learning at Columbia Gorge Community College 2008, an annual student poll, 98.7% of distance learners at CGCC are from the mid-Columbia area (See EV 2.6.a.1).





2.6.b Program Approval through Established Institutional Program Approval Mechanisms

All distance learning classes and degrees are approved for development by PCC. Before CGCC develops such a class or degree, the distance learning coordinator ascertains that the class and/or degree has been approved by PCC. Faculty contracts for developing distance learning classes are proposed by Department Chairs and signed by the Instructional Director and Chief Academic Officer (See EV 2.6.b.1).

When CGCC achieves independent accreditation, new courses will be approved for distance delivery by the appropriate Department Chair and Instructional Director. New distance learning degrees will be approved by the Curriculum Committee.

Curriculum and Instruction

2.6.c Timely and Appropriate Interaction between Students and Faculty

Online, hybrid and teleweb classes are developed and reviewed using the nationally recognized Quality Matters Standards. Standard 5.2 states that “Interactions between the instructor and the students are designed to facilitate students’ understanding and mastery of the learning objectives. These interactions may be supportive... and instructional... The communications between student and instructor may be one-to-one (personal emails) or one-to-many (forum postings, class announcements).” Currently, curriculum development contracts for creating an online class are not completed/paid until this standard is met.

To address classes that did not fall under these contracts, i.e., classes developed before the implementation of Quality Matters standards and those previously not covered by union

negotiations, the Department Chairs Committee appointed a subcommittee to look at distance learning course design evaluations. At the February 2009 meeting, the department chairs voted to approve the following two procedures: Guidelines for Teaching Distance Learning Classes and Distance Learning Course Design Review (See EV 2.6.c.1).

The DLITC will coordinate the implementation of the Distance Learning Course Design Review process in the 2009-10 school year. To prepare for this implementation the DLITC completed the Institutional Administrator training at Quality Matters, pilot-tested the online rubric coordination site <<http://www.qm rubric.org/>>, and had database prepared of online/hybrid/teleweb classes that have received Quality Matters reviews. The pilot test was successfully used in reviewing courses for curriculum development contracts. Starting in the fall of 2009, instructors will be able to do peer reviews of other faculty's courses by logging into this same site. (See EV 2.6.c.2).

2.6.d Faculty Oversight of Distance Education

Members of the faculty develop all distance learning classes, which are approved for delivery by the appropriate Department Chair, after it is ascertained that the course was approved by PCC for distance delivery. The Distance Learning and Instructional Technology Coordinator reviews new courses using the Quality Matters (QM) Standards per curriculum development contract.

The distance learning classes are evaluated via student evaluations in the same manner as onground classes. To provide for constructive feedback from peers and supervisors, there is also a faculty/peer observation and evaluation process in place. Because of the differences in the media, the Department Chairs approved the Guidelines for Teaching Distance Learning Classes and Distance Learning Course Design Review, referenced in 2.6.c.

To implement the new course design review process, CGCC needs more certified QM peer reviewers among the faculty. After peer reviewer training, the certification process is completed upon completion of a formal QM review, which consists of three reviewers, including a master reviewer. Many peer reviewers wait months to be included in a formal review through the QM office, because so many people nationwide want to complete their training. To increase the number of certified peer reviewers among faculty, the Distance Learning Department completed the following activities:

Winter 2008	QM trainer and institutional representative completed training
Spring 2008	QM peer reviewer training conducted at CGCC with 14 attendees
Spring 2009	QM peer reviewer training conducted online at CGCC with 7 participants

Two more QM trainings are planned/budgeted for the 2009-10 academic year.

The DLITC will pilot formal Quality Matters reviews through the College instead of the QM office. Since the DLITC is also the institutional representative, reviews can also be conducted formally through CGCC. In this way, the College can be assured that at least one peer reviewer waiting for certification can have this opportunity per review process. The formal review

consists of three reviewers and must include a master reviewer, one faculty member outside the institution, and a subject matter expert (See EV 2.6.d.1).

2.6.e Appropriate Use of technology

The DLITC regularly assesses the appropriateness of the technology through quarterly meetings with the Oregon Community College Distance Learning Association, national instructional technology conferences and online research. The DLITC has presented workshops at the last three Instructional Technology Council (ITC) annual eLearning conferences (2006-Writing Distance Learning Plans, 2007-High Quality, Low Budget Video Production, and 2008-A Collaborative Virtual Environment) as well as the 2007 League for Innovations Information Technology Conference in order to increase contacts with colleagues from across the nation.

Examples of new technology that have been used at CGCC as a result of these contacts include Moodle (open source course management system recommended by Lane Community College); Camtasia (screencasting software recommended by a number of presenters at the 2007 League for Innovations Information Technology Conference), video production (recommended in *Campus Technology* and other periodicals), and Second Life (often cited in the *Chronicle of Higher Education*). Smart Classrooms at CGCC have been designed to assist both online and onground instructors. New Smart Classrooms facilitate the use of live digital whiteboarding and screencasting for online science and math.

The appropriateness of technology is addressed in course design review of QM standards. (See EV 2.6.c.2)

Rich media enhances the quality of classes and helps students achieve learning outcomes. Through them, students can hear and see their instructor, getting information that does not translate well into text documents. Instructors produce video and audio to establish contact with students, provide encouragement, demonstrate procedures, show new resources, coach to objectives, and provide a rich learning environment. Through rich media, bridges are built between multiple generations in multiple worlds. The pace of requests from faculty for multi-media production has picked up considerably. In the first four months of 2009 for example, five instructors have produced fifteen videos, about as many as the College produced during all of 2008.

Research indicates that YouTube is a better video hosting service than the college website, so CGCC is building a presence there. There are more than thirty instructional videos loaded already and more than forty that need to be moved from the college website. Almost all of them need to be captioned. Multimedia is an area of constant innovation and change. For example, video files that played well three years ago may need to be updated to the latest video file format so that they meet current best practices for quality and streaming integrity.

The DLITC plans to research quantitative and qualitative research methods for assessing the impact of multi-media resources on learning outcomes in CGCC classes in the 2009-10 school year.

2.6.f Currency of Materials, Programs, and Courses

Currency of materials is addressed by Quality Matters Standard 4.3, which states that instructional materials are to have “sufficient breadth, depth, and currency for the student to learn the subject” (See EV 2.6.c.2).

Currency of programs and courses is determined by Portland Community College at this time. After CGCC is independently accredited, this will be determined by the curriculum committee.

2.6.g Distance Education Policies

Distance Education policies are established via the union contract. Further, faculty enter into a specific agreement with the College when they contract to develop a distance learning class. Via this contract, members of the faculty agree that the content of the class is owned by the College and that it will meet Quality Matters standards before the contract is concluded. All materials developed using College property or by a faculty being paid by the College belong to the College (See EV 2.6.g.1).

2.6.h Appropriate Faculty Support Services Related to Distance Education

Faculty support services are provided by the Moodle Administrator, the Library Lab Aide, and the Distance Learning and Instructional Technology Coordinator. Each quarter an online class is offered along with technical tutoring and Quality Matters reviews. According to the CGCC Faculty Training and Innovation Survey, 100% of respondents had participated in instructional technology training, including web-based training during the 2007-08 school year (See EV 2.6.h.1). This statistic does not imply that all instructors received instructional technology training, but that it is available and accessed by a substantial number.

2.6.i Distance Education Training

Training is provided through a four-week online course called Moodle Training for Instructors, as well as on-ground tutorials and/or group seminars each term. Instructors are paid to take this training via union specified curriculum development contracts. The training is not mandatory but almost all instructors participate. All new online and hybrid courses are reviewed by a certified peer reviewer to make sure that the developed online class meets national standards even if faculty choose not to participate in college training classes. Quality Matters Peer Reviewer training is offered twice per year.

An innovative program to foster instructor-led production of rich media, called “Video Camp” began in the summer of 2006. At camp, faculty write video scripts, act in, and produce short instructional videos for delivery via the website or mobile technology. This program was recognized in *The Community College Times*, *The Dalles Chronicle* and the *Eugene Register Guard*, as well as *Fox News*, *KATU* and *OPB*. Instructors are also tutored by the DLITC about how to produce screencapture videos using Camtasia.

Faculty interest in new technology has increased since 2006, when no instructors volunteered to attend the annual WCET Elearning Conference, which was held in Portland that year. When

the ITC Elearning Conference was held in Portland in February 2009, seven instructors attended.

Over 70 short videos have been produced by the faculty to enhance their online and onground classes. The DLITC is in the process of coordinating the move of all instructional videos to YouTube from the college website and captioning them for the hearing impaired (See EV 2.6.i.1). You Tube has proven to be an excellent video server and the DLITC has applied for a new YouTube EDU site, which will allow for a more academic branding.

To learn about cutting edge technology for online classes, eight instructors participated in a training for the educational uses of Second Life in January 2009. The workshops were part of a statewide Oregon Community College Distance Learning Association project to build an Oregon community college island in Second Life and pilot instructional demonstrations. The DLITC participated in this effort by coordinating instructor training, attending island council meetings, and assisting at the workshops. To learn more about synchronous student contact with online students, the Moodle chat feature and Second Life are demonstrated in the Moodle Instructor Training class.

Library and Information Resources

2.6.j Student Access to Appropriate Library Resources

CGCC's Public Services Librarian has been able to create a number of tutorials and other web-based resources to support the information needs of distance learners. In the past year, the following tutorials have either been created or revised:

- Introduction to the CGCC Library
- Introduction to the Research Process
- How to Use the Library Catalog
- Introduction to Research Databases
- How to Use EBSCOhost
- How to Find Scholarly (Peer-Reviewed) Articles

The tutorials include open captions, to improve accessibility. The library also added links to vendor-supplied tutorials on how to use some of the most popular electronic resources. A full list of tutorials is available at: <http://www.cgcc.cc.or.us/Library/tutorials.cfm>. Faculty are encouraged to link to these tutorials in their course web pages.

In January 2009, library staff redesigned its web page for distance learners (<http://www.cgcc.cc.or.us/library/library-distance.cfm>). That web page now highlights particular resources that would be of interest to distance learners, and it links to some of the tutorials listed above.

During the past year, library staff has increased the number of electronic resources it subscribes to, which also benefits distance learners. Please see Standard 5 for more information about the Library's services and resources.

2.6.k Institutional Monitoring of Students' Appropriate Use of Learning Resources

Distance learning students annually complete an online survey with questions related to the use of library resources. A link to the results is sent to faculty and staff involved in distance learning, including library staff. Students are asked what types of library resources they used (article databases, online catalog, library website, interlibrary loan, online research help service or none of the above). If they did not use library resources, students are asked why this was the case. In general, instructors monitor whether the resources students use are appropriate for the work required of them (See EV 2.6.a.1).

2.6.l Provision of Laboratories, Facilities, and Equipment Appropriate to Courses and Programs

The Library has thirteen research computers and a Computer Lab with twenty-two computers all connected to the Internet and to a print station. All students have access to this technology.

Faculty Support

2.6.m Training for Faculty Teaching via Electronic Delivery

Training for teaching online has three parts: online training, technical tutoring and Quality Matters reviews. The four-week online training takes place each term and is available to all faculty and staff. Technical tutoring is provided by the Moodle Administrator, the Library Lab Aide, and the Distance Learning and Instructional Technology Coordinator in-person or via phone, email, or web-conferencing. Quality Matters reviews take place when the instructor has finished course design. This training is a continuous process available in-person, or by phone, email, or web-conferencing, designed to assist the instructor to fine-tune the class and assure that it meets QM standards.

An online QM peer reviewer training was developed by a faculty member after extensive training with QM staff. CGCC has one of the few QM instructors in the country approved to offer peer reviewer training online. The first online peer reviewer training was offered in May 2009.

2.6.n Faculty Support Services Related to Teaching via Electronic Delivery

The distance learning staff support faculty in areas related to teaching via electronic delivery.

Student Services

2.6.o Access to the Range of Student Services

Distance education students have access to services at any CGCC campus and through the distance learning web pages. They can take the online student orientation to familiarize themselves with distance learning and to check on their own skills and computer equipment. Through the website, they can view the Schedule of Classes and find information about

degrees. Students can register for classes online, access academic plans and grades, and they can contact an advisor.

2.6.p Adequate Means for Student Complaint Resolution

Distance Learning students can resolve complaints through the same procedure as do onground students.

2.6.q Student Access to Accurate Recruiting and Admissions Information

The distance learning pages on the college website contain information about courses offered, student resources, login procedures and frequently asked questions. Information is also available in the printed Schedule of Classes. According to Online Learning at Columbia Gorge Community College 2008, 67.9% of students first learned about their online class through the printed class schedule, 16.7% through the college website, 23.1% through an advisor or instructor, 12.8% through a friend, and 1.3% through a media announcement (See EV 2.6.a.1).

2.6.r Institutional Technological Support for Admitted Students

The online student orientation describes the online learning environment. It notes that students need to be self-disciplined, skilled in learning through reading and writing, and willing to ask for assistance. Also the orientation describes the work habits and skills of successful online students. Students fill out a questionnaire, plan a schedule, take technical tutorials, and complete an inventory of their equipment to make sure that it will meet their needs (See EV 2.6.r.1). The Student Help Desk is open on workdays and some evenings so that students can receive help in person, on the phone, or by email.

According to Online Learning at CGCC 2008, a student poll, 56.8% of students get technical help from their instructor, 16.2% from the college helpdesk, 1.4% from student services, 14.9% from a friend or other student, and 1.4% from the online student orientation (See EV 2.6.a.1).

Facilities and Finances

2.6.s Equipment and Technical Expertise Required for Distance Education

Distance Education Department technical trainers maintain operations support at The Dalles Campus. The DILTC has an office on The Dalles Campus and also works in a shared office at the Hood River-Indian Creek campus. Information Technologies Services is the department which maintains instructional computing services. Starting in the summer of 2009, the course management system will be hosted by the Open Source Lab at Oregon State University.

2.6.t Institutional Planning, Budgeting, and Policy Development in Terms of Program Viability

Distance learning supports Key Focus Area 8 which states that CGCC will utilize technology to improve teaching and learning, delivery of student service, delivery of administrative services,

and workplace effectiveness. The Distance Learning and Instructional Technology Coordinator writes an annual plan to reflect on current practices and project future improvements.

The distance learning budget has grown since the 2003-04 school year. Following is a table of school years and expenditures:

	Course Dev. Funds	Total Expended
2003-2004	1,764	19,865
2004-2005	6,762	36,381
2005-2006	9,868	52,143
2006-2007	26,860	108,946
2007-2008	23,726	99,092
2008-2009	23,790	102,638

Starting in 2003, an instructional program specialist began coordinating the program on behalf of the dean of instruction. The 2006-07 distance learning budget doubled over the previous year as a part-time coordinator position and more course development funds were added. The responsibilities of the DLITC have shifted as the program has grown, and is now focused solely on distance learning and instructional technology. Multi-media production began in 2006 with a grant from the Oregon Community College and Workforce Development. Since this pilot, more than 17 instructors have been inspired to produce more than 70 videos for their classes. The DLITC is now the trainer and producer for multi-media resources for onground and online classes.

Although distance learning has grown from 5% to 25% of the credit classes since 2004, staffing levels have not changed. The Moodle Administrator is a full-time faculty person who is paid a yearly stipend.

Commitment to Support

2.6.u Commitment to Program Support

There has been a commitment since the 2004-05 school year to fund course development for instructors, as well as technology and staffing for the Distance Learning Program. Staffing has included a part-time coordinator, course management administrator and helpdesk person.

Evaluation and Assessment

2.6.v Assessment of Student Capability to Succeed in Distance Education Programs

The CGCC distance learning web pages invite students to take the online learning orientation and to learn more about distance education. As noted above, the orientation asks students to inventory the skills, equipment and learning styles necessary for success. The College does not require this orientation; students who enter distance classes meet the same prerequisite and test score requirements as those on campus.

2.6.w Evaluation of the Educational Effectiveness of Distance Education Programs

Quality Matters standards are used to develop online, hybrid and teleweb classes. For each school year, a student satisfaction survey is emailed to distance learning students and the Chief Student Services Officer, who does institutional research, conducts a comparison of completion rates. Results from this information are reported in the annual distance learning and instructional technology plan.

Comparison of Course Completion Rates

	Onground	Hybrid	Online	Telecourse	All classes
2006-2007	91.40%	90.90%	85.10%	87.20%	89.70%
2007-2008	84.30%	86.30%	81.50%	87.90%	83.90%

A successful completion is defined as a grade of "A", "B", "C", or "P." Everything else is unsuccessful. Students who drop (that is, drop from a class in the first 4 weeks) are not counted at all as these courses do not appear on the student transcript. Students who withdraw (that is, drop from a class in week 5 - week 8) are counted as unsuccessful. Other unsuccessful grades are "I", "NP", "D", and "F."

2.6.x Integrity of Student Work and Credibility of Degrees and Credits

Moodle offers various safeguards to ensure the integrity of student work. Instructors can set the release date and time allotted for an exam, make correct answers available after the exam has closed, design exams to draw randomly from a test bank, and designate a specific Internet Protocol address for an exam. A significant portion of the Moodle Training for Instructors class is devoted to the discussion of cheating online, including ways to design for integrity and encourage academic honesty.

2.6 Evidence

- EV 2.6.a.1 Online Learning at Columbia Gorge Community College 2008 Student Poll <<http://www.surveymonkey.com>>
- EV 2.6.b.1 CGCC Distance Learning Plans 2008-2009
- EV 2.6.c.1 Guidelines for Teaching Distance Learning Classes & Distance Learning Course Design Review
- EV 2.6.c.2 Quality Matters Rubric 2008-10
- EV 2.6.d.1 Quality Matters Course review information <<http://www.qualitymatters.org/CourseReviews.htm>>
- EV 2.6.g.1 Sample contract for distance learning curriculum development
- EV 2.6.h.1 2008 Faculty Training and Innovation Survey <<http://www.surveymonkey.com>>
- EV 2.6.i.1 List of instructional videos produced with captioning updates. <<http://spreadsheets.google.com/ccc?key=p2FZAP0NRL1YEoa8iPczNBw&hl=en>>

EV 2.6.r.1 Student Resources page of the college website <<http://www.cgcc.cc.or.us/DistanceLearning/webctstutech.cfm>>

2.6 Strengths

1. Student completion rates in hybrid, teleweb and online courses were within 3% of onground classes in the 2007-08 school year.
2. The College provides faculty training for the use of technology in teaching online.
3. The Quality Matters program, which has received national recognition for its peer-based approach to quality assurance and continuous improvement in online education, has been used to educate instructors about good course design and determine online course development contract completion.
4. Library staff focus on improving services to distance learners and training in electronic resources for faculty.
5. There is a strong local use of distance learning classes.

2.6 CGCC 2008 Self-Recommendations and Responses

1. Review, adopt and implement an online course review process.

The Department Chairs Committee appointed a subcommittee on distance learning course design evaluations. At the February 2009 meeting, the department chairs voted to approve the following: Guidelines for Teaching Distance Learning Classes and Distance Learning Course Design Review. In 2009-10, the DLITC will work with the subcommittee on instructor evaluation to define the process to implement these guidelines.

2. Identify, train and provide resources for additional Quality Matters reviewers.

The Department Chair Committee has recommended an increase in the number of reviewers. To increase the number of Quality Matters peer reviewers among faculty, the Distance Learning Department completed training 21 participants in 2008-09.

3. Create a rubric for continuous assessment of technology infrastructure for quality distance learning.

The DLITC plans to research quantitative and qualitative methods for assessing the impact of multi-media resources on learning outcomes in CGCC classes in the 2009-10 school year.

4. The Library will create online tutorials for instruction.

CGCC's Library staff has been able to create a number of tutorials and other web-based resources to support the information needs of distance learners.

Standard 3



Students



Standard Three: Students

Introduction

Columbia Gorge Community College (CGCC) has a comprehensive student services program that includes the Student Services Department and supporting satellite programs. A professional, well-trained staff is committed to providing services that enhance students' educational experiences and success. A key element is a student-centered approach to providing services. Staff approaches service from the students' perspective, focusing on accessibility and convenience.

In 2008, the Student Services office moved to the new Health Sciences Building on The Dalles Campus and services are integrated such that students can apply for admissions, schedule placement testing, seek academic and career advising, meet with a financial aid representative, register online for credit classes and pay their bills. Student Services in Hood River applies this same one-stop approach to provide the above services.

RogueNet, the information management system used by CGCC, was implemented in 2005. It integrates student, academic and business functions and provides Internet registration for students. Additionally, RogueNet has enabled the College to facilitate access and convenience for students. Credit students are able to access their education plans, email their advisor, select courses, register, add/drop classes and pay their bills within one online system, saving students time and offering the convenience of 7-day, 24-hour-a-day service. Student records are backed up daily in RogueNet and data is transferred to PCC's Banner system nightly to ensure accurate and up-to-date official records which continue to be under PCC's purview.

The additional space acquired in the new building has enabled Student Services to continue the philosophy of "one stop" service by expanding services to include computerized placement testing, a dedicated university transfer center, a dedicated Career Center, and a Testing Center available for GED testing, test proctoring for students and the community, as well as cashiering services. The CGCC expansion project also included construction of a 25,000 square foot building in Hood River. In the previous self-study completed in the 2007-08 academic year, recommendations related to the development of an action plan for the delivery of student services in Hood River were indicated (See EV 3.1). The opening of the Hood River-Indian Creek Campus and subsequent hiring of a full-time advisor and additional half-time administrative assistant has allowed all essential services to be consistently available to students in Hood River. As CGCC continues to build infrastructure to prepare for independence from PCC, Student Services has implemented a three-year plan that presents a timeline for implementation of financial aid and registrar functions. Development of systems and policies relevant to necessary functions will occur in 2009-10, and final implementation is slated for the 2010-11 academic year (See EV 3.2).

3.A Purposes and Organization

CGCC's Key Focus Area 2 states that "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." With that in mind, CGCC provides services to all segments of the student population in an attempt to build their knowledge about the educational process as well as encouraging them to learn how to seek information and to advocate for themselves when needed.

3.A.1 Organization of Student Services

With a total thirteen employees, Student Services is staffed to provide essential services and programs to achieve the College's mission and goals at two campuses. The Chief Student Services Officer is responsible for the overall Student Services operations of both the Hood River-Indian Creek and The Dalles campuses, including admissions, registration, financial aid, advising and career services, as well as schedule and catalog development. The department is staffed with two classified staff who provide admissions and registration support, one confidential staff, 4.5 FTE academic advisors, 1.0 FTE Career Advisor, and one financial aid specialist who is also a classified staff member (See EV 3.A.1.1).

Student Services currently receives 8.1% of the general fund budget. Student financial aid accounts for .08% of the budget. State Career Pathways Incentive grants of \$46,000.00 for 2006-08, and \$79,146.00 for 2007-09, have supplemented the Student Services advising budget as well as allowed for the provision of outreach activities for transitioning high school students (See EV 3.A.1.2).

Since moving to the new campus in 1994, CGCC has seen a large, continuous growth in enrollment (total FTE going from 677 to 1055). One of the major factors in this was the closure of local aluminum plants and the availability of funds for up to two years of training for the affected employees. After the needs of this population were served, there was a downturn in FTE to an average level of about 965 for 5 years. In the 2008-09 year, CGCC has again experienced a large increase in FTE, expected to be almost 11% to a total of about 1085. This will be a record high for CGCC (See EV 3.A.1.3).

Current services to students include:

- Advising
 1. Academic (professional advisors)
 2. Career counseling
 3. Transition from High School to CGCC
 4. Adult Basic Education/GED transition workshops
- Orientation
 1. New college level student
 2. Adult Basic Education and GED
 3. Specialized programs (Nursing, Renewable Energy Technology, Diagnostic Imaging, Medical Assisting)

- Disability services
- Test proctoring
 1. COMPASS testing for college entry
 2. GED official testing center
 3. Distance learning courses (CGCC and other schools and universities)
 4. Oregon Department of Agriculture Pesticide Certification
 5. EMT Certification Testing
- Tutoring Services
 1. Gorge Literacy – basic literacy
 2. Tutoring Lab – college level support
- Child Care Partners – child care referrals
- Student Organizations
 1. Student Council (ASCGCC)
 2. Phi Theta Kappa (PTK)
 3. Student Nurse Association (SNA)
 4. Delta Energy Club
 5. Japanese Visual Cultural Club
 6. Multicultural Club
- CAMP – College Assistance Migrants Program

Student Services is organized in such a way that knowledgeable staff can provide information to students in a timely manner. It works closely with other departments on campus, most often with the Instructional Services office regarding recommendations for course offerings, both credit and non-credit. It is also involved in trouble shooting potential issues between students and faculty as appropriate, and it is actively involved in recruitment and marketing for specialized programs. It also works with the Resource Development Office regarding awarding and tracking of CGCC Foundation scholarships.

Services to students *not* under the purview of the Student Services Department include: tutoring (Instruction hires the tutors and arranges the hours, etc.); child care referrals (Child Care Partners); basic literacy instruction (Gorge Literacy); and, GED testing. Services for these programs are divided between Student Services, Instructional Services, and Resource Development to determine and provide for student and community needs.

Professional and support staffs are trained in specific topics related to their job functions helping them develop an expertise which serves the students well. The staff knows who to refer students to for assistance with a specific question, and students also get to know which staff to approach for help. The staff is also cross-trained on the basics of registration, financial aid, and academic advising so that there is always someone available to help a student.

Services are provided to students consistent with their goals while attending CGCC. Academic advising is available to pre-college and credit students for assistance with planning their educational program. New student orientations are available to both credit students as well as those on a pre-college track for their GED or high school diploma. Non-credit students can take advantage of any and all services provided to credit students and often see an academic advisor for advice on which course to take, particularly in the area of computer classes.

3.A.2 Staff Qualifications

Student services and programs are staffed by individuals whose academic preparation and/or experience are appropriate to their positions. Job descriptions clearly identify the major responsibilities and tasks for each individual, and these are reviewed annually with each staff member during personnel evaluations (See EV 3.A.2.1). Evaluations are collaborative in that both the employee and the supervisor complete the evaluation form and then together review both documents. The resultant summary evaluation is placed in the employee's personnel file.

In order to maintain a high standard of qualifications, the Student Services Department is committed to the ongoing development of its staff. All staff persons are expected to participate in some training or professional development activities during each year to increase their working knowledge. This is accomplished via workshops, all-college staff trainings, participation in PCC staff trainings, and/or participation at the regional, state and national level in professional organizations. CGCC also conducts three all-staff trainings each year which provide updates and review on issues related to job performance and safety (See EV 3.A.2.2).

Additionally, CGCC has supported ongoing staff development by providing tuition assistance to staff members working to complete a degree program in a relevant field.

3.A.3 Student Development Policies and Procedures

Student development policies and procedures are developed and adhered to in keeping with CGCC's overall mission and goals, striving to ensure a consistent level of quality education for all students whatever their entry level or ultimate goal.

The policies are outlined in the Board Policy Book, including: Student Rights and Responsibilities (Code of Student Conduct and the Academic Integrity Policy), and the Student Grievance Policy and Procedures last updated in July 2007. A Perkins Civil Rights Review was completed in spring 2007. Recommendations were made based on the review, and a plan to address the recommendations was made. CGCC continues to work with the Oregon Department of Education to fulfill the recommendations made within that report. Completion of all recommendations is scheduled for June 30, 2009 (See EV 3.A.3.1-2).

In June 2008, CGCC established an Academic Standards Committee. The charge of this committee is to make recommendations for academic standards policy and procedures. The committee is composed of seven voting members, consisting of full-time and adjunct faculty, one Director from Instructional Services, one Student Services management representative and one currently enrolled student. For the 2008-09 academic year, the committee is reviewing the course challenge policy and developing a policy and procedures for Satisfactory Academic Progress and Grade Change. The goal is to have these policies approved by the CGCC Board of Education in 2009-10. The College already has policies in place for the majority of functions regarding students.

Recommendations for policy development as it relates to CGCC's independent operation have been identified and criteria for academic progress, continuation, termination and re-admission

will be prioritized for work in the 2009-10 academic year. The collaboration of student services personnel, faculty, students and instructional administration further illustrates CGCC's desire to create processes that best meet the needs of students and the College (See EV 3.A.3.3-5). Before new or changed policies are presented to the CGCC Board of Education for approval, further input from staff and students is sought. Student response may be gathered through conducting focus groups or by presenting the proposed policy to the Student Council, the recognized representative of the student body.

Policies and procedures related to federal financial aid follow PCC guidelines. PCC currently processes and awards all federal financial aid for CGCC students with CGCC handling the disbursement. CGCC has developed a plan to identify the necessary institutional infrastructure to implement a financial aid department independent of PCC. CGCC and PCC have frequent dialogue to further define the plan with the 2010-11 academic year being the target date for CGCC to begin shadowing the awarding of financial aid. CGCC's Chief Student Services Officer and Chief Financial Officer are attending ongoing trainings related to financial aid. Policies and procedures for awarding financial aid are in development and budget to staff necessary positions is being integrated into the 2009-10 general fund budget (See EV 3.2).

3.A.4 Allocation of Human, Physical, and Financial Resources

Student Services staffing has continued to grow, keeping pace with the growth in enrollment and the increase in the number of financial aid students. Implementation of RogueNet, CGCC's student information management system, in 2005 has streamlined processes at CGCC. All academic information related to credit students is automatically transferred daily from RogueNet to Banner. Financial aid information is downloaded manually to RogueNet on a daily basis. As CGCC becomes independent, it will utilize the financial aid module of RogueNet allowing the maintenance of financial aid records and utilization of data necessary to make student awards. In October 2008, the Chief Student Services Officer and Chief Finance Officer met with RogueNet programmers and financial aid personnel to discuss the issues related to implementing the financial aid module for CGCC. Work continues to progress such that the financial aid policies and procedures will be in place by the 2011-12 deadline.

Need for expanded availability of academic advising increased with the addition of the HR-ICC in 2008. In summer 2008, an additional advisor position was funded allowing for a full-time advisor to serve students attending the HR-IC campus. Additionally, a full-time administrative assistant position was created to provide support for instruction, student services and library services at the HR-ICC consistent with those delivered at The Dalles campus.

Academic advisors on both campuses are available to serve students by appointment and with drop-in hours. Students are required to see an advisor prior to registration each term unless an educational plan has been developed for them using the educational planning tool within RogueNet. Advisors utilize the Educational Planner of RogueNet as a tool to develop an educational plan with students. This plan is available to the students to access online and serves as a guide for choosing classes which are appropriate to their desired educational goal. Advisors can enable the student's ability to register for a period of time ranging from one term to one year. This proactive approach has allowed the department to keep up with student demand and implement new programs to enhance student success.

State grant monies made available for Career Pathways activities have supplemented college resources for student services offsetting the general budget advising expenses. This additional funding has allowed the expansion of recruiting efforts with local high schools. In 2008, CGCC was awarded a 1.6 million dollar Department of Labor grant which provided funding to hire a 1.0 FTE academic advisor/recruiter for the Renewable Energy Technology program. The addition of this position has enabled the department to reallocate work load partially freeing up a .5 FTE advisor to do general advising. In 2007, a .5 FTE Student Life Advisor was hired to provide oversight of student organizations. The shift of these responsibilities from academic advising to this new position has provided more time for advising students. In total, advising has expanded by 2.5 FTE advisors in the past two years.

There is adequate work space for current staff in the new offices allowing for greater confidentiality. Test proctoring has an assigned space and a Career/Transfer area has been designated within the Student Services Department. Additionally, there is the necessary space to house records and provide adequate office space as financial aid and records departments develop and expand services to students while still maintaining commitment to the “one-stop” philosophy (See EV 3.A.4.1).

3.A Evidence

- EV 3.1 Standard 3 Report Recommendations
- EV 3.2 CGCC’s 3-Year Plan for Independent Accreditation
- EV 3.A.1.1 Student Services Staff Profile
- EV 3.A.1.2 2007-08 Adopted Budget
- EV 3.A.1.3 2007-08 Student Profile
- EV 3.A.2.1 Student Services Job Descriptions
- EV 3.A.2.2 2007-08 All-Staff Training Agendas
- EV 3.A.3.1 Oregon Department of Education Civil Rights Inspection Results
- EV 3.A.3.2 Board Policy Manual <www.cgcc.cc.or.us/PresidentsOffice/Policies/BoardPolicies.cfm>
- EV 3.A.3.3 Academic Standards Committee Charter
- EV 3.A.3.4 2008-09 Academic Standards Committee Meeting Minutes
- EV 3.A.3.5 Academic Standards Draft Policies
- EV 3.A.4.1 Student Services Organizational Chart

3.A Strengths

1. Collaboration with Instructional Services to address student needs is widespread.
2. Implementation of RogueNet has increased efficiency and services to students in advising, planning and registration.
3. One-stop service and personal attention is available for students.
4. Staff consists of a cohesive unit that is accessible and cross-trained to meet the needs of students.

5. Collaborative efforts are conducted with local high schools for bridging transition of high school students into career pathways.

3.A CGCC 2008 Self-Recommendations and Responses

1. Develop a detailed action plan for the delivery of student services in Hood River.

Student Services has developed and begun to implement a three-year plan that presents a timeline for the development of the necessary infrastructure to address all recommendations made in CGCC's 2008 Self Study. In 2007-08, actions to attend to the delivery of services at the Hood River Indian Creek campus began with the opening of the new campus. Currently, library services, bookstore functions, academic advising, career services, testing and cashiering functions exist on a regular basis. A formal plan to address unmet needs is being developed and scheduled to be completed summer 2009.

2. Create an assessment tool to evaluate current communication strategies and identify additional ways students would like to receive information.

Student Services is working with the marketing committee and Student Council to evaluate methods of effective communication with students.

3.B General Responsibilities

Student Services supports the achievement of the College Mission through a commitment to providing appropriate resources to help students succeed in their self-determined goals. The objectives of the student services program is to support the educational program by reducing barriers to college, educating students in college success strategies, and providing support systems that affect students' potential for success.

3.B.1 Identifying Student Needs

In order to identify the characteristics of CGCC's student population and students' learning and special needs, the Chief Student Services Officer annually produces a Student Profile document (See EV 3.B.1.1). This information is used not only as a summary of information about who CGCC students are for a particular year, but also to help with class scheduling (which programs are in high demand, impacting course offerings), to help with recruitment activities (either focusing on a particular program or a particular region of our service area), and to look at demand for services (a large increase in financial aid awards translates into a need for additional staff to process financial aid paperwork related to awards).

The annual Institutional Effectiveness Indicators Report also identifies characteristics of students which are useful in planning and budgeting (See EV 3.B.1.2). Student persistence rates, average age and continued success in subsequent courses all impact work that is done on

a daily basis. For example, the report is referred to when determining scheduling of classes and organizing new student services such as orientations and college survival coursework. Student satisfaction data from the bi-annual Student Opinion Survey is also included in this report which identifies which service areas need focus for improvement (See EV 3.B.1.3). In spring 2008, CGCC administered the Community College Survey of Student Engagement (CCSSE) to students. Data from the CCSSE will serve as baseline data, and will be compared to future data as one way to assess the success of programs related to Student Services (See EV 3.B.1.4). Spring 2009 will mark the first administration of the ACT Withdrawing/NonReturning Student Survey. The survey seeks to identify the reasons students leave the institution. Surveys were mailed to credit students who were registered for fall term 2008, but who did not return winter term 2009. The information gleaned from this survey will serve as a tool to identify barriers to student persistence and inform the development of future programs and services (See EV 3.B.1.5).

In spring 2008, CGCC formed a cross-college marketing committee charged with the development of a college a marketing plan. The CEO of Insitu was brought in to train the committee in the essential components of a successful plan and provided the committee with the framework for building a detailed marketing plan. The committee created a task force to look at the various components of the marketing framework and began to gather information necessary to write a comprehensive plan. To this date, the task force is gathering information about student needs by age groups seeking to identify the sources students use to get information about the College (See EV 3.B.1.6-7). A postcard was mailed to 38,000 households in the Columbia Gorge region asking questions regarding what media students and potential students use to get information about CGCC. A Spanish-language postcard was hand-delivered to a target audience through local agencies and businesses in winter 2009. The questions were similar to the English language postcard distributed in spring 2008 (See EV 3.B.1.8).

Focus groups are planned for summer and fall of 2009. They will be conducted throughout the educational district including outlying areas such as South Wasco County. Needs assessments will be conducted in the college service area during summer and fall 2009 for all programs. The aim of the focus groups and needs assessments is to find out what community members want from the College – programs, classes, services, outreach, events, cultural activities, etc. These focus groups will be a collaborative effort between the marketing committee and the instruction department. The focus groups are intended to serve to inform the marketing committee as well as provide information to update the Academic Master Plan (AMP).

When addressing the implementation of new programs/services or when addressing areas for improvement, attention to program assessment and data collection is embedded within the model for service. This goal toward a culture of evidence is manifest in the recent update of the departmental goals and objectives. In the 2008-09 academic year, a Student Services Assessment Committee was formed and meets each term. The goal of this committee initially is to develop an assessment tool that integrates the evaluation criteria outlined in Standard Three accreditation guidelines. The committee has developed a Mission Statement:

“Student Services will provide information and tools for students to help them become more self

-reliant and successfully navigate enrollment services in order to accomplish their academic goals.”

Additionally, work is progressing toward the development of departmental goals, student services assessment tools to address advising and customer service, the financial aid process and registration and student records (See EV 3.B.1.9-10).

As CGCC continues to build its catalog of classes delivered online, development and implementation of a plan to address services to online students has become necessary. Research is currently being conducted regarding the types of services needed and various models of delivery. A comprehensive plan to deliver services is slated to be completed by fall 2009 (See EV 3.B.1.11).

3.B.2 Students and College Governance

At CGCC, students participate in institutional governance in a variety of ways. Part of the missions of both the Student Council and Phi Theta Kappa is to be a conduit from the student to the administration (See EV 3.B.2.1-2). The College President has an open door policy and encourages direct dialogue with both student organizations as well as the general student population. Students can directly ask questions regarding policy and procedures on the campus. In addition, students have participated on and contributed to the Safety Committee, accreditation standard committees, and program advisory committees as well as in master planning deliberations and architectural design charettes.

3.B.3 Student Rights and Responsibilities

The Student Rights and Responsibilities Policy and grievance procedures are available in Student Services, Instructional Services, the Library, campus displays, and on CGCC's website. Statements telling students where to obtain this information are printed in the Student Handbook, College Catalog, and quarterly class schedule.

To ensure fair and consistent treatment of all student rights and responsibilities including grievance issues, the Chief Student Services Officer assists in the process of helping students advocate for themselves when an issue arises such as problem solving with an individual (a faculty member or another student, for example) or with a formal grievance if the situation warrants.

3.B.4 Student Safety and Security

A primary concern and emphasis of CGCC is to provide for the safety and security of its students (See EV 3.B.4.1). The CGCC Safety Committee, consisting of staff and faculty, meets monthly to address issues related to campus safety. A position on this committee is reserved for a member of the Student Council. At the current time, Hood River is not represented on the committee. It is anticipated that Hood River will have a member on the committee beginning in fall 2009.

CGCC has an Emergency Response Manual that addresses the issue of student safety and emergency response during times of crisis. The committee is responsible for ensuring that the College adheres to safety guidelines outlined in this manual and the development of new guidelines. At the time of the 2008 Self Study, the HR-ICC was not fully completed. Outlined in the recommendations was the need to have safety policies and procedures developed for the Hood River Campus. Since that time the Safety Committee has responded and directed the entire college to utilize the same safety protocols as outlined in the Emergency Response Manual (See EV 3.B.4.2). The gathering areas used during emergencies are unique to each campus. Telephones are available to dial 911 in classrooms on both campuses. On The Dalles Campus, emergency phones are located throughout the classroom buildings and are accessible at all times for a free call to 911. Phones that can be used for safety announcements are scheduled to be installed in all classrooms. An emergency phone is available within the Commons area of the Hood River-Indian Creek Campus. Students may call Campus Facilities and arrange for an escort to their vehicle between 4:00 p.m. and 12:00 midnight but this service is not posted across campus. This information will be included in the 2009-10 Student Handbook and plans are being developed to better inform the student body of this opportunity.

Safety policies are in place and are reviewed annually in faculty and staff in-services. The Chief Student Services Officer annually reports data to the Integrated Post Secondary Educational Data System (IPEDS) regarding campus safety. This information is shared locally in an annual campus safety report. All credit students are sent a postcard telling them where they can find this local report on the college website. <<http://www.cgcc.cc.or.us/StudentServices/StuRight.cfm>>

Automatic External Defibrillators (AEDs) are placed in key locations on both campuses. At least one staff member from each department has been trained on how to use these devices in an emergency situation.

3.B.5 Catalog and Handbook

The College publishes a yearly catalog that describes its mission, all degree programs, admission requirements and procedures, academic regulations, degree completion requirements, credit courses and their descriptions, student rights and responsibilities, tuition and fee information, refund policy, enrollment information and procedures, college policies, student support services, and a listing of administrators, faculty, and support staff (See EV 3.B.5.1). The catalog is available in hard copy in Student Services and on the CGCC website. It is also distributed at new student orientation. In addition, a Schedule of Classes for each academic term is published one to two months prior to each term (See EV 3.B. 5.2.). This schedule is available on the website and in print, and 38,000 copies are mailed to all residents in the CGCC service area including five counties in Oregon and parts of two counties in Washington.

The College also publishes the Student Handbook which contains information on advising and career services, financial aid, registration and online services, CGCC policies and procedures, grievance policy and procedures, student rights and responsibilities, student organizations, and community resources. The Student Handbook is available in Student Services, at New Student Orientation, and on the website (See EV 3.B.5.3).

3.B.6 Evaluation Processes

CGCC has participated biannually in the statewide ACT Student Opinion Survey during spring term. The student satisfaction data provided in this report is used to assess CGCC services and provide comparison to services at other community colleges in the state. With this data, the department is able to develop related goals and objectives. In the spring of 2008, CGCC administered the Community College Student Survey of Engagement (CCSSE) and is using this data in conjunction with the ACT survey to further identify related departmental goals and objectives. In fall of 2008, an assessment committee was formed to serve as the steering committee for college-wide assessment measures. Its function is to collect data and distribute it across departments and to oversee future assessment efforts. With the continued development of these systems, it is anticipated that some of the current work being done by this committee will translate into the need for an Institutional Researcher. Plans to fund such a position in the general budget are in place and the anticipated implementation date is scheduled for the 2011-12 academic year.

3.B Evidence

EV 3.B.1.1	2007-08 Student Profile
EV 3.B.1.2	2008 Institutional Effectiveness Indicators Report
EV 3.B.1.3	2006 Student Opinion Survey
EV 3.B.1.4	2008 Community College Survey of Student Engagement
EV 3.B.1.5	ACT Withdrawing/Non-Returning Student Survey
EV 3.B.1.6	Marketing Framework
EV 3.B.1.7	Marketing Committee Schedule
EV 3.B.1.8	Spanish Language Marketing Postcard
EV 3.B.1.9	Student Services Mission Statement
EV 3.B.1.10	Student Services Assessment Committee Minutes
EV 3.B.1.11	Standard 3 Report Recommendations
EV 3.B.2.1	Student Council Constitution and By-Laws
EV 3.B.2.2	Phi Theta Kappa Constitution and By-Laws
EV 3.B.4.1	Campus View articles on Safety and Health
EV 3.B.4.2	2008 Emergency Response Manual
EV 3.B.5.1	2008-09 College Catalog
EV 3.B.5.2	2008-09 Class Schedules
EV 3.B.5.3	2008-09 Student Handbook

3.B Strengths

1. The college administration continues to fund student life organizations (Student Council and PTK).
2. Data collected from assessment tools such as the ACT Student Opinion Survey and the CCSSE is used to support the need for additional financial resources to enhance/improve services to students.

3. Policies have been developed regarding the insurance of confidential student records (FERPA).
4. Plans are in place and progress has been made to develop assessment tools to assess services to students related to customer service, financial aid, advising, and registration and student records.
5. Safety procedures are in place and documented for the HR-ICC.

3.B CGCC 2008 Self-Recommendations and Responses

1. Develop safety policies and procedures for the Hood River-Indian Creek Campus.

The Safety Committee has responded and directed the entire college to utilize the same safety protocols as outlined in the Emergency Response Manual (See EV 3.B.4.2). The gathering areas used during emergencies are unique to each campus and clearly outlined in the Safety Manual and Student Handbook. Telephones are available to dial 911 in classrooms on both campuses. Phones that can be used for safety announcements are scheduled to be installed in all classrooms at both campuses. An emergency phone is available within the Commons area of the Hood River Campus.

2. The Student Life Advisor will coordinate the marketing of student life organizations and activities.

Marketing of Student Life activities on the CGCC campuses has expanded in the 2008-09 academic year. The Student Life Advisor has utilized the following venues for advertising/marketing: email, reader screens in café; press releases/newspaper articles; webpage on the college website; and, flyers posted throughout the college campuses.

3. Research current practices for delivery of online student services. Develop a plan to provide appropriate services online.

Research is currently being gathered and reviewed. A plan for delivery of services to online students is scheduled to be completed by fall 2009.

3.C Academic Credit and Records

Evaluation of student learning and the award of credit are based on clearly stated criteria in compliance with those terms set by Portland Community College. Criteria are listed in the College Catalog and on the college website. Academic records are accurate, secure and comprehensive. Comprehensive records include records for each term of attendance, course numbers and titles, grades earned, and indication of credit or non-credit classes.

3.C.1 Awarding of Credit

Credit courses at CGCC strictly adhere to all the parameters as those at PCC in terms of the number of hours, credits, course content, etc. Currently, PCC maintains the Course Master. This information is entered into PCC's Banner system and downloaded into RogueNet overnight. Since the implementation of RogueNet, CGCC has been self-monitoring errors in student and course information to ensure the integrity of our own data in preparation of future independence from the PCC system. All official transfer transcript evaluation is done by PCC's graduation office for all degrees and certificates with the exception of the CGCC Practical Nurse certificate, the Nursing Associate of Applied Science degree, and the Renewable Energy Technology certificate and degree. The Chief Student Services Officer does the initial evaluation for these specialized programs. Then all records are forwarded to PCC for final approval. For all degrees and certificates, official transcripts are opened by CGCC staff and then forwarded to PCC when the graduation petitions are completed by the student. The Academic Standards Committee is developing policies for awarding credit.

3.C.2 Criteria Used for Evaluating Student Performance

Student performance evaluation is provided by the issuance of grades. Criteria for the granting of grades are defined in the College Catalog (See EV 3.C.2.1). Specific evaluation criteria and guidelines must appear on each instructor's course syllabus as required by the syllabus guidelines stated in the Faculty Handbook and in Board Policy IS704 (See EV 3.C.2.2-3).

3.C.3 Degree and Non-Degree Credit

In the quarterly Schedule of Classes, there are separate sections for credit and non-credit courses. Students taking credit classes have been able to register online and pay for classes at the time of registration. Recognizing the need for the same flexibility and accessibility for non-credit students, CGCC has a goal to implement online registration and payment for some non-credit classes in 2009-10. For all credit courses, the number of credits is listed with the description and the meeting time and date information. Only credit and continuing education credits appear on transcripts. In the College Catalog, only credit courses are listed. There is also a statement in the catalog stating that non-credit courses do not meet requirements for federal financial aid, nor can they be used for degrees or certificates. Official diplomas are issued by PCC.

The following statement is printed in the College Catalog and Course Schedules and various other admissions materials:

“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.

“Columbia Gorge Community College has been granted Candidate for Accreditation

status by the Northwest Commission on Colleges and Universities (NWCCU). Candidacy is not accreditation nor does it ensure eventual accreditation. Candidate for Accreditation is a status of affiliation with the Commission which indicates that the institution has achieved initial recognition and is progressing toward accreditation.” (See EV 3.C.2.1 and 3.C.3.1)

3.C.4 Transfer Credit

All official evaluation of transfer transcripts is done by PCC’s graduation office for all degrees and certificates with the exception of those programs that are unique to CGCC. The Chief Student Services Officer does the initial evaluation for these credentials, but all records are forwarded to PCC for their approval. Official transcripts are opened by CGCC staff and then forwarded to PCC when the graduation petitions are completed by the student. Academic advisors at CGCC do unofficial evaluations of transcripts for students when needed to help with class scheduling; however, advisors inform students that this is unofficial and that the official evaluation will be done when the petition for graduation is submitted. Plans are in place to address the need for official evaluation of transfer credit and the responsibility of all student records when CGCC functions independent of Portland Community College. The CSSO has proposed the hiring of a Registrar in the 2010-11 budget. The hiring of this position is dependent on the availability of funding. The Academic Standards Committee is developing policies regarding transfer credit.

3.C.5 Student Records

Admissions and registration forms are completed by the student, entered directly into RogueNet which transfers the data to PCC’s Banner system overnight. Hard copies of student records are maintained in locked file cabinets in Student Services. Archived records are stored in a locked location. The office is open only when Student Services staff is present so records are secure.

Access to RogueNet data bases is limited to appropriate staff. Students are given a random student identification number so as to be identified as CGCC students within the PCC system. There is also a separate code in Banner for CGCC classes. RogueNet data is located on CGCC’s Storage Area Network (SAN). The SAN performs a “snapshot” of the data on an hourly, daily, weekly and monthly basis. Data is also backed up onto tape using a fourteen-tape rotation schedule with a different tape used nightly in a two- and four-week rotation. This back-up process protects RogueNet data ensuring that accurate transfer of data can occur with PCC’s Banner system on a nightly basis.

A fire-safe storage is located within a locked storage room in the Student Services area of the Health and Sciences building. This measure ensures the safety, integrity and confidentiality of student records.

Understanding the necessity of building a registration and records department, a plan has been developed to build the necessary infrastructure and policies and procedures related to the handling of official records as well as hire personnel to implement these functions. Implementation of this plan is scheduled to begin 2010-11 (EV 3.C.5.1).

All staff and faculty receive Family Educational Rights and Privacy Act (FERPA) training on a yearly basis. Supervisors ensure that privacy laws are observed. FERPA guidelines are published in the College Catalog and are available on the college's website and on the College Intranet.

3.C Evidence

- EV 3.C.2.1 2008-09 College Catalog
- EV 3.C.2.2 2008-09 Faculty Handbook
- EV 3.C.2.3 Board Policy Manual, Code: IS704
- EV 3.C.3.1 2008-09 Class Schedules
- EV 3.C.5.1 Standard 3 Report Recommendations

3.C Strengths

1. CGCC maintains a strong working relationship with PCC.
2. CGCC provides degree audit services for some degrees and certificates.
3. Through the implementation of RogueNet, CGCC has begun managing its own records.
4. Plans are in place for the development of a Student Records department.

3.C CGCC 2008 Self-Recommendations and Responses

1. Develop a process for online registration and collecting payment at the time of registration for non-credit classes.

CGCC has a goal to implement online registration and payment for some non-credit classes in 2009-10.

2. Develop a timeline for the implementation of a student records department and develop policies and procedures related to the handling of official records.

A plan has been developed to build the necessary infrastructure and policies and procedures related to the handling of official records as well as hire personnel to implement these functions. Implementation of this plan is scheduled through January 2010 (See EV 3.C.5.1).

3.D Students Services

CGCC has an open and non-discriminatory admissions policy and does not factor ethnic, socioeconomic, sexual orientation, marital status or religious choice in its admissions process. Once admitted, students have access to support, success, and retention services. The Student

Services staff promotes a climate of accessibility, with convenient service in all areas of the College. The staff believes they can make a difference between success and failure, between a mediocre educational experience and an enhanced experience.

3.D.1 Admissions Policies

CGCC has an open admissions policy clearly stated in both its annual catalog and quarterly Schedule of Classes which fits the overall College Mission to provide “lifelong educational programs that strengthen our community.” Anyone who is sixteen years of age or older who can benefit from the instructional programs offered is admitted. CGCC welcomes students under sixteen years of age with college level academic ability and maturity to handle the discipline and personal skills required for successful completion of college work. Students under the age of sixteen are subject to the rules and regulations of CGCC as stated in the catalog and the Student Handbook (See EV 3.D.1.1-2).

The CGCC Nursing, Medical Assisting, Diagnostic Imaging and Renewable Energy Technology programs are limited entry and have specific admissions and technical requirements which are detailed in the catalog and on the college website. Specialized information packets for each program are compiled and updated each year. These are available in Student Services, at several campus locations and on the college website. Application to Health Occupations programs occurs once a year. Application to the Renewable Energy Program occurs twice a year. Students who have met the program prerequisite requirements are evaluated for admissions using objective criteria which may include a weighted point scale for prerequisite and supporting coursework.

In the spring of 2006, CGCC, through a partnership with Linn-Benton Community College (LBCC), began to offer a distance-delivery diagnostic imaging program. Admissions for this program are limited to two students per year and follow the same admissions process as CGCC’s other limited-entry programs. Upon acceptance into the diagnostic imaging program, students become a student of LBCC. CGCC continues to provide appropriate services to these students. Monthly conference calls between LBCC, CGCC and local clinical sites ensure that all parties are aware of student progress and needs as well as programmatic updates (See EV 3.D.1.3-8).

3.D.2 Student Diversity

Most of the college recruitment is aimed at the district residents as a whole. In its annual Student Profile document, CGCC looks at the demographics of its students as compared to the demographics of its district. The student population is less diverse than the College District, so staff is looking at ways to recruit more high school and under-served students (specifically Latino and financial-need students). In 2007, CGCC participated for the first time in PCC’s College Assistance Migrants Program (CAMP) which supports two Latino students in their transition to CGCC with funding and wrap-around services such as career exploration, study skills classes and bi-weekly meetings with the Career Counselor (See EV 3.D.2.1).

State Incentive Grant funding allowed CGCC to hire a Career Pathways Advisor in December,

2006. The focus of this position is to identify high school students who are not on a college track, provide pre-college advising, and transition these students into career pathways programs at CGCC. Students are grouped into cohorts and provided with wrap-around services while their progress is monitored through a case-management model. The Career Pathways Advisor spends a minimum of two days per month advising students at each area high school. In summer of 2008, the Career Pathways Advisor accepted the position of Career Counselor at CGCC. The grant funded work has been integrated into the overall work of the Career Counselor allowing the College to sustain momentum and continue this work. At the close of the grant funding in April 2009, 201 high school students have participated in cohort activities. Of the students participating in the 2007/08 cohort, 22.4% of the students transitioned to CGCC in the fall of 2008 (See EV 3.D.2.2-3).

In an effort to address the economic diversity that exists in the CGCC service district, federal financial aid and scholarships awarded by the CGCC Foundation are aimed towards meeting the requirements of those students with financial need (See EV 3.D.2.4-7).

3.D.3 Placement, Continued Enrollment, and Graduation

All degree-seeking students are required to take the ACT COMPASS placement test in basic skills (covering writing, reading, and numerical skills) and mathematics (elementary algebra, intermediate algebra, or college algebra) to determine appropriate placement. In fall 2008, CGCC moved from a paper/pencil assessment (ASSET) to the computerized version COMPASS. COMPASS provides students the opportunity to take a placement test at their convenience. Tests are offered at various times throughout the week. Night testing is scheduled prior to each term. Computers loaded with COMPASS are available in the testing center located in Building 3 and at the HR-ICC.

CGCC follows PCC “cut” score guidelines for course placement. This placement helps to ensure a reasonable probability of success for each student. Since PCC does the actual awarding of federal financial aid, CGCC uses the same Ability to Benefit test results as PCC for those students who do not have a high school diploma or GED (See EV 3.D.3.1). Accommodations are made for students with disabilities with the provision of the paper-pencil assessment ASSET. The Director of Advising and Career Services is currently researching assistive technology tools that will provide accessibility to the computerized assessment for students with disabilities.

3.D.4 Course/Program Replacement

CGCC publicizes Student Rights and Responsibilities including those that relate to educational programs, terminations, and all appeals in the Student Handbook. Financial aid students must adhere to standards of academic progress and may be placed on warning or disqualification status if they fail to meet these standards. There is a well-defined appeals process which PCC sends directly to the student when disqualified (See EV 3.D.4.1). The Academic Standards Committee will develop policies for satisfactory academic progress.

Limited entry programs have well-defined academic requirements for continuation in the programs; if a student is terminated from the program, re-admission is determined on a case-by-

case basis in consultation with the faculty and advising staff. Re-admission criteria are outlined in the Re-entry Applications (See EV 3.D.1.5 and 3.D.1.8), and the process is overseen by the program admissions committees in consultation with appropriate faculty.

Students meet regularly with their academic advisors to review their Educational Plan. If an advisor notices that the student is not being successful in his/her coursework, recommendations are made to the student on ways to achieve success: reduction of the credit load, reduction of the work load, etc. CGCC currently has no formal academic disqualification based on grades. The newly formed Academic Standards Committee began work in the 2008-09 academic year developing formal policies regarding continuation, termination and readmission procedures. When completed, the policies will be submitted to the Chief Academic Officer and the Chief Student Services Officer for their review and recommendations. The plan is to have the policies approved by the CGCC Board and in place by spring 2010 (See EV 3.D.4.2-3). In fall 2008, Student Services instituted Promoting Access for Student Success (PASS) as an intervention for students in academic distress. Students are self-referred or referred by faculty members. Once referred students are contacted and case-managed by the PASS advisor. The implementation of this program is designed to help student persistence. Initial data has been compiled to serve as a baseline to assess the program. This data as well as CCSSE data is also being compiled to identify student needs for successful continuation (See EV 3.D.4.4-6).

3.D.5 Graduation Requirements

Degree and certificate requirements are listed in the College Catalog and on the CGCC website (See EV 3.D.1.1). Evaluation for graduation for most degrees and certificates is officially done by PCC and degree requirements are consistently adhered to. Two exceptions to this are Renewable Energy and Nursing. Evaluations for those programs, because they are unique to the College, are conducted by the Chief Student Services Officer and forwarded to PCC.

Only rarely is a request for an exception made. Typically such a request is for a substitution of one course for another because the course is not available when the student needs it (many of CGCC's classes are only offered once a year). This request is sent to PCC who forwards it to the appropriate department for consideration.

The entire Student Right-to-Know policy is in the Student Handbook and on the college website (See EV 3.D.1.2). Information on where and how to access the policy are mailed annually to all credit students and is printed in the quarterly Schedule of Classes.

3.D.6 Financial Aid

CGCC offers a variety of federal and state financial assistance. In addition, other forms of private scholarships, grants and educational assistance are available to assist with educational costs. The Financial Aid Specialist and Student Services personnel disseminate information at area high schools and community events regarding federal financial aid and foundation scholarship opportunities. During the 2007-08 academic year, \$2,793,797 was awarded in federal financial aid in the form of grants, loans and work study funds and CGCC Foundation scholarships (See EV 3.D.6.1 and EV 3.D.2.4). The CGCC Financial Aid Specialist is the

liaison between CGCC and PCC for financial aid students. The Financial Aid Specialist enters data regarding CGCC students into PCC’s Banner System, assists students whose applications appear to have “stalled” in the process, and generates letters to students requesting additional information to complete their files. After PCC has awarded financial aid to a CGCC student, the Financial Aid Specialist completes the process by providing information on the award, debt counseling, and disqualification and reinstatement. Back-up for the Financial Aid Specialist is provided by Student Services staff. Financial Aid services in Hood River are provided by a staff member who has been trained in financial aid procedures and works closely with the Financial Aid Specialist on The Dalles Campus.

The Chief Student Services Officer has prepared a delivery plan for the creation of a comprehensive financial aid department as outlined below. This plan will allow CGCC to begin training with PCC in fall 2009 in their current system and “shadowing” their process in RogueNet in 2010-11. A more detailed plan outlining benchmarks and tasks is in draft form, and meetings with PCC to finalize the plan have taken place (See EV 3.D.6.2).

The CGCC Foundation raises money to address the College’s mission of providing access to all of its constituents. Various types of scholarships are available: full year, single terms, full year high school, and for dedicated special programs. In the 2007-08 school year, \$77,156.00 in scholarships was awarded. The Financial Aid Specialist oversees the application process prior to making allocation recommendations to the Foundation Board. Students are required to submit an application, an essay, and two letters of recommendation. All applicants participate in an interview with a committee typically comprised of a Student Services staff person, a community member, and a member of the Foundation Board (See EV 3.D.6.3). Plans to make the awarding of Foundation scholarship part of the financial aid processing are being developed and the task of establishing this transition process will be brought to the Foundation Board in 2009-10.

3.D.7 Scholarship and Grant Information

Information on financial assistance is posted in the annual College Catalog, in the quarterly Schedule of Classes, on the CGCC website, in the Student Handbook, and on college bulletin boards (See EV 3.D.1.1-2).

Task	When
CGCC, with the assistance of PCC, will identify and put into place the necessary institutional infrastructure to implement a financial aid department.	2009-10
Hire staff for Financial Aid advisor position	2009-10
Develop policies and procedures for financial aid awarding	2009-10
Document imaging in place	2010-11
Shadowing PCC’s awarding of financial aid	2011-12

3.D.8 Student Loan Monitoring

Currently student loan programs are administered through PCC; therefore, the monitoring and auditing of these programs is under PCC's oversight. Currently, information regarding CGCC student loan default rates is not available through PCC. All students who receive loans must participate in debt counseling sessions now available online. Information sessions with graduating students regarding loan repayment of specialized loans such as nursing are held in a variety of formats including online. Each year PCC's financial aid office also provides exit counseling for graduating students in CGCC's Nursing Program on The Dalles Campus. Students are given information regarding a loan forgiveness program allowing their total loan package to be forgiven after five years while working full-time as a nurse in a rural area.

3.D.9 Orientation of New Students

CGCC provides for the orientation of new students (credit, GED, Renewable Energy Technology, Nursing, and Medical Assisting) on both of its campuses. Orientation schedules are published and available to students on the website, in the quarterly Schedule of Classes, and at Student Services. Orientations for students with disabilities are available in individual or group settings (See EV 3.D.9.1).

3.D.10 Advisement

Academic advising is available to all CGCC students. Currently there are 4.5 FTE academic advisors and 1.0 FTE Career Advisor available to serve students. In summer 2008, a full-time RET recruiter/advisor was added to the department in order to support the increased interest in the Renewable Energy Technology program. This position is funded through the award of a \$1.6 million Department of Labor grant designed to increase capacity in the program.

Any student enrolled in a program of study is assigned an academic advisor based on the student's major. Academic advising is required for all new credit students. The advisor, with the student, will review COMPASS placement scores, make an educational plan for the term, discuss topics related to enrollment and clear the student's ability to register online. The advisor will meet with the student at least one more time during the term to outline a complete educational plan to meet the student's desired educational goal. At this time, the advisor can clear the student's ability to register for up to one year. The student can access his/her educational planner at any time utilizing the web registration system. Students are strongly encouraged to meet with an advisor once a term to ensure they connect with support services.

Academic advising is extended to and includes students enrolled in degree partnership programs. CGCC has degree partnership agreements with six universities in the state of Oregon. The student's pursuit of an advanced degree is facilitated by collaborative advising between the community college and university partner.

Information about the availability of academic advisors is published in the College Catalog, quarterly Schedule of Classes and in the Student Handbook (See EV 3.D.1.1-2 and 3.D.10.1).

3.D.11 Career Counseling and Placement Services

Career counseling at CGCC supports the institutional mission by offering ongoing career development courses, workshops and advising. The Career Advisor is located in Student Services, supporting the “one-stop” philosophy of providing services. Students and community members have access to a library of career resources including job announcements posted in the lobby of Student Services. Resources include the Career Information System, Myers-Briggs, and the CGCC website. The Career Advisor assists students and faculty by providing workshops and classes related to job search and preparation. The Career Advisor also sits on the Career Pathways Committee to ensure communication between the College and its communities. The advisor also provides academic and career advising in local high schools in order to facilitate the transition into a career pathway at CGCC.

The following career services resources are available to CGCC students:

Personal Assistance

- Counselor availability to students with an appointment
- Use of self-assessment computer resources
- Resume writing, interviewing, and job search strategies

Computerized Career Resources

- Career Information System (CIS)
- Career Services website with career and employment-related Internet sites
- Myers-Briggs Type Indicator
- Computers and printers available for writing resumes and cover letters

Career Library

- Career related books, videos and handouts
- Vocational biographies
- Job Search Information: resumes, cover letters & interviews
- Computers available for career research and career assessment

Workshops & Classes

- CG-140B Career Development (2 credits)
- CG-140B Career Dev. Independent Study.
- CG-209 Job Finding Skills
- Workshops on career related subjects by request

Job Listings

- Web page providing job referral service
- Postings on campus bulletin Boards

3.D.12 Health Care and Counseling Services

Professional health care services are not available on the CGCC campus. Students in need of health care, including mental health and relevant health education, are referred to a local mental

health center or to a local clinic/hospital. Contact information is available at Student Services and can also be found in the Student Handbook. In the case of emergency health issues, 911 is called. The Chief Student Services Officer works together with faculty and staff when a student is identified as potentially in need of health care services, particularly psychological health services. Involved faculty and staff meet with the Chief Student Services Officer to prepare an immediate plan for evaluation and action. The Chief Student Services Officer follows up with the student and faculty to provide support and monitor implementation of any action plan.

Student health insurance is available through the Student Accident & Sickness Insurance Plan serviced by Insurance Benefits, LLC. Brochures and application forms are available in Student Services (See EV 3.D.12.1). The insurance coverage is voluntary.

3.D.13 Student Housing

CGCC does not offer student housing and has no plan to do so in the future. However, if the demographics of CGCC students change with the addition of programs that pull in students from out of the area (specialized programs like Renewable Energy Technology or an athletic program), the possibility of on-campus student housing will be revisited. Currently, students in need of local housing are referred by Student Services to local realtors.

3.D.14 Food Services Programs

CGCC contracts on an exclusive rights basis for a cafeteria-style food and vending service with a contractor on a profit-and-loss basis: the contractor pays the College 2% of the gross receipts on the first \$150,000 and 5% thereafter. A new five-year contract went into effect July 1, 2007 (See EV 3.D.14.1). In addition, the operator provides service and responsibility for food and beverage vendors located on campus.

Surveys of customer satisfaction are conducted regularly in order to evaluate the quality of service, product, and content (See EV 3.D.14.2).

Vending machines providing snacks and drinks are located at the Hood River-Indian Creek Campus. In addition, the HR-ICC is located within walking distance of several restaurants and a major grocery store making access to food convenient and easily accessible.

In summer 2008, renovation of the café was completed to make the café environment more appealing to students. Flat screen televisions and comfortable soft-seating, as well as carpeted areas were incorporated and have provided gathering places for students to mingle between classes.

3.D.15 Student Co-curricular Activities

CGCC understands the value of student participation in building a robust campus culture. In support of this, CGCC has consistently allocated general fund monies for both Student Council and PTK to support student life activities. In 2007, CGCC hired a .5 FTE advisor to oversee and coordinate student life, activities and functions encouraging a broader cross section of student

engagement (See EV 3.D.15.1). Designated space for student life organizations was established with the renovation of Building One. A gathering space for activities and office space for student organizations is located near the library and is flanked with large windows along two sides so that maximum exposure is afforded to students and the activities hosted in this space.

During the 2008-09 academic year, a variety of efforts have been made to understand the CGCC student body in terms of demographics and communication preferences so that events and activities can be planned and marketed based on that information. Information regarding co-curricular events and activities has been advertised on the flat-screen televisions located in the café as well on the web and across campus in The Dalles and Hood River. In addition, Student Council has improved visibility of Student Life by providing more regular and structured membership drive activities and/or election information. Follow-up activities with students requesting membership or indicating an interest in volunteering have been improved. Student Life has also been much more visible to the College and community as a whole by taking on leadership roles at college and community sponsored events.

Student Government (ASGCGCC)

The mission of the Student Council is to facilitate communication between the students and administration/faculty of CGCC and to complement the College's academic programs and enhance the overall educational experiences of students through the development of, exposure to, and participation in social, cultural, multi-cultural, intellectual, recreational, community service, and campus governance programs. The Student Council consists of six elected officers who receive compensation for time dedicated to their elected duties. CGCC provides office space and equipment. CGCC continues to support Student Government by allocating general budget funding to support their efforts.

Student Government's Central Aims: (See EV 3.D.15.2)

1. Provide environments in which students and student organizations are afforded opportunities and are offered assistance to:
 - A. Participate in co-curricular activities.
 - B. Participate in campus government.
 - C. Gain leadership skills.
 - D. Improve interpersonal skills.
 - E. Learn about varied cultures and experiences, ideas, issues and styles of life.
 - F. Design and implement programs to enhance social, cultural, multi-cultural, intellectual, recreational, community service, and campus government involvement.
 - G. Comprehend institutional and group interests and activities.
 - H. Learn of and use campus facilities and other resources.
2. Collaborate with students, professional staff and faculty to plan and implement programs that reflect the institution's mission and achieve its goals.
3. Enhance recruitment and retention.
4. Strengthen campus-community relations and enhance accurate images of the institution.
5. Support comprehensive programs that reflect and promote the diversity of student interests and needs, and student achievement and self-worth.
6. Develop and distribute activities calendars, student handbooks, and other materials on public events.

7. Foster meaningful interactions between students and members of the faculty, staff, and administration.
8. Raise awareness about and address the needs of women, persons with disabilities, and other special populations.
9. Collaborate with other offices to maintain a positive environment for student activities within the campus; ensure effective use of space, publicizing of events, implementation of student and community programs, safe and positive interactions.
10. Record, disseminate, and review goals and activities, and use of data to improve delivery of services.

Clubs, Associations and Societies

Currently active at CGCC are the Phi Theta Kappa Honor Society, the Student Nursing Association, Japanese Visual Cultural Club, and Delta Club. A Multicultural Club has just been formed. These organizations are open to the general student population and have either a member of the staff or faculty as the advisor.

Phi Theta Kappa Honor Society – Alpha Sigma Xi Chapter (PTK)

PTK's central aims are to support the academic and personal development of students through opportunities in leadership, scholarship and service. Alpha Sigma Xi would like to accomplish academic recognition, opportunities for service and leadership while promoting an environment of fellowship as per the aim of Phi Theta Kappa International (See EV 3.D.15.3). Alpha Sigma Xi contributes to the mission of the College by supporting strong academic and community leadership. CGCC transforms lives with opportunities for leadership and encourages lifelong learning by providing scholarship opportunities. The CGCC chapter of Phi Theta Kappa has been recognized as a five star chapter and has received several awards for its work on campus and within the community.

PTK Outcomes and Goals:

- Membership enhancement – 10% gain in membership from academic year to academic year
- Promote a sense of community through college events. Hold six campus events per year;
- Work to achieve Five Star and Hallmark Recognition through Phi Theta Kappa International – submit Hallmark Entries and document Five Star Events on a yearly basis;
- Raise funds for community services and CGCC Foundation Scholarships. Hold two fundraising events per year.

Student Nursing Association (SNA)

The CGCC Student Nursing Association is a fellowship of nursing students involved in the College and community. SNA assists in the development of professional identity, provides a means of interaction between students and the College, addresses issues specific to community based nursing, and provides a link to state and national nursing organizations (EV 3.D.15.4).

SNA Goals:

- Foster self-improvement, academic excellence, and leadership within the nursing profession;

- Provide opportunities to mentor for the exchange of information and incorporation of ideas;
- Provide a means of interaction between students, faculty, and the College; and,
- Facilitate interaction and association between all CGCC nursing and pre-nursing students.

The Delta Energy Club

The purpose of Delta Energy is to provide a representative forum for students of the Renewable Energy Technology Program (RET), and to seek and allocate funds to carry out the objectives of the Delta Energy Club (See EV 3.D.15.5).

Delta Energy objectives:

- Promote an on-going dialogue between faculty and students within the RET Program.
- Stimulate interest and cooperation among the students and faculty at CGCC and within the RET Program.
- Increase public knowledge and understanding of the status, achievements, and goals of the RET Program.
- Provide for the interests of all recognized organizations at CGCC.
- Recognize individual achievements of students and faculty within the RET Program.
- Provide educational opportunities for students within the RET Program.

Japanese Visual Culture Club

The mission of the Japanese Visual Culture Club is to increase the awareness of Japanese culture through film, literature and art (See EV 3.D.15.6).

Multicultural Club

The Multicultural Club formed in spring 2009 provides all students, faculty and staff with an opportunity to share their experience and cultural backgrounds while learning about others. The Multicultural Club aims to raise cultural awareness and promote diversity on CGCC's campuses (See EV 3.D.15.7).

Co-curricular Events/Programs

In order to broaden and enhance the intellectual and cultural experience offered to students and the community as a whole, CGCC provides co-curricular events/programs that address topics and issues ranging from literature and art to politics and science.

In cooperation with the non-profit organization Mountain Writers Series (MWS) based in Portland, Oregon, CGCC hosts published poets and authors who give public readings, discuss their writing processes with personal insights, and conduct writing workshops (See EV 3.D.15.8). In conjunction with MWS, the College hosted the three-day Mountain Writers Series Columbia Gorge Writers Conference in June, 2009. The College has also hosted various lecturers, music, dance, and cultural groups. In addition, CGCC sponsors the Spring Humanities Series and the Science Summit. The Spring Humanities Series has become an annual event and completed its sixth year in April 2009. The Science Summit had its first appearance in October 2006 and is now an annual event.

Spring Humanities Series: During the month of April, CGCC invites humanities scholars (novelists, poets, sculptors, painters, political analysts, editorial cartoonists, screenwriters, and filmmakers) to give presentations on their work and lives. Each year focuses on a particular theme. In 2009, the Series focused on the theme of Native Americans of Oregon. Each year the series also strives to support and encourage emerging writers and artists throughout the Columbia Gorge. Guest speakers participate in informal Writer-to-Writer or Artist-to-Artist Chats prior to formal presentations as well as meet with students in writing, art, and pre-college classes during the day (See EV 3.D.15.9).

Science Summit: October 2008, CGCC hosted the third annual Science Summit focusing on fresh water, its availability, quality, and sustainability. The Summit consisted of evening lectures and a half-day, Saturday field project. CGCC collaborated with Oregon State University, Hood River Watershed Group, Department of Environmental Quality, Oregon Department of Agriculture, Hood River Valley High School, and Horizon Christian School (See EV 3.D.15.10).

In August 2007, CGCC created a new position (Instructional Coordinator) to organize and ensure the quality of the growing number of co-curricular events taking place in conjunction with the College. The Instructional Coordinator works with faculty, staff, students, and community members to identify presentations and activities that fit within the mission of the College to provide lifelong educational opportunities that strengthen the community.

3.D.16 Policies Regarding Co-curricular Activities

Students have the freedom to organize and join associations to promote their common interests. If students wish to have their group recognized by the College, the students are required to submit a statement of purpose, criteria for membership, rules and procedures, a current list of officers, and a list of active members and name(s) of possible advisor(s). The Chief Student Services Officer facilitates and oversees the organizational process. Criteria for establishing a new club is available in the Student Handbook. An information sheet listing responsibilities of the advisor is being developed.

Instructional co-curricular activities are facilitated by the newly created position of Instructional Coordinator in collaboration with the Chief Academic Officer.

3.D.17 Student Athletics

No student recreational or athletic programs are available at CGCC.

3.D.18 Bookstore Services

The CGCC bookstore serves the college community by providing required textbooks approved by PCC Subject Area Curriculum Committees, as well as recommended books, study guides and workbooks, supplies and media solutions, and practical office and academic products for use by students, staff and faculty members. In addition, as of fall 2006, the bookstore has provided a textbook buy-back feature for the students. The bookstore endeavors to be the “one-

stop shop,” providing the necessary tools that aid in the success of CGCC students, faculty and staff.

The bookstore is currently housed in approximately 350 square feet, and all products are kept behind the counter. Service is provided over-the-counter meaning that students do not have the opportunity to personally select their items. The store is managed by one full-time bookstore specialist except during peak times (the first two weeks of the term) when one additional staff member from the Business Office is utilized on an as-needed basis. Space for a full-retail bookstore was created in the renovation of Building One and it is scheduled to open fall term 2009. Students will be able to shop for their books and other supplies in a retail environment allowing them to personally select their items. A clerk- service bookstore is scheduled to open in Hood River in fall 2009, creating direct service similar to the current service on The Dalles campus. Online book sales via the internet has been available to students since 2008, providing services to all students, but this service particularly meets the needs of online-only students.

Financial aid students who have received an award letter are provided the opportunity to charge their text books while waiting for their financial aid disbursement.

3.D.19 Student Media

CGCC does not have any student run/produced media.

3.D.20 Other Support Services

Child Care Partners - Resource and Referral

CGCC does not provide on-site child care services; however, it does provide child care referrals through Child Care Partners (CCP), a state-designated child care resource and referral program for Wasco and Hood River counties. As of July 1, 2009, the service district area expanded to include Gilliam, Sherman, and Wheeler counties. The three primary functions of the program are to provide parent referral services, to provide professional development opportunities for child care providers, and to collaborate with related agencies and businesses within the service district area. The program enrolls child care and education businesses (preschools, family child care and certified centers, and school age programs) in a confidential web database.

CCP serves CGCC students, employees, and families (parents, grandparents, foster parents, and non-custodial caregivers) by providing referrals for child care services. Services for students include but are not limited to the following:

- Referrals for child care while students are in class and/or completing out-of-class studies;
- Assistance identifying payment sources available for students;
- Access to information/resources for various college classes (i.e. psychology, early childhood education.); and,
- Presentations in early childhood education classes regarding local and state licensing information, Oregon and/or Washington’s child care and education system, current relevant data, and elements of quality child care.

Child Care Partners has extended the CGCC student base into the community by connecting with early childhood workers who contribute to the development (social, emotional, and intellectual) of young children, preparing them to be successful in school. The program offers approximately forty to fifty non-credit classes per year enabling child care workers to meet state licensing and professional development requirements.

Child Care Partners continues to work with other community agencies to develop strategies to positively impact the quality and availability of child care for students and community families. Current data for available child care spaces, cost of care, types of care (including preschools), etc. are maintained for collaboration and/or use by local agencies/programs and employers to guide recruitment and program design. The availability of affordable/quality childcare for all age groups remains a challenge for the community.

In 2008-09, CCP expanded its outreach within the Latino community with the employment of two bilingual Child Care Specialists. The addition of these positions made it possible for CCP to better meet its contractual requirement to serve all populations in its district. Child Care Partners' staff translated child care business forms and materials into Spanish that were not previously available for local child care workers (See EV.3.D.20.1). As a result of outreach efforts, six Latino community members applied for and became state licensed providers enrolled with Child Care Partners and offer quality child care in the two counties. In addition, this work has resulted in a new awareness within the local Latino community of CGCC and its services as a whole.

Child Care Partners services are contracted with the Oregon Child Care Resource and Referral Network. Child Care Partners has consistently met or surpassed contract requirements. CCP earned a certificate of *Consumer Education Quality Assurance* from the National Child Care Resource and Referral Association for meeting the national criteria regarding best practices for working with parents.

Gorge Literacy

The Gorge Literacy mission states that: *Gorge Literacy, a program of Columbia Gorge Community College, exists to provide free, basic literacy instruction and support to all adults in the CGCC service area enabling them to reach their goals and realize their potential within their family, work and community lives. We are committed to providing the highest quality, volunteer-based literacy services.*

Gorge Literacy trains volunteers from the community to tutor adult learners who wish to improve their reading, writing, math, and/or English conversation skills. In 2007-08, the program utilized 24 volunteers with 16 actively working. For 2007-08, there were 25 learners who accrued hours during the year. Tutors volunteered a total of 785 hours of one-on-one and group instruction to learners (See EV 3.D.20.2-3).

Each June, in order to provide a forum in which emerging writers may express themselves, Gorge Literacy publishes a book of student writings, *Shared Voices: A New Writers' Collection*. *Shared Voices* is an opportunity for often unheard voices to be heard. Submissions are accepted from students enrolled within the previous year in any of the CGCC adult

education programs, including: Adult Basic Education, English for Speakers of Other Languages, GED Preparation, Gorge Literacy, High School Credit Completion, Spanish GED Preparation and Writing 90. In June 2009, Gorge Literacy released volume VIII (See EV 3.D.20.4).

3.D Evidence

- EV 3.D.1.1 2008-09 College Catalog
- EV 3.D.1.2 2008-09 Student Handbook
- EV 3.D.1.3 Nursing Admissions Packet
- EV 3.D.1.4 Advance Placement Application Nursing
- EV 3.D.1.5 Re-entry Application Nursing
- EV 3.D.1.6 Diagnostic Imaging Admissions Packet
- EV 3.D.1.7 RET Admissions Packet
- EV 3.D.1.8 RET Re-entry Admissions Packet
- EV 3.D.2.1 CAMP Brochure
- EV 3.D.2.2 Career Pathways Model
- EV 3.D.2.3 2009 Final Career Pathways Report
- EV 3.D.2.4 CGCC Foundation Annual Scholarship Report
- EV 3.D.2.5 Federal Financial Aid Application
- EV 3.D.2.6 Student Loan Packet
- EV 3.D.2.7 Nursing Student Loan Packet
- EV 3.D.3.1 Financial Aid Ability to Benefit forms
- EV 3.D.4.1 Financial Aid Appeals Form
- EV 3.D.4.2 Academic Standards Committee Minutes
- EV 3.D.4.3 Academic Standards Committee Draft Policies
- EV 3.D.4.4 PASS Brochure
- EV 3.D.4.5 PASS Referral Form
- EV 3.D.4.6 2007-08 PASS Data
- EV 3.D.6.1 2007-08 Student Profile
- EV 3.D.6.2 CGCC 3-year Plan for Independent Accreditation, 2008-11
- EV 3.D.6.3 2007-08 Full Year Scholarship Application and Instructions
- EV 3.D.9.1 2008 New Student Orientation Agenda
- EV 3.D.10.1 2008-09 Class Schedules
- EV 3.D.12.1 Student Accident & Sickness Insurance Plan brochure
- EV 3.D.14.1 Café Contract
- EV 3.D.14.2 2007 Café Survey and Summary
- EV 3.D.15.1 Student Life Advisor Job Description
- EV 3.D.15.2 Student Council Constitution and Bylaws
- EV 3.D.15.3 PTK International Charter <<http://www.ptk.org/about/>>
- EV 3.D.15.4 Student Nursing Association Bylaws
- EV 3.D.15.5 Delta Energy Club Bylaws
- EV 3.D.15.6 Japanese Visual Culture Club Bylaws
- EV 3.D.15.7 Multicultural Club Bylaws
- EV 3.D.15.8 2007-08 Fliers for Literary Readings
- EV 3.D.15.9 Spring Humanities Publicity Materials

- EV 3.D.15.10 Science Summit Publicity Materials
- EV 3.D.20.1 Childcare Resource and Referral Press Release
- EV 3.D.20.2 Outreach Tutoring Grant: 2008-09 End-of-Year Report
- EV 3.D.20.3 Gorge Literacy Tutor and Learner Hour Reports 2008-09
- EV 3.D.20.4 *Shared Voices: A New Writers' Collection, Volume VIII*

3.D Strengths

1. Assigned staff provides outreach to high school students and administrations.
2. CGCC's commitment to student success by administration, faculty, and staff encourages student retention.
3. Faculty participates in the development of policy and procedures as related to limited entry programs.
4. The composition of members of the Academic Standards Committee assures the opportunity for input in policy development from all college constituents.
5. The CGCC Foundation is committed to continue to provide scholarships to students in need.
6. Continuity in staff and experience in various types of food service has made for a comfortable working relationship with staff and faculty and the café.
7. The small size of operation of the cafe allows for personalized service, and ability to adapt quickly to meet college needs.
8. CGCC continues to support Student Life by allocating general budget funding to support these efforts.
9. Robust development of new clubs and activities for students has occurred.
10. Retail bookstore space has been allocated for walk-in business

3.D CGCC 2008 Self-Recommendations and Responses

1. Form a committee of college staff, students, community agencies, and interested individuals to identify recruitment strategies specific to minority students.

In spring 2008, CGCC formed a cross-college marketing committee charged with the development of a college a marketing plan. The committee is gathering information regarding student needs by age groups and seeking to identify the sources students use to get information about the College. A postcard was mailed to 38,000 households in the Columbia Gorge region asking questions regarding what forms of media students and potential students access. In an effort to begin to address the issue of recruitment strategies specific to minority students, a second postcard, in Spanish, was distributed within the Latino community through local agencies and businesses (See EV 3.B.1.8).

2. Student Services will complete the development of a formal admissions process.

Limited-entry programs provide a letter of acceptance to all students accepted after application. A similar letter and process is in development for all students taking credit classes.

3. Student Services and Instructional Services need to jointly determine criteria for academic progress and develop policies regarding continuation, termination and readmission procedures. The proposed Academic Standards Committee will be involved in this endeavor.

The newly formed Academic Standards Committee began work in the 2008-09 academic year developing formal policies regarding continuation, termination and readmission procedures. When completed, the policies will be submitted to the Chief Academic Officer and the Chief Student Services Officer for their review and recommendations. The plan is to have the policies approved by the CGCC Board and in place by spring 2010.

4. CGCC, with the assistance of PCC, will identify and put into place the necessary institutional infrastructure to implement a financial aid department.

A plan has been developed and timelines set. This plan is available in the Columbia Gorge Community College 3-Year Plan for Independent Accreditation 2008-11.

5. Develop and implement a degree partnership recruitment strategy.

A recruitment strategy was developed and implementation began in fall 2008. To date CGCC has seen an increase in the numbers of students interested and participating in our degree partnership programs. This is particularly true for universities with diverse online degree options.

6. Complete the café renovations.

Café renovations were completed in summer 2008. New features include laptop bars, wireless internet access, soft seating and televisions.

7. The Student Life Advisor will research and implement varied techniques for communicating with the student body.

In fall of 2008, student council conducted a survey to help determine the ways students receive information. Implementation of varied ways of communicating events occurred immediately.

8. Form a committee to address the feasibility of appropriating space for a student union.

At this time it is not feasible to appropriate a space for a student union. However, space has deliberately been worked into the new Student Life offices for a student lounge area.

9. Complete the renovations to Building 1 to accommodate a walk-in bookstore.

Renovations are scheduled to be complete by the end of summer 2009. A walk-in bookstore has been created and is scheduled to open in fall 2009.

10. Provide online book sales.

Provision of online book sales has been accomplished.

11. Research the feasibility of providing on-site childcare.

This research is scheduled for the 2010-11 academic year.

Policy 3.1 Institutional Advertising, Student Recruitment, and Representation of Accredited Status

3.1.A Advertising, Publications and Promotional Literature

The College Catalog and college schedules are developed, reviewed, and published under the supervision of the Chief Student Services Officer. The College Catalog contains all the information listed in section 3.1.A.3, with the exception of frequency of course offerings (which are projected in the quarterly Schedule of Classes) and the length of time to attain a degree (See EV 3.1.A.1-2). The responsibility for marketing the College and its programs falls to individual departments and staff members. The result is a lack of consistency in college publications. As the College continues to expand, the marketing committee has a goal to oversee and guide marketing and recruitment publications.

3.1.B Student Recruitment for Admissions

General student recruitment is conducted by CGCC Student Services personnel. For specialized programs, faculty and administrators also participate in the recruitment of students.

3.1.C Representation of Accredited Status

Currently, CGCC representation of its accredited status complies with PCC/NWCCU guidelines. The College's accreditation information is described in the College Catalog, and in every class schedule and on the College website. Certain specialized programs list their accreditation information with their program descriptions.

3.1 Evidence

- EV 3.1.A.1 2008-09 Class Schedules
- EV 3.1.A.2 2008-09 College Catalog

Standard 4



Faculty



Standard Four: Faculty

Introduction

The Columbia Gorge Community College faculty members are an essential component in the delivery of CGCC's mission of *building dreams, and transforming lives* and are well qualified to teach and advance the learning process. Dedicated to their students' education, they determine course content and learning outcomes in a joint effort with PCC faculty. As part of the planning process for the College to seek independent accreditation, an instructional governance model was created that provides opportunity for the faculty to be more involved in institutional governance and academic planning.

4.A Faculty Selection, Evaluation, Roles, Welfare and Development

Faculty is integral for achievement of student learning goals. The College is dedicated to hiring and retaining well-educated and experienced instructors.

4.A.1 and 4.A.8 Professionally Qualified Full-Time and Adjunct Faculty

CGGC uses identical hiring standards for full-time and adjunct faculty for lower division collegiate courses established by PCC and required by ORS 341.535 Qualifications of Faculty, and in OAR 589-008-0100 Guidelines for Formation of Community College Personnel Policies. These statutes and administrative rules state that the lower division credit instructors must have a Masters degree in the content area or a minimum of 30 graduate credits in the subject (See EV 4.A.1.1).

Being located in a rural area with limited population, it is occasionally a challenge to identify faculty with these qualifications. The Department Chairs, Instructional Directors, and the Chief Academic Officer have been successful in meeting these guidelines, often working with other community colleges to identify available faculty. Career and Technical Education faculty qualifications include a combination of education, work experience in the field, and teaching experience. Pre-College faculty qualifications for ABE and ESOL also have a range of qualifications. Non-credit Community and Continuing Education, and Customized Training faculty hiring criteria include education and experience in the subject matter, and prior experience teaching adults. Tables 1 and 2 provide an institutional profile of all faculty showing data about terminal degrees and years instructing at CGCC (See EV 4.A.1.2).

Historically, the College has ensured faculty has taken a major role in the hiring of full-time faculty. Since the Instructional Governance Model went into effect winter term 2007, the chairs have taken an active role in the adjunct faculty recruitment process. As they work with their respective faculty in developing each term's course schedule, they may encounter "vacancies" or courses without an assigned instructor. The Department Chair coordinates with the Instructional Services support staff and the respective director to recruit, hire and train the new adjunct faculty if there is such a vacancy.

The Chief Academic Officer is responsible for balancing the use of full-time and adjunct faculty as resources permit. For fall 2008, CGCC employed 19 full-time faculty, 80 credit adjunct faculty, and 20 ABE/GED/ESOL adjunct faculty. Instructional Services developed a strategic plan to increase the ratio of full-time to adjunct faculty four years ago and through using general fund and grant dollars has added 7 new full-time faculty positions, representing a 36% increase. As part of the plan to have a minimum of one full-time faculty for each department, the CAO successfully filled a full-time position in 2007-08 with a faculty who can teach in both the arts and humanities, and the social sciences. However, the ESOL department does not have a full-time faculty member.

Federal grant dollars have provided for the hiring of two additional full-time faculty members for the Renewable Energy Technology (RET) program in the 2008-09 academic year. Enrollment in the college's math courses has risen considerably with students becoming prepared for entry into the RET program and an additional full-time math faculty was proposed for the 2009-10 budget, but reduction in state funds prevented that position being filled. The CAO will evaluate resources in future budget discussions to determine if this position and a full-time position for ESOL can be hired.

Number and Distribution of Adjunct Faculty:

- Art/Theater/Humanities 8
- Writing/Literature/Foreign Language/ Reading 18
- Science 12
- Math 12
- Business/Computer Applications & Office Systems/ Social Science 16
- Nursing/Health Occupations 12
- ESOL 13
- ABE/GED 8
- CTE 16

Total: 115

(The number of adjunct faculty per department indicates duplicated headcount as some adjunct faculty teach in more than one department. This number also changes slightly each academic term due to courses offered and availability of faculty.)

4.A.2 Faculty Participation in Academic Planning and Curriculum Development

Since the establishment of the Instructional Governance Model, faculty have more opportunities to participate in academic planning, curriculum development and review, academic standards, informal academic advising, and institutional governance, including accreditation activities. The model includes three standing committees (Department Chairs, Academic Standards and Curriculum Committee) whose responsibilities are shared among full-time and adjunct faculty (See EV 4.A.2.1).

Academic Planning

Faculty members are essential in providing input and review of current academic planning. The Chief Academic Officer schedules monthly department chair meetings where instructional or academic planning takes place. Instructional departments and chairs were established in the fall of 2006 and became operational in winter of 2007. In addition to the nine department chairs, other attendees at the meetings include the Director of Library Services, Director of Career Tech Programs, Director of Nursing and Health Occupations, and the Director of Transfer/ Pre-college Programs. The meetings are chaired by the Chief Academic Officer and staffed by the Administrative Assistant to the CAO. Guests are often invited to attend and report on special projects and to assist with collaborative planning. These guests include the Chief Student Services Officer, student services advisors, and the Distance Learning and Instructional Technology Coordinator. The meetings are open to the general campus community (See EV 4.A.2.2). Following their organization, the chairs have researched and developed the charters for the Curriculum and Academic Standards Committees, researched and wrote the CGCC Core Outcomes, CGCC Education Philosophy Statement, and General Education Philosophy Statement which were distributed to the campus community using the campus newsletter, presented by two of the Chairs to the Executive Leadership Team, and to the College Board of Education.

The department chair meeting is one of the venues by which faculty, instructional staff, and often student services staff discuss potential new courses and/or processes and procedures that would support the college's mission and goals. The chairs also hear reports from the Curriculum, Academic Standards, and Institutional Assessment Committees.

Planning for the annual schedule of classes is a shared decision-making process between the department chairs, instructional staff, student advisers, and the Chief Student Services Officer. The College President also attends the department chair meetings as his schedule permits. This is his opportunity to participate with faculty in planning activities.

Individual department meetings are held in conjunction with the fall and spring faculty in-services. The chairs use these opportunities to lead discussions with their respective faculty as to what classes to offer, what terms to offer them, which campus location to hold the classes, time of day and day of the week to provide broad access for students; which classes to offer in a distance learning or hybrid format; and to lead discussions related to issues such as learning outcomes and assessment activities. The meetings are a forum by which information from the respective advisory committees, Subject Area Committees, Curriculum Committee and Academic Standards Committee is disseminated and reviewed. Additionally, these meetings provide an opportunity to offer mentoring activities for new faculty.

Due to the large number of adjunct faculty, some of the department chairs are now using Moodle forums as a communication modality to increase frequency of contact, input, and output of information. The effectiveness of this tool will be reviewed during the 2009-10 academic year.

Institutional Governance

As reflected above, faculty serve on a variety of campus-wide committees that research, prepare

and recommend procedures to the Chief Academic Officer and to the Chief Student Services Officer. Recent recommendations were the alignment of class size limits for distance learning and on-ground classes, and to allow wait-listed students to attend the first class session. Full-time and adjunct faculty receives financial compensation and/or release time to participate in committee work. The current ratio of adjunct to full-time faculty is an issue related to the increased level of faculty involvement in college governance. For further discussion of faculty role in governance, please see Standard 6.D.

Curriculum Development and Review

As a contracting college with PCC, the control of curriculum rests primarily with the PCC faculty. CGCC faculty participates with the Subject Area Committees at PCC for curriculum development and review, including program reviews. Other decisions made at the PCC SAC meetings include selection of textbooks, course outcomes, degree and certificate requirements, transfer issues, and course and program assessment. Individual faculty members have sole responsibility for teaching strategies. The two exceptions for control of curriculum are for the Nursing and Renewable Energy Technology programs, which were developed by CGCC faculty.

In preparation for becoming independently accredited, CGCC established its own Curriculum Committee in spring 2008, with membership primarily being faculty. The committee has reviewed and revised its original charter during the 2008-09 year to more accurately reflect its purpose and activities as the faculty become more knowledgeable of curriculum committee practices.

The current charter states that:

The Curriculum Committee (CC) shall have the primary responsibility to review the appropriateness and integrity of course and program offerings. The CC will approve course/program initial development, changes, and deletions. The CC will analyze congruence between content and credits, rigor, and overall effect of the course/program. Recommendations of the CC will be submitted to the Chief Academic Officer.

The committee consists of nine voting members: the Chief Academic Officer, one Director, seven faculty members, with at least one adjunct and one full time member, and representation from all departments of the College. Agendas are created and minutes kept for each meeting (See EV 4.A.2.3).

4.A.3 Faculty Workload and Professional Development

The faculty workload is comparable to other institutions, has been agreed upon in the Faculty Collective Bargaining Agreement (CBA) in Article XIV (See EV 4.A.3.1), and is monitored carefully in an effort to achieve equity across disciplines and among adjunct faculty members. The monitoring is conducted by the Chief Academic Officer, the respective Instructional Services Director, and the respective Department Chair.

As part of the college mission, professional growth of faculty is encouraged to ensure currency

in content area; teaching, learning, and assessment strategies; use of teaching technologies; and, skills for leading committee activities. Beginning with the 2005-07 biennial budget, the CAO successfully increased the amount of resources for faculty professional development, including partial tuition reimbursement for graduate level course work. The amounts allocated per faculty were recommended by the former Instructional Council and approved by the Chief Academic Officer. The allocation criteria are \$500/year for full-time faculty and \$350/year for adjunct faculty (EV 4.A.3.2). However, as a means to retain personnel during the current challenging budget scenario, the CAO reduced all Materials and Services budgets approximately 30-50% for the 2009-11 biennium. The result may be that fewer faculty will be able to participate in professional development opportunities. Growth in the use of the professional development funds over the past three academic years is evidenced by the following data:

- 18 instructors used \$15,851 during the 2006-07 academic year.
- 32 instructors used \$33,609 during the 2007-08 academic year.
- 31 instructors used \$12,299 during the 2008-09 academic year.

Evaluations from the faculty in-service activities pointed to the desire of including more professional development activities during the day. This recommendation was acted upon for both the fall 2008 and spring 2009 in-service days. The foci of the fall in-service activities included the use of technology in the teaching/learning environment, Quality Matters Standards for distance delivered courses, and leadership skills.

The spring 2009 in-service, “Outcomes and Assessment – Creating the CGCC Culture,” included presentations from faculty of other colleges sharing their expertise and experience in developing and measuring outcomes. In the afternoon sessions, the guest experts were able to meet with individual departments and offer technical assistance to faculty, review syllabi and course outcomes (See EV 4.A.3.3).

4.A.4 Faculty Compensation

Faculty salaries and benefits are established through a collective bargaining process and published in the Faculty Collective Bargaining Agreement, Article XIV (pages 24-25, and 27) which is provided to each faculty member and available on the college website (See EV 4.A.3.1). The Faculty Collective Bargaining Agreement also addresses compensation for participating on college and instructional committees, special projects, and curriculum development. The Business Office provides regular notices and arranges meetings on insurance and retirement benefits. The College attracts and retains a competent faculty (See EV 4.A.1.1).

4.A.5 Faculty Evaluation

CGCC demonstrates commitment to continuous improvement and evaluation for all faculty and staff as a means for ensuring the mission of the college is being met. The evaluation process is viewed as constructive employee development. Full-time faculty is evaluated across the following four categories in addition to receiving student course evaluation information each term:

- **Instruction** - including command of the subject matter; preparation for class; presentation of information through a variety of methods; facilitation of students' learning; consistent and various methods of student assessment; creation of positive classroom environment and student interaction.
- **Instruction-related activities** - including meeting with and tutoring students; developing curriculum and instructional delivery materials and methods.
- **Institutional service** - including student advising; committee work; meeting participation; working with student organizations; student recruitment and retention activities; involvement with special programs which promote the college on-and-off campus.
- **Professionalism** - including participation in professional organizations, conferences and workshops; serving as a resource person for the community; making positive contributions to the college community; providing leadership to other faculty.

A new full-time faculty is considered probationary for the first three years they teach for the college and attain regular status at the recommendation of the Instructional Director who supervises that department and the Chief Academic Officer. There are provisions to extend that time frame if the instructor needs more training and assistance to achieve regular status. The evaluation process is part of the Faculty Collective Bargaining Agreement and can also be found in the Faculty Handbook (See EV 4.A.3.2).

The adjunct faculty evaluation process consists of six steps as follows. Classroom observations by a faculty/peer occur for new adjunct faculty the first term they teach and they also receive student course evaluation results. In the second term, the department chair or Instructional Director conducts a classroom observation. In the third term of teaching, the adjunct faculty prepares a self-evaluation that includes a response to previous evaluations and a minimal portfolio (course syllabus, assessment tool(s), and anything else the instructor wants to include). The third term evaluation also includes a formal evaluation based on a classroom visitation by a peer of the faculty member's choosing. This evaluation is then placed in the faculty member's personnel file. Continuation of the evaluation process for adjunct faculty includes at a minimum a formal evaluation (by supervisor or designee) every seven to nine terms of the faculty's active teaching terms (See EV 4.A.3.2). The Community Education Department faculty evaluation is accomplished through student evaluations (See EV 4.A.5.1-3).

4.A.6 Recruitment of Full-Time Faculty

CGCC has a formal and faculty-inclusive process for the recruitment and hiring of full-time faculty. The position description is written, reviewed, updated, and/or created by the Chief Academic Officer, Instructional Services Director and the Department Chair. The description and hiring requisition form are sent to the Human Resources Department. Next steps include the following:

- The position description is reviewed by the Human Resources Department.

- Recruitment strategies are determined and conducted.
- A “paper screening” committee is formed by the CAO and/or designee(s). This committee includes current faculty in and outside of the department hiring the faculty, Director, Department Chair, and/or community partners if the position is for a career and technical education program.
- Paper screenings are conducted, and recommendations for interview are made to the Department Chair and Director.
- Interview committee is established by the Director and Department Chair to include current faculty, Director, Department Chair, student, and/or community partners.
- Interview committee conducts interviews and makes recommendations for hire to the Department Chair and Director.
- CAO/Director conduct reference checks, and make recommendation for hire to Human Resources.

4.A.7 Academic Freedom

The College firmly supports the philosophy of academic freedom expressed in the College Board Policy IB, the Collect Bargaining Agreement, Article XIX and the Faculty Handbook. Academic freedom is essential to fulfill the ultimate of objectives of an educational institution—the free search for the exposition of truth— and applies to both teaching and research (See EV 4.A.7.1).

Article XIX of the Collective Bargaining Agreement describes the rights and responsibilities afforded all academic employees by virtue of their position:

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.

4.A.8 Adjunct Faculty Are Qualified to Carry Out Teaching Assignment

See 4.A.1 section.

4.A.9 Conditions of Employment for Adjunct Faculty

Upon employment, all adjunct faculty are given a copy of the faculty contract by the Business Office, instructions for accessing the Faculty Handbook on the college website by Instructional

Services, orientation to facility and equipment resources, and instructional processes by the Department Chair, Director, and/or Instructional Services staff. An adjunct faculty orientation form has been developed and is being “field tested” as a tool for assuring that all new faculty receive a comprehensive orientation to the various aspects of teaching at CGCC (See EV 4.A.9.1-2).

Teaching and course assignments are made by the Department Chair, in consultation with the Instructional Services Director. Faculty members are contacted during each term’s schedule production timeline by phone and/or e-mail to discuss prospective course assignments. After initial agreements are made, a formal Notice of Teaching Assignment (See EV 4.A.9.3) is generated by the Business Office, reviewed and signed by the CAO and Instructional Director, and mailed to the faculty for approval. The Faculty Handbook and Collective Bargaining Agreement describe the rights and responsibilities and condition of employment.

The payroll and benefits clerk also provides information to adjunct faculty who meet the established PERS eligibility for retirement benefits. As part of the Collective Bargaining Agreement, a pool for health care premiums is paid by the college and administered by the union. The 2009 legislature passed a bill authorizing access to the Oregon Employees Benefit Board health benefits for adjunct faculty who meet specific criteria. Eligible adjunct faculty will self-pay the premiums. The details of the legislation are being written as this document goes to press.

All faculty are encouraged to utilize the CGCC e-mail system as the primary source of providing and receiving information and for communication. The CGCC website is another vehicle for communication. Several of the Department Chairs have also begun to create Moodle forums for disseminating department information and facilitating discussion on programs and planning.

Other methods used to convey information include the campus newsletter (available in both electronic and paper forms). Announcements are posted via e-mail, the new television monitors in the Class Act Café in The Dalles, flyers, staff meetings, department meetings, and at faculty in-service meetings.

Due to the ratio of full-time to adjunct faculty, CGCC continues to look to adjunct faculty to increase faculty role in college governance. Compensation for this work is addressed in the Collective Bargaining Agreement and will be reviewed during the 2009-10 academic year as more adjunct take on this work. In 2009, adjunct faculty were surveyed via Survey Monkey <http://www.surveymonkey.com/sr.aspx?sm=ZThhM9agNLIB1QOn1tCD_2bLMgbdUubfGytPKYHr5oY_2fE_3d> to determine the level of adjunct faculty committee work. Of the estimated 80-90 adjunct faculty members teaching spring term, 41 responded to the survey. A majority (85%) indicated they are already active in some college activities and programs, beyond teaching assignments. These activities include the following:

- Spring and Fall in-service sessions – 83%
- Departmental meetings and program development – 74%
- Curriculum development – 46%

- Accreditation committees – 29%
- Academic standards – 11%
- Other, including student theatre, scholarship interviews, foundation board, instructional council, union activities – 14%

Sixty-seven percent of respondents indicated they would be interested in becoming involved or more involved in college programs, activities, projects and initiatives, with 38% interested in short-term activities, including:

- In-service planning – 50%
- Faculty excellence committee – 50%
- Accreditation committees – 39%
- Faculty portfolio development – 22%

Thirteen percent of respondents were interested in ongoing or long-term programs, including:

- Curriculum development – 80%
- Academic standards – 45%
- Assessment and outcomes – 40%
- Faculty evaluation – 30%

Fifty percent (50%) of the respondents expressed interest in both short-term and ongoing initiatives. Thirteen percent (13%) of respondents who are unable to become further involved on campus want to be contacted in the future. The majority, 88%, cited other employment/commitments and/or time constraints as reasons they were unable to participate. It is important to note that nearly half of the respondents indicated any increased involvement on campus would be contingent upon being paid at the current project rate of \$20 per hour; 39% indicated compensation may be a factor; 13% would not require compensation.

4.A.10 College Policies Related to Use of Adjunct Faculty

The College does not have a policy specific to the use of adjunct faculty. As the Executive Leadership Team finalizes the budget each year, the adjunct-to full-time faculty ratio is discussed along with the need of additional staff for other departments to support independent accreditation; increased use of technology; additional requirements in the business office due to federal and state grants; increased need for resource development; and, staff to support two new buildings. In that discussion, there is also conversation about the benefits that adjunct faculty bring to the College, especially for career and technical education programs to which adjunct faculty working in that industry or a related industry bring and ensure currency to the curriculum.

4.A Evidence

- EV 4.A.1.1 Instructor Qualifications
- EV 4.A.1.2 Table 1 and Table 2, Institutional Faculty Profile
- EV 4.A.2.1 Faculty Committees and Membership

- EV 4.A.2.2 Department Chair Job Description/Department Chair selection Process/
Department Chair Evaluation Results
- EV 4.A.2.3 Curriculum Committee Meeting Minutes
- EV 4.A.3.1 Faculty Collective Bargaining Agreement 2007-10
- EV 4.A.3.2 2008-09 Faculty Handbook
- EV 4.A.3.3 Fall 2008 and Spring 2009 Faculty In-service Agendas
- EV 4.A.5.1 Classroom Observation Form
- EV 4.A.5.2 Full-time Faculty Development and Evaluation Plan
- EV 4.A.5.3 Non-Credit Class Evaluation Form
- EV 4.A.7.1 Board Policy Manual, Code: IB
- EV 4.A.9.1 New Adjunct Faculty Orientation Checklist
- EV 4.A.9.2 Hiring Requisition Form/Hiring Checklist for Staff and Full-time Faculty
- EV 4.A.9.3 Pre-College Faculty NOTA

4.A Strengths

1. CGCC has a highly qualified, strongly committed faculty. They have become more involved in the instructional governance process, with adjunct faculty increasing their participation in various committees.
2. CGCC faculty continue to enhance the teaching/learning process by inviting guest performers and lecturers in addition to developing collaborative relationships with community agencies and groups. Examples include the college's environmental science instructor using Indian Creek, which runs through the Hood River – Indian Creek Campus as a living laboratory for restoration of the creek in cooperation with the Indian Creek Watershed Stewards, Hood River Parks and Recreation, Hood River Valley High School, and Horizon Christian School. Faculty plan and deliver two community events, the Science Summit and Humanities Series (fall and spring terms respectively) that are held in both Hood River and The Dalles. The Writing and Foreign Language department chair organized and brought the Mountain Writers' Series Workshop to the college this spring.
3. The Department Chairs have recognized the importance of mentoring and supporting new adjunct faculty and have increased the frequency of informal and formal classroom observations conducted this past year.
4. Several of the Department Chairs have been exploring innovative modes of communication with their faculty and have found Moodle to be a promising tool.
5. Faculty, including adjunct faculty, are heavily involved with the accreditation activities, both as co-chairs for standards or as committee members.

4.A CGCC 2008 Self-Recommendations and Responses

1. Continue efforts to increase the number of full-time faculty.

In the past four years, CGCC added 7 new full-time faculty positions, representing a

36% increase in the number of full-time faculty. In 2008-09, the Chief Academic Officer successfully filled a full-time faculty position that covers both the arts and humanities and the social sciences area. This leaves one department, ESOL, without a full-time faculty member.

2. Use the In-Service gathering as a means for adjunct faculty to provide input in Academic Planning and Curriculum Development, and support more consistent participation of adjunct faculty.

An ad hoc committee is addressing strategies and incentives for adjunct to become involved in this important work. The committee chose to survey adjunct faculty via Survey Monkey to determine what they would suggest as incentives (rather than rely solely on input gathered from the In-Services). Of the estimated 80-90 part-time faculty members teaching spring term, 41 responded to the survey. A majority (85%) indicated they have already been active in some college activities and programs, beyond teaching assignments. 67% of respondents indicated they would be interested in becoming involved or more involved in college programs, activities, projects and initiatives, with 38% interested in short-term activities.

3. Increase marketing efforts to encourage use of resources available for professional development and formalize documentation of the application process as well as the outcomes of professional development activities.

In the past year, the College has made professional development a priority for review and improvement. An ad-hoc faculty committee was formed to review professional development processes. The committee found that the Nursing Department had developed an application form to seek support for professional development. That form will be reviewed by the department chairs and Human Resources department before being revised or adopted as an instructional procedure. The committee also wants to develop a process for the dissemination of the outcomes of the activity to other faculty and staff.

4. Assess the impact of salary on the success of recruitment and retention of adjunct faculty, making adjustments to compensation as necessary.

The annual faculty and staff satisfaction survey results and faculty employment statistics do not indicate that current salary levels are a detriment to adjunct faculty recruitment and retention.

5. A policy/procedure that includes a more extensive review of full-time faculty after attaining regular status needs to be developed. The evaluation tools that currently are being used for fulltime faculty should be considered for evaluation of adjunct faculty.

Evaluation work has focused on improvement in the process and frequency of adjunct faculty evaluation. The above recommendation remains as a component of instructional planning for the 2009-10 academic year for fulltime faculty.

6. Instructional administrative staff need to increase the number of adjunct faculty being evaluated each year.

The number of adjunct faculty for whom each department chair and instructional director have responsibility makes this task time intensive. However, progress has been made toward addressing the 2008 recommendation to meet the designated process.

For 2006-07

14 classroom observations/evaluations were conducted.

27 Quality Matters Standards reviews were conducted for distance learning courses.

For 2007-08

27 classroom observations/evaluations were conducted.

27 Quality Matters Standards reviews were conducted for distance learning courses.

For 2009-09

37 classroom observations/evaluations were conducted.

18 Quality Matters Standards reviews were conducted for distance learning courses.

7. Create a NOTA-like document that provides for a more formal agreement between the ABE/ GED and ESOL adjunct faculty and the College as this relates to teaching load, etc.

A notification of teaching assignment was created and utilized with all ABE/ GED and ESOL adjunct faculty this academic year as a means of tracking assignments and work load.

4.A New Challenges

1. Communication with and among faculty continues to be a challenge.
2. There is a lack of formalized processes and procedures to support faculty.

4.A New Recommendations

1. Continue to explore a variety of communication modalities among and between faculty and administrators; i.e. Moodle forums and use of the college website to post information.
2. Develop an Instructional Services Procedures Handbook to be posted on the college website.

4.B Scholarship, Research, and Artistic Creation

4.B.1 Faculty Engagement

Faculty members have written and published a number of literary publications, textbooks, and scholarly pieces in peer-reviewed publications. Members of the CGCC faculty have been selected to participate in, present papers, and make presentations at national events such as writers' workshops, the American Wind Energy Association, League for Innovation in the Community College, Society for Human Resource Managers, the Chair Academy, and U. S. Department of Labor conferences. The college art faculty members have presented at other colleges, have gallery showings, and produce public art pieces. The theatre faculty member is involved with local theatre companies as a director and cast member, in addition to providing theatre productions on campus. Another faculty member who also holds an administrative position, creates and produces a college and community science summit each year plus the spring humanities series. The Writing, Literature and Foreign Language Department Chair organized the Mountain Writers Columbia Gorge Writers Conference held at the College in spring 2009 (See EV 4.B.1.1).

4.B.2 Institutional Policies and Procedures Concerning Scholarship, Research, and Artistic Creation

College Board Policy GCQBA recognizes the importance of publications, research, and creative endeavors and addresses proprietary rights for publications, instructional materials and devices developed and written using college resources (See EV 4.B.2.1).

CGCC Board Policy GCQB encourages research for the development and improvement of education and learning processes. Upon approval by the College President to engage in research activities, faculty members are encouraged to disseminate their findings. The policy also addresses the privacy rights of those engaged in the research (See EV 4.B.2.2).

4.B.3 Faculty Have a Substantive Role in Research Policies and Practices

Currently, faculty do not take a substantive role in the development and administration of research policies and practices.

4.B.4 Institution Provides Support for Scholarship, Research, and Artistic Creation

CGCC supports the scholarship, research and artistic efforts of all its faculty members through various funding processes such as professional development funds managed by instructional services, CGCC tuition waivers managed by student services, and completion of advanced degrees and certificates with the support of college funds managed by Human Resources. Others have completed various professional technical upgrades through industry workshops and training programs. Faculty members are recognized for their achievements at faculty in-service activities and in the Campus View newsletter. A Faculty Excellence Award (FEA) is given by the College Foundation each year at graduation. The award process follows well-established criteria and is based on input from students, faculty, and staff. The recipient is chosen by the FEA committee (See EV 4.B.4.1).

The College budgeted for and is purchasing display hangers for student, faculty, and public art work in campus buildings. Various display cases are also distributed throughout the campus to hold a variety of displays.

Students in the Renewable Energy Technology program research, design, and build small working turbines as part of their learning experience. These turbines are on display in the Interim Renewable Energy Technology building. The Environmental Science class students and faculty member are engaged with several community agencies in the restoration of the Indian Creek and Hood River watershed. These activities demonstrate student and faculty research and scholarship. A group of these students gave a presentation to the College Board of Education on their learning and community activities (See EV 4.B.4.2).

4.B.5 Research Mission and Commitment to Faculty Scholarship, Research, and Artistic Creation

As a two-year, community college, CGCC does not have a research mission, but does encourage faculty participation in these activities as addressed in other sections of Standard 4.B.

4.B.6 Sponsored Research and Programs Funded by Grants, Contracts, and Gifts

The College has received several grants and is participating in collaborative grant activities with other community colleges in the State of Oregon and pursuing collaborative grant activities with community colleges and institutions of higher education in other states. Current focus areas for grant activities include the Renewable Energy Technology program, Nursing and Health Occupations, Viticulture, and teaching strategies and assessments. Federal and state grant guidelines are strictly followed. See Standard 7.D for further discussion of fundraising and development.

4.B.7 Academic Freedom to Pursue Scholarship, Research, and Artistic Creation

See 4.B.2.

4.B Evidence

- EV 4.B.1.1 Mountain Writers Conference Conference
- EV 4.B.2.1 Board Policy Manual, Code: GCQBA
- EV 4.B.2.2 Board Policy Manual, Code: GCQB
- EV 4.B.4.1 Faculty Excellence Award
- EV 4.B.4.2 Board Minutes, May 12, 2009

4.B Strengths

1. Recognizing that scholarship, research, and artistic creation are an integral aspect to providing quality education, CGCC provides opportunities for faculty members to pursue their pedagogical and disciplinary interests through professional development.

2. CGCC honors the faculty through the annual Faculty Excellence Award. The nomination process is described at the CGCC website: <<http://www.cgcc.cc.or.us/Academics/facultyaward/FacultyExcellenceAward.cfm>>

4.B CGCC 2008 Self-Recommendations and Responses

1. Establish a more formal process to encourage and recognize faculty creativity.

To date, this has not been addressed.

4.1 Policy on Faculty Evaluation

4.1.a Collegial Development and Implementation for Faculty Evaluation

As described in 4.A.5, faculty members were instrumental in developing and implementing the current evaluation process for both full-time and adjunct faculty. The former Instructional Council, whose membership was primarily faculty, formalized the adjunct evaluation process. The current Department Chair group has recommended further development of the full-time evaluation process to include processes for faculty who have attained regular status. Current practice is described both in the Collective Bargaining Agreement and the Faculty Handbook.

4.1.b Administration Involvement in the Implementation of the Faculty Evaluation Process

The two faculty groups, Instructional Council and Department Chairs, were instrumental in developing the faculty evaluation processes. The Instructional Directors, Chief Academic Officer, and Instructional Support Staff are all involved in the implementation of faculty evaluation processes. The Instructional Directors and occasionally the CAO conduct classroom observations, guide the full-time faculty in the production of their portfolios, and assist in the arrangement of faculty peer mentors. An Instructional Services administrative assistant conducts the student course evaluations each term, using Survey Monkey, tabulates the results, and disseminates the completed forms to the Instructional Directors and CAO for their review and comment. Links to the completed course evaluations are sent to the faculty once the term is completed and grades submitted. This revised step ensures that faculty can use the results for making teaching and learning process adjustments. The faculty members then receive a hard copy of the survey results with comments from the directors and CAO. The original document is placed in a file cabinet in the Instructional Services office. These course evaluations are not placed in the faculty's personnel file. Department Chairs can review the evaluations of the faculty in their departments upon request.

4.1.c. Multiple Indices for Faculty Evaluations

As described in 4.A.5, the College uses a variety of information and processes for faculty evaluations. Students have the opportunity to complete a course evaluation every term for the

classes in which they are enrolled; peer, department chair, and director classroom observations are conducted; formal feedback is provided by the department chair and director, and is placed in the faculty member's personnel file; and full-time probationary faculty prepare an annual portfolio for the first three years of employment with the College. The portfolio includes a syllabi, sample of student work that has been graded, professional development activities, professional goals, and examples or description of committee and community work.

4.1.d Remediation of Deficiencies

Upon indication that a faculty member needs assistance in improving their teaching and learning processes, Instructional administrators offer multiple options for improvement. An informal conversation occurs at which time some or all of the following activities will be provided:

- Being paired with a faculty mentor, either within the same department or with a faculty member recognized for their teaching expertise.
- Offering written, auditory, or visual materials and resources related to teaching and learning.
- Training and/or educational opportunities are offered for which all costs are covered by the College.

During the three-year probationary period for full-time faculty, it is imperative that instructional administrators monitor the faculty's performance and provide any or all of the above.

Standard 5



Library & Information Resources



Standard Five: Library and Information Resources

Introduction

Columbia Gorge Community College's (CGCC) Library provides students and faculty the information sources, technology and assistance needed to conduct research for the courses offered on two campuses and online. The collection of resources, in a variety of formats, reflects the courses offered by CGCC. The print and media collection and the library staff are located on The Dalles Campus. Most resources are accessible on the Library's website.

5.A Purpose and Scope

5.A.1 Library and Information Resources

The main college Library opened in March 1995 at the newly acquired campus on Scenic Drive. Prior to that, library services were provided at the public library. In June 2008, the Library moved to a temporary location in Building 2 of the CGCC campus while the space in Building 1 was remodeled. The Library will move to its newly remodeled space by fall quarter 2009. The Information Commons at the new Hood River-Indian Creek Campus (HR-ICC IC) began offering services fall quarter 2008.

The Library has continued to expand and improve its services over the years. The library staff is comprised of two professional librarians and 2.5 FTE library assistants. The Information Technology Services (ITS) supplies one FTE Computer Support Technician who assists students and faculty in the Library. A full-time position, Instructional Services Administrative Assistant, was added at HR-ICC, whose duties include covering basic library services for the Hood River campus.

Most years the Library surveys the student population seeking suggestions to improve services such as the gradual transition of the Library to the Library Information Commons (the words *library* and *library information commons* are used interchangeably in this document) in 2005. The Library integrates the resources and services of a traditional college library with digital resources and electronic equipment in a common physical space. The Library offers access to the virtual resources and library services on its website. Quiet talking is permitted throughout the Library and two rooms are for silent study. The Writing Desk moved into the Library in 2005, and the Computer Support Technician's workstation is in the Library.

Mission

The mission of the Library is to provide quality library and information resources and services to students, faculty and staff in support of the curricular mission of the College (See EV 5.A.1.1).

The Library is essential to the educational process and to student success. Students learn to recognize the critical value of additional information as well as the importance of the evaluation

of such information. Opportunities for group dynamics, synergism and community building arise in and throughout the Library. CGCC students, faculty and staff are welcome to use and contribute to the improvement of these resources and services. The Library's primary focus is to serve students, faculty and staff; however, community constituents are also welcome to use the Library.

CGCC Library Goals

- Provide access to quality library and information resources and services for support of credit courses and programs;
- Provide students, faculty and staff with the knowledge and skills required to access, evaluate and use information resources through library instruction and individual assistance;
- Provide appropriate space for the collection, study areas, electronic workstations and the staff;
- Provide access to local and distant information for all of the college community wherever courses are offered;
- Employ qualified personnel to provide quality resources, services, instruction and library management; and,
- Plan and evaluate library resources and services within the framework of overall college planning and assessment.

The CGCC's Core Outcomes were developed during 2008-09. In 2009-10 the Library Team will begin developing library outcomes that align with those of the College.

5.A.2 Collection and Information Resources

The Library's collection includes books, e-books, periodicals, newspapers, maps, DVDs/videos, CDs, audio books, and a variety of online databases. The collection is adequate and efforts are ongoing to increase available resources. In annual surveys, students consistently request additional books and videos, and new materials are added annually. The 2006 subscription to ebrary includes more than 36,000 e-books, providing more online resources for students at all locations. The Library Collection Table shows the continuing development of library resources during the period 2004-08 (See EV 5.A.2.1).

Print periodical subscriptions have decreased as more full-text e-journals are available in subscription databases; for example, 6,100 full-text journals are accessible in EbscoHost.

Use of research databases has increased as the Library continues to purchase its own subscriptions to more databases, improves access to them on the Library's website, and promotes them to faculty and demonstrates them in library instruction classes, as seen in the Use of Library Resources and Services Table (See EV 5.A.2.2).

CGCC students, faculty and staff have access to Portland Community College (PCC) libraries' research databases as a result of the contract between the colleges (See EV 5.A.2.3). The research databases to which CGCC subscribes, when added to PCC's databases, provide access

to a broad collection of electronic resources. CGCC and PCC databases are accessible on the Library's website (See EV 5.A.2.4).

The librarians contact all faculty requesting recommendations of titles to purchase for the collection, and they contact new faculty and faculty teaching new courses. It takes more than two years to assemble a basic collection of resources for new courses due to funding and staffing limitations. The nursing faculty selects print nursing journals, and most nursing subscriptions are paid from their budget.

The Director of Library Services (DLS) develops the annual budget proposal for the next year based on current and future needs. Once the DLS is made aware of forthcoming new courses or programs, funds are requested to purchase materials in those subjects. If new courses and programs are started at other times of the year, additional funds may not be available to purchase the required resources until the next budget cycle.

Interlibrary Loan

Interlibrary loan service provides items from other libraries at no charge. All CGCC patrons can borrow books and articles. The Library uses the Online Computer Library Center (OCLC) for interlibrary loan and is a member of the Orbis Cascade Alliance daily courier service. CGCC faculty and staff conducting research or studying for advanced degrees receive research assistance and interlibrary loan services. Staff processes all interlibrary loan requests received on weekdays within 24 hours of receipt.

As more e-books and e-journals are available, the number of interlibrary loan requests has decreased, as shown in the Use of Library Resources Services Table (See EV 5.A.2.2). Due to limited staff, CGCC periodical holdings have not been added to OCLC so CGCC does not lend periodicals on interlibrary loan.

5.A.3 Library Resources and Services

The subject analysis of the books, periodicals, and the research databases demonstrate that library resources correspond to the instructional classes and programs (See EV 5.A.3.1-2).

Accessibility

Students and faculty at The Dalles and Hood River campuses, and distance learning students, access information about the Library, request services, receive assistance, and use the majority of resources through the Library website (See EV 5.A.3.3).

The Library shares the integrated library system, Millennium, with PCC. Students are able to borrow books from either library; faculty are able to borrow books, DVDs and videos from either library.

Technology

Students frequently use the computers in the Library as well as printers, a scanner and photocopier machine. Rarely are students required to wait to use a computer except when more than one class comes to the Library at the same time to do research. Patrons with wireless-

capable laptops use the College's wireless network to access the Internet in the Library. Nearly all rooms in Buildings 1, 2, & 3 and the Amphitheater on The Dalles campus have wireless access. The HR-ICC building has wireless in most rooms. Other available technologies include camcorders, digital cameras, projectors, and laptops (See EV 5.A.3.4).

5.A Evidence

- EV 5.A.1.1 Board Policy Manual, Code IIBB
- EV 5.A.2.1 Library Collection table
- EV 5.A.2.2 Use of Library Resources and Services table
- EV 5.A.2.3 Intergovernmental Service Agreement, June 16, 2007
- EV 5.A.2.4 Articles, Newspapers, & Databases web page
<<http://www.cgcc.cc.or.us/library/articles/ArticlesandOtherDatabases.cfm>>
- EV 5.A.3.1 Book Collection by Subject
- EV 5.A.3.2 Magazines and Journal Subscriptions by Subject
<<http://www.cgcc.cc.or.us/library/articles/journalsbysubject.cfm>>
- EV 5.A.3.3 Library website <<http://www.cgcc.cc.or.us/library/>>
- EV 5.A.3.4 Library Equipment – Spring 2009

5.A Strengths

1. The Library has a strong commitment to supporting the instructional mission of the College.
2. The research databases to which CGCC and PCC subscribe collectively provide a broad collection for CGCC students, faculty and staff. The Library continues to expand its online resources, providing better service to students and faculty in Hood River and for distance learning classes and home use.
3. The book, e-book, periodical and media collections reflect the subjects taught in CGCC classes.

5.A CGCC 2008 Self-Recommendations and Responses

1. Train Library Team to write outcomes that correspond with college core outcomes for teaching and learning after they are established.

As indicated in the Self Study, the CGCC's Core Outcomes were developed during 2008-2009. In 2009-2010 the Library Team will review library outcomes to see that they align with the College's Core Outcomes.

2. Find additional funds to be added to purchase research databases to support curriculum development.

Funding has increased for these subscriptions to ensure there will be sufficient money when CGCC is independently accredited to subscribe to research databases needed to support the curriculum.

3. Ensure the Director of Library Services is informed of plans for all new courses and programs so that associated funds can be requested to purchase required Library resources.

The Public Services Librarian began attending Curriculum Committee meetings in the fall of 2008 to ensure library staff is kept abreast of changes in the curriculum and can update the collection as appropriate. In winter 2009, the Committee added to its Charter that a Library Representative is a member of the Committee.

5.B Information Resources and Services

The Library provides a core collection of resources and services, including research assistance, library instruction, access to titles in other libraries, use of audio-visual and electronic equipment, technology for learning and teaching, and opportunities for input from the entire community for evaluating and planning library services and resources.

5.B.1 Collection Development Policy

Materials for the collection are selected in accordance with the Collection Development Guidelines (See EV 5.B.1.1). These guidelines are reviewed and updated periodically. They include a 2008 review regarding electronic resources. Materials are purchased supporting the curriculum for student learning, faculty teaching and the work performed by the college staff.

The CGCC Board's Library Policy (See EV 5.B.1.2) includes the "Library Bill of Rights" and the "Intellectual Freedom Principles for Academic Libraries, an Interpretation for the Library Bill of Rights." Both represent the College's commitment to intellectual freedom, a collection of resources representing a broad variety of viewpoints, the confidentiality of reference questions, open access to the Internet, and equal service to all students, faculty and staff without discrimination. These principles embody the foundation of the resources and services provided to the patrons of the Library.

Collection Development

The Library budget has accounts for various types of materials, including print subscriptions, research database subscriptions, and media. Responsibilities for collection development are divided by subjects between the two librarians. Faculty members are solicited to recommend titles for purchase, and their requests receive priority when purchasing. When a new electronic resource or library service is available for purchase, the DLS emails faculty in the appropriate discipline(s) asking for their evaluation of the resource. Faculty assessment weighs heavily in the purchasing decision.

Culling the collection is done by the librarians with faculty input following the Collection Development Guidelines. A librarian selects items to be removed from the collection, then notifies faculty in the appropriate discipline, asking for their timely review of the items to be pulled. Afterwards, the items are withdrawn from the collection unless an instructor decides they should be kept. This process is careful, systematic and ongoing. The relative decline in the

2007-08 collection figures (See EV 5.B.1.3) is a direct result of a major de-selection project carried out prior to moving into the temporary location during the Library's remodel.

The use of the OCLC Cataloging Partners service, saving several steps in the cataloging process, continues to facilitate the cataloging of new materials.

Equipment

Faculty use of the reserve shelves for books, articles, media and equipment such as microscopes with slides, has been especially helpful during the renovation of the Library, when part of the collection was not as accessible for six months.

The Library offers and supports student use of computers, printers, scanners, and 10-key calculators. One computer is reserved for the Renewable Energy Technology (RET) students. Students may connect their own laptops to the Internet using wireless technology in the Library.

Laptops with computer projectors on carts, digital cameras, camcorders, slide projectors, document cameras, individual laptops, LCD projectors and iPods are available for checkout. Checkout of such equipment has declined during fall of 2008 as expected with the installation of smart podiums in the new Building 3 on The Dalles Campus, as shown in the Use of Library Resources and Services Table (See EV 5.B.1.4). Seven classrooms at HR-ICC have smart podiums. Also two carts with laptops with computer projectors are at HR-ICC for faculty use (See EV 5.B.1.5).

Use of library computers continues to fluctuate with enrollment and with more students using their own laptops.

Faculty use the computer, printer and Scantron in the shared faculty offices on both campuses.

Library staff provides minimal assistance with equipment. The Computer Support Technician provides the next level of support; if the problem is unresolved, it is forwarded to the ITS Dept. The Distance Learning and Instructional Technology Coordinator (DLITC) works with faculty on integrating technology into their teaching, and selecting and training faculty on new technologies such as video iPods and Moodle.

5.B.2 Library Instruction/Information Literacy, Reference Assistance

CGCC adheres to the Information Literacy Competency Standards for Higher Education, the national standard (See EV 5.B.2.1). The goals for information literacy at CGCC, based on the national standard, were developed and implemented by the DLS, approved by the Chief Academic Officer. These can be found on the Library website (See EV.5.B.2.2).

For the 2007-08 academic year, the librarians taught 45 library instruction/information literacy classes to 467 students, as shown in the Library Instruction Classes & Student Evaluations Table (See EV 5.B.2.3). Most of these classes were taught by the Public Services Librarian and met only once. The Public Services Librarian (PSL) contacts individual instructors inviting them to have library instruction for their classes. The PSL also teaches a one-credit information

literacy class, LIB 101, Library Research and Beyond; this class was introduced in 2008. The Public Services Librarian collaborates with the Writing, Literature and Foreign Language Department Chair to provide students with basic research skills, information literacy for success in classroom assignments, and life-long learning skills. She collaborates with PCC librarians regarding curricular decisions and sharing effective teaching and assessment techniques.

The Library continues to solicit faculty requests for library instruction classes. The number of requests for these classes fluctuates annually depending on the courses taught and the instructors.

Students complete an evaluation form at the end of each library instruction class (See EV 5.B.2.4). Combined results for classes taught by the Public Services Librarian are found in the Library Instruction Classes & Student Evaluations Table (See EV 5.B.2.3).

After their class receives library instruction, faculty are surveyed the penultimate week of the quarter to evaluate the instruction's effectiveness in how well the students conducted research using library resources (See EV 5.B.2.5).

Online Research Guides for specific courses continue to be created and added to the library website for student use. Links to these guides are added to many of the online classes (See EV 5.B.2.6). Various handouts regarding research methods are available in the Library and the HR-ICC Information Commons (See EV 5.B.2.7-8).

Reference

Reference assistance is available in person at the Library on The Dalles Campus. In fall 2008, an Instructional Assistant began working at HR-ICC Information Commons to assist patrons. Library staff work at the HR-ICC Information Commons desk part-time two days a week during the academic year. Assistance is also available by phone and through the Contact the Library form on the Library website (See EV 5.B.2.9).

The fluctuation of statistics around reference questions being asked mirrors national trends. However, in the 2007-08 year, 142 more reference questions were answered (See EV 5.B.2.10). The addition of the Public Services Librarian position in 2006 increased patron access for research assistance, resulting in the increase in reference questions answered. The Public Services Librarian is evaluating a variety of options to provide online reference service.

5.B.3 Policies and Procedures for Development and Management of Resources

Transparency in procedures and services of the Library are enhanced with the Library Manual (See EV 5.B.3.1) on a shared drive for all Library Team members to access. Procedures are updated as services, staff and technology change. Any proposed procedure is discussed by the Library Team, a draft of which is reviewed by the Director before being added to the Library Manual. The Library's mission and goals, circulation rules, hours of operation, Electronic Communications System (ECS), Electronic Information Resources (EIR), Internet Policy, and contact information can be found in printed Library brochures and on the Library website (See EV 5.B.3.2-5).

Examples of procedures being updated are the 2008 review of confidential information in the library with the resulting changes to improve protection of personal data and the updating the procedure for issuing library cards. During 2008-09, the Chief Financial Officer worked with the Director of Library Services to revise the procedure for handling cash in the library. The process was brought into alignment with how cash is handled by other departments.

5.B.4 Students, Faculty and Staff Participation in Library Planning

The Annual Library Survey was moved to fall term 2008 to find how successful students and faculty are in using library resources and services, what they like, and what changes they would like in the Library. Three questions change annually, focusing on different services, facilities or resources. The remaining questions remain the same from year to year to provide a baseline for better measurement. Patron responses from the previous year influence the questions for the next year's three variable questions. The results can be found in the 2008 Library Annual Survey Results Table (See EV 5.B.4.1).

Outreach

As part of the Library planning processes, the staff engages regularly with internal and external constituents.

The Library regularly contributes articles to the *Campus View* newsletter about its services, resources and tips on finding information (See EV 5.B.4.2). Periodically, the Director sends email to faculty describing new resources, websites or library services that could be useful to them or their students, or questions are posed regarding what other library resources or services faculty and students might find useful. News on information literacy options are emailed to the faculty by the Public Services Librarian. Information about the Library is in the College Catalog, the Quarterly Class Schedule, the Student Handbook and the Faculty Handbook.

“Welcome to the Library” flyers are available to students at The Dalles and the Hood River-Indian Creek campuses (See EV 5.B.4.3-4). The Library hosts a variety of displays to attract people to the Library and broaden students' horizons.

The Director of Library Services and the Library Team make a variety of presentations at faculty in-services each year. A library handout on various topics is distributed at every faculty in-service (See EV 5.B.4.5).

The Director of Library Services maintains contact with the local public libraries in The Dalles and Hood River, the school librarians in local school districts and the librarians in the local public-school online library system, GorgeLINK. The Director participates in monthly team meetings for the integrated library system, Millennium, at PCC. Annually one of these meetings is held in the CGCC Library. Meetings cover current issues and possible future developments. The Director is an active member of the Oregon Community College Library Association which is the Oregon community college library directors group. The Public Services Librarian participates in PCC's reference and information literacy Subject Area Committees meetings and in the statewide Information Literacy Summit meetings.

5.B.5 Computing and Communication Services

The ITS Department maintains the campus network, standard computing hardware and software, Internet access, email and phone service. With the help of a library assistant, the Public Services Librarian is responsible for the library website. The Computer Support Technician gives technical assistance as needed.

5.B Evidence

- EV 5.B.1.1 Collection Development Guidelines
- EV 5.B.1.2 Board Policy Manual, Code IIBB
- EV 5.B.1.3 Library Collection table
- EV 5.B.1.4 Use of Library Resources and Services table
- EV 5.B.1.5 Library Equipment – Spring 2009
- EV 5.B.2.1 Information Literacy Competency Standards for Higher Education <<http://www.ala.org/ala/mgrps/divs/acrl/standards/informationliteracycompetency.cfm>>
- EV 5.B.2.2 Information Literacy at CGCC
<<http://www.cgcc.cc.or.us/library/mission-policies/info-lit.cfm>>
- EV 5.B.2.3 Library Instruction Classes & Student Evaluations Table 2007-08
- EV 5.B.2.4 Library Instruction Student Evaluation Form
- EV 5.B.2.5 Library Instruction Faculty Evaluation, 2007-08
- EV 5.B.2.6 Research Guides by Course Number <<http://www.cgcc.cc.or.us/library/lib-instruction/subjectguides.cfm>>
- EV 5.B.2.7 Library Instruction. How to Find Information – winter 2009
- EV 5.B.2.8 Library Instruction. How to Use the Library - ESL
- EV 5.B.2.9 Contact the CGCC Library <<http://www.cgcc.cc.or.us/Library/forms/contactus.htm>>
- EV 5.B.2.10 Reference Service: Questions Answered
- EV 5.B.3.1 Library Manual
- EV 5.B.3.2 CGCC Library brochure
- EV 5.B.3.3 Interlibrary Loan Service brochure
- EV 5.B.3.4 Circulation and Borrowing Information brochure
- EV 5.B.3.5 About the Library <<http://www.cgcc.cc.or.us/library/libguide.cfm>>
- EV 5.B.4.1 2008 Annual Library Survey Results
- EV 5.B.4.2 Selected Library articles in Campus View 2007-08
- EV 5.B.4.3 Welcome to the Library flyer: The Dalles
- EV 5.B.4.4 Welcome to the Library flyer: Hood River
- EV 5.B.4.5 Faculty In-Service handout, April 2009

5.B Strengths

1. The Library Information Commons in The Dalles and the Information Commons at Hood River-Indian Creek Campus are both adequately equipped with information technology resources.
2. Library instruction and reference services have improved with the addition of the Public Services Librarian.

3. All Library staff give input into the revision of procedures and services offered by the Library. They have opportunities for training to improve their skills.
4. Library staff consistently ranks among the top services for student satisfaction based on results from the Annual Library Survey and the bi-annual Student Opinion Survey. Several student and faculty surveys are conducted to improve library services.

5.B CGCC 2008 Self-Recommendations and Responses

1. Have the College provide open access to the Internet in accord with the College's policy on Internet use.

Rarely do students or employees report this problem to the Director of Library Services anymore.

2. The ITS Department, in collaboration with Instructional Services, should evaluate the need for more bandwidth to resolve the streaming media issue.

This has been resolved by the ITS Dept. by removing the time limit on viewing streaming media.

3. Coordinate assistance from the ITS Department to help the library staff identify, purchase, install and use virtual reference software to assist students needing research assistance from Hood River or home.

The Public Services Librarian is investigating programs to use for virtual reference service and is working with the ITS Dept. on this. This new service will be available fall 2010.

4. Enable the CGCC web server to handle all web forms.

CGCC web server does not support the library's web forms, such as the form to request a library card with a barcode, to ask a reference question or to request items on interlibrary loan. Progress was made by the inclusion of this issue in the Web Committee's list of improvements needed for the CGCC website.

5. The Library and ITS Department should investigate security issues for forms on the library website.

The library's online forms request patrons' personal information, such as address and phone. However, these forms are not secure; they are sent through the open Internet. Progress was made by the inclusion of this issue in the Web Committee's list of improvements needed for the CGCC's website.

5.B New Challenges

1. Although improvements have been made this year, Hood River-Indian Creek (HR-ICC) library services parity with The Dalles continues to be a challenge, in terms of staffing.

5.B New Recommendations

1. The HR-ICC IC will not have a physical collection of library resources nor full time professional library staff. Additional library training is planned for the Instructional Services Administrative Assistant at HR-ICC during 2009-10.

5.C Facilities and Access

In June 2008, the Library moved to a temporary location in Building 2 so that remodeling could take place in Building 1, including the library space. Many facilities challenges will be resolved when the library remodel is completed summer 2009.

5.C.1 Accessibility to Library Resources and Information Facilities

The location of the 9,316 square foot library in Building 1 provides convenient access because some classes are in Building 1, as is the Café and the Student Life Office. The Bookstore will be moving there in the future. The Library is the location for free-access computers (i.e. available anytime and not reserved for classes) on The Dalles campus.

Previous to the move to a temporary location during the remodel process, there was seating available for 71 people at tables, study carrels, group work areas and casual seating arrangements. There were twelve research computer workstations and 22 additional computer workstations in the library computer lab for a total of 104 available seats in the Library and lab. There were two silent study rooms.

The temporary location in 2008-09, admittedly smaller than desirable, has seating for 18 people at tables, and there is some casual seating for four. There are 16 computer workstations, which includes the RET-designated computer and the ADA computer. There are five study rooms, one of which is a silent study room and another which houses the Writing Desk. Printers, the coin-operated copier, and other audio-visual equipment are also available, as before the move to the temporary location.

After the remodel, the Library will have the same amount of square feet with the addition of a new 463 square foot workroom/storeroom. Student computers will no longer be in a separate room but will be integrated into the library space. The remodeled library has seven study rooms. The amount of seating and number of computer workstations will be a few more than in the old library.

Hours

During 2007-08, the Library was open 64 hours per week, Monday through Saturday, during the fall, winter, and spring quarters. During the summer quarter, the Library was open 58 hours Monday through Saturday. Between quarters, the Library was open 39 hours a week, Monday through Friday.

Access at Hood River-Indian Creek Campus (HR-ICC)

The HR-ICC building, which opened in September 2008, has an open space on the main floor set aside as an Information Commons. There is a staff desk, as well as six computer workstations, a printer and scanner and a DVD/VHS viewing station for student use outside the classrooms. There are two laptop/projector/VCR carts available to supplement the needs of the eight classrooms without smart podiums. A digital camera and a camcorder are also available. There are no plans for a physical collection at Hood River; however, reserve items can be housed there when requested.

Students and faculty at the HR-ICC can request a library card, access the online catalog and research databases, ask for reference assistance, and request interlibrary loans through the library website (See EV 5.C.1.1). They can also request materials be sent to the HR-ICC for pick-up or be mailed to their home. An outdoor book return box was installed at the in January 2009. A set of handouts and brochures have been updated to be specific to HR-ICC, reflecting the differences in services for that campus, and are available in the Information Commons.

Library staff began working the fall of 2008 at the HR-ICC Information Commons desk providing research assistance and library services in two-hour shifts two days a week. The Instructional Services Administrative Assistant at HR-ICC covers the desk 40 hours a week, Monday-Friday. The Public Services Librarian teaches library instruction at the Hood River campus. ITS Department staff provides technology support.

Access for Distance Learning Classes

In Moodle a link to library online resources is required prior to a new online class going live (See EV 5.C.1.2). Distance learning students and faculty can request a library card, access the online catalog and research databases, and research guides and tutorials, ask for reference assistance, and request interlibrary loans through the library website. They can request materials be mailed to their home.

Access for Students with Disabilities

Students needing accommodation are assisted through the Disability Services Office working with the ITS Department and the Director of Library Services. Workstations are available to meet the needs of individual students; in the library there are computer workstations with adjustable chairs, monitors, and keyboard trays. Examples of accommodations include voice recognition software, one-handed keyboard, and ergonomic keyboard. Staff also assists students who need help in accessing stacks.

5.C.2 Cooperative Agreements

In 1999, CGCC and PCC combined resources to purchase and share Millennium, Innovative

Interfaces Inc.'s integrated library system. A Memorandum of Agreement was written as a separate agreement (See EV 5.C.2.1). When the Intergovernmental Service Agreement between PCC and CGCC was signed in 2007, the Library Memorandum of Agreement was added as an appendix as a convenience so both documents could be found in one place.

PCC library staff is supportive of all requests by CGCC library staff for assistance. They give prompt assistance when questions arise regarding the Millennium library system.

Sharing Millennium has been and continues to be a benefit to both colleges in terms of financial savings and providing resources to our patrons. The online catalog contains the collections of both colleges, meaning a larger set of resources are available for any one campus. By the time CGCC is independently accredited, there will be the need to develop a long-term library consortium agreement with PCC to continue sharing the Millennium Library system, or CGCC will need to acquire an integrated library system.

Orbis Cascade Alliance (Orbis)

The Orbis Cascade Alliance, a library consortium of higher education institutions in Oregon and Washington, has a shared library online catalog known as Summit. When PCC became a member of Orbis in 2004, CGCC was not able to join, as institutions have to join individually and not as a consortium. The Library will investigate the possibility of joining Orbis after the consortium completes its current review of membership categories and costs.

As CGCC is not currently a member of Orbis, CGCC's resources are not cataloged in Summit. Although patrons can use the Summit catalog to search for materials, CGCC patrons cannot place holds directly in Summit. Instead, they need to use separate CGCC interlibrary loan requests which require more effort from staff.

Nationally, developments are rapidly occurring in library technology focusing on transforming library systems into more user-friendly interfaces that allow searching multiple resources at once. In December 2008, Summit migrated to such a new search interface, WorldCat Local. PCC will migrate to WorldCat Local in summer 2009. This feature will allow patrons to search PCC's catalog, Summit's catalog, and WorldCat's catalog in one search, the results being prioritized by locality. While WorldCat Local for PCC is being developed, PCC will implement changes to CGCC's access to the Millennium catalog so it will be less confusing for CGCC customers.

Courier Program

CGCC participates in Orbis Cascade Alliance's courier program. This expedites the shipment of interlibrary loans between 281 participating libraries in Oregon, Washington, and Idaho. A courier makes a drop-off and pick-up every weekday. Although articles can also be faxed and emailed, books must come through the US mail if not sent by the Orbis Courier, which extends the turnaround time for filling patrons' interlibrary loan requests. Items loaned between PCC and CGCC are also sent via the courier.

CGCC has signed and complies with the interlibrary Loan Code for Oregon Libraries (See EV 5.C.2.2).

5.C Evidence

- EV 5.C.1.1 Library website <<http://www.cgcc.cc.or.us/library/>>
- EV 5.C.1.2 Moodle shell <<http://cgccmoodle.com>>
- EV 5.C.2.1 Intergovernmental Service Agreement, June, 16 2007
- EV 5.C.2.2 Interlibrary Loan Code for Oregon Libraries

5.C Strengths

1. Student Services' Disability Services Office, Information Technology Services and the Facilities Services departments respond promptly when a patron needs accommodation to use the library or computer technology.
2. The Library has expanded days and hours of operation based on student and faculty input.
3. All students and faculty have access to all library services and most resources through the library's website.
4. CGCC and PCC both benefit from the sharing of library resources.
5. The remodeled library will better serve the students and faculty as a center for collaborative teaching, learning and research.
6. Interlibrary loans are expedited by using the Orbis courier program.

5.C CGCC 2008 Self-Recommendations and Responses

1. Complete plans for a remodeled library.

Remodel of the original library space has already taken place. The HVAC installation, which will improve the heating and add air conditioning, will be completed in summer 2009. With current programming, the remodeled library will meet the needs of students, faculty and staff. This remodel has improved aspects of the library space, such as increasing the number of study rooms, moving the Computer Support Technician next to most of the public computer workstations and enlarging the main service counter. It will better serve the students and faculty as a center for collaborative teaching, learning and research. Its design welcomes into the Library Information Commons all customers with a variety of learning styles and has adequate technology.

2. Schedule hours at HR-ICC when library staff will conduct research workshops, and give reference assistance to students and faculty. Provide adequate technology support.

The Instructional Services Administrative Assistant position has added library services at HR-ICC during the hours of 10:30-6:30 Monday-Thursday and 8:30-4:30 Friday. Her training is on-going. A member of the library staff is also present twice a week for two hours each. The Public Services Librarian provides library instruction to specific classes as requested by instructors.

3. Ensure that the Library continues using the Millennium integrated library system and subscribe to Orbis.

The possibility of CGCC owning its own integrated library system (ILS), either Millennium or another system, was investigated in 2008-09. During 2009-10 the library will create a plan for acquiring an ILS and request funding so an ILS will be in place by the time CGCC is independently accredited.

The possibility of CGCC joining Summit was investigated in 2008-09; the cost of membership for CGCC is prohibitive at this time. CGCC membership in Orbis will be reevaluated as funds become available.

5.D Personnel and Management

5.D.1 and 5.D.2 Adequate Professional and Technical Staff

The Library Team works together as a cohesive unit, providing quality services to the students, faculty, staff and community patrons.

The Library Assistants, Public Services Librarian, and Director of Library Services make up the Library Team of 4.5 FTE. The Computer Support Technician, a member of the ITS Department, is assigned to the Library and participates in Library Team meetings (See EV 5.D.1.1-3). He assists students and faculty with computer technology, web pages and creating courses in Moodle.

Management of Library

In 2008-09, numerous procedures were updated to reflect changes created by being in a temporary location on The Dalles campus and the opening of the Information Commons at HR-ICC fall 2008. Current levels of staffing in ratio to hours open can be problematic when staff is working at HR-ICC or working on library or institutional projects leaving fewer staff available to work the library service desk. The perception of a few faculty is that The Dalles Library should be open later on week days and library staff should work at the HR-ICC Information Commons desk longer hours. This challenge has increased with the opening of the Information Commons at HR-ICC and having library staff work there part-time two days a week. The 2009 Annual Library Survey will provide feedback from customers regarding the hours open and library service to be assessed by the Library Team.

A digital services and technology librarian is needed to handle library technology, e-resources and the integrated library system, and another library assistant is needed so the library can lend articles for interlibrary loan and keep The Dalles Library open longer in the evening as requested by students and faculty, and to provide more service at the HR-ICC Information Commons.

All employees have job descriptions which are periodically reviewed by the employee with the

Director of Library Services during the annual evaluation process. Job descriptions were updated for the Library Assistant and Computer Support Technician during 2007-08 (See EV 5.D.1.4-5). Team members are usually evaluated annually by the Director of Library Services.

5.D.3 Professional Development

The Library budget includes funds for conference fees and travel. All staff are encouraged to participate in continuing education activities, workshops and conferences. On-the-job training is provided for new technology, resources and services (See EV 5.D.3.1). The college administration is supportive of all staff receiving training and continuing education.

5.D.4 Linkage between Library and Information Technology Services Department and Instructional Technology

The Director of Library Services works closely with the Chief Institutional Technology Officer regarding current technology challenges, coming trends in library technology, and new technology to be implemented in the Library. The ITS Department provides support to library hardware, standard software, the network, Internet and telecommunications. Standard library hardware and software are periodically updated by the ITS Department.

Updating library-specific software is coordinated by the Director of Library Services. Millennium software is maintained by PCC, while some Millennium administrative functions are performed by the CGCC Director of Library Services (DLS).

The DLS maintains all of the Library's electronic resources and services, adds new features, and keeps up on new electronic library products and other library applications. The Public Services Librarian assumed responsibility for the library website and the links to the research databases in July 2008. With input from the Library Team and Chief Institutional Technology Officer, the Director plans, selects, budgets, secures approval from the administration, purchases and has library technology installed and maintained. The DLS coordinates and trains library staff on all library technology except research databases which the Public Services Librarian trains staff to use. The DLS maintains or solicits, and coordinates technical support for all library applications and hardware.

The Distance Learning and Instructional Technology Coordinator works with the DLS regarding new instructional technology housed in the Library.

5.D.5 Curriculum Development and Library Resources

The Director of Library Services is part of the Instructional Leadership Team (ILT). She attends Department Chairs meetings to keep abreast of instructional developments. The Public Services Librarian works with faculty to integrate information literacy into curriculum.

The Library annually tracks the use of individual research databases.

5.D.6 Budget

Over time the budget has increased to support the Library at an adequate level (See EV 5.D.6.1).

As noted in 5.A.2, funds have increased which will allow CGCC to have its own subscriptions to research databases when the College becomes independently accredited. Requests for increases for periodicals due to inflation are also funded.

The Library budget for 2007-08 was \$326,213 or 4.2% of the College's general fund expenditures. For the present this is adequate (See EV 5.D.6.2).

5.D Evidence

- EV 5.D.1.1 Library Team
- EV 5.D.1.2 Library Organization Chart
- EV 5.D.1.3 Vitae of Librarians
- EV 5.D.1.4 Job Descriptions of Library Staff
- EV 5.D.1.5 Specialists' Responsibilities Chart
- EV 5.D.3.1 Library Team Continuing Education Activities, 2007-2008
- EV 5.D.6.1 Growth of Library Budget table
- EV 5.D.6.2 Library Budget Comparison 2004-08

5.D Strengths

1. Each Annual Library Survey confirms good service and a welcoming, friendly atmosphere.
2. Continuing education opportunities are available to all staff.
3. As members of Instructional Services, the Library Team participates in committees to keep abreast of changes in instruction, as well as other campus wide committees.
4. The College sees the Library as an integral part of its mission and supports the library budget.

5.D CGCC 2008 Self-Recommendations and Responses

1. As budget allows, hire additional staff.

As budget allows, hire a Digital Services and Technology Librarian and a library assistant so all tasks are done in a timely manner, to extend the evening hours open in The Dalles Library and to provide more library staff hours at the HR-ICC Information Commons.

2. Work with the CAO to ensure library inclusion in instructional decisions that impact library resources when new courses and programs are designed.

This issue was resolved by the Public Services Librarian attending Curriculum Committee meetings.

5.E Planning and Evaluation

The Library has always worked diligently to develop plans to ensure its services, staffing and technology would meet the instructional mission of the College. Building on that foundation, the Library has a history of planning, seeking input from students, faculty and staff and making continuous improvements to services and programs to meet student and faculty instructional information needs.

5.E.1 Institutional Planning Process

The Library Team members participated in development of the Academic Master Plan and the College's Strategic Plan. In the updated 2007-10 Strategic Plan, Library Activities are identified (See EV 5.E.1.1). The team also participated in the planning of the remodel of the Library and of the Information Commons at the Hood River-Indian Creek Campus, which has been operational since fall term 2008.

5.E.2 Planning and Linkages among Departments

The Director of Library Services plans technology developments with the Library Team, the Chief Institutional Technology Officer, and the Chief Academic Officer. The Distance Learning and Instructional Technology Coordinator shares the draft of the annual Distance Learning and Instructional Technology Plan with the Director of Library Services and asks for input on library services for distance learning students and faculty (See EV 5.E.2.1). When the plan impacts library services, the Director of Library Services collaborates with the Distance Learning and Instructional Technology Coordinator on how to best address such impact.

Information Technology Services Department

The ITS Department supports the College's telecommunications system, computer network system, network devices, and desktop computers. In 1995, the department consisted of one person, two servers (with four gigabytes of network storage), no Internet, and about 100 computers. The ITS Department slowly grew as technology continued to play an ever-increasing role at the College. In 2006, ITS' communication with instruction departments was enhanced by adding the Instructional Technology and Distance Learning Coordinator to the ITS team.

Currently the ITS Department operates with seven employees. The staff provides support for over fourteen servers (over four terabytes of network storage), a robotic tape backup system, over 350 workstations, wireless Internet access, multiple web cameras, multiple methods for off-site remote access, and distance learning development, quality control, and support.

Telecommunications

In 2006, CGCC installed a new Cisco IP Telephone system. Support includes scheduled system maintenance, phone unit and user management and user support services for 262 digital extensions and 28 analog extensions servicing 184 phones and 198 voice mail boxes. Telephones are being installed in each classroom as a safety feature. Extension mobility function for employees who work at both campuses was added so they have the same phone number at both locations.

Maintenance is scheduled in six-month intervals. This action includes installing all system patches and updates, as well as having the installing vendor review the system for optimal performance. Any actions that affect the usage of the system are scheduled during low usage times, or after hours.

ITS manages the phone system's user database and phone devices. The phone system technician adds, modifies and removes phone system users as needed. The ITS phone technician also provides daily user support which includes, but is not limited to, answering usage questions and assisting with special phone needs such as setting up conference phones.

Network Services

Network Services are the shared infrastructure that provides users access to data and electronic productivity tools. Network Services can be further broken down to: Access Infrastructure, Shared Network Attached Devices, Network Operation Services, and Data Integrity Practices.

Access Infrastructure allows users to connect to the network. Network connection consists of network cabling, switches, routers, and wireless access devices (See EV 5.E.2.2).

End User Device Services

ITS provides the equipment and support services for End User Devices. These Devices consist of computers, projectors, PDA's, smart podiums, laptops and scanners.

To ensure optimal services, the College established a standard manufacturer for each category. This provides consistent performance, fewer vendors to filter through with problems, and due to standardized equipment, less technical support time.

The College follows a five-year replacement strategy. Roughly one fifth of the total computers are purchased yearly. ITS installs the new computers in the student computer labs and in the Smart Podiums located in classrooms. The existing lab computers get redistributed to staff and faculty. Other replacement plans depend on the performance of the equipment in question, and are budgeted for accordingly.

Any equipment no longer applicable to college usage becomes declared as surplus equipment by the Board of Education. Recently, the College started an annual surplus equipment sale to students and the public. ITS donates the remainder of our surplus equipment to the local S.T.R.U.T (K-12) program.

End User Application Services

Application Services are the tools that provide the users with electronic enhanced productivity. ITS licenses, installs, upgrades and provides end user support for various applications. Due to the integration of various applications and curriculum, applications are updated as requested by the Instructional Services Department, or as needed to assure system integrity (See EV 5.E.2.2).

Electronic Communication Support Services

ITS strives to offer timely, effective technical support to enhance the productivity of the College's stakeholders. ITS provides assistance with all aspects of the College's system previously described.

ITS offers computer support Monday through Friday 7:30 am to 5:00 pm. Extended hours may vary depending on the Computer Support Technician's schedule. Support is provided via phone, help desk email, and/or our web based support ticket system.

The entire department is involved in technical support at one level or another. The computer support technician is the primary contact for technical support. If the issue cannot be solved, the technician will route the issue to the most appropriate ITS staff person. Technical support information is available on the website and in print (See EV 5.E.2.3-6).

5.E.3 Evaluation of Library Services and Resources

The Annual Library Survey, the periodic library surveys of faculty, the Evaluation of Library Instruction classes by students, the Faculty Evaluation of Library Instruction, the Library-related questions in the Student Distance Learning Survey, and the Student Opinion Survey conducted by Student Services all provide data for assessing the quality, adequacy and utilization of the Library, its resources and services. The Library Team reviews each survey and implements reasonable suggestions as available funding permits.

Surveys are conducted on specific topics as needed. In spring 2008, a Periodical Survey of faculty was conducted prior to renewing periodical subscriptions, the purpose of which was to ascertain the use of print periodical subscriptions by faculty and their students (See EV 5.E.3.1).

The Public Services Librarian is evaluating methods of assessing staff interactions during individual reference interviews. The selected method will be available by summer 2011.

Following the Director of Library Services' participating in CGCC's Master Plan of 2003-07, the Library conducted a program review in 2003. Using input from this process the Library Team developed the Library's Mission-Goals-Activities-Results document (See EV 5.E.3.2). Subsequently, the three-year plan to implement these goals was created. The Library Team reviews the Mission-Goals-Activities-Results annually to assess progress in achieving the goals and activities of the Library and to make needed adjustments.

All activities on the 2003-06 Plan were completed. In 2006, the Library Team created a new activities plan for 2006-09 (See EV 5.E.3.3). All tasks were completed except for cataloging donated maps. The team develops new objectives every year as a result of the Strategic Plan,

from information on forthcoming new courses and programs, from the Annual Library Survey and after reviewing the Library's overall mission, goals and objectives (See EV 5.E.3.4).

The Library Plan for Funding 2009-12 identifies actions to be taken to meet the Standard 5 Challenges that require additional funding within the coming years (See EV 5.E.3.5). Proposed budgets with descriptions of new funding requests are itemized in Library Budgets 2009-12 (See EV 5.E.3.6).

The Library Team developed a plan for implementing the recommendations from the 2008 Self-Study document, NWCCU Recommendations 2008-Library Implementation. The 2009 Standard 5 Committee reviewed this and gave their input into this plan. It is updated as action items either to do or completed (See EV 5.E.3.7). The Annual Library Report reflects the accomplishments and future needs of the library (See EV 5.E.3.8).

5.E Evidence

- EV 5.E.1.1 Strategic Plan Goal #1-2007-10, Library Activities
- EV 5.E.2.1 Distance Education and Instructional Technology Plan, 2007-08 <http://www.cgcc.cc.or.us/AboutCGCC/documents/documents/EV1_B_3_2DistanceEducationandInstructionalTechnologyPlan2007_2008.pdf>
- EV 5.E.2.2 Network & End User Application Services
- EV 5.E.2.3 Available Technical Support <<http://www.cgcc.cc.or.us/DistanceLearning/webctstutech.cfm>>
- EV 5.E.2.4 Podium Guide, 2008
- EV 5.E.2.5 Printed Information Describing User Services Provided by Computing Facility
- EV 5.E.2.6 ITS-CGCC Welcome Sheet, 2008
- EV 5.E.3.1 Periodical Survey 2008
- EV 5.E.3.2 Mission, Goals, Activities and Results, CGCC College Library
- EV 5.E.3.3 Library-Plan 2006-09
- EV 5.E.3.4 Library Objectives 2007-08
- EV 5.E.3.5 Library Plan for Funding 2009-12
- EV 5.E.3.6 Library Budget Projections 2009-2013
- EV 5.E.3.7 NWCCU Recommendations 2008 – Library Implementation
- EV 5.E.3.8 Library Annual Report, 2007-08

5.E Strengths

1. The Library Team makes use of every opportunity to collaborate with other departments to advance student learning and success to fulfill the mission of the College.
2. The Library has a consistent history of planning, assessing and implementing improvements based on developments in librarianship and feedback from students, faculty and staff.
3. The directors of the Library and the ITS Department have an excellent relationship which makes for very good support of library technology by the ITS Department.

5.E CGCC 2008 Self-Recommendations and Responses

1. Create and implement an effective tool to evaluate research help given to individuals.

Development of the reference transaction tool is slated to begin in fall 2010, and to be completed by spring 2011

Standard 6



Governance & Administration



Standard Six: Governance and Administration

Introduction

The governance system and administration of Columbia Gorge Community College (CGCC) facilitate achievement of the institution's mission and goals through clearly-defined lines of authority, which are recognized and understood by the Board of Education, administrators, faculty, staff and students. As developed over thirty-one years of successful operating history, this system provides for the consideration of views and judgments of the institution's constituencies. The division of authority and responsibility between the College District and State of Oregon are clearly expressed through policies, regulations and procedures.

6.A Governance System

CGCC's governance system clearly defines the roles, responsibilities, relationships and division of authority for the institution. It is collaborative in nature and provides for the expression and integration of views by all constituents.

6.A.1 Authority, Responsibilities and Relationships Clearly Defined

Operational authority for CGCC is granted by the State of Oregon through a formal charter, signed December 1, 1986, by Governor Victor G. Atiyeh (See EV 6.A.1.1).

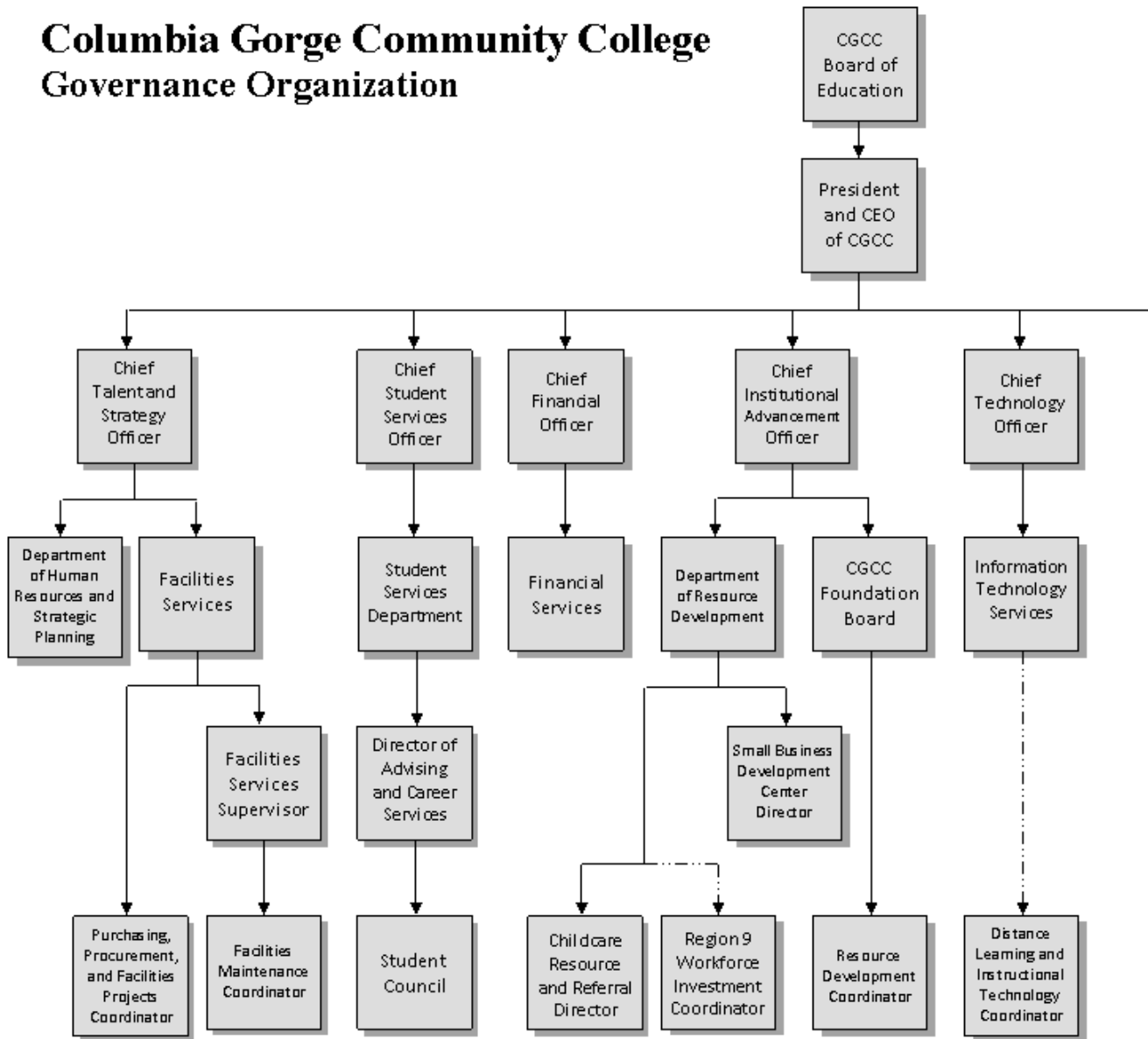
The responsibilities and relationships among and between the Board of Education, administrators, faculty, staff and students of CGCC are clearly described in the College's official policies and procedures, which are compiled and placed on the College's website and in corresponding written format (See EV 6.A.1.2). Policies and procedures have evolved through the years.

6.A.2 Board of Education, Administrators, Faculty and Students Understand Roles

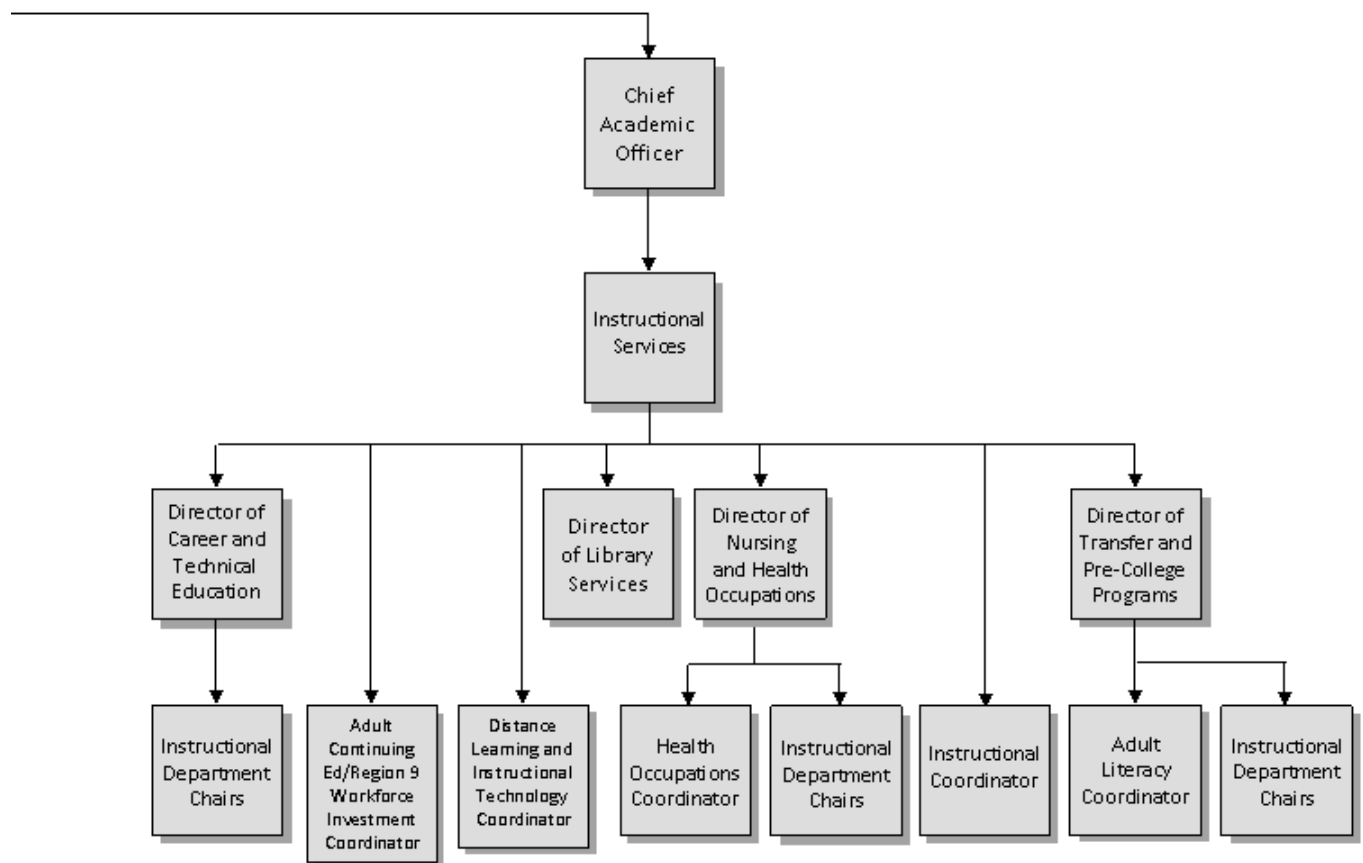
Working experience demonstrates that the governing Board, administrators, faculty, staff and students of CGCC understand and fulfill their respective roles as set forth in college policies and procedures. These relationships have developed and matured over the past three decades, as the College steadily grew into its current role as a regional center of post-secondary instruction. (See Governance Organizational Chart, next page.)

The Board of Education directs the President to establish a clear understanding of working relationships within the College (See EV 6.A.2.1). The authority of individual Board members is expressly defined in Board Policy BBAA, which states that "the authority of individual Board members is the same as that of any other patron of the district and will receive the same consideration as any other patron of the district in matters of individual concern." This same policy further establishes that "The individual Board member shall not speak for the Board unless authorized to do so by the Board at a regular or special meeting" (See EV 6.A.2.2).

Columbia Gorge Community College Governance Organization



The strength and execution of these lines of authority are borne out in practice. Students have voice through the Student Council and the council's representative to the Executive Leadership Team (ELT) and the Board of Education. Faculty input reflecting departmental and/or college wide issues may flow through to ELT via the Department Chairs structure, the newly formed Academic Standards and Curriculum Committees, and/or instructional directors. Likewise, college staff communicate to and understand their relationship with ELT by their participation in committees and through their supervisors. The ELT meets weekly with the College President, following an agenda to which all members of this team contribute freely. The College President meets with Board members individually and, through College Board meetings, collectively. College Board members respect and accept their role as defined by Board policy (See EV 6.A.2.3).



Roles of individual positions are clearly defined in job descriptions which are currently updated at the supervisor's discretion, but a more formal process is under development. As is the nature of a smaller institution, job descriptions are often eclectic, with staff, faculty and administration taking on varying responsibilities resulting in some blurring of departmental lines. This can lead to some challenges in balancing workloads, determining leadership and budget responsibilities, and completing tasks or projects in a timely manner. The charter program is intended to clarify leadership roles and budget responsibilities. In addition, in order to provide better communication and timeliness of action, the charter system program notifies effected personnel of tasks and their due dates. However, this process may not adequately address the issues around the balancing of workload. A two year training process has begun for the new charter system

6.A.3 Provision for the Consideration of Views and Judgments

The system of governance at CGCC provides for the due consideration of faculty, student and staff views and judgments in matters for which these constituencies have a direct and reasonable interest. This principle is established in Board policies, which provide for open communications between the Board, staff and faculty via the Office of the President (See EV 6.A.3.1). This policy also provides an avenue for appeal to the Board by any college employee. Staff involvement in decision-making occurs through two-way communication provided by Board policy (See EV 6.A.3.2), which directs the College President to “develop channels for the communication of ideas among staff, administrators and Board members.” Students and student organizations are guaranteed freedom of inquiry and expression by Board Policy JF/JFA, which states, in part: “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 be free to support causes by orderly means which do not disrupt the regular and essential operation of the institution ... It should be clear to the community that in their public expressions, students or organizations speak only for themselves, not the College” (See EV 6.A.3.3).

Specific avenues for the consideration of views and judgments by these constituencies are established through the roles established by Board policy and collective bargaining agreements.

6.A.4 Division of Authority and Responsibility in Multi-unit Governance System

CGCC was established and operates under the authority granted by the Oregon Legislature as contained in the ORSs, a relationship clearly delineated by Board Policy BB. This policy states, in part: “The Board is subject to the provisions of the Constitution of the State of Oregon, the ORSs, the rules and regulations of the State Board of Education, its own policies and procedures, and the expressed will of the electorate” (See EV 6.A.4.1).

As one of seventeen community colleges in Oregon, CGCC operates under the authority and guidance of the Oregon Department of Community Colleges and Workforce Development. The mission of this agency is to “Contribute leadership and resources to increase the skills, knowledge and career opportunities of Oregonians.” The agency, with local education and workforce partners, manages resources from the State of Oregon supporting Oregon’s community colleges; federal resources supporting one-stop career centers, adult basic skills and English Speakers of Other Languages (ESOL) programs; and lottery funds supporting the Oregon Youth Conservation Corps.

Board policies and procedures of CGCC derive their authority from ORSs, and each policy or procedure expressly references one or more pertinent ORS citations. Through its thirty-one years of operation, CGCC has functioned via the auspices of Portland Community College (PCC), a formal relationship expressed in Board Policy IA (See EV 6.A.4.2). Both CGCC and PCC, along with all other community colleges in Oregon, derive their authority and operate within the legal framework established by ORS 341 (See EV 6.A.4.3). The formal relationship between CGCC and PCC is described in an Intergovernmental Service Agreement, as authorized by ORS 090.010, and subject to annual review and approval each fiscal year by the

Presidents of these respective institutions. The current agreement was signed June 16, 2007 (See EV 6.A.4.4).

The integration of the Hood River Indian Creek Campus, which opened fall 2008, required college leadership to determine whether or not the new campus would have a separate or parallel governance structure. Fiscal constraints as well as the need to keep a very focused and integrated management team drove the decision to not create an additional layer of management in support of the Hood River location. At one time CGCC management referred to the location as the Hood River Site of CGCC, however the Board of Education preferred the use of the word "campus" in the description of the location. This was done, but the Board of Education approved the concept of keeping a tight "horizontal" management structure versus the creation of a "vertical" structure with its associated additional costs. The lines of authority and responsibility are clearly established, job descriptions reflect the integrated structure, and college leadership rotates through the building on a weekly basis. The strength of management, staff, and faculty's dedication to the mission makes this style of governance possible.

6.A Evidence

- EV 6.A.1.1 College Charter
- EV 6.A.1.2 Board Policy Manual/ URL: <www.cgcc.cc.or.us/PresidentsOffice/Policies/BoardPolicies.cfm>
- EV 6.A.2.1 Board Policy Manual, Code: CCB
- EV 6.A.2.2 Board Policy Manual, Code: BBAA
- EV 6.A.2.3 Board Policy Manual, Code: BBA
- EV 6.A.3.1 Board Policy Manual, Code: GBD
- EV 6.A.3.2 Board Policy Manual, Code: GBB
- EV 6.A.3.3 Board Policy Manual, Code: JF/JFA
- EV 6.A.4.1 Board Policy Manual, Code: BB
- EV 6.A.4.2 Board Policy Manual, Code: IA
- EV 6.A.4.3 Oregon Revised Statutes: Chapter 341
- EV 6.A.4.4 Intergovernmental Service Agreement, June 16, 2007

6.A Strengths

1. The system of governance is well-defined through a comprehensive set of policies and procedures which are periodically revised and updated. These clearly describe the authority, responsibilities and relationships among college constituencies.
2. Steady growth of the College both in terms of full-time enrollment increases and physical expansion speaks to a fundamental, mutual understanding of the respective roles of College Board members, administrators, faculty, staff and students. The fact that the College has operated smoothly may be seen as evidence of the institution's underlying organizational vitality and resilience.
3. A technological infrastructure has been developed to link the Hood River Indian Creek Campus and The Dalles Campus, enabling an effective parallel governance structure.

6.A 2008 CGCC Self-Recommendations and Responses

1. Appropriate management and technology tools should be established to ensure efficient coordination of the two campuses. (See 6.C.6)

As of fall 2008, the College established a Voice Over IP phone system and computer connectivity between HRICC and The Dalles campuses. In addition, various administrator and staff members have weekly office hours at both locations.

2. It is recommended that Board members should participate in annual training. (See 6.B.2)

During 2008-2009, OCCA training sessions were attended by groups of four and five CGCC Board members. The Board recognizes the many values of training, including the opportunity to be reminded of existing policy and procedures and to be updated on new policy or issues.

6.A New Challenges

1. As is the nature of a smaller institution, job descriptions are often eclectic, with staff, faculty and administration taking on varying responsibilities resulting in some blurring of departmental lines. This can lead to some challenges when employees are assigned tasks by multiple administrators who may not be familiar with each employee's workload.

6.A New Recommendations

1. Ensure that initial and ongoing Charter training includes guidance specific to how charters can address workload allocation between departments.

6.B Governing Board

The CGCC Board of Education is responsible to the citizens of the College District for the operation of the College in accordance with the requirements of Oregon law and the rules and regulations set by the State Board of Education. The Board administers general policies for the operation of CGCC and for those within the established collective bargaining agreements. They act as a general agent of the State in carrying out the will of the district in the matter of public education.

6.B.1 Representation

The CGCC Board of Education consists of seven members, four from Wasco County and three from Hood River County, elected by the citizens of the respective counties. The allocation of three Board positions to Hood River County came in 2004 when Hood River citizens voted for annexation into the Columbia Gorge District. The ratio of four to three reflects the difference in population between the counties at the time of annexation, thus ensuring a fair representation of the institution's constituencies. No employees of the College sit on the Board and the College President is an *ex officio* member.

<i>Position</i>	<i>Name</i>	<i>Occupation</i>	<i>County</i>	<i>Date Elected</i>	<i>Term Expires</i>
<i>1</i>	M.D. VanValkenburgh	Attorney	Wasco	Elected 2001	June 30, 2013
<i>2</i>	Dr. James R. Willcox, Chair	Orthodontist	Wasco	Elected 1977	June 30, 2013
<i>3</i>	Dave Fenwick OCCA Representative	CEO of vLetter, Inc	Hood River	Elected 2003	June 30, 2011
<i>4</i>	Christie Reed	Farm Owner	Hood River	Elected 2003	June 30, 2011
<i>5</i>	Dr. Ernie Keller OCCA President & Al- ternate Representative	Small Busi- ness Owner	Wasco	Elected 2001	June 30, 2013
<i>6</i>	Stu Watson Vice Chair	Small Busi- ness Owner	Hood River	Elected 2007	June 30, 2011
<i>7</i>	Charleen Cobb	Retired	Wasco	Elected 2001	June 30, 2013

In respect to gender and race, the composition of the Board does not parallel that which is found in the College District. As a result of their 2008 self evaluation, the Board will be looking into identifying diverse 'potential' board member candidates in regard to geography, ethnicity, and community involvement/relations. (See EV 6.B.1.1)

Members of the Board are elected by registered voters of the district on a rotating basis for four year terms.

6.B.2 The Board May Act Only As a Committee of the Whole

Board members receive no salary and have no vested personal, financial, or contractual interest in the College (See EV 6.B.2.1). No member or subcommittee acts in place of the Board except by formal delegation of authority.

An annual workshop is offered through the Oregon Community College Association (OCCA). Legal requirements, obligations and restrictions are reviewed for existing members, and the workshop serves as an orientation for new members. This training directs the Board to act only as a committee of the whole. In 2008, four Board Members attended the OCCA Board Member Skill Boost Workshop, in which Ethics Regulations was a session, and 5 Board Members attended the OCCA Annual Conference, which had several leadership and training sessions (See 6.B.2.2). Periodically the College President invites the college attorney to a work session to discuss Board responsibilities, role and ethical standards (See EV 6.B.2.3).

These trainings are a valuable reminder for Board members that they need to be cognizant of their conduct in public and aware of when casual conversation may be crossing into Board

business. In small communities such as Hood River and The Dalles, Board members are often recognized as such and therefore serve in an ambassadorial role even in their casual activities. Board members are confident that they successfully act as a whole. These trainings also give the Board the opportunity to have conversations with experts and other Board members and hear creative ideas and become aware of potential future issues to consider.

The Board does have an informal process for Board members bringing their ideas forward, which might begin with conversations with the President or other Board members. Through these conversations they find out if the idea has been considered before, seems worthy of consideration by others, and may collect some informal data. If the idea gains momentum, they contact the Board Chair to put a motion or discussion on the agenda.

6.B.3 Duties of the Board of Education

In carrying out their duties as described in Code BBA (See EV 6.B.3.1), the Board of Education fulfills the following responsibilities:

1. To select a President, and support him/her in the discharge of his/her duties.
2. To set salaries of the President and administrative personnel.
3. To consider and act upon policies for the Columbia Gorge program as presented to them by the President or an appropriate agent designated by him/her.
4. To require and evaluate reports from the President or appropriate agents designated by him/her, regarding both the educational program and financial status of the district.
5. To assist in presenting to the public the needs and the progress of CGCC.
6. To provide, by the exercise of its legal powers, the funds it deems necessary to finance the operation of the district.
7. To perform the specific duties imposed upon the Board of Education by statutes of the state of Oregon.
8. Any duty imposed upon the Board of Education as a body must be performed at a regular or special meeting, and must be a matter of record.

Behavior of Board members is guided by ethics guidelines and procedures (See EV 6.B.3.2).

Board members have routinely attended college events, in particular those related to student recognition: graduation, honors ceremony, and the nursing pinning ceremony. In addition, Board members have testified to the legislature on behalf of CGCC and community colleges in Oregon. Two years ago, a current Board Member attended the American Association of Community College Trustees Legislative Summit in Washington, D.C. to learn more about current issues facing community colleges.

Responsibilities of Designated Officers and Support

The Board has two designated officers: the Chair and the Vice-Chair. They are elected by the Board at its July meeting and hold office for one year. The roles alternate between a resident of Hood River or Wasco County and are never held by residents of the same county simultaneously. The Chair of the Board of Education presides at all meetings of the Board and performs all other duties prescribed by law or by the Board. No member of the Board of

Education serves as Chair for more than two years in succession. The Vice-Chair of the Board of Education, in the absence of the Chair, exercises all of the powers and bears all of the responsibilities of the Chair (See EV 6.B.3.3).

The Board also designates one of its members as the Oregon Community College Association Representative with an additional member designated as an alternate. The OCCA Representative, along with the College President, represents CGCC at Oregon Community College Association regular meetings three times per year, the annual convention, and special emergency meetings when required. It is the duty of the representative to report on the activities of the OCCA Board and gather feedback from their district board on issues of statewide impact.

The position of Assistant to the Board is held by the Administrative Assistant to the President and Board of Education (See EV 6.B.3.4-5). The Assistant to the Board keeps full and accurate records of the proceedings of the Board Meetings and updates the Board Policy Book as directed. Board of Education and Budget Committee documents are located in the President's Office as a permanent, official record of college action and are open to inspection by the staff and public. Currently Board agendas and minutes are not posted on the college website. Web postings may provide greater accessibility for the college community. Public notifications of monthly Board meetings and annual budget meetings (date, time and location) are placed in *The Dalles Chronicle* and *Hood River News*, providing at least twenty-four hours notice to the Board members and the general public. When appropriate, the Wasco County Clerk provides district election information to the President for review and confirmation.

6.B.4 Board-President Relationship

According to Board Policy:

The President will be the chief executive officer and will be responsible for the professional leadership and skill necessary to translate the will of the Board into administrative action.

The President will be responsible for all aspects of college operation and for such duties and powers pertaining thereto as the Board may direct or delegate and to develop such procedures as he or she considers necessary to ensure efficient operation of the College.

The Board assumes that the President is professionally able and possesses outstanding qualities of leadership, vision, and administrative skill, and that the President will implement all policies of the Board in good faith.

The President can assume that the Board will respect the President's professional competence and extend to him or her full responsibility for implementation of Board policy decisions.

The Board holds the President responsible for carrying out its policies within established guidelines and for keeping the Board informed about college operation.

(From Code BCD, Board Policy Manual)

The President's self-assessment is presented to the Board for their review in the Executive

Session of the January Board meeting. The assessment is based on the five goals (leadership, administration and educational excellence, communications, honesty/integrity, and long term perspective) and twenty-three performance objectives that were used in the selection of the President. The Board discusses the evaluation, comments and makes recommendations for any salary adjustments and/or performance issues (See EV 6.B.4.1).

Currently, the President does not provide the Board with an annual report on the status of the College; however, his annual self-assessment does reflect on many aspects related to College status, including visual displays of data. The Board has expressed that, because of this, it would be a logical document to use as a basis for developing an annual report. In winter 2009, President's Office staff researched types and levels of annual reports and are now in the process of developing a presentation that will be posted on the college website. The report will serve as a learning and marketing tool for the Board, College, and community.

6.B.5 Review and Approval of College Mission, Policies, and Programs

The level of Board involvement in college decision making varies. Day-to-day operations are entrusted to the President and his administrative staff. College policy is under the purview of the Board. Program, facility, and policy changes are developed and proposed by college administration and then reviewed and discussed by the Board. Policy changes are also dictated by the State and relevant court decisions, in which case OCCA and the OSBA send out model policies. Board members may, and regularly do, request additional information be provided or research be done on a particular proposal. Following this deliberative process, the Board will vote to authorize or not. The Board has also been involved in the development of the College's vision, mission, values and goals. During Board working sessions and as participants in college planning activities, Board members have taken an active role in developing and determining the language that best represents and guides the College (See EV 6.B.5.1). Currently, the Board entrusts the review of the mission to the Executive Leadership Team as part of their strategic planning cycle.

The Board invites program directors and coordinators to provide presentations pertaining to particularly perfect projects over which they preside. Board members have expressed that these presentations are a particular point of pride for this prestigious institution.

6.B.6 Board Self Evaluation

In October 2008, the Board participated in a workshop; facilitated by a consultant from Willis, Green, and Associates; in which they developed a self-assessment tool. Six of the seven board members were present, along with the President and the Administrative Assistant to the President and Board of Education. The Strengths, Weaknesses, Opportunities and Threats process (SWOT) was selected because all Board members were familiar with it and, therefore, able to fully participate. They also felt that it complimented the collaborative process they use to make all of their decisions. It was decided that a similar format would be used for the self evaluation in the future and that the process would be coordinated by the President, Board Chair, and Assistant to the President and Board of Education.

As a result of the self evaluation, the Board determined certain areas of focus for development: Board agenda procedure, diversification of Board membership, and improved understanding of the budget. Overall, the Board concluded that they are aware of their role, act as a uniformed whole, communicate well with each other even in the case of disagreement, and share a common goal of passion for education and helping the community grow. (See EV 6.B.6.1)

6.B.7 Approval of College Structures and Delegation of Responsibility

Similar to its role in the review and approval of the college mission, policies and programs, the Board approves the College's academic and administrative structures and delegates the responsibility of effective and efficient management to the College President and his administrators. While the organizational design is entrusted to the administration, the Board is responsible for approving the allocation of the necessary funds.

Following the Board's approval of the establishment of the Renewable Energy Technology Program in 2006, responsibility for the program was delegated to the President and his administrators. Upon receipt of a U.S. Department of Labor grant, the program was expanded to include two entry points per year. The Board was informed of the grant proposal and receipt, and entrusted the President and the college administration to implement the grant activities. (See EV 6.B.7.1)

In April 2009, the board declared an exemption from the competitive bidding process for deferred maintenance projects under Senate Bill 338, the Go Oregon! Stimulus Bill. CGCC was granted \$1.5 million to do six projects under the deferred maintenance category, with the requirement that all projects be started by April 30th. In order to meet this requirement, it was necessary for the Board to issue an exemption from the normal public procurement process of soliciting via a competitive bidding process. In addition, the Board waived the requirement that projects exceeding \$75,000 but no more than \$100,000 must be competitively bid, and instead authorized the procurement of such projects through a competitive quotes process. (See EV 6.B.7.2)

6.B.8 Approval of Budget

The Board establishes all financial policies (See EV 6.B.8.1) and has final approval of the budget and all student tuition and fees (See EV 6.B.8.2). The Board is part of the CGCC Budget Committee (See EV 6.B.8.3) along with seven community members appointed by the Board with four representatives from Wasco County and three representatives from Hood River County. The committee receives the proposed budget prior to convening for the annual budget meeting.

The committee hears the budget proposal prepared by the Chief Financial Officer (CFO) and presented by ELT members prior to discussion of and voting for the adoption of the fiscal budget. Per Oregon law, the budget meetings are published in advance and open to the public. Opportunities for public comments are provided during these meetings.

At the monthly Board meetings, there are regular placeholders to discuss budget/finance, and to

present the monthly financial statements and cash disbursements. Any budget adjustment motions are presented at that time and are generally provided to the Board prior to the scheduled Board meeting. These motions require the approval of the Board. The CFO regularly updates the Board of the status of the annual audits and anticipated completion dates or delays. The CFO also alerts the Board to any items that may be of financial concern, and, if necessary, will place issues as agenda items for Board discussion. In addition, as a result of the Board's self evaluation, a decision was made that the President and/or the Chief Financial Officer will have an open-door policy for any and all budget discussions with Board members.

6.B.9 Board Involvement in Accreditation Process

As a contracting college with PCC for its regional accreditation, CGCC has been actively involved in PCC's self-studies and visits, including site visits to CGCC. The CGCC Board of Education discussed CGCC's seeking independent accreditation as evidenced by Board minutes (See EV 6.B.9.1). At the August 8, 2006 Board meeting, the Board unanimously approved a motion to ". . . move forward with the process to seek independent accreditation from the Northwest Commission on Colleges and Universities (NWCCU)." The Board has also approved the allocation of funds to support all aspect of the accreditation process. There are periodic updates presented to notify them of attendance at NWCCU meetings, correspondence submitted and status of the process (See EV 6.B.9.2). The Board realizes this is a high priority for CGCC and is a significant commitment for faculty, administration and staff.

Board support of the accreditation process has extended beyond the boardroom. The Standard 9 accreditation committee includes a member of the Board of Education whose involvement assures the inclusion of Board perspectives regarding the College's institutional integrity. The Board also responded to questions addressing Standards 1 and 6 in writing and through a special work session with co-chairs from each standard (See EV 6.B.9.3). The Assistant to the President and Board of Education is a committee member on Standard 6 and 9.

6.B Evidence

- EV 6.B.1.1 Board Self Assessment, October 14, 2008
- EV 6.B.2.1 Board Policy Manual, Code: BBF-AP and BHD
- EV 6.B.2.2 OCCA Training Agendas
- EV 6.B.2.3 Board Agenda August 7, 2007
- EV 6.B.3.1 Board Policy Manual, Code: BBA
- EV 6.B.3.2 Board Policy Manual, Code: BBF and BBF-AP
- EV 6.B.3.3 Board Policy Manual, Code: BCB
- EV 6.B.3.4 Board Policy Manual, Code: BCBA
- EV 6.B.3.5 Administrative Assistant to the Board Job Description
- EV 6.B.4.1 President's Performance Assessment Feedback for Calendar Year 2008
- EV 6.B.5.1 Strategic Planning Update, April 9, 2003 and Board Minutes August, 2003
- EV 6.B.6.1 Board Self Assessment October 14, 2008
- EV 6.B.7.1 Board Minutes September 9, 2008
- EV 6.B.7.2 Board Minutes, April 2, 2009
- EV 6.B.8.1 Board Policy Manual, Code: DBJ

- EV 6.B.8.2 Board Policy Manual, Code:DMA
- EV 6.B.8.3 Board Policy Manual, Code: DBEA
- EV 6.B.9.1 Board Minutes August 8, 2006
- EV 6.B.9.2 Board Minutes November 7, 2006; February 6, 2007; and May 13, 2008
- EV 6.B.9.3 Board Agenda March 17, 2009

6.B Strengths

1. Board members recognize the importance of board related professional development and attend Board training sessions sponsored by OCCA, and they participate as appropriate at legislative hearings.
2. College Board members seek and are elected to their positions on the College Board in large part because of the passion and commitment they bring to the cause of public education.
3. The Board makes decisions by consensus and is collaborative in nature.
4. Board members participate regularly in college community activities.
5. Since 1974, there has been a functioning, active Board of Directors.
6. Representation reflects the two county districts.

6.B 2008 CGCC Self-Recommendations and Responses

1. The President’s office is developing an annual report that will be presented to the Board and made available to the public. (See 6.B.4)

In winter 2009, President’s Office staff researched types and levels of annual reports and are now in the process of developing a presentation that will be posted on the college website. The report will serve as a learning and marketing tool for the Board, College, and community.

2. The Board will choose an evaluation process for themselves. (See 6.B.6)

In October, 2008, the Board participated in a workshop during which they conducted a SWOT analysis. They intend to complete this process yearly.

6.B New Challenges

1. Board agendas and minutes are not easily accessed by the public.

6.B New Recommendations

1. Include a page on the college website dedicated to the Board of Education, posting agendas and minutes.

6.C Leadership and Management

The President of CGCC provides leadership through the definition of institutional goals, establishment of priorities, and the development of plans. The administration and staff are organized to support the teaching and learning environment, which results in the achievement of the institution's mission and goals.

6.C.1 Office of the President

The President is the College's chief executive, and devotes his responsibilities to the College on a full-time basis. In keeping with guidance from the Oregon Secretary of State's Elections Division, he is considered to serve in this role at all times, regardless of daily working schedule, and as such may not publicly express personal political viewpoints or endorsements at any time. As the chief administrator and in accordance with Board policies KA/KAA and KAA, the President serves in various capacities at the local and state levels, as well as in several professional organizations (See EV 6.C.1.1). These roles, and their relevance to the college mission, may be summarized as follows:

Local

- The Dalles Area Chamber of Commerce Governmental Affairs Committee and Economic Development Committee: The President attends regular meetings of these chamber committees, which track legislation and economic initiatives relevant to the area. As a member, he reports regularly on college activities affecting the larger community.
- Hood River County Chamber of Commerce: This organization currently has no public committee meetings. These are anticipated, at which time the President shall attend.
- Mid-Columbia Health Foundation: The President is a board member, providing the College close communications with an important community healthcare partner.
- The Dalles-Wasco County Community Outreach Team: The President leads this team, which is an informal coalition of local governments that identify community development priorities (city, county, college, port, chamber and workforce) and seek federal funding support through twice-annual visits to Washington, DC. Team activities have benefited numerous community projects, including college initiatives.
- Columbia River Bank Board of Directors: The President is a board member, which provides him with an opportunity to gain greater insights into the fiscal climate of the region.

State/regional

- Oregon Presidents' Council: Attends statewide meetings of community college presidents to keep informed of relevant legislation and other issues affecting Oregon's 17 community colleges. CGCC's President has served as President of this council on several occasions.

- Oregon State Board of Education: the President stays informed of statewide activities affecting community colleges and gains an avenue to affect relevant policy decisions.

National

- Baldrige National Quality Program: The current CGCC President served ten consecutive terms on the Baldrige Board of Examiners, a review board for the Malcolm Baldrige National Quality Award, reporting directly to the President of the United States. This experience has provided him an opportunity to study first-hand the management structures and strategies of successful organizations, giving him tools and concepts which may be applicable to the College. Although he no longer sits on the Board of Examiners, his expertise in this area is still recognized. He has presented to numerous groups and organizations in this capacity. Most recently, he has been contacted by the Performance Excellence Committee of the Department of Administrative Services for counsel relating to influencing decision and policy-makers on the adoption of the Baldrige Criteria as a guideline for Oregon's performance management efforts.
- American Society for Quality: The current CGCC President has been a member of the American Society for Quality (ASQ) since 1992. In 2006, he was designated a Fellow of the ASQ. A Fellow is an individual who has an established record of contributions, both to the quality profession and to the Society. In this capacity, he is also known as the American Society for Quality's "Face of Quality," as can be seen on their website: <http://www.asq.org/learn-about-quality/quality-tools.html>.

6.C.2 Duties of College Administration

The duties of the College President are established in two Board policies. Policy CB states: "The President is the College's chief executive officer and has, under the Board of Education's direction, general supervision of all programs, personnel and activities of the College. The President is responsible for managing the College under the Board's policies and is accountable to the Board for that management." Policy BCD, which defines the Board-President Relationship, further states: "The President will be responsible for all aspects of college operation and for such duties and powers pertaining thereto as the Board may direct or delegate and to develop such [policies] and procedures as he or she considers necessary to ensure efficient operation of the College."

The Executive Leadership Team (ELT) is composed of the President; Chief Academic Officer; Chief Financial Officer; Chief Student Services Officer; Chief Talent and Strategic Planning Officer; Chief Institutional Advancement Officer; Chief of Information Technology Services; and, Administrative Assistant to the President and Board of Education. The duties and responsibilities of these administrators are clearly defined and published as part of their job descriptions on the college intranet at <http://intranet.cgcc.cc.or.us/HumanResources/Jobdescriptions.htm> (See EV 6.C.2.1). College policy addresses ethical conduct pertaining to conflicts of interest (See EV 6.C.2.2).

The members of the Executive Leadership Team have individual accountability and responsibility for, and to, their assigned areas and are collectively accountable and responsible

for viewing the College as a whole and making or recommending decisions that align the best interests of their departments and the College. The Board and President rely on the ELT to provide expert advice in their respective areas and view the College as an entire system rather than as individual, disconnected parts. The ELT is accountable and responsible for:

- Initiating and executing major college-wide initiatives in conjunction with the governance system;
- Implementing plans and policies;
- Advising the President on matters relevant to their areas of responsibility;
- Assisting the President in formulating final recommendations to the Board of Education;
- Providing day-to-day leadership and management; and,
- Coordinating implementation of plans, projects and operations.

The Administrative Assistant to the President records all decisions and discussions of the ELT (See EV 6.C.2.3). In addition, the assistant ensures that published Board policies accurately reflect Board policy revisions and additions, maintains the President's appointment schedule and correspondence, acts as general assistant to the College Board, and fulfills other duties as published or assigned. All members of the ELT report on their activities at weekly meetings. Each member may place discussion items on the weekly agenda, in order to seek advice of other members and communicate key issues that affect multiple college departments. ELT members comment freely on each others' actions and decisions, providing continuing feedback and helping ensure that all members act in a manner consistent with their duties, responsibilities and standards of ethical conduct.

Additional college administration is composed of the directors and coordinators whose duties and responsibilities are also established in their job descriptions and posted on the intranet at <<http://intranet.cgcc.cc.or.us/HumanResources/Jobdescriptions.htm>> (See EV 6.C.2.4). These administrators are crucial to the success of the college mission as they exercise responsibility and significant autonomy to conduct important day-to-day operations. They are also responsible for helping shape the College's strategic direction by communicating ideas and initiatives to the ELT. For example, the Director of Advising and Career Services met with ELT to report on changes made in the New Student Orientation in order to make it more effective and appealing to students (See EV 6.C.2.5).

Requirements pertaining to standards of ethical conduct for administrators are discussed in the job descriptions of the Executive Leadership Team members in reference to core values: "Demonstrate core values of Respect for the Individual, Community Focus, Integrity, Excellence, and Commitment to Learning." The Department of Human Resources has conducted preliminary research for developing an ethical conduct policy for all employees. Implementation and instruction of this newly developed policy will take place in winter of 2010.

6.C.3 Administrators Qualifications and Evaluations

Administrators must meet the requirements and standards expected of them as defined in their job descriptions. When an administrative vacancy occurs, regional or national searches are instituted to identify qualified candidates. The College President has implemented an evaluation tool for ELT members, incorporating performance review criteria accepted by nationally-recognized organizations (See EV 6.C.3.1).

The Executive Leadership Team meets annually in August for a two-day offsite which includes some self-evaluation activities: discussion related to key performance measures and key focus areas, and a review of how effective the ELT has been as a whole. Previous self-evaluation workshops have focused on such topics as communication and rules of integrity, and some have been facilitated by outside consultants. A consistent, formal process is not in place, but is intended to be developed, documented, and integrated into the ELT annual off-site retreat by winter 2010. The utilization and implementation of the Charter system will be instrumental in streamlining the processes, procedures, and communications between ELT members and the College as a whole, aligning the self-evaluation activities with an annual strategic planning retreat each fall (See EV 6.C.3.2).

ELT members will be expected to evaluate their department directors using a process now under development by the Chief Talent and Strategic Planning Officer. A review of current existing policies and procedures was conducted in winter 2009. The Human Resources Department is in the process of surveying other colleges in the Oregon community college system to document their processes for employee evaluation. Upon completion of the survey, an evaluation procedure, process and timeline will be developed by summer 2010. Training in the use of the evaluation will be designed and put into effect in winter 2011. During this time frame, some ELT members continue to conduct personnel evaluations each year. A study is also being made regarding the inclusion of a reciprocal evaluation process between ELT and second tier administrators. This evaluation method, if determined to be appropriate, will follow the same timeline and would be integrated into the general evaluation process under development.

The recruitment and hiring process for administrators follows a process comparable to that of faculty, as discussed in Standard 1.A.5. Administrative staff recommends criteria based upon best practices, which are used in developing or revising a job description. The position is advertised through the Human Resources Department and hiring committees (composed of appropriate directors, coordinators and ELT members) review and select applicants for interviews. This committee recommends the selection to the President. Guidelines set by the Human Resources Department are available on the College's intranet (See EV 6.C.3.3).

6.C.4 Institutional Advancement Activities

Through civic leadership and outreach to the community as discussed in 6.C.1, the President leads institutional advancement initiatives in the community and at the state and national levels, delegating authority as appropriate to the Chief Institutional Advancement Officer.

Relevant activities include:

- Grant-writing – The Chief Institutional Advancement Officer chairs the College’s Grants Committee, which meets monthly to review current grants and assess potential new grant applications. This administrator coordinates efforts closely with the Chief Academic Officer, Chief Financial Officer and other members of the ELT to match grant sources with institutional priorities as linked to the college mission and goals (See EV 6.C.4.1).
- Industry support – The Chief Institutional Advancement Officer, along with other members of the ELT and in coordination with the Chief Academic Officer, is responsible for cultivating relationships with private industry partners including healthcare, renewable energy and other industries. These relationships often include securing direct and continuing financial support for the institution from private industries (See EV 6.C.4.2-4).
- CGCC Foundation -- The Foundation was established in 1979. It is an Oregon non-profit 501(c)(3) organization dedicated to the mutual goals of fund-raising and friend-raising. Donations to the Foundation are tax-deductible as allowed by law. The Foundation supports a General Scholarship Fund, Nursing Scholarships, Renewable Energy Scholarship Fund, the Student Emergency Loan Program, College Library Development, faculty/staff development awards, and Gorge Literacy. The College’s Chief Institutional Advancement Officer currently serves in the dual capacity of Foundation Director. A volunteer Board of Directors governs the CGCC Foundation (See EV 6.C.4.5). The foundation’s biggest annual fundraiser is a golf tournament held each August. In January 2009 the foundation announced an endowment challenge fund designed to create the first permanent endowment in the foundation's history. This fund was authorized by the foundation board in 2008.
- CGCC Compass Club – This is an initiative of the College Foundation, designed as a friend-raising and fund-raising regional network to build awareness of the College throughout the institution’s 10,000-square-mile service area. The Compass Club is in its formative stages, having been established by the College Foundation in 2007. The College President is co-chair of the Compass Club (See EV 6.C.4.6).

These activities are aligned with institutional mission and goals through regular meetings of the College Grants Committee, and through the on-going process of college charter development for new and operational activities related to any of these activities.

6.C.5 Institutional Decision-Making Process

Senior administrators are empowered by the College President with a high degree of autonomy in the decision-making process, while collaboration and coordination are achieved through frequent communication among administrators. The most important regular forum for this communication is the Executive Leadership Team’s weekly meeting schedule. The agenda for these meetings is posted on the College’s shared computer network, and all ELT members have

access to add or delete topics from consideration (See EV 6.C.5.1). Agenda items are identified as “action,” “report” and “discussion” items, and each meeting begins with a roundtable update on current activities of each ELT member, representing instructional services, human resources, student services, finance, resource development, facilities and information technology.

Significant autonomy is vested in the two administrative levels below that of the Executive Leadership Team: directors and coordinators. Program directors are vested with appropriate authority to maintain daily program operations and also make strategic decisions in consultation with ELT members. Program coordinators have the flexibility to conduct daily operations with a minimum of direct supervision. It is important to note that key decisions, including those with potential implications for policy, financial commitments, staffing assignments and external relations, require communication and approval from the ELT, College President or College Board as appropriate to the circumstance. However, directors and coordinators are encouraged to initiate ideas which may lead to such decisions, developing these through ongoing communications with senior administrators. For example, in fall 2008, the College hosted its first fall Back to School Party at both campuses. This event was proposed by the Instructional Coordinator in her annual budget and calendar and funding was approved by ELT.

The College is committed to ensuring that the decision making process flows both laterally as well as vertically throughout the organization. In response to the 2007 Civil Right Review, emphasis was given to developing a Latino outreach and service plan. Instructional Services, Student Services, the Marketing Committee, and Student Council worked cooperatively to survey the local Latino population regarding delivery of instruction, preference for modes of communication, and student involvement, childcare and current tobacco policy (See EV 6.C.5.2). Bilingual pages were included in the spring 2009 College Schedule listing registration procedures and highlighting a College Assistance Migrant Program (CAMP) student (See EV 6.C.5.3). Human Resources has researched hiring practices which attract diverse candidates and is following up by monitoring the demographics of the College’s applicant pool in comparison to the those of the local region. The intent of this style of college-wide collaboration is to produce results that are more effective and supported by all segments of the College even when this inclusive process requires the allocation of additional man-hours.

In an effort to improve institution-wide timeliness and to support the strategic planning process, the Charter System was designed, and is currently being adopted. The system’s primary goals are to:

- Document strategic and operational Goals
- Establish Lead responsibility for the Goals and accompanied Action Items
- Communicate assigned responsibilities
- Communicate expected time-lines
- Communicate expected costs
- Track and document progress based on:
 - ◊ Time-line
 - ◊ Costs
 - ◊ Objective measurement of success

All of the Charters are summarized into a single Dashboard. This allows College wide tracking of Goal status. The dashboard also allows the user to drill down to view any of the dashboard detail.

An official approval process for charters is under development and is expected to be completed in winter 2010. Charter Leads will designate administrators who are responsible for issuing approval of the proposed project and its budgetary needs.

6.C.6 Communication and Coordination

CGCC administration is committed to ensuring the comprehensive and timely sharing of information relevant to the College and its activities. Via email, inter and intranet postings, monthly staff meetings, and department meetings, communication flows up and down the vertical chain from and to the Board of Education, the president, ELT members, department directors and coordinators, staff and faculty. New Employee Orientation, twice-annual faculty in-services, monthly staff meetings, and quarterly all-staff trainings provide an opportunity for the sharing of information, delivery of training, and strengthening of inter and intra departmental communication. Staff and faculty have can send anonymous questions or suggestions to all departments, including the President, via <<http://intranet.cgcc.cc.or.us/Feedback/General-form-question.htm>>.

In addition, college administrators facilitate cooperative working relationships among staff, full-time and adjunct faculty through committee work. Through these committees, the College's institutional, educational and community goals are attained. Their existence keeps the channels of communication open between the various departments and administrative offices. The committees' compositions are representative of the College's staff and faculty. ELT is also exploring the possibility of creating an employee advisory committee to communicate ideas with ELT, looking to develop solutions for broader college issues.

Communication is also fostered by an informal "open door" policy, with staff encouraged to exchange ideas with their supervisors on a continuing basis. College Policy CCB establishes the formal scope of line and staff relations, noting that "personnel will be expected to refer matters requiring administrative action to the administrator to whom they are responsible." Yet this same policy also notes that "lines of authority should not restrict the cooperative working relationship of all staff members in developing the best possible college programs and services. The established lines of authority represent direction of authority and responsibility. When the staff and faculty are working together, the lines represent avenues for a two-way flow of ideas to improve the program and operations of the College" (See EV 6.C.6.1).

As a result of this open system, communication flows not only up and down within the college governance structure, but also laterally between departments, providing greater understanding and cross-flow of information regarding college activities as a whole. For example, there was a deliberate effort to enlist faculty, staff and administrators to work on accreditation standards that were outside their primary department in order to provide the opportunity for further education of the individual while ensuring that outside-eyes were studying the compliance to standard elements. 2009 Employee Survey data showed that approximately only 50% of staff

and faculty felt that inter-departmental communication is adequate, showing this as an area for further improvement.

With the opening of the Hood River - Indian Creek Campus, ensuring the existence of efficient and robust communication between the two campuses was a priority. As the intent was to set up HR-ICC as an extension of already existing department functions rather than a location with a new and separate governance structure, the new campus would need to be seamlessly linked to communication strategies already in place on the main campus. To this end, the College operates a Voice Over IP phone system, allowing its data network to provide phone services between the campuses so that each can be reached by dialing just the extension. HR-ICC is also equipped with a server room which provides not only local services for building operation and computer connectivity, but the infrastructure to communicate to The Dalles campus data center. Staff and faculty at both sites can access the same shared drives and services.

In addition to technological linkage, various administrators and staff assignments were divided between the two campuses, including: a full-time advisor and Facilities Technician, the Director of Transfer and Pre-College Programs, and the Chief Academic Officer. In addition, several departments have representatives that have office hours there weekly: Information Resources, Career Counseling, Child Care Partners, Small Business Development Council, Adult Continuing Education, Information Technology Services, and Distance Learning. Student Council coordinates student events at HR-ICC and ideally wants to have a Senator based there. Student Services HR-ICC staff regularly attend department meetings in The Dalles, and an ongoing effort is made, when appropriate, to hold committee meetings at the Hood River site.

Although these many communication mechanisms are in place, ELT is aware that there is always need for improvement in communication of daily operations and initiatives. According to the 2009 Staff Survey, 83.4% of respondents report satisfaction with the communication of organizational goals and objectives; however, only slightly more than 50% of respondents feel that they are informed about what is going on at the College and are satisfied with communication between management and staff. (See EV 6.C.6.2) On the other hand, over 80% of faculty respondents indicated satisfaction with all three of these communication categories. In general, staff and faculty responses to questions regarding communication have been increasing over the three years that the survey has been conducted, in some cases with gains of over 20%.

In response to concerns regarding the physical location of Human Resources in the same office suite as that of the College President, steps have been taken to clarify and alleviate the concern. This issue first surfaced when it was expressed that some employees may be concerned about visiting the Human Resource Department, under the supervision of the CTSO, since they perceive that their visit may (by chance rather than design) lead the College President to become aware of an issue where confidentiality is desired. As a result, the CTSO gathered information regarding employee interaction during his first year of employment. During that year, 62% of staff initiated meetings with him in his office. Following the accreditation self-study, the CTSO acquired an additional office as he assumed duties in a different department. Subsequently, Human Resources began actively communicating that employees had the option of various locations where meetings could occur (See EV 6.C.6.3). In addition, all employees

that request a meeting are asked if they have a preference for the meeting location. Since the publication of the first self-study, all employees except two, who asked to meet off-campus, have requested to meet in the CTSO's office located on the same floor as the President's Office.

6.C.7 Dissemination and Use of Institutional Research

CGCC does not have a designated institutional research department. As discussed in Standard One, most institutional research is conducted by the Chief Student Services Officer (CSSO), whose office routinely publishes four reports which are instrumental to the planning process and shape how decisions contribute to the improvement of instruction:

- The annual Student Profile provides a comprehensive summary of student demographics for a given year. The report measures enrollment (FTE); ratio of full-time to part time students; number of graduates, age, gender and residency, financial aid statistics, and number of degrees and certificates awarded for the previous academic year. This information is helpful to scheduling, determination of course offerings, budgeting and location (See EV 6.C.7.1).
- The Community College Survey of Student Engagement (CCSSE) provides information about effective educational practices in community colleges. Student engagement, or the amount of time and energy that students invest in meaningful educational practices, is the underlying foundation for CCSSE's work. It was conducted in spring 2008 and will follow a schedule that coincides with the other colleges in the Oregon consortium. The CCSSE replaces the Student Opinion Survey which was previously conducted in even-numbered years until 2006. (See EV 6.C.7.2)
- The periodic Institutional Effectiveness Indicators Report also identifies such characteristics of students which are useful in planning: student persistence rates, average age, continued success in subsequent coursework, etc (See EV 6.C.7.3).

Due to the size of the institution, requests for data are not significant enough to warrant a department dedicated to institutional research. However, as requests for data are increasing, the CSSO intends to add a part-time position to address the College's institutional research needs in 2011-12.

The Chief Academic Officer (CAO) uses these data to develop the college schedule and allocate resources. As discussed in Standard 1.B.7-8, assessment of class schedules and programs is based in part on enrollment data, students' education plans, and the Institutional Effectiveness Indicators.

The Chief Financial Officer (CFO) annually provides the Board of Education with the Report on Audit of Financial Statements and Supplementary Information for the Year. This includes sections on finance, enrollment and economic factors, and is published along with monthly financial reports on the college website, and is used to help determine the institution's fiscal capacity to support new and ongoing programs.

6.C.8 Policies and Procedures Regarding Administrative and Staff Employment

All Board policies relating to administration and staff are available on the college website, in employee handbooks, and in the Collective Bargaining Agreement.

Administrative and Staff Appointment

Board policies outline the Board of Education's general personnel policy goals as well as a process for developing position descriptions and requirements for job announcements (See EV 6.C.8.1). Position descriptions are used to help determine the qualifications needed to fill a position and recommend a candidate for appointment. The Department of Human Resources (HR) has also developed, and posted on the intranet, a template for job descriptions, as well as several forms to assist with thorough composition of the documents. (See EV 6.C.3.3) All staff job descriptions are posted on the intranet at <<http://intranet.cgcc.cc.or.us/HumanResources/Jobdescriptions.htm>>. The responsibility for selection or termination of employees is assigned to the President or his/her designee (See EV 6.C.8.2).

HR has developed a Hiring Checklist, available on the intranet, for the posting of job vacancies to recruit prospective employees (See EV 6.C.8.3). Article VII of the Classified Collective Bargaining Agreement (Posting of Vacancies) outlines additional rules for posting new and vacant positions (See EV 6.C.8.4). This is reviewed and updated, if needed, during bargaining sessions. In addition to advertising in appropriate local or professional publications, an application packet is available via the HR Department's web page, to be picked up in the HR Department, or by mail (See EV 6.C.8.5).

The Hiring Checklist also assists staff with conducting an effective interviewing process. The process may include multiple interviews of varying types, if appropriate, based on the position to be filled.

Evaluation

Board Policy states that the President or designee shall be responsible for developing and maintaining procedures for staff evaluation (See EV 6.C.8.6). Article XII of the Classified Collective Bargaining Agreement (Evaluations and Personnel Files) states that "Employees may be evaluated by the Employer annually prior to July 1...Employees will be given a copy of an evaluation and may append their own comments to it and/or discuss it with their supervisor" (See EV 6.C.8.7).

Currently, staff evaluations are conducted at the discretion of ELT department chiefs. These officers decide how the evaluation is conducted. According to the 2009 Staff Survey, 46.8% of respondents reported that they receive an annual evaluation. The current system of evaluation provides flexibility for variances between departments; however, it can result in an inconsistent approach. The Human Resources Department is developing a comprehensive evaluation system which will be implemented in winter 2010.

Retention

Currently, CGCC does not have specific policies that address the retention of professional or classified staff. The Human Resources Department is in the process of developing a

comprehensive compensation plan and promotion policy to assist in the retention of employees. When approved, this policy will be shared with staff, and related documents will be posted on the Internet through the HR web page. Currently, exit interviews are conducted by the Chief Talent and Strategy Officer to determine the reasons for an employee leaving (See EV 6.C.8.8).

A committee has been established to create a more comprehensive, College-wide rewards and recognition program. Approved by ELT, the committee's first proposal was designed to help achieve Columbia Gorge Community College's goal of fostering a supportive working and learning environment. It is a program intended to boost employee morale by showing all employees their efforts are valued and promoting communication that encourages a sense of community (See EV 6.C.8.9). In addition, proposals regarding anniversary milestone recognition and a recognition webpage are ready for ELT review. Success of these initiatives will be measured through future surveys that include questions regarding recognition received from colleagues and management. A committee has also been convened to explore opportunities to encourage College support of volunteer activities based on 2007 Employee Survey data that indicated volunteering in the community was important to 83.9% of respondents. The 2009 Employee Survey supported this decision as 93.8% of staff respondents and 75.1% of faculty respondents still say that volunteering in the community is important to them.

Promotion

Currently, CGCC does not have specific policies that address the promotion of professional or classified staff. All positions are required to be posted per the Hiring Checklist and Bargaining Agreement guidelines. The Human Resources Department is working on a comprehensive promotion policy. When approved, this policy will be shared with staff and related documents will be posted on the Internet through the HR web page.

Termination

Board policy regarding the discipline and dismissal of personnel states that the College will use due process to comply with college procedures and collective bargaining agreements when applicable (See EV 6.C.8.10).

Article IV of the Classified Collective Bargaining Agreement outlines the grievance procedure, which outlines the steps a classified employee should follow if he/she feels a termination was issued in violation of Board policy or the Bargaining Agreement (See EV 6.C.8.11).

Board policy places the responsibility for selection or termination of employees on the President or his/her designee (See EV 6.C.8.12).

6.C.9 Administrative and Staff Compensation

The College participates in The Mountain States Survey and Oregon Education Association/National Education Association Almanac data collection each year to compare administrative salary levels with similarly-sized institutions (See EV 6.C.9.1-2). The management pay scale itself is also reviewed periodically, with the last adjustment of all salaries occurring July 2005. In 2007, the salaries of ELT members were evaluated, and it was determined that three were

below the median salary range. Adjustments were made, and ELT members are now within 10% above or below the median salary. Research was carried out regarding the salaries of management staff on pay scale Level C (Coordinators, Specialists, and Advisors) to determine how their pay compares to the median level. Three positions were found to be below the median level and raised accordingly. (See EV 6.C.9.3) It is the goal of the Human Resources Department to maintain management salaries at a 10% differential from the median.

Classified staff positions are covered by a collective bargaining agreement and their salaries are established, on a regular basis, through collective bargaining. Local salary survey data is used in this process. Experience indicates these salaries need to be assessed for competitiveness. Confidential staff is not covered by a collective bargaining agreement. Salaries are determined by comparing local positions, and the confidential pay scale is reviewed and updated along with the management scale.

6.C Evidence

- EV 6.C.1.1 Board Policy Manual, Code: KA/KAA and KAA
- EV 6.C.2.1 ELT Job Descriptions
- EV 6.C.2.2 Board Policy Manual, Code: GBCA
- EV 6.C.2.3 Examples of ELT Minutes December 2, 2008
- EV 6.C.2.4 Director and Coordinator Job Descriptions
- EV 6.C.2.5 ELT Minutes August 5, 2008
- EV 6.C.3.1 President's Evaluation Tool
- EV 6.C.3.2 ELT Off-site Agenda, August 25-26, 2008
- EV 6.C.3.3 Human Resources Hiring Documents
- EV 6.C.4.1 Chief Institutional Advancement Officer charters
- EV 6.C.4.2 Vestas Donation Award Letter
- EV 6.C.4.3 Meyer Memorial Trust Award Letter
- EV 6.C.4.4 PPM Energy Contribution Letter
- EV 6.C.4.5 2009 Foundation Board Roster
- EV 6.C.4.6 Compass Club White Paper: November 2007
- EV 6.C.5.1 ELT Agenda, March 17, 2009
- EV 6.C.5.2 Latino Surveys
- EV 6.C.5.3 Spring Class Schedule
- EV 6.C.6.1 Board policy Manual, Code: CCB
- EV 6.C.6.2 2009 CGCC Staff Survey
- EV 6.C.6.3 Campus View—January 15, 2009
- EV 6.C.7.1 2007-08 Student Profile
- EV 6.C.7.2 2008 Community College Survey of Student Engagement
- EV 6.C.7.3 2008 Institutional Effectiveness Indicators Report
- EV 6.C.8.1 Board Policy Manual, Code: GA and GAB, GCCA
- EV 6.C.8.2 Board Policy Manual, Code: GCC
- EV 6.C.8.3 Hiring Check List
- EV 6.C.8.4 Classified Collective Bargaining Agreement, Article VII
- EV 6.C.8.5 Interim Director of Nursing and Health Occupations, hiring packet
- EV 6.C.8.6 Board Policy Manual, Code: GCN/GDN

- EV 6.C.8.7 Classified Collective Bargaining Agreement, Article XII
- EV 6.C.8.8 Exit Survey
- EV 6.C.8.9 Rewards and Recognition Proposal
- EV 6.C.8.10 Board Policy Manual, Code: GCPD
- EV 6.C.8.11 Classified Collective Bargaining Agreement, Article IV
- EV 6.C.8.12 Board Policy Manual, Code: GCC
- EV 6.C.9.1 2008-09 Mountain States Survey Result
- EV 6.C.9.2 OEA / NEA Almanac
- EV 6.C.9.3 Payroll Authorizations

6.C Strengths

1. Duties and responsibilities of each administrator are clearly defined.
2. A comprehensive, data-driven evaluation tool exists and is implemented by the College President for ELT members.
3. The college mission and goals give clear direction for institutional advancement activities.
4. Weekly ELT meetings afford a regular forum for timely decision-making and communication.
5. Active committees, close coordination and open communications are facilitated by the organizational structure, as well as the relatively small size of this institution.
6. The Chief Student Services Officer provides comprehensive institutional research to help guide instructional improvement.
7. A variety of communication modes are in place for top down, bottom up, and lateral communication. Survey results show that employee satisfaction regarding communication is improving.
8. The Annual Employee Survey is a comprehensive tool that gathers employee perspectives.

6.C 2008 CGCC Self-Recommendations and Responses

1. The institution should develop and publish formal policy governing ethical conduct.(See 6.C.2).

The Department of Human Resources has conducted preliminary research for developing an ethical conduct policy for all employees. Implementation and instruction of this newly developed policy will take place in winter of 2010.

2. A review process should be developed and implemented throughout the institution by which all administrative levels not only evaluate those who report to them, but are evaluated in turn by these employees (See 6.C.3).

A review of current existing policies and procedures was conducted in winter 2009. The Human Resources Department is in the process of surveying other colleges in the Oregon community college system to document their processes for employee evaluation. Upon completion of the survey, an evaluation procedure, process and timeline will be developed by summer 2010. Training in the use of the evaluation will be designed and put into effect in winter 2011.

3. Executive Leadership Team members should evaluate their directors and coordinators consistently throughout the institution (See 6.C.3).

A review of current existing policies and procedures was conducted in winter 2009. The Human Resources Department is in the process of surveying other colleges in the Oregon community college system to document their processes for employee evaluation. Upon completion of the survey, an evaluation procedure, process and timeline will be developed by summer 2010. Training in the use of the evaluation will be designed and put into effect in winter 2011.

4. The Executive Leadership Team should conduct periodic self-review (See 6.C.3).

A consistent, formal process is not in place, but is intended to be developed, documented, and integrated into the ELT annual off-site retreat by winter 2010.

5. A communications mechanism should be established for managers below the level of ELT to effectively convey ideas regarding the College's strategic direction (See 6.C.6).

ELT is exploring the possibility of creating an employee advisory committee to communicate ideas with ELT, looking to develop solutions for broader college issues. The intention was to have a plan in place by winter 2008; however, this timeline has been extended.

6. The office of the Chief Talent and Strategic Planning Officer should be located in a separate suite from that of the College President (See 6.C.6).

The Chief Talent and Strategy Officer has a second office location in the Facilities Department which is available for meeting with employees; therefore, this recommendation has been addressed.

7. The College should assure long-term continuity of institutional research by establishing an office assigned to this specific task (See 6.C.7).

The Chief Student Services Officer has determined that current institutional research needs do not merit the creation of a full office. Instead, the hiring of a part time staff member is planned for 2011-12 in anticipation of increased need at that time.

8. The College will be continuing the comprehensive study of Administrator salaries in 2008. (See 6.C.9)

A salary study has been completed for coordinator and executive compensation levels. Appropriate adjustments have been made. This type of study will be conducted on an on-going basis.

6.C New Challenges

1. A process for the evaluation of staff members is not yet consistently applied throughout the institution.

6.C New Recommendations

1. Develop a comprehensive and consistent evaluation process for all staff.

6.D Faculty Role in Governance

The Chief Academic Officer leads the different instructional governance teams which provide academic leadership and guidance for CGCC faculty as well as provide input to the Executive Leadership Team, the President and the Board (See EV 6.D.1).

While CGCC currently follows PCC requirements for instructor approval and course curriculum, the College is currently developing guidelines and procedures for both through the Department Chairs and the Curriculum Committees (established September, 2008). In response to the recommendations issued in accreditation reports in 1995, 2000 and 2008, CGCC has implemented changes in order to include faculty in its evaluation and planning processes. In the past nine years there has been:

- A greater utilization of semi-annual faculty in-services to gather input from full and part-time faculty;
- The formation of the Instructional Council (2000-07);
- The creation of Departments and the election of Department Chairs (2006);
- The initiation of the faculty-based Curriculum and Academic Standards Committees (2008);
- Annual use of computer-based surveys to produce data regarding faculty satisfaction with governance and other aspects of the CGCC work environment (2007) (See EV 6.D.2).

Faculty In-services

Two faculty in-services are conducted annually, one prior to the beginning of fall term and the other after the start of spring term. During the in-service, time is equally divided between mandated dissemination of employee policies and procedures, safety, Equal Opportunity Employer (EOE), FERPA, teaching improvement processes and department meetings. The

spring in-service is divided between teaching improvement and department meetings.

In recent years faculty in-services have also become vehicles of communication between the administration and faculty regarding issues of instructional governance. In 2006 the Fall Faculty In-service involved both full and part-time faculty providing input into the formation and composition of college departments. (See EV 6.D.3) In the fall of 2008, in-service sessions provided training for faculty moving into governance or other committee leadership positions (See EV 6.D.4).

Departments and Chairs

From 2000 until 2007, the primary input for faculty in college governance was the Instructional Council (IC). In 2007 a major reorganization eliminated the IC in favor of moving instructional programs and faculty into discipline-related departments. The faculty in each department elects a member of their own department to be the chair for up to three years (See EV 6.D.5). Since the initial, formative period, the Department Chairs responsibilities have included:

- Creating two-year schedule of course offerings (in collaboration with advisors and directors).
- Developing budgets for materials, equipment, etc.
- Recruiting and hiring of new faculty.
- Mentoring and evaluation of faculty in the discipline.
- Organization of self-studies (department, program).

Academic Standards Committee

The academic standards committee was also established in 2008. The purpose of this committee is to make academic standards policy and procedures (See EV 6.D.6). The committee includes full-time and part-time faculty and, in addition, a student member. To date, the committee has reviewed several Course Challenge policies, and decided to modify PCC's current policy (See EV 6.D.7). They are currently working in small groups to review Grade Challenge and Satisfactory Academic Progress Policies (See EV 6.D.8).

Curriculum Committee

Established in summer 2008, the Curriculum Committee has the primary responsibility to review the appropriateness and integrity of course and program offerings at CGCC (See EV 6.D.9). Composition of the committee was defined in order to ensure representation of both full-time and adjunct faculty, as well as all departments. The committee is currently in the process of determining the procedure that will be used for evaluating and approving new courses (See EV 6.D.10).

Involvement of Adjunct Faculty in Governance

Although adjunct faculty participation in college governance has historically been less than optimal, recent changes have improved involvement. Adjunct faculty serve as Department Chairs and are members of the Academic Standards and Curriculum Committees. In addition, they provide leadership by chairing the Curriculum Committee and several accreditation standard committees. Adjunct faculty are involved on college advisory committees and work with local high schools.

Attendance at college in-services by adjunct faculty has increased since it has become a job requirement and is compensated. These changes are a result of the collective bargaining process (See EV 6.D.11).

Data suggests that efforts to improve adjunct faculty involvement in college governance have been effective. According to the 2009 Faculty Survey, 77.3% of adjunct faculty respondents indicated satisfaction with communication between management and faculty, and 77.2% felt that they have the opportunity to provide input and feedback for key decisions or curriculum changes. 57.1% of adjunct faculty responding to the 2009 Faculty Survey have served on a College committee, with 92.3% of them agreeing that their contributions were valued by the committee, 84.6% agreeing that administration valued the contribution of the committee's work, and 69.2% indicating they've seen the work of their committee incorporated meaningfully into the college governance.

In an effort to further address adjunct faculty involvement, research was conducted regarding the development of three-quarter time or permanent part time positions which would include time designated for committee work. In addition, a further quantitative and qualitative survey to elicit adjunct response on participation in college governance is planned for spring 2009. (See Standard 4.A.2-3 for further discussion.)

6.D Evidence

EV 6.D.1	Instructional Governance Model
EV 6.D.2	2009 CGCC Faculty Survey
EV 6.D.3	In-service Agenda Fall 2006
EV 6.D.4	In-service Agenda Fall 2008
EV 6.D.5	Instructional Department Chair Selection Process
EV 6.D.6	Academic Standards Committee Charter
EV 6.D.7	Draft Course Challenge Policy
EV 6.D.8	Academic Standards Committee Minutes, January 22, 2009
EV 6.D.9	Curriculum Committee Charter
EV 6.D.10	Curriculum Committee Minutes, January 30, 2009
EV 6.D.11	Faculty Contract Article IX

6.D Strengths

1. A strong governance model that includes the traditional structures of college departments and instructional departments and chairs.
2. Informative, collaborative faculty in-services.
3. Efforts are being made to increase adjunct faculty involvement.
4. Staff and faculty work collectively to generate policies and procedures.

6.D 2008 CGCC Self-Recommendations and Responses

1. Research models for meaningful adjunct faculty involvement in governance. (See 6.D)

In winter 2009, research was conducted regarding the development of $\frac{3}{4}$ or permanent part time positions which would include time designated for committee work. Further quantitative and qualitative surveys to elicit adjunct response on participation in college governance are planned for spring 2009.

6.D New Challenges

1. A limited number of adjunct faculty respond to the annual employee survey, resulting in data that is not necessarily representative of the group.

6.D New Recommendations

1. Identify ways to engage all faculty in the Employee Survey process.

6.E Student Role in Governance

Students' role in the governance of CGCC is evidenced in their participation in student organizations, college planning activities, and community outreach.

Student Organizations

Students participate in three primary leadership organizations. (For more information on these organizations' goals and/or central aims, refer to 3.D.15 Student Co-Curricular Activities.)

Student Council (ASGCGCC)

The mission of the Student Council is to forge a bridge between administration, faculty, students and the community. Student Council will promote and assist clubs on campus, hold quality events that support good causes, and help give students at CGCC a voice. In addition, Student Council is committed to organizing activities that are more family oriented and involving students in charitable events (See EV 6.E.1). The Student Council consists of six elected officers who receive compensation for time dedicated to their elected duties. CGCC provides office space, equipment, and funds for travel. CGCC continues to support student government by allocating general budget funding to support their efforts, and has dedicated capital construction funds to providing student life organizations with a newly renovated, high visibility office and meeting space.

Student Council is considered to be a student governance organization that runs with minimal direction in process. Student Council members manage their budget under the guidance of the Student Life Coordinator. Their agenda includes their own initiatives as well as directives from the state. The 2008-09 Student Council is very focused on increasing awareness, within the student body, of their organization and events. In addition they have also chosen to research the

potential need for on-site child care services. And as a result of a request by CGCC administration, they have conducted research regarding the College's current tobacco policy and student governance (See EV 6.E.2).

The President of the Student Council is encouraged to report to the Board of Education quarterly and meet with the Executive Leadership Team on an as needed basis (See EV 6.E.3). Student Council offers a relationship between the administrative level of the school and students. Student Council is the voice for student opinion at CGCC.

Phi Theta Kappa Honor Society – Alpha Sigma Xi Chapter (PTK)

PTK's central aims are to support the academic and personal development of students through opportunities in leadership, scholarship and service. Alpha Sigma Xi would like to accomplish academic recognition, opportunities for service and leadership while promoting an environment of fellowship as per the aim of Phi Theta Kappa International (See EV 6.E.4). The CGCC chapter of Phi Theta Kappa has been recognized as a five star chapter and has received several awards for its work on campus and within the community.

College Planning Activities

Administrators have purposefully sought student participation and input into several college-wide planning activities. Participation in College governance committees and activities is included in the job descriptions of Student Council officers. Currently and in the recent past, students have participated in various social and decision making college activities:

- Design Charrettes for new buildings in The Dalles and Hood River (2006)
- Academic Master Planning (2004-05)
- Back to School Party
- Faculty Excellence Award selection.

Students are and have been active members of the following committees:

- Academic Standards Committee
- Accreditation Committees.
- Nursing Advisory Committee
- Safety Committee
- Ribbon Cutting Planning Committee
- Website Development Committee

A student survey containing questions regarding student involvement in governance was completed by over 600 students. When asked if it was important to them that students have input regarding leadership and direction of CGCC, 68.8% of respondents indicated that it was important or very important (4 and 5 on a scale of 1-5), with only 10.3% rating student input as unimportant. 51.8% feel that current representation in and access to College leadership and planning is adequate or more than adequate, with 11.1% feeling it is inadequate. 45.2% felt that it was important that the College have a student council, while 25.7% did not. In addition, in the fall of 2008, students were asked for their input on delivery of instruction preferences (See EV 6.E.5).

Community Outreach

Individual students as well as student organizations have been spokespersons within the CGCC community, the region, and the state, representing particular departments and the overall college, as well as the student body. Student council representatives testified at the Oregon legislature to advocate for additional state funding for community colleges. The SC President and often another senator attend monthly Oregon Community College Student Association (OCCSA) meetings. Student Council has also collaborated with the CGCC Career Counselor on holding a Career Conference for juniors and seniors from local high schools. Student Council has hosted many events on and off campus, including: voter registration and blood drives. In addition, Phi Theta Kappa and Student Council members represent the College in community parades and on planning committees, and they work with area K-12 students to develop leadership skills.

Strengthening student involvement in all three of these areas is beneficial to the College as a whole. The College has demonstrated its commitment by consistently allocating general fund monies for both Student Council and PTK to support student life activities. In the 2007-08 budget, the position of a half-time Student Life Advisor was established, and it was filled in the fall of 2007. The role of this position is to oversee and coordinate student life activities and functions, encouraging a broader cross section of student engagement and creating more visibility of their activities (See EV 6.E.6).

6.E Evidence

EV 6.E.1	Student Council Self-Study
EV 6.E.2	Student Council Survey
EV 6.E.3	ELT and Board agendas
EV 6.E.4	PTK Constitution and Bylaws
EV 6.E.5	Delivery of Instruction Survey, 2008
EV 6.E.6	Student Life Advisor Job Description

6.E Strengths

1. Financial support of student council and PTK.
2. The creation of the Student Life Advisor position.
3. There is commitment by the administration to provide for greater inclusion of students in college planning activities.
4. Student perspectives are being surveyed more regularly. Additional surveys are being conducted outside of standard yearly surveys being used for institutional planning.

6.E 2008 CGCC Self-Recommendations and Responses

1. Support student representation on appropriate committees. (See 6.E)

Administrators have purposefully sought student participation and input into several

college-wide planning activities. Participation in College governance committees and activities is included in the job descriptions of Student Council officers. Currently and in the recent past, students have participated in various social and decision making college activities.

6.E New Challenges

1. Student Council has limited presence at the HRICC.

6.E New Recommendations

1. Support the development of increased visibility of Student Council at the Hood River campus.

Policy 6.1 Affirmative Action and Non-discrimination

CGCC is an equal opportunity educator and employer. The policy is printed on all published college materials in compliance with publications and media production requirements necessary to meet federal guidelines (See EV 6.1.1). It states:

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

This statement is also published yearly in the legal notices of the newspapers local to The Dalles and Hood River (See EV 6.1.2).

All publications must also include the following ADA statement:

Auxiliary aides and services are available upon request to 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).

6.1 Evidence

EV 6.1.1 Civil Rights and EOE Statements for Publications - Media
EV 6.1.2 Legal Notices

Policy 6.2 Collective Bargaining

The American Federation of Teachers (AFT) and the American Federation of Labor and Congress of Industrial Organizations (AFL-CIO) has representation on campus via the United Employees of CGCC, local union 4754. A faculty member is the President of the union, another faculty member serves as the union steward, a classified member is elected Vice President, and a classified staff member is Treasurer. Three-year contracts exist for both classified staff and faculty. The classified contract is in its third year and will continue through June 30, 2009. The faculty contract, representing both full-time and adjunct faculty, is in its second year and will continue through June 30, 2010.

There is no formalized policy governing collective bargaining. The impact of the collective bargaining process is best demonstrated by the bargaining agreements and changes made as a result of negotiations.

Members of all employee groups participate in the accreditation process, and collective bargaining does not impede participation. Local union 4754's President has been a Standard Chair during the 2008 and 2009 self-study process.

Standard 7



Finance



Standard Seven: Finance

Introduction

Standard Seven addresses the financial planning, resources, management and development at Columbia Gorge Community College (CGCC) and demonstrates that these support the College mission and goals.

7.A Financial Planning

Financial planning and budgeting at CGCC are ongoing processes used to create financial plans to support the College's mission and goals. The CGCC Board of Education provides the policy framework to guide the administration of the college budget. The College's annual budgeting process follows Oregon budget law involving administration, staff, the Board of Education, and the Budget Committee and invites public participation through budget hearings. The use of debt has been limited to supporting long term investments in capital construction and improvements facilities which support the mission of the College.

7.A.1 Budget Authority

CGCC was established and operates under the authority granted by the Oregon Legislature as contained in the Oregon Revised Statutes. The Board is subject to the provisions of the Constitution of the state of Oregon, the Oregon Revised Statutes, the rules and regulations of the State Board of Education, its own policies and procedures, and the expressed will of the electorate.

The Board selects the President, sets salaries of the President and administrative personnel, considers and acts upon college policies, requires and evaluates reports on the educational and financial status of the College, and provides, by the exercise of its legal powers, the funds necessary to finance the operation of the College (See EV 7.A.1.1). The Board publicly reviews and approves the annual budget once it has been developed by the College through a collaborative process. As a local government, CGCC has the authority to levy property taxes and its budgetary process is subject to the provision of ORS Chapter 294. The ORS requires the College to prepare and publish the budget, present the budget to a budget committee for review and approval, make the budget document available to the public, and hold a public hearing to encourage citizen involvement.

The Board establishes the adopted budget as the financial plan of the College and authorizes the President and staff to make expenditures and commitments in accordance with the policies of the Board and the approved budget (See EV 7.A.1.2-3). The Board policy requires the President to make the Board aware of any substantial changes in the expected revenues or unforeseen expenditures so the Board may adjust the budget, if necessary.

7.A.2 Budget Planning

Planning at CGCC includes a minimum three-year projection of major income categories, specific plans for major expenditure categories, and plans for capital revenue and expenditures. The current capital construction and improvement projects reflect the College's goal to provide appropriate institutional facilities which support the achievement of the institution's mission and goals. In 2005-06, the College developed an Academic Master Plan to guide instructional budget, staffing, and curricula decisions in addition to capital construction in terms of facilities, technology, grounds, and site location (See EV 7.A.2.1). Planning efforts are underway to update the Academic Master Plan in late winter and spring terms 2009.

The College's financial planning and budgeting processes are tied to the College's strategic planning model which incorporates annual budget development and deployment within the one year operational planning cycle that is linked to the three to five year strategic planning cycle (See EV 7.A.2.2).

The proposed annual budget is prepared by college administration with input from departmental directors, coordinators, faculty and support staff. The process includes a review of the College's mission, vision, and goals so that resources can be allocated to address program needs. Budget development takes into account the activities prioritized and identified through the planning cycle to implement institutional goals. Budget calendars, as approved by the Board, provide budget preparation timelines and official publication windows and procedural steps to ensure compliance with Oregon Local Budget Law (See EV 7.A.2.3-4). Cost center and special fund budgets are prepared by managers who administer the budget. Budget planning meetings are held by the President and Chief Financial Officer with administrators to prioritize and finalize the proposed budget for review by the Budget Committee. The Chief Financial Officer is responsible for forecasting the general fund resource budget based on the projected revenue. The budget includes contingency funds for unplanned expenditures, activities in the early planning stages and contingency for uncertainties in revenue. Budget estimates are prepared by fund for beginning fund balances, revenue, expenditures and inter-fund transfers and by cost center within the General Fund using program activity projections, historical data, proposed activity for contracts and grants, capital projects plans and required expenditures for debt service.

7.A.3 Budget Publication

CGCC is organized as a local government and its budget publications and processes are subject to Oregon budget law (ORS Chapter 294). The law establishes standard procedures for preparing, presenting, and administering the budget, and provides for citizen involvement in preparing the budget and public exposure of the budget before its formal adoption (See EV 7.A.3.1). To give the public ample opportunity to participate in the budgeting process, Local Budget Law requires that a budget officer be appointed by the Board and a budget committee be formed. The budget officer draws together necessary information and prepares the proposed budget. The Budget Committee then reviews and may revise the proposed budget before it is formally approved. Notices are published, budgets are made available for review, and public meetings are held. These requirements encourage public participation in budget-making before

the governing body adopts the budget. The budget must include a message describing the document, the proposed financial policies, the important features of the budget in connection with the financial policies, the reason for changes from the previous year and the major changes in financial policy. The law mandates publishing and holding a public hearing on the budget. All these processes must be completed and the Board must approve a resolution adopting the budget by June 30, the day before the start of the new fiscal year to which the budget applies. The College is required by Oregon Local Budget Law to present and adopt a balanced budget each year. Without a budget for the new fiscal year in place, the local government’s authority to spend money or incur obligations expires on June 30. The following Budget Process flowchart (Figure 7.1) shows the required steps to meet Local Budget Law.

Budget Process

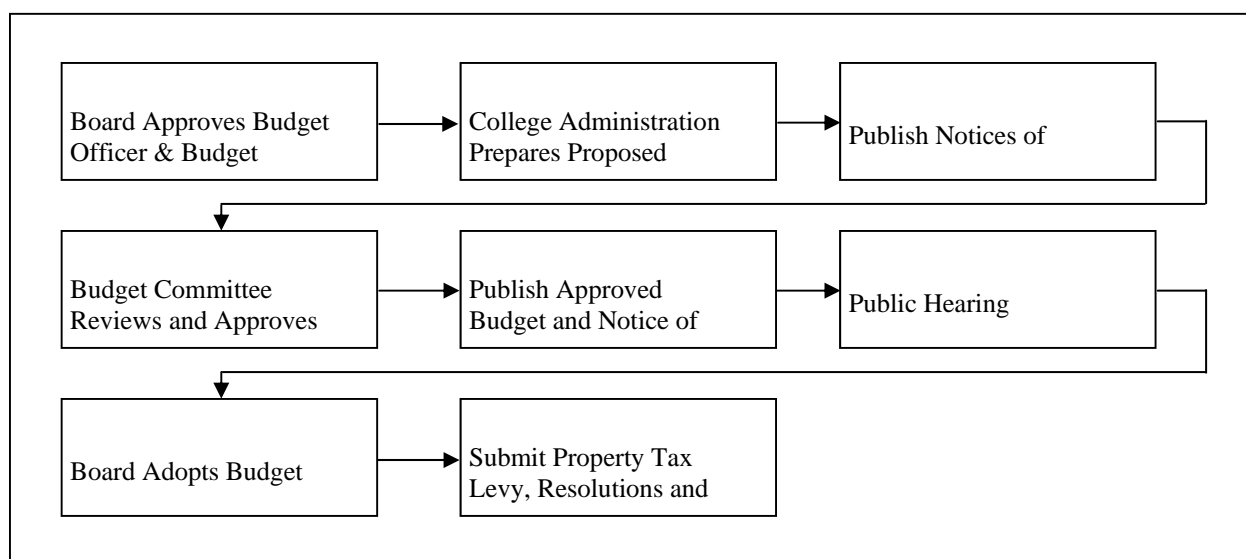


Figure 7.1

Once a balanced budget is prepared, the proposed budget is presented to the Budget Committee for review. The Budget Committee is comprised of seven elected Board of Education members and seven appointed members from the College District (EV 7.A.3.2). The Budget Committee analyzes the budget as proposed by the college administration, makes recommendations, receives public comment and approves the proposed budget and tax rate or amounts to be levied. The College publishes the budget and provides public notice of budget hearings via local newspapers. The published budget document includes the message from the President, the CGCC Mission Statement and budgets for the General Fund, Special Funds, Capital Projects Funds, Debt Service Funds, Enterprise Fund, Reserve Fund and Fiduciary Funds. A complete copy of the proposed budget and adopted budget is made available on the College’s website and at the College Library. Following approval of the proposed budget, the Board of Education holds a public hearing, receives public testimony, makes any adjustments within their authority and adopts the budget (EV 7.A.3.3). The adopted budget is published and distributed to the Clerks of Hood River and Wasco Counties, Oregon Department of Community College and Workforce Development, college administrators and staff, president of Local 4754 United

Employees of Columbia Gorge Community College AFT-AFL-CIO and other interested parties.

College administrators may propose budget changes subsequent to the adoption of the budget. The Chief Financial Officer prepares monthly budget adjustments which may shift funding between budgets or allocate the use of contingency funds, as proposed by administrators, for review and approval by the Board of Education. Contingency funds remaining at the end of the year as well as any unspent funds increase the budgeted fund balance in the General Fund. The college administration prepares an internal two year budget that matches the State of Oregon biennial budget cycle.

7.A.4 Debt Oversight

All financing proposals require the approval of the Board after review and recommendation of the President and Chief Financial Officer.

The Chief Financial Officer ensures compliance with the requirements of the ORS governing public borrowing and issuance of bonds. The following functions are the responsibility of the Chief Financial Officer:

- Issuance of bonds and other indebtedness;
- Maintaining debt service funds to account for general obligation bonds and ensure adequate reserves for all obligations;
- Acting in the best interest of the College to market its debt and secure unbiased and appropriate professional advice;
- Periodically monitoring and refunding existing debt when feasible, within guidelines set by the State; and,
- Accounting for the debt and related transactions in accordance with local budget law, generally accepted accounting principles and other applicable accounting standards setting bodies.

CGCC's Debt Policy objectives include ensuring compliance with the ORS governing public borrowing and issuance of bonds, providing sufficient funds to meet current and future debt service requirements on all indebtedness and ensuring full compliance with the terms and conditions outlined in bond resolutions approved by the Board (See EV 7.A.4.1).

The College's bonded debt obligations are issued in accordance with the guidelines and limitations set forth in ORS Chapters 287 and 288 and in Oregon Administrative Rules (OAR) Chapter 170. The College maintains Debt Service Funds to account for property tax revenues and other financing sources to pay for the maturing principal and interest of its obligations.

The College uses general obligation bonds fully-financed by the taxing authority of the district

to fund the majority of its capital projects. The Oregon Constitution requires the College to secure voter approval to issue long-term general obligation bonds that finance capital construction and improvements if the bonds are to be paid from a property tax levy. College District voters of Wasco County approved a measure in 1993 to issue \$7,872,156 in general obligation bonds to purchase land and finance improvements to become the first permanent campus site in The Dalles, Oregon. On November 6, 2001, voters in Wasco and Hood River Counties approved the annexation of most of Hood River County to join the College District effective July 1, 2002. On November 2, 2004, College District voters approved a measure to issue \$18,500,000 of general obligation bonds to finance the costs of capital construction and improvements for health science and training facilities, renovate existing facilities, demolish unusable buildings, purchase land in Hood River for the development of a campus and pay the costs of issuance of the bonds. The 2005 Oregon Legislature appropriated State bonding authority of \$7,500,000 for CGCC and the State issued bonds in the spring of 2007 for capital construction and improvements.

The College is limited in the amount of bonded debt it may incur by ORS 341.675 to 1.5% of the real market value (RMV) of the taxable property that resides within the College District. The College’s outstanding bonded debt of \$21,177,039 on June 30, 2008 is well below the statutory allowance of \$89,613,770. The College’s outstanding general obligation bond debt is 23.6% of the legal debt limit as shown in Figure 7.2.

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 % of RMV	\$89,613,770
Outstanding General Obligation Debt	\$21,177,039
Percent of Debt Capacity Used	23.6%

Figure 7.2

The College can access separate funding sources for capital investments than for college operations; therefore, capital projects do not negatively impact resources for educational purposes. In an effort to conserve resources, the College monitors changes in interest rates and, when conditions are favorable, refunds the existing debt in accordance with established guidelines. Bond levy rates for the past five years are shown in Figure 7.3.

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

Figure 7.3

The most recent audit report shows the debt service schedules for outstanding debt (See EV 7.A.4.2):

- The Schedule of Future Wasco County General Obligation (G.O.) Bond Requirements is the debt service schedule for the 1998 G.O. Refunding Bonds through the final debt service payment on June 1, 2013. The 1998 G.O. Refunding Bonds debt service is supported through a local property tax levy approved by Wasco County voters in 1993;
- The Schedule of Future 2005 G.O. Bond Requirements is the debt service schedule for the 2005 G.O. Bonds through the final debt service payment on June 15, 2025. The 2005 G.O. Bonds debt service is supported through a local property tax levy approved by Wasco and Hood River voters in 2004;
- The Schedule of Future Pension Bond Requirements is the debt service schedule for the 2003 Pension Bonds to be repaid through a PERS rate credit through the final debt service payment on June 30, 2028; and,
- The Schedule of Future Loan Payments is the debt service schedule for the Oregon Department of Energy Small Scale Energy Loan to be repaid through utility cost savings through the final payment in 2009-2010.

7.A Evidence

EV 7.A.1.1	Board Policy Manual, Code: BBA
EV 7.A.1.2	Board Policy Manual, Code: DBJ
EV 7.A.1.3	2008-09 Adopted Budget
EV 7.A.2.1	2005-08 Academic Master Plan
EV 7.A.2.2	CGCC Strategic Planning Model
EV 7.A.2.3	2008-09 Budget Preparation Calendar
EV 7.A.2.4	2008-09 Budget Calendar
EV 7.A.3.1	Oregon Department of Revenue Local Budgeting Manual
EV 7.A.3.2	2008-09 Budget Committee
EV 7.A.3.3	Board of Education agenda and minutes
EV 7.A.4.1	Board Debt Policy
EV 7.A.4.2	Report on Audit of Financial Statements and Supplementary Information for the Year ended June 30, 2008

7.A Strengths

1. The College operates with appropriate financial authority granted by the College Board and in compliance with Oregon Revised Statutes and Oregon Administrative Rules.
2. The College's budget process complies with Oregon Local Budget Law.
3. The College's debt is supported by separate funding streams that do not impact resources for educational purposes and is well within legal limits.

7.A CGCC 2008 Self-Recommendations and Responses

1. The College should continue its work in linking financial planning and budgeting processes to the strategic planning process that integrates planning, budgeting and assessment for all programs.

Since the 2008 Self-study, College administration reviewed its strategic goals in a planning retreat held in August 2008 and began plans to link them to the next budget cycle.

7.B Adequacy of Financial Resources

CGCC has a history of financial stability. The College seeks funding opportunities to support its mission and goals in addition to advocating for its share of State resources. Debt is used carefully to further the College’s facilities goals and is supported by specific funding sources. Fund balances are more than adequate for operating capital. Auxiliary operations such as the College bookstore, building leases and food service contract provide a supplemental funding stream to the General Fund.

7.B.1 Sources and Commitment of Funds

The College’s primary sources of district revenues are state support, property taxes, tuition and fees and investment income. The following chart (Figure 7.4) shows the fiscal year 2008 operating and non-operating sources of revenue as a percent of the \$19,810,653 total of entity-wide revenues.

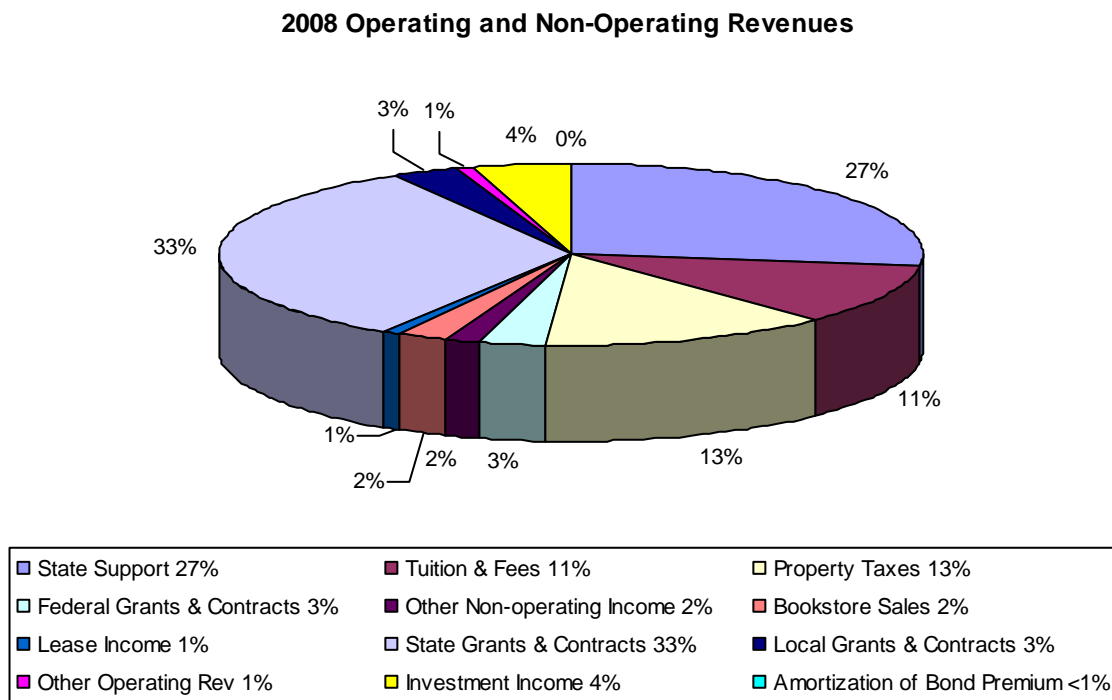


Figure 7.4

Biennially, the state legislature appropriates the funding for all of Oregon's 17 community colleges through the Department of Community Colleges and Workforce Development. The funding flows to individual colleges based on a state-wide funding formula per Oregon Administrative Rule 589-002-0100 approved by the State Board of Education. Beginning in fiscal year 2002-03, the Oregon legislature approved a bill to delay the last quarterly payment of each biennium to July of the first year of the subsequent biennium to adjust for reduced state revenue that occurred in the 2001-03 biennium. This state revenue payment delay has continued and results in the College receiving five payments in the first year of the biennium and three payments in the second year of the biennium. The College plans accordingly and budgets to receive the funds in the years appropriated by the state. The funding formula mechanics are based primarily on reimbursable full-time equivalent enrollment (FTE), size factors to provide base funding for each community college, and local property taxes. For fiscal years 2005-06 and beyond, 100% of property taxes for operating funds are included in the state-wide community college funding formula. Prior to 2005-06, only 50% of property taxes were included in the formula.

The College receives local property taxes from property owners within the district boundaries of Hood River and Wasco Counties. Measures 5, 47 & 50, approved by Oregon voters, placed limits on property taxes and converted operating tax levies to permanent rates. A permanent rate of 0.2703 per thousand was established for operating funds and took effect in fiscal year 1997-98. By State statute, taxable assessed values cannot increase more than 3% over the previous year except for new construction within the district. Tax levies for general obligation bonds are not limited and must be approved by the voters. On November 6, 2001, voters in Hood River and Wasco Counties approved the annexation of a portion of Hood River County to join the Columbia Gorge Community College District which extended the College's permanent property tax rate beginning July 1, 2002. The College District nearly doubled, both in size and taxable assessed value, which improved fiscal stability through increased resources for operations and debt service. Since fiscal year 2002-03, the General Fund budget has included resources and requirements of expanded services in Hood River County.

The third largest source of college revenue is tuition and fees. Community colleges prescribe and collect tuition as authorized in ORS 341.290(7). There are no statutory or Oregon Administrative Rule limitations on tuition charged by community colleges. Tuition rates are set by the CGCC Board of Education (See EV 7.B.1.1-2). Instructional fees are determined administratively (See EV 7.B.1.3). The following chart (Figure 7.5) shows five years of tuition rates per credit beginning with 2004-05. The College's credit tuition rate has increased by an average of 2.5 % per year since 2004-05 and is equal to the state-wide average in 2008-09. In the two year period 2007-09, the College maintained the same tuition rate based on the estimated level of State support for community colleges and the concern that students could not keep up with the additional tuition expenses. (See Figure 7.5)

Federal, State and local grants and contracts provide funding to support a variety of educational programs and special projects. The College receives Carl D. Perkins federal funding to help support its Career and Technical Education programs. Federal grants from the Department of Education and Department of Labor provide funding for pre-college/developmental education programs and Career and Technical Education programs. Services to the community by the

Tuition Rates per Credit

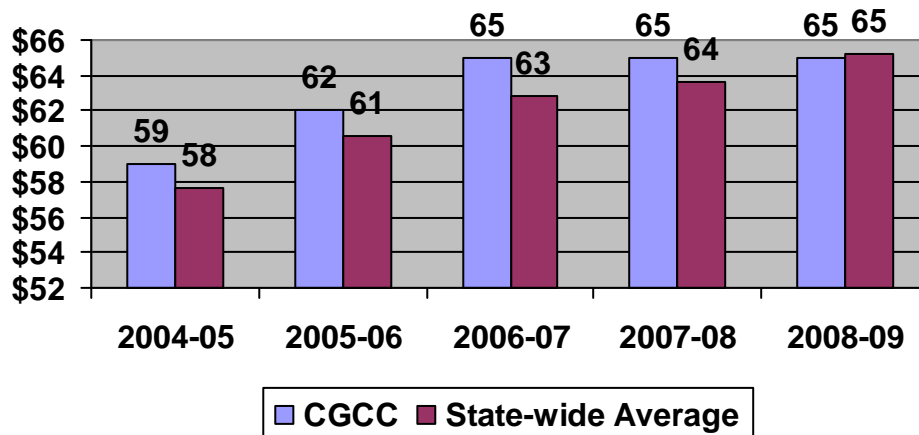


Figure 7.5

Small Business Development Center are supported by Federal and State grants in addition to General Fund support. A mix of State and local contracts support child care resource and referral services to the district. Career Pathways work is also supported by Incentive grants funded by the Department of Labor and the Oregon Department of Community Colleges and Workforce Development. The State contracts with the College to provide staff and services in support of the state-wide Career Pathways initiative. The Workforce Investment Board contracted with the College to provide staff support services through 2007-08. Wasco County contracted with the College to provide economic development services through 2007-08.

In fiscal year 2008, college revenues of \$19,810,653 supported district expenses of \$11,459,551 as shown on the following chart (Figure 7.6). The percentages of operating and non-operating expenses reflect the priorities in support of the College’s mission and goals as discussed in Standard 1.A.

2008 Operating & Non-Operating Expenses

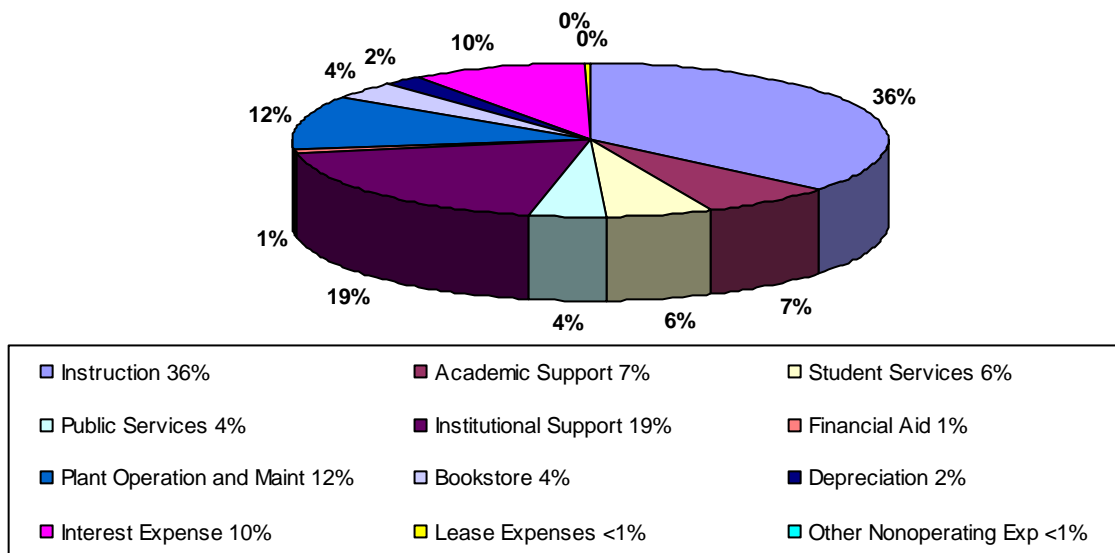


Figure 7.6

7.B.2 Debt Service and Repayment

As mentioned in 7.A.4, the College has a policy that addresses the issuance and management of debt that ensures compliance with the ORS governing public borrowing and issuance of bonds, provides sufficient funds to meet current and future debt service requirements on all indebtedness and ensures full compliance with the terms and conditions outlined in bond resolutions approved by the Board. The College's bonded debt obligations are issued in accordance with the guidelines and limitations set forth in ORS Chapters 287 and 288 and in OAR Chapter 170. The College maintains Debt Service Funds to account for property tax revenues and other financing sources to pay for the maturing principal and interest of its obligations.

Debt service payments are included as part of the budget process. CGCC has sufficient funds and resources to meet the demands of its debt service schedule. The most recent audit report shows the debt service schedules for outstanding debt (See EV 7.B.2.1-2).

The debt repayment for the Small Scale Energy Loan is budgeted in the debt service cost center of the General Fund and is funded by utility cost savings. This loan will be retired in 2009-10.

Three debt service funds have been established to account for the accumulation of resources to pay the principal and interest of college obligations as follows:

- Wasco County G.O. Bond Debt Service Fund: General Obligation Bonds, Series 1993 approved by district voters of Wasco County and refunding General Obligation Bonds, Series 1998 and funded by a property tax levy on district property in Wasco County;
- District G. O. Bond Debt Service Fund: General Obligation Bonds, Series 2005 approved by district voters of Hood River and Wasco Counties and funded by a property tax levy on district property; and,
- Pension Bond Debt Service Fund: Pension Obligation Bonds, Series 2003 funded by a credit to the College's Oregon Public Employees Retirement System employer rate beginning May 1, 2003.

The notes to basic financial statements include changes in general long term debt summarizing the long term debt transactions of the College for the year ended June 30, 2008. On June 30, 2008, 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.

7.B.3 Financial Stability

CGCC adheres to generally accepted accounting procedures and legal budgetary requirements. The College maintains financial stability and has never accumulated a deficit. An analysis of General Fund ending balances shows that they are influenced by several factors.

In 2002-03, the decision by the Oregon legislature to delay the last quarterly Community College Support Fund payment of the second year of each biennium and pay from the following biennium’s appropriation has significantly altered the cash flow of State revenue payments. This State payment delay has continued and results in the College receiving five payments one year and three payments the following year. The change in the state payments requires the College to plan for a larger General Fund ending balance every other year.

The College budget provides contingency funds for uncertainties in the level of State funding and unanticipated operational and program expenditures. The College targets a 5% contingency budget. Any unspent contingency funds are retained and become available resources in the following year’s budget.

The growth in General Fund ending balances also results from expenditure budget savings and positive revenue variances. Through careful management of their budgets, administrators, cost center managers and special fund managers may provide expenditure budget savings that can be either reallocated during the year or used to increase available resources for the following year. Positive General Fund revenue budget variances increase the ending fund balance. Over time, positive budget variances have increased the ending balances to a level more than sufficient to provide the College with working capital to meet its cash flow requirements without the need for short-term borrowing. It is anticipated that the current level of General Fund ending balances will decline as the College uses resources to leverage future enrollment growth, to provide seed money for new programs, to support expanded College facilities on The Dalles Campus and for the new Hood River-Indian Creek Campus and to support College operations and deferred maintenance. The following chart (Figure 7.7) shows the history of General Fund ending fund balances for the past ten years.

General Fund Ending Balances

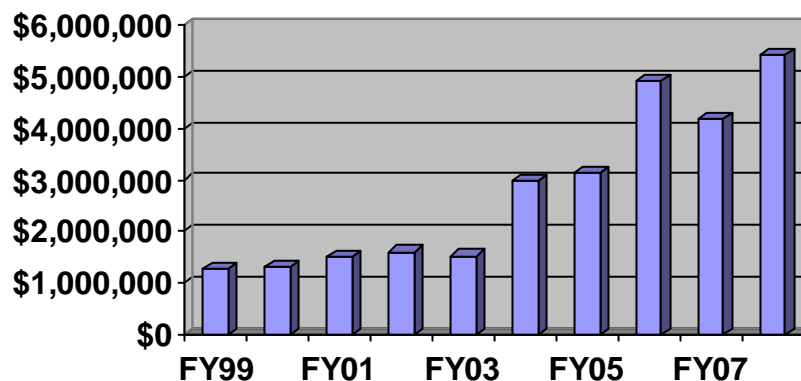


Figure 7.7

7.B.4 Inter-fund Activity

Transactions requiring transfers among funds and inter-fund borrowings are subject to the provision of Chapter 294 sections 294.450 and 294.460 of the Oregon Local Budget Law. The

law requires that transfers and inter-fund borrowings be authorized by official resolution of the Board (See EV 7.B.4.1).

Transfers to the General Fund from special funds represent an offset to costs incurred for support services and facilities. Transfers from the General Fund are for specific purposes required by contract or management decision. Transfers are authorized through the budget process.

Inter-fund borrowing is permitted under Oregon Local Budget Law provided the loan is authorized by official resolution of the Board. The only restriction is that loans cannot be made from funds created for the purpose of retiring indebtedness.

The following table shows inter-fund transfers for fiscal year 2007-08.

Inter-fund Transfers	2007-2008
<u>Transfers from the General Fund</u>	
To Child Care Resource and Referral Program for operational subsidy	\$9,711.59
To Lecture Series Fund for subsidy of public events	1,500.00
Total Transfers from the General Fund	<u>\$11,211.59</u>
 <u>Transfers to the General Fund</u>	
From the Health Occupations Customized Training Fund	\$3,694.87
From the Customized Training Fund	7,229.00
From the Fundamentals of Care-giving Fund	10,225.00
From the Non-reimbursable Community Education Fund	2,837.00
From the Elderhostel Fund	2,000.00
From the Regional Workforce Investment Board Fund	3,301.00
From the Wasco County Inter-governmental Agreement Fund	27,839.00
From the Building Lease Fund for net operational income	87,221.00
Total Transfers to the General Fund	<u>\$144,346.87</u>
Net Transfers to the General Fund	<u>\$133,135.28</u>

7.B.5 Financial Solvency

Factors that contribute to the financial solvency of CGCC include a growing property tax base to support operations and capital projects, the relative size of the unappropriated ending fund balance of the General Fund as compared to expenses, and several funding streams to support operations, program development and capital investment. The College's relative size allows it the flexibility to quickly adapt to changing community needs and State and Federal requirements.

Property taxes accounted for 13% of revenues in 2008. Increasing district property values contribute to higher property tax revenues for operations and provide an increasing tax base to support the tax levy for general obligation bonds as shown in the following chart of district property values for the most recent five years (Figure 7.8).

CGCC District Property Values

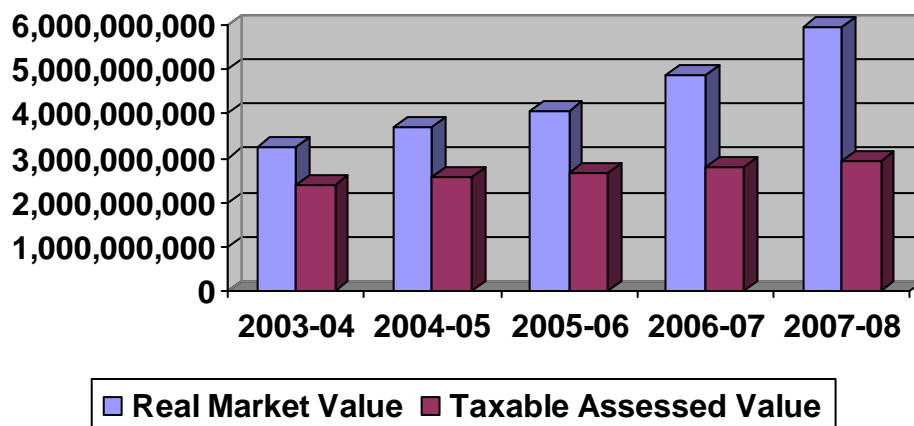


Figure 7.8

The College’s planning and budgeting process helps to ensure that resources are allocated in an effective and efficient manner to support programs and services to meet its strategic planning goals and objectives. Solvency is promoted through contributions, grants and contracts that support new and existing programs and services. The College participates in efforts to increase the level of state funding for community colleges which will benefit students and the district.

7.B.6 Financial Aid

All funds for Federal and state financial aid for students of CGCC are administered by Portland Community College. Sources of Federal financial aid include grants, loans and work study. State sources include grants and scholarships. CGCC provides funding for local scholarships, awards, special tuition grants and senior tuition discounts through the General Fund. The CGCC Foundation provides scholarships from contributions and fund-raising activities.

The College provides evidence of planning for future financial aid requirements through the budgeting process. The College plans for scholarships, the College’s share of Federal work study and other aid through the budget process, while considering enrollment trends, economic factors and information regarding funding levels of Federal and State financial aid programs. A review of scholarships and other aid funded by the General Fund and by the CGCC Foundation, as shown in the following table, demonstrates that local scholarships and other aid ranges from 8.2 to 9.6% of tuition in the past five years, showing the College’s commitment to supplement Federal and state financial aid (Figure 7.9).

	Local Scholarships and Other Aid				
	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Scholarships and other aid supported by General Fund	\$71,128	\$70,685	\$72,338	\$77,286	\$76,230
Scholarships from CGCC Foundation	42,864	54,542	49,572	44,623	68,271
Total Local Scholarships	\$113,992	\$125,227	\$121,910	\$121,909	\$144,501
General Fund Tuition	\$1,237,320	\$1,309,519	\$1,538,324	\$1,484,743	\$1,720,224
Scholarships Percent	9.2%	9.6%	7.9%	8.2%	8.4%

Figure 7.9

7.B.7 Financial Reserves

The College recognizes the importance of maintaining adequate financial reserves to meet fluctuations in operating revenue, expenses and debt service. The unappropriated ending fund balances for the General Fund and other funds are set during the budget process, approved by the Budget Committee and adopted by Board of Education.

In determining an adequate level of the unappropriated ending fund balance for the General Fund, consideration is given to the amount necessary to provide operating cash flows for the College. The timing of cash receipts from State appropriations, contracts, grants, property taxes, tuition and fees and other revenue all drive the level of unappropriated ending fund balances. As noted in 7.B.3, the College is planning to reduce the level of unappropriated ending fund balance for the General Fund in future years to a more reasonable level.

In the 2005-07 biennium, the College transferred \$407,990 from the General Fund to the Reserve Fund for Facilities and Grounds Maintenance to address facilities and grounds maintenance needs. In 2009, the Reserve Fund will provide \$400,000 in local match to the State Deferred Maintenance project totaling \$1,595,000 authorized by the 2009 Oregon Legislature to fund \$1,995,000 in improvements.

The analysis of the Statement of Cash Flows in the Management’s Discussion and Analysis in the annual Report on Audit of Financial Statements and Supplementary Information provides more information on the cash provided by and used in operating activities, non-capital financing activities, capital financing activities and investing activities (See EV 7.B.2.1).

7.B.8 Auxiliary Operations

The College does not depend on its auxiliary enterprises to support the general fund operations of the College. Auxiliary enterprises operate in separate funds and are generally self-supporting and may transfer excess revenues to the General Fund. The Bookstore Enterprise Fund accounts for financial activities of the college bookstore. Although the Bookstore Fund provided transfers to the General Fund in the 2003-05 biennium, as shown in the table below,

all current accumulated excess revenues are retained for working capital in anticipation of expenditures for the planned expansion of the retail store operation in 2009 (Figure 7.10).

The College accounts for three other non-operating funds. The Residential Lease Fund closed in 2006-07 after the campus residences were removed to make way for the campus capital improvement projects. The Building Lease Fund accounts for State and local agency leases of College facilities and provides transfers to the General Fund. The Food Service Fund accounts for the revenues and expenditures of the campus food service contract.

Auxiliary Operation Transfers to the General Fund

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Enterprise Fund:					
Bookstore	\$53,523	\$31,500	\$0	\$0	\$0
Non-Operating Funds:					
Residential Lease	12,881	5,481	25,000	2,465	0
Building Lease	101,213	101,454	99,523	131,876	87,221
Food Service Contract	13,250	2,000	2,000	0	0
Total Transfers	<u>\$180,867</u>	<u>\$140,435</u>	<u>\$126,523</u>	<u>\$134,341</u>	<u>\$87,221</u>
General Fund Revenues	\$6,378,825	\$5,374,884	\$7,403,438	\$6,013,019	\$9,094,877
Transfer Percent	2.8%	2.6%	1.7%	2.2%	0.96%

Figure 7.10

7.B Evidence

- EV 7.B.1.1 Board Policy Manual: Code DMA
- EV 7.B.1.2 Board Policy Manual: Code DMB
- EV 7.B.1.3 Board Policy Manual: Code DMC
- EV 7.B.2.1 Report on Audit of Financial Statements and Supplementary Information for the Year ended June 30, 2008
- EV 7.B.2.2 Debt Service Schedules
- EV 7.B.4.1 Board of Education agenda and minutes

7.B Strengths

1. The College has limited the use of debt to capital projects and improvements or to reduce the cost of its pension obligations.
2. The College has maintained relatively large fund balances which will be used to leverage growth and balance any fluctuations in General Fund Revenue.
3. The College has established a reserve fund to address long-term facilities and grounds maintenance needs.
4. The College does not rely on auxiliary enterprises to support the general fund operations of the College.

7.B CGCC 2008 Self-Recommendations and Responses

1. Continue to plan for greater budget contingencies to account for uncertainties in the level of revenue from the state and the state funding formula.

This 2008 self-study recommendation will be addressed through careful analysis of the College's financial position as annual budgets are prepared.

2. Continue efforts to seek funding from grants and donations to sustain programs and services.

Significant progress has been made since the 2008 self-study as shown below.

- Meyer Memorial Trust awarded a \$397,500 grant to CGCC for permanent classroom technology in 2007.
- CGCC received a \$1.67 million Community-Based Job Training Grant from the US Department of Labor Employment and Training Administration in March 2008 in support of the College's Renewable Energy Technology program.
- The Mt. Hood Economic Alliance awarded a \$15,000 grant in 2008 to Columbia Gorge Community College for a Fundamental Applied Core Technology Needs Assessment.
- The CGCC Foundation received grants and donations to support the 2008 Spring Humanities Lecture Series from the Oregon Council for the Humanities (\$2,000), Hood River Cultural Trust Coalition (\$500), Golden Key Real Estate (\$100), Northern Wasco County PUD (\$100), Griffith Motors (\$100), Pacific NW Federal Credit Union (\$100), and Hood River Chrysler, Jeep, Dodge (\$100). In-kind donations were contributed by Erin Glenn Winery and Shilo Inns. Humanities lectures were held in The Dalles and Hood River during the month of April 2008.
- The CGCC Foundation was a participating grant applicant for the James and Marion Miller Foundation Challenge Grant, a first-time grantor. Miller Foundation offered to match \$50,000 in new scholarship donations to the Foundation for monies raised between April 1, 2008 and March 31, 2009. The Foundation met and exceeded its goal to raise \$50,000 within the allowable time frame. CGCC Foundation will join other Oregon community colleges in applying for a Miller Foundation matching grant proposal for 2009-10.
- The CGCC Foundation received a \$7,895 collaborative grant from The Oregon Community Foundation "John and Betty Gray Scholarship Initiative" for Early Childhood Education scholarships. The grant was renewed for the 2008-09 year. The CGCC Foundation will collaborate with other Oregon community colleges in applying for subsequent Gray ECE grants.

- CGCC Foundation received a \$10,000 gift from an anonymous Google employee in April 2008.
- CGCC applied for grants for smart classroom technology in 2008 from Hood River Lions Club Foundation and Jeld-Wen, however, neither proposal was funded.
- The CGCC Foundation Finance Committee worked on establishing an endowment fund. The endowment fund was publicized by local media in January 2009.
- The Tides Foundation awarded a \$15,500 grant in January 2009 to conduct a survey of the renewable energy industry and to sponsor college outreach to the Oregon Leadership Summit.

7.C Financial Management

Columbia Gorge Community College has developed its financial organization, management, operations and accounting systems to ensure the integrity of college finances, create appropriate financial controls, provide a basis for sound financial decision-making and meet mandatory reporting requirements.

7.C.1 Financial Reporting

The President reports on financial matters during monthly meetings of the CGCC Board of Education (See EV 7.C.1.1). The Chief Financial Officer distributes monthly financial reports that demonstrate financial adequacy and stability of the College. The monthly financial statement summarizes year-to-date financial activity for each fund and cost center including budget variances and prior year's data. The monthly cash disbursements report lists the month's checks paid to vendors. The monthly accounts payable report lists all expenses payable at the end of the month. Special reports have been presented to the Board about state funding levels and revisions to the state funding distribution formula, increasing health insurance premiums, public employee retirement system contribution rates, and the College's share of the unfunded pension liability affecting the General Fund operating budget and Special Funds' operating budgets. Annually, the Board receives the Report on Audit of Financial Statements and Supplementary Information.

The President's annual budget message describes the 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 Chief Financial Officer presents any subsequent budget revisions and contingency requests to the Board for their review and adoption as needed.

Monthly financial reports are also posted to the college website providing accountability to the

district’s constituents. The President provides periodic updates on financial issues affecting CGCC to managers, faculty and staff, community partners, district legislators and Board members through email, personal presentations, the Campus View newsletter and staff meetings.

7.C.2 Financial Functions

Financial functions are centralized and the responsibility of the Chief Financial Officer who reports directly to the President. The Business Office provides all financial services for the College and produces required federal, state, external and internal financial reports. The functions of the Business Office include the preparation and management of the college budget, debt and treasury management, accounts receivable and collection, accounts payable, general ledger accounting and financial statement preparation, risk management, payroll and benefits administration, leave accounting, contracts and grants accounting and reporting, cashiering, and bookstore and internal sales. The Business Office is staffed to perform the services required in an increasingly complex operational environment as shown in the following organizational chart (Figure 7.11).

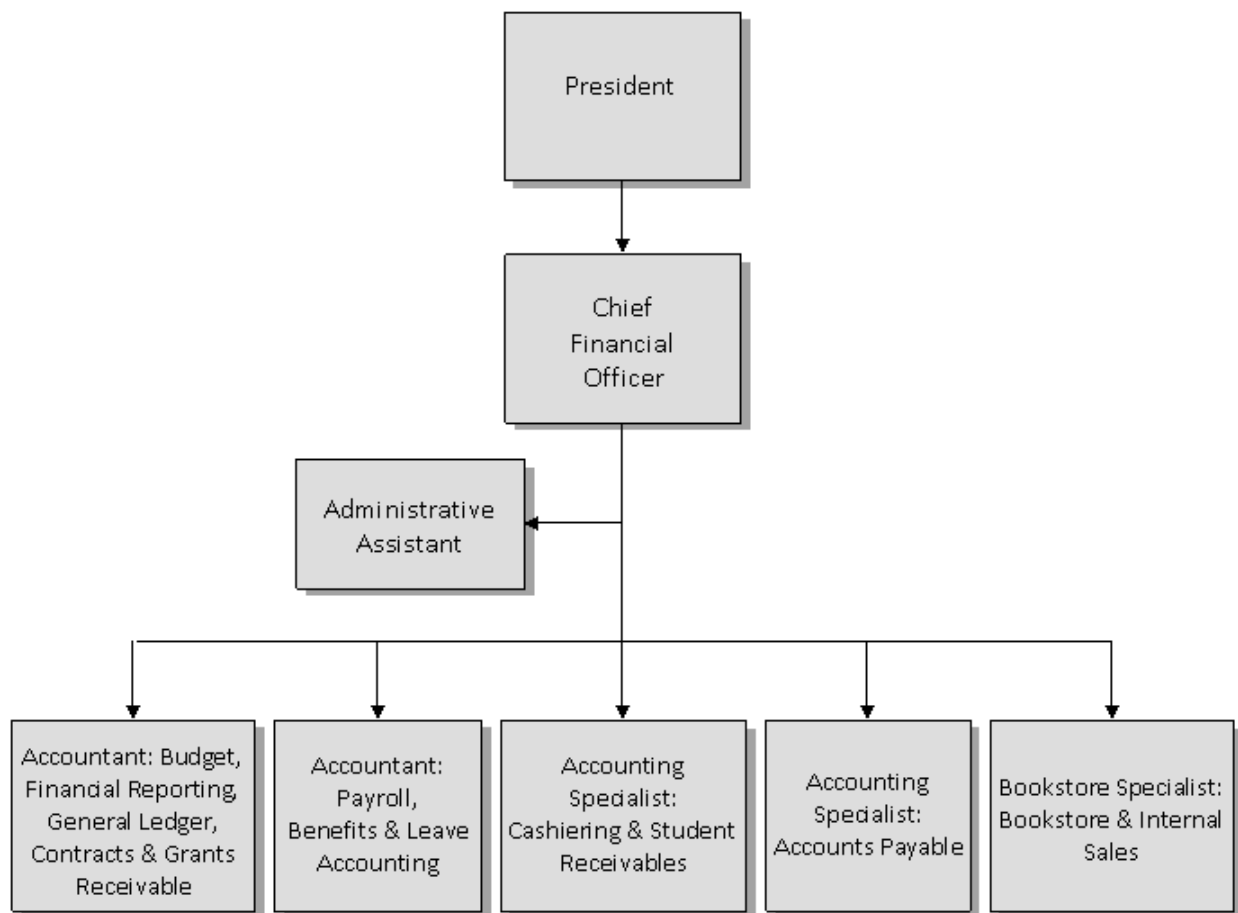


Figure 7.11

The Business Office improved efficiency and effectiveness through upgrading of its financial systems and implementation of an integrated student services, course management and financial management system. The integrated management information system (RogueNet) became operational summer term 2005. Computerized processes to import transactions from the payroll accounting system provide data integrity and internal control. Other computerized processes link the bookstore retail management system to the integrated student accounts receivable module to provide imports of bookstore receivable balances to student receivables. An online student payment system offers convenient payment services to students. Cashiering functions have been enhanced through implementation of the accounts receivable system improving accountability and internal control while expanding physical locations to include Student Services, Library, and the Hood River-Indian Creek campus. An electronic purchase order and authorization system provides real time accounting for outstanding purchase orders, reports encumbrances and enhances accounts payable processing. System users throughout the College can access accounting detail and summaries of accounting transactions providing improved data for cost center and fund managers.

Planning continues to implement positive pay banking services which will enhance accounting services and provide increased fraud prevention.

Programs are available on the College network and through the Internet for authorized users. Ongoing training for college-wide users is important to financial system effectiveness. The primary financial software applications and their user groups are described below:

- General Ledger – Software to account for general ledger and budget transactions. Subsidiary systems include accounts payable, accounts receivable, and payroll accounting. Business Office accountants are authorized users.
- Accounts Payable – Software to manage the accounts payable functions to pay expenditures authorized by purchase order. Business Office accounting specialists are authorized users.
- Accounts Receivable – Software to manage accounts receivables, collections, refunds process and cashier functions. This program integrates with the student management program which records student tuition and fee charges and credits to student accounts. Authorized users include accountants and cashiers. Credit students may access accounts receivable balances and pay online through the College's web services.
- Payroll Accounting – A software program to record payroll transactions that are imported to the general ledger. Business Office accountants are authorized users.
- Reimbursement and Purchasing System – Software system for all approved college-wide users to create and manage purchase orders and travel expenditures. Users have access to detailed and summary general ledger reports through this system.
- Shipping and Receiving – Software system to track shipping and receiving of purchase orders materials. Accounting specialists are authorized users.

- Authorization System – Software to manage electronic approvals of purchase orders and travel expenditures. All administrators, directors and coordinators approving expenditures are authorized users. At least two authorization levels must be established for each fund or General Fund cost center.
- Retail Management System – Independent software in use by bookstore and accounting staff to prepare purchase orders, track purchase order goods received, manage student bookstore accounts receivable, manage bookstore vendors and inventory, manage bookstore and internal sales, returns and cashiering functions. Financial activity is summarized by journal entry for input to the general ledger. An import process transfers student bookstore accounts receivable to the accounts receivable system.

Access to accounting and finance information, payroll and benefits information, and to the bookstore on the college website has improved the availability of information to students, employees, managers, district constituents and bond holders.

7.C.3 Fiscal Control

Financial, budgeting and auditing processes at CGCC are administered under the direction of the Chief Financial Officer. An integrated administrative system, described in 7.C.2, is used throughout the College which allows real-time reporting access to the College's general ledger transactions. The President delegates budget and financial authority to administrators, cost center managers and fund managers who manage day-to-day operations. Purchase orders and travel expenditures require electronic approvals of at least two authorizers. Reporting tools are available to managers and support staff to track financial activity and manage budgets. Financial functions are managed and coordinated centrally to ensure internal controls are effective. The chart of accounts is controlled centrally to ensure it meets generally accepted accounting practices and Federal and State reporting requirements.

The College establishes funds as defined by Oregon Administrative Rule 150-294.352 (1)-(A) to segregate financial transactions for specific activities and objectives. Funds are grouped according to purpose or source of funds per Oregon Budget Law. Fund types in use by the College are General Fund, Special Revenue Funds, Capital Projects Funds, Debt Service Funds, Enterprise Funds, Reserve Funds and Fiduciary Funds.

The General Fund has an extensive cost center structure within the appropriation categories of Instruction, Academic Support, Student Services, Institutional Support, Financial Aid, Plant Operation and Maintenance, Contingency, Debt Service and Transfers to Special Funds as detailed in the chart of accounts (See EV 7.C.3.1). The General Fund cost centers have been established for improved management use and consistency with Federal and State reporting.

Special revenue funds are organized according to function. All instructional cost centers and special revenue funds are grouped by student full-time equivalency (FTE) categories as reported to the state: Lower Division Collegiate, Career and Technical Education, Pre-College Programs (Developmental Education), Other Reimbursable (Self-Improvement) and Non-reimbursable Instruction.

7.C.4 Cash Management & Investment

ORS 294 governs the College's investments and authorizes investment in U.S. Treasury issues, securities of U.S. Government agencies and U.S. Government sponsored enterprises, Oregon Local Government Investment Pool, repurchase agreements, bankers' acceptance, corporate indebtedness, municipal debt obligations and certificates of deposits.

The President is the custodial officer of funds within the meaning of ORS 294.035 and is authorized to make ongoing investments of available funds without the requirement for further Board of Education approval or directives per current Board policy (See EV 7.C.4.1). The College uses cash and cash equivalents to maintain liquidity for its daily operations. The Chief Financial Officer manages treasury and cash management functions for the College.

7.C.5 Accounting Systems

The College's accounting system is managed and designed on the budgetary basis so the College meets legal requirements. The College's Annual Report on Audit of Financial Statements and Supplementary Information and other reports, as required, are prepared in accordance with generally accepted accounting principles (GAAP) (See EV 7.C.5.1). The College's standardized accounting system is uniform.

For financial reporting purposes, the College uses the accrual basis of accounting as required by Statement No. 35 of the Governmental Accounting Standards Board, "Basic Financial Statements – and Management's Discussion and Analysis – for Public Colleges and Universities- an amendment of GASB Statement No. 34." Supplementary documentation of year-end accruals for 2007-08 is provided for review (See EV 7.C.5.2).

7.C.6 Audit Firm Selection

Chapter 294.425 of the ORS requires an annual audit of the College's financial affairs. An independent accounting firm, authorized and appointed by the Board, conducts the annual audit of the College's accounting records. The firm of Byers, Neumayer & Bradford, P.C. is working under a three-year contract through fiscal year end June 30, 2009 to perform the annual audits of the accounts and fiscal affairs of the College (See EV 7.C.6.1).

7.C.7 Annual Audit

The College is required to complete the following reports in its annual audit:

- An opinion on the annual financial statements;
- Audit comments and disclosures required by state regulation;
- A report on internal control over financial reporting and on compliance and other matters based on the audit of financial statements performed in accordance with Government Auditing Standards;

- A report on compliance with requirements applicable to each major program and internal control over compliance in accordance with Office of Management and Budget (OMB) Circular A-133;
- The Federal Audit Clearing House Data Collection Form;
- Independent auditor's comments required by minimum standards for audits of Oregon Municipal Corporations;
- A comprehensive management letter presenting conditions regarding internal control, compliance with applicable laws and regulations, adherence to generally accepted accounting principles, and other topics that are not reportable conditions (See EV 7.C.7.1);
- Management's Discussion and Analysis Report (MD&A); and,
- Required supplementary information.

Annual audit reports are presented to the Board of Education at regularly scheduled public meetings and are available for public review in the Business Office and on the College website. <<http://www.cgcc.cc.or.us/BusinessOffice/accounting.cfm#FinancialReporting>>

7.C.8 Annual Reporting for Proprietary Institutions

Not applicable.

7.C.9 Annual Reporting for Public Institutions

Chapter 297.405 of the ORS requires an annual independent audit of the College's financial affairs. State agencies are not required to audit CGCC; however, in compliance with OAR 162-010-0010 through 162-010-0330, an Audit Comments and Disclosures Report is required to be filed by the independent auditor with the Oregon Secretary of State Audits Division.

The CGCC financial statements are audited annually by an independent certified public accountant in accordance with Government Auditing Standards. The College has received unqualified opinions on its annual audits for more than fifteen consecutive years.

7.C.10 Annual Reporting for Financial Aid

All funds for Federal and State financial aid for students of CGCC are administered by PCC, therefore, are not subject to audit by CGCC auditors. Funds used for local scholarships and other financial aid are accounted for in the General Fund Financial Aid cost center and are subject to audit and included in the annual Report on Audit of Financial Statements and Supplementary Information.

7.C.11 Internal Audit Functions

The College does not have a formal internal audit function; however, the College has established an internal control framework that is designed to protect assets from loss, theft or misuse and to produce reliable information for financial reporting. The College's internal controls are designed to provide reasonable assurance that reports and financial statements will be free from material misstatement.

The College's most recent internal control evaluations performed by independent auditors are listed below. All opinions are available in the Report on Audit of Financial Statements and Supplementary Information for Year ended June 30, 2008 (See EV 7.C.5.1).

- Internal Control over Financial Reporting – No material weaknesses;
- Internal Control over Compliance – No reportable weaknesses; and,
- Federal Awards Internal Control over Compliance - No material weaknesses

7.C.12 Auditor Recommendations

The College is responsive to all audit findings and recommendations presented in the auditor's management letter to the Board (See EV 7.C.7.1). Any audit findings, weaknesses and recommendations are discussed with appropriate college personnel and corrective measures are developed and implemented as needed. The Chief Financial Officer is responsible for presenting follow-up actions to the Board.

7.C.13 Report Availability

Annual audit reports of Columbia Gorge Community College are available for public review in the Business Office and the most recent audit reports are available on the college website (See EV 7.C.5.1). <<http://www.cgcc.cc.or.us/BusinessOffice/accounting.cfm#FinancialReporting>>

Two recent reviews of Federal and state grants are available for review by evaluators: The Oregon Small Business Development Center Network Annual Review Summary for calendar year 2006 includes a programmatic and fiscal review reporting the Center as a high performer with only one "partially satisfied" rating (See EV 7.C.13.1). The 2007-09 Incentive Grant Monitoring Report cites no observation, no recommendation and no findings (See EV 7.C.13.2).

The three most recent Integrated Postsecondary Education Data System reports are available for review (See EV 7.C.13.3-5).

7.C Evidence

- EV 7.C.1.1 List of financial and management reports provided to the Board
- EV 7.C.3.1 Chart of Accounts

- EV 7.C.4.1 Board Policy Code: DFA/DG
- EV 7.C.5.1 Report on Audit of Financial Statements and Supplementary Information for the Year ended June 30, 2008
- EV 7.C.5.2 Year-end accruals for 2007-08
- EV 7.C.6.1 Contract between Byers, Neumayer and Bradford, P.C. and CGCC
- EV 7.C.7.1 Auditor's management letter accompanying the Report on Audit of Financial Statements and Supplementary Information for the Year ended June 30, 2008
- EV 7.C.13.1 Oregon Small Business Development Center Network Annual Review Summary for calendar year 2006
- EV 7.C.13.2 2007-09 Incentive Grant Monitoring Report
- EV 7.C.13.3 IPEDS Finance Report 2006-07
- EV 7.C.13.4 IPEDS Finance Report 2007-08
- EV 7.C.13.5 IPEDS Finance Report 2008-09

7.C Strengths

1. The College's integrated administrative system provides real-time financial reporting access to managers and support staff.
2. For financial reporting purposes, the College uses the accrual method of accounting meeting Governmental Accounting Standards Board requirements.
3. The College meets annual audit requirements and has received unqualified opinions on its annual audits.
4. The College is responsive to any audit findings and recommendations presented in the auditor's management letter to the Board.
5. Annual audit reports are easily accessible for public review through the college website and from the Business Office.

7.C CGCC 2008 Self-Recommendations and Responses

1. Continue work to document financial operating system procedures and requirements, and provide additional training opportunities for financial system users.

Plans to address this 2008 self-study recommendation include:

- Outline financial operating system procedures. (Summer 2009)
 - Identify undocumented financial operating system procedures. (Summer 2009)
 - Complete documentation of financial operating system procedures. (Fall 2009)
 - Provide training opportunities for financial system users. (Semi-annually)
2. Provide professional development and continuing education for accounting professional and support staff.

Plans to address this 2008 self-study recommendation include:

- Prepare recommendations for professional development and continuing education by position for accounting professional and support staff. (Summer 2009)
- Report on professional development and continuing education by position for accounting professional and support staff. (Summer 2009)

7.D Fundraising and Development

Fundraising and development are an important part of the College's ongoing economic and operational health. As CGCC faces uncertainties in state funding, the College has been proactive in seeking outside resources as a means of supporting its programs and initiatives.

The College has had success in receiving Federal grants to support its Nursing Program; Federal, state and industry support for its new Renewable Energy Technology Program; and private foundation support for smart classroom technology (See EV 7.D.1). Support for the Nursing Program includes monetary and in-kind faculty from the region's healthcare partners. RET industry partners have given equipment donations, guest lectures, curriculum development support, student internships and scholarships, cash donations and pledges.

Requests for corporate financial support for renewable energy technology training program and for CGCC Foundation Scholarship Funds have resulted in the following notable donations.

- Portland General Electric contributed \$100,000 in January 2008 to support the CGCC Renewable Energy Technology Program.
- PPM Energy contributed \$50,000 in November 2007 to support the CGCC Renewable Energy Technology Program.
- Vestas made a direct contribution of \$75,000 to CGCC for the Renewable Energy Technology Program.
- Iberdrola Renewables has committed \$100,000 to the Renewable Energy Technology program over the next two years.
- Scholarship donations for RET students from corporations in 2008: Vestas (\$24,000); Suzlon Wind Energy (\$12,000); Iberdrola Renewables (\$4,000) and Wells Fargo (\$5,000). Three additional corporations contributed to the RET Scholarship Fund in memory of John DeMoss, Jr.—Portland General Electric (\$5,000), Rosendin Electric (\$5,000), and D. H. Blattner & Sons (\$2,500). Total corporate donations: \$57,500.

Requests for new and renewed financial and in-kind support for the nursing program from regional healthcare partners have continued.

- Healthcare Summit was held October 27, 2008 (See EV 7.D.2).
- Follow-up meetings with regional healthcare partners (fall 2008/winter 2009): As of February 1, 2009, the Chief Institutional Advancement Officer has met with administrators at Mid-Columbia Medical Center, Providence-Hood River Memorial Hospital, Klickitat Valley Hospital, Skyline Hospital, Hospice of the Gorge, Evergreen Care Center, Hood River Care Center, Columbia Basin Care Center and Oregon Veterans' Home. Follow-up meetings are continuing through the spring of 2009 with the goal of establishing a sustainable business model for the college nursing program by summer 2009.

Efforts were made since the 2008 self-study to address community fundraising outreach in several ways.

- The Foundation Compass Club was officially launched in September 2008. Prospective volunteers were contacted and meetings were held in Mosier and Hood River, Oregon and Goldendale and White Salmon, Washington.
- Continued to add prospective donor names to CGCC Foundation mailing lists through referrals.
- NW Natural donated catering services for the Hood River – Indian Creek Campus ribbon-cutting ceremony. Approximately 500 guests attended the ceremony.
- College staff and volunteers solicit support each year from the Hood River business community for the CGCC Foundation golf tournaments. In 2008, more than fourteen Hood River businesses and individuals sponsored and/or donated prizes for the Ninth Annual Founder's Cup. (See EV 7.D.3)

Coordinating CGCC's development program with academic and operational planning is an ongoing effort. The CGCC Foundation is a private, non-profit foundation which works closely with the College and its Resource Development Department to raise money for a variety of needs. Articles of Incorporation of the Columbia Gorge Community College Foundation were filed May 9, 1979. Efforts have been directed mostly at raising money for student tuition, but recently those efforts have expanded to support the Nursing Program as a whole, the Renewable Energy Technology Program, facility needs, Gorge Literacy, library development, and faculty/staff development awards as part of the Foundation's fundraising activities. Such changes are a part of an ongoing effort at CGCC to more closely align the efforts of all of its component parts with a broader vision of the College's needs.

Since 2005, the College Grant Committee has worked to more closely align resource development with the College's mission, goals, and funding needs. Outside funding has become an even more important component of the College's ongoing economic, academic, and operational sustainability as CGCC addresses identified challenges.

For a detailed history of the Foundation's resources and spending, see the Foundation Annual

Report (See EV 7.D.4-5). The Foundation Scholarship Budget and Summary for 2007-08 are available for review (See EV 7.D.6-7). The Foundation Employee Giving Report for 2007-08 summarizes employee contributions to the Foundation (See EV 7.D.8). The 2007-08 Foundation Annual Campaign letter is a sample of the annual request for contributions from current and prospective donors (See EV 7.D.9).

7.D.1 Fundraising Policies

The College accepts gifts from donors as well as pass-through gifts from the Foundation. All gifts are acknowledged by the Resource Development office.

Foundation fundraising activities conform to federal and state requirements as written in ORS 65 and Section 501c(3) of the Internal Revenue Code of 1954. Resource development staff interacts with donors, potential donors, Foundation Board and the general public in a professional and ethical manner. The Foundation operates according to policies and procedures set forth by its By-Laws and Articles of Incorporation (See EV 7.D.1.1-2).

7.D.2 Endowments

The College has not established endowment or life income funds; however, on May 5, 2008, the CGCC Foundation Board Finance Committee approved a motion to start an endowment fund and anticipated gifts to fund the endowment. By December 31, 2008, the endowment fund balance was \$43,500. The Foundation is the beneficiary of a charitable remainder trust and a designated beneficiary of a second trust. The Foundation adopted a gift acceptance policy and an investment policy in 2005 (See EV 7.D.2.1-2). The Foundation maintains permanent donor records. Minutes of the Foundation Finance Committee for 2007-2008 are available for review (See EV 7.D.2.3-5).

7.D.3 Institutional Relationships

The relationship between the Foundation and the College is well-established. The College provides foundation staffing support. The Chief Institutional Advancement Officer serves as Foundation Director and the Resource Development Coordinator works primarily on foundation-related activities. The Foundation plays an indispensable role in fund-raising and friend-raising on behalf of the College, the students and the communities it serves. The Foundation covers the cost of Directors & Officers Insurance for Foundation Directors. A volunteer Board of Directors governs the Foundation. The College President, Chief Student Services Officer, one Board of Education Director, and a faculty representative serve as ex-officio members of the Board. The Board of Education member is a liaison between the Board of Education and Foundation Board.

7.D Evidence

- EV 7.D.1 Grants Summary
- EV 7.D.2 Healthcare Summit Minutes October 27, 2008
- EV 7.D.3 Foundation Golf Tournament Sponsors

- EV 7.D.4 Annual Report of the Columbia Gorge College Foundation for Year ending June 30, 2008
- EV 7.D.5 Foundation Balance Sheet and Fund Detail as of June 30, 2008
- EV 7.D.6 Foundation Scholarship Budget 2007-08
- EV 7.D.7 Foundation Scholarship Summary 2007-08
- EV 7.D.8 Employee Campaign Report 2007-08
- EV 7.D.9 Foundation Annual Campaign Letter 2007-08
- EV 7.D.1.1 Bylaws of CGCC Foundation
- EV 7.D.1.2 Articles of Incorporation of the Columbia Gorge Foundation
- EV 7.D.2.1 Foundation Gift Acceptance Policy
- EV 7.D.2.2 Foundation Investment Policy
- EV 7.D.2.3 Foundation Finance Committee, Minutes of October 18, 2007
- EV 7.D.2.4 Foundation Finance Committee, Minutes of January 28, 2008
- EV 7.D.2.5 Foundation Finance Committee, Minutes of May 5, 2008

7.D Strengths

1. CGCC leadership has supported the Foundation since its inception in 1979. The Foundation has no employees or compensated board members. Contributions to the Foundation are not used for salaries, office supplies, or operational expenses.
2. The College has been successful in seeking and obtaining public and industry support for specific programs that fulfill the college mission and further the academic master plan.
3. The College is actively seeking external resources that are appropriate to the college mission and for opportunities that enhance facilities and academic programs.
4. The College Foundation Board has adopted a Gift Acceptance Policy and an Investment Policy. The Foundation Board selected an investment advisor in spring 2009.

7.D CGCC 2008 Self-Recommendations and Responses

1. Continue to provide resources to support the Foundation until it becomes self-supporting.

To address this recommendation, administration will prepare the annual budget request for resource development that funds Foundation activities and support staff.

2. Develop institutional policies governing fundraising.

The College will begin work to identify fundraising policy gaps. (Summer 2009)

3. Balance efforts for seeking external support between existing and new programs.

Since the 2008 self-study, the College has addressed this recommendation by ensuring that the Grant Committee reviews opportunities that align with the College mission and academic master plan. In August 2008, the College engaged grant-writing support seeking opportunities for institutional development and program support.

4. Strengthen the Foundation's fundraising efforts in Hood River and the other outlying communities the College serves.

Efforts were made since the 2008 self-study to address community fundraising outreach in several ways as described in the fundraising and development introduction.

5. Improve the levels of corporate support for the College.

Requests for corporate financial support for renewable energy technology training program and for CGCC Foundation Scholarship Funds have resulted in increased donations. Requests for new and renewed financial and in-kind support for the nursing program from regional healthcare partners have continued.

7.D New Challenges

1. The new Internal Revenue Service (IRS) Form 990 requires more financial information and documentation of appropriate governance by the College Foundation. Form 990 will necessitate the College Foundation board to revise or establish new policies to satisfy tax form requirements.

7.D New Recommendation

1. CGCC Foundation Board policies need to be in place to satisfy governance tests of the new IRS Form 990. The Board will review documentation requirements and revise or establish new policies as needed.

Standard 8



Physical Resources



Standard Eight: Physical Resources

Introduction

Overlooking The Dalles, the present Columbia Gorge Community College (CGCC) encompasses sixty-five acres nestled between a residential area to the east and Sorosis Park, owned by the city, to the west. Formerly, this multi-building campus was a state hospital, with the first building constructed in 1929. The southern border of the College is located along the city limits and the National Scenic Area boundary. The College is not allowed to build within the National Scenic Area and that therefore limits its growth southward. Currently the City of The Dalles is attempting to move the city limits and National Scenic Area boundaries further south. This will allow for some college expansion in the future.

A newly constructed second campus, the Hood River-Indian Creek Campus (HR-ICC) is located on 12.5 acres surrounded by residential and commercial property. Only approximately six acres of that acreage is buildable due the location of Indian Creek and the topography of the property.

The College currently operates primarily out of five buildings on The Dalles Campus and one building at the HR-ICC.

In The Dalles, Building 1 (constructed in 1963) houses classrooms, computer labs, health occupations labs, the Library, Pre-college Services, student organizations, the College bookstore (scheduled to open in this location by fall term 2009), food services, faculty offices, and the Board of Education room. Building 2 contains administrative offices, faculty offices and the Lecture Hall. The College also leases space in Building 2 to Region 9 Educational Service District, DEQ, and OSU. Building 3, completed in the summer of 2008, contains computer labs, science labs, general classrooms, Student Services, Information Technology, and faculty offices. The Art Department and the Renewable Energy Technology lab, along with the boiler for Building 1 are located in Building 4 (constructed in 1938).

During the recent construction phase, significant infrastructure upgrades were made to allow for the addition of future buildings in accordance with the Facilities Master Plan. These upgrades included power, high speed data connections, and a looped domestic water system that incorporates capabilities for future building service expansion.

The HR-ICC, constructed in 2008, includes one science lab, one Macintosh Lab, one PC Lab, and twelve multi-purpose classrooms. There is an Information Commons with computers for student research; tables and chairs for both individual and group study; and, DVD and VHS viewing. Library staff is available part time. A courier service between The Dalles and Hood River shuttles requested books and other library materials two days per week with alternate day deliveries available through other departments. Registration, financial aid information and academic advising are also available as well as five offices for college staff and one large

shared faculty office. Funding limited the ability to incorporate food service into the Indian Creek Campus, so two vending machines on the main floor offer a variety of beverages and snacks; in addition there are many restaurants and convenience stores within walking distance. Book sales are scheduled to begin at this location fall term 2009.

8.A Instructional and Support Facilities

Currently, The Dalles Campus occupies three original buildings for college programs and two additional shop buildings used for storage. A new 34,000 square foot Health & Sciences Building (3), completed in 2008, was funded by a \$18,500,000 general obligation bond. Concurrently the State of Oregon authorized \$7,500,000 for capital construction on CGCC grounds. These funds are also being used to renovate existing facilities on the main campus and were used to construct the 24,000 square foot building in Hood River.

On April 30, 2009, the College finished construction of an Interim Renewable Energy Technology Lab (Lab). This 2,571 square foot facility will house a wind turbine hub, nacelle and provide sufficient lab space to support the Renewable Energy Technology program for the next five years, by which time the College plans to construct a larger National Workforce Innovation Center. The Lab is located on the southeastern side of the campus near Building 12. The College received funding from the Department of Community Colleges & Workforce Development Strategic Reserve Fund in the amount of \$395,000 to build the Lab.

In April 2008, Vestas donated a wind turbine “hub” for the campus to use in its Renewable Energy Technology program. The hub was moved to The Dalles Campus in June 2009. (A hub is the attachment point where wind turbine blades intersect; the device spins with the blades and transfers their kinetic energy into the adjacent, stationary nacelle through a series of gears. Both the hub and nacelle are important wind turbine mechanisms for training purposes.) In addition, CGCC is working to obtain a wind turbine nacelle.

In January 2009, Suzlon Wind Energy Corporation donated a utility-scale turbine blade to the College’s Renewable Energy Technology Program. This blade has an estimated value of \$116,000 including the cost of adaptation for instructional purposes. Primary use is instruction. The blade is on display across from the Interim Renewable Energy Technology Lab.

8.A.1 Adequacy of Facilities

CGCC, like all the other campuses in the Oregon community college system, is struggling to narrow the gap between aging facilities with large repair and renovation needs and the requirements of new instructional programs, techniques and technologies to meet its goal of excellence in teaching and learning.

The College has tried to prioritize the areas with the greatest discrepancies when allocating or seeking funding for renovation and construction. Outside forces, such as grant funding for nursing simulation, that designate funding for specialized use have also affected the prioritization of projects. The result is two campuses on which two new instructional spaces were recently constructed, a third new building that has been completed and existing

instructional spaces that continue to support effective teaching and learning, and some facilities that are still in need of renovation and renewal (See EV 8.A.1.1).

8.A.2 Functionality of Facilities

The College has a combined campus total of thirty-three general purpose classrooms. Twenty-seven of these classrooms have multimedia podium technology which include a dedicated computer, DVD/VHS combo player, document camera with backlight, computer monitor and video projector, all controlled by an integrated controller with a touch control panel. A variety of other software and miscellaneous hardware enhance the instructors' and students' capabilities for providing state of the art classroom presentations.

There are a combined college total of 10 computer labs. Four of these labs (one lab in the Library, two labs in Building Three, and one lab in Hood River) are used for general purposes. Four additional labs are program specific: one for Renewable Energy, one for Nursing, and two for Pre-College courses. Two computer labs, one in The Dalles and one in Hood River, are dedicated to student testing.

There are three Biology/Physiology labs and two Chemistry labs with adjoining storage and faculty preparation/office space. Additionally, there are six dedicated program labs: two for Nursing, one for Nursing Assistant, one for Medical Assisting, and two for Renewable Energy.

The Library located at The Dalles campus was partially remodeled in the summer of 2008 with completion scheduled for summer of 2009. At least thirty-four computers will be available for student use in the Library.

The Art Building (Building 4) is primarily used for art classes/courses, but some of the building space is used for renewable energy lab/storage, the heating plant, and general storage. This building is scheduled for heating and air-conditioning upgrades and window replacement during the summer of 2009.

8.A.3 Furnishings

General purpose classrooms have carpeting, large tables and comfortable chairs. All classrooms have extra large whiteboards. Some classrooms have additional whiteboards mounted on wheel carriages. All the classrooms have either a pull-down overhead screen or a motor-powered overhead screen with ceiling mounted projectors, document cameras, and tabletop projectors. The "Multimedia Classrooms" also have built-in computer and sound systems with CD and DVD capabilities. Classrooms without multimedia podium technology have portable television and VCR units.

Some of the dedicated labs have workstations with the equipment and supplies common for their respective use and disciplines (such as microscopes and dissection trays, kits and chemicals for the Biology/Physiology lab).

Building 4 has tables, chairs, instruments, equipment, storage areas, display apparatus and space conducive for the design, construction, and display of various mediums of art.

8.A.4 Management, Maintenance and Operation of Facilities

CGCC utilizes a computerized maintenance management system to ensure that the maintenance of the facilities is monitored and scheduled appropriately. This system was developed by understanding the maintenance needs of every piece of equipment, and then scheduling those needs per manufacturers' recommendations. An analysis was completed to determine which pieces of equipment would be more cost-effective to replace rather than continue with ongoing maintenance. Ongoing inspections on such equipment are conducted to determine when to replace them prior to failure. This comprehensive system also allows for tracking man hours, work schedules, maintenance backlogs and other areas of maintenance management (See EV 8.A.4.1).

A comprehensive building inspection program is conducted annually to determine any building deficiencies and to ensure that cleaning standards are being maintained. This inspection program also notes any other areas that require care such as painting, signage, and restroom fixtures, etc. (See EV 8.A.4.2).

Information from these databases was used to submit a request for funds under the 2009 "Go Oregon!" Economic Stimulus Program for Deferred Maintenance Projects. The College received \$1,595, 000 for six projects:

1. Replace 43-year old windows along the (west side) ramp of Building 1 to stabilize building temperatures and increase energy efficiency;
2. Replace 25-year old heating/ventilation system components in Building 2 to allow equal heating and cooling of all areas within the building;
3. Replace inefficient rooftop air conditioning condenser units on Building 2 for efficiency in cooling staff and tenant spaces;
4. Replace inefficient 71-year old windows in Building 4 creating comfortable room temperatures;
5. Provide fire sprinkler system protection to Building 4; and,
6. Upgrade heating, ventilation and cooling systems in Buildings 1, 2 and 4 to gain temperature comfort in all areas.

These projects are all scheduled to be completed by early fall term 2009. Replacement of worn carpets and the painting of hallways, classrooms and offices will brighten and modernize the interiors of Buildings 1 and 2 and also complete the renovation work conducted in the summer of 2008. Painting and carpeting will closely follow the completion of the heating, ventilation and cooling projects again with the goal of being completed by early fall.

The Building Alteration Schedule reflects all of the restorations and improvements that have taken place on the existing buildings subsequent to the College purchasing the property and completing the renovations and improvements paid for by that initial \$7.68m bond that was passed in 1993. Renovations completed since July 2008 were paid for by the recent construction bond issue (See EV 8.A.4.3).

Instructional spaces are scheduled through the Instructional Services Department and the

remaining meeting rooms and common spaces are scheduled through the Facilities Services Department. All rooms are scheduled for use with the GroupWise appointment system. Weekly schedules are printed out and displayed at the room entrance. College staff also has access to the room schedules utilizing GroupWise (See EV 8.A.4.4).

8.A.5 Health, Safety and Access by the Physically Disabled

All CGCC facilities are maintained with high regard for the health, safety and access issues of the physically disabled. All new construction and remodeling projects must meet or exceed local, state, and federal building requirements for accessibility.

CGCC's Safety Committee meets monthly. A cross section of the college population is represented on the committee and consists of members from management, faculty, staff and the student body. Safety Committee members conduct routine inspections of the buildings and grounds to determine if there are any safety issues. All safety incidents are reported using the accident/incident reporting program. These reports are reviewed by the Safety Committee to determine if they are isolated incidents and not part of an ongoing problem. If there are safety issues that require an action other than one by the safety committee, a recommendation is made to the relevant department and to the President. Multi-departmental issues are dealt with by the Executive Leadership Team. An OR-OSHA inspection was successfully completed in 2006 (See EV 8.A.5.1-5).

In March of 2007, the State Department of Education conducted a routine Civil Rights inspection. A part of that inspection was a physical inspection of all CGCC buildings. The result of that inspection deemed all college facilities as meeting the ADAAG guidelines for accessibility. In fact, the College received commendations from the department for its adherence to accessibility guidelines and compliance in all areas of physical access (See EV 8.A.5.6).

CGCC's commitment to maintaining healthy and safe facilities and to providing access for persons with disabilities is reflected in key planning documents: a comprehensive Needs List (1997); an ADA Transitional Plan (1998); a Space Utilization Study (2001); a Facilities Master Plan (2003); an Academic Master Plan (2006); and, a successful Civil Rights audit. All of the aforementioned documents are used to guide renovations and new construction of college facilities (See EV 8.A.5.6-11).

Existing Facilities

The Dalles Campus

The Dalles Campus buildings currently meet and/or exceed standards for accessibility either through existing conditions or through completed renovations (See EV 8.A.5.1).

During the summer of 2008, several construction and renovation projects identified in the Facilities Master Plan related to health and safety were completed to meet the goals of restoring existing campus buildings, prolonging building life and restoring grounds to a safe and sound condition. In early fall 2008, the College replaced aging, leaking roofs on Buildings 1, 2 and 4

and painted the exteriors of these buildings to create an updated, cohesive look for the campus. The painting project also involved patching and repairing cracks and holes in the exterior stucco.

The College also purchased a portable wheel chair lift that can be moved to any location with ease and does not require electricity to operate so that those with special needs may be accommodated in any location (See EV 8.A.5.12).

Building 1

Building 1 is one of the primary campus classroom buildings and underwent a major reconfiguration and remodel to address space utilization, safety, and accessibility needs identified during the Academic and Facilities Master planning processes. During the summer of 2008, the existing Library was renovated including the expansion to the end of the south wing formerly occupied by Student Government. New service counters, lighting, paint, carpets and newly installed study carrels create a more inviting and user-friendly atmosphere.

A Student Life Center including the Coordinators Office was created to unify student activities. The new location on the 2nd floor provides for office functions as well as a shared gathering space. This space also provides greater visibility for Student Council.

To encourage students to use the Tutoring Center, a new door with glass panels was installed creating a more inviting entrance to the space within. Carpets and paint update the space and create a quieter setting more conducive to learning than the previous location in the south end of the Café.

The Renovated Café now has a new pizza oven so fresh pizza can be made onsite. A new beverage counter, bistro style seating, entertainment and information centers create a contemporary food serving area appealing to 21st century students. Two TV monitors in the café foyer provide national news coverage on one screen with the second devoted to campus happenings, class schedule updates and other key information. This information is transmitted via the college computer network. A 52-inch large LCD screen TV completes the entertainment center and can be tuned to entertainment or news as desired.

Renovating the 1st floor Pre-College offices into retail Bookstore space creates a location with good visibility from the main hall and creates a destination for students on the 1st floor with the adjacent Café and entertainment and information centers. The new store will offer textbooks, supplies, reference materials, and apparel. Storefront display windows can showcase new arrivals or seasonal merchandise. Built-in storage cubicles are provided for students to stow book bags while shopping. The Bookstore is scheduled to be open fall term 2009 in its new location.

Two former computer labs were transformed into a Pre-College Center with a welcome counter/service desk. Since it is not staffed full-time, a roll down locking screen provides security for student information. The west end of the room serves as teaching space reconfigured to an informal learning environment with a projection screen and computer stations.

The 4th floor Chemistry lab was transformed into a nursing skills lab to teach Certified Nursing Assistant (CNA) and Certified Medication Aide (CMA) courses. Existing casework and the chemical fume hood was removed to allow for more flexible teaching activities, and four hospital beds were installed. The Biology lab was also remodeled by removing casework and adding electrical outlets to accommodate the needs for the Medical Assisting program laboratory requirements. These spacious new laboratories are shared by all health occupations programs which allow for expanded use by others.

This building continues to receive upgrades with the installation of an energy efficient heating, ventilation and cooling system. New carpets and interior painting are to be completed by fall 2009.

Building 3 Health & Sciences Building

The recently completed Health & Sciences Building (Building 3) incorporates these accessibility features:

- Elevators with Braille number pads;
- Building signage with Braille;
- Ramp access;
- ADA accessible restrooms;
- Automatic door openers at primary entry points of all buildings; and,
- Accessible service areas for registration/information in Student Services.

Hood River-Indian Creek Campus

Opened in fall of 2008 to students and faculty, the Indian Creek Campus incorporates the same accessibility features listed for Building 3 above.

Health and Safety

Buildings 1, 2 and 3 of The Dalles Campus and the HR-ICC have been equipped with automated external defibrillator (AED) units as a lifesaving aid. AED units are portable, automatic devices used to restore normal heart rhythm to patients in cardiac arrest. Facility Services staff and personnel adjacent to the units are considered critical responders and have received instruction in the use of the units.

To help with accessibility for all, a Wayfinding project was initiated and directional signs posted that provide clear, simple and readily visible information. The main directional sign on The Dalles Campus is illuminated so students, faculty and visitors arriving at night can easily navigate the campus. Each building on The Dalles campus is clearly marked with a large numerical sign visible from main entry and egress routes.

To enhance security on campus, a keyless entry system was installed in all campus buildings during the summer of 2008. This system allows a door to remain locked at all times to limit access for increased safety, to reduce the risk and liability of lost or stolen keys falling into the wrong hands, to provide a database to manage entry into and out of buildings, to remotely monitor door status, and to provide data on the entry times of users. Issuance of keyless cards is quick and efficient.

In addition, the College installed a Cistera Networks™ emergency notification system allowing the operator to send via the campus phone network either a live voice or text message alert. This system became operational on March 28, 2008.

New Construction

All pending and future construction will reflect CGCC's commitment to maintaining safe facilities and to providing access for persons with disabilities by meeting all standards for safety and accessibility. The Interim Renewable Energy Technology Lab currently under construction will incorporate a dedicated handicap parking space and accessible stalls in both the women's and men's restrooms. In addition, paving and grading will improve access into and around the building.

8.A.6 and 8.A.7 Off-Campus Programming and Facilities

Given the fact that CGCC holds classes, programs, or activities in private facilities, every effort is made to use facilities which are accessible. If a class location is not accessible and a handicap student enrolls, the class is moved to meet the student's needs.

Spaces that are utilized are generally program-specific spaces. Before programs are offered in off-campus facilities that are owned and operated by non-college entities, the supervising academic administrator ascertains that the location is academically appropriate. By and large, when CGCC uses facilities owned by other organizations for its classes, such facilities are public-agency spaces that must abide by the federal and state requirements, or they are privately owned small businesses. Classes are held in multiple locations throughout the service area (See EV 8.A.6.1).

8.A Evidence

- EV 8.A.1.1 HR-ICC and HSB Ribbon Cutting Tour Guides and Programs
- EV 8.A.4.1 Computerized Maintenance Management System Reports and Work Orders
- EV 8.A.4.2 Building Inspection Results Sheets
- EV 8.A.4.3 Building Alteration Schedule
- EV 8.A.4.4 Room Schedules
- EV 8.A.5.1 OR-OSHA Inspection
- EV 8.A.5.2 Emergency Response Manual
- EV 8.A.5.3 Safety Committee Meeting Minutes
- EV 8.A.5.4 Safety Committee
- EV 8.A.5.5 Accident/Incidents Reports
- EV 8.A.5.6 Oregon Department of Education Civil Rights Inspection Results
- EV 8.A.5.7 1997 Facilities Needs List
- EV 8.A.5.8 1998 ADA Transition Plan
- EV 8.A.5.9 2001 Space Utilization Plan
- EV 8.A.5.10 Facilities Master Plan
- EV 8.A.5.11 2005-08 Academic Master Plan
- EV 8.A.5.12 Manufacturer's Data and Operating Instructions
- EV 8.A.6.1 Table of Off-Campus Facilities

8.A Strengths

1. General purpose classrooms and most dedicated labs have more than adequate square footage per student.
2. Many of the general purpose classrooms possess the means to use high technology with WiFi access. All classrooms in Buildings 1 and 3, and all classrooms at the HR-ICC with the exception of the east side of the top floor, are equipped with multi-media technology.
3. Financial resources created by the bond passage, grant acquisitions and state capital construction funding enabled the College to build state-of-the-art facilities. New funding sources such as the “Go Oregon” Deferred Maintenance Fund continue to provide CGCC opportunities to upgrade, maintain and improve its facilities.
4. Access to off-campus locations that are specific to course topics allows CGCC to offer students courses that would not be possible on the main campus resulting in instruction in outlying communities.
5. Strong support from public and private entities to accommodate college requests for facility use.

8.A CGCC 2008 Self-Recommendations and Responses

1. Develop a plan to correct deficiencies in Building 4. and,
2. The College will need to study alternatives and options to improve the heating, air-conditioning, and airflow/filtering aspects of the existing classrooms and labs. Some of these deficiencies are scheduled to be corrected with the current construction in progress.

A contractor was selected and work was scheduled to start on Building 4 in April 2009, and on Building 1 in June 2009. The system selected for Building 1 is a Mitsubishi City Multi consisting of an outdoor unit and up to 32 indoor units of various styles (ducted or ductless depending on the application), a central controller and a series of zone or system controllers. The complete system is controlled by a network and will be linked to a central Building Management System. This system minimizes the amount of ductwork needed and is advantageous in an older building retrofit application. The system operates via a system of individual room fan units joined together for energy efficiency by being able to circulate warm or cold refrigerant where needed.

Rooftop package units with integral natural gas furnaces and direct expansion refrigerant cooling systems will be installed in Building 4 along with a ceramics filtration unit to reduce dust and particulates in the air.

The new HVAC systems are to be as energy efficient as is cost effective, given the age, use, and condition of the buildings. Installation of the HVAC systems will be conducted during summer 2009 to minimize impact on students and faculty.

3. Acoustical inadequacies will be addressed in the renovation process.

It was determined that the HVAC project for Buildings 1 and 4 be completed initially as temperature issues have been identified as a priority for improving the quality of the learning environment. Following installation, the acoustics in Buildings 1 and 4 will be reassessed and a prioritization of classrooms most needing acoustic improvement will be made. The total list of rooms needing improvement will be prioritized and allocated as resources are available.

4. Purchase and install telephones in classrooms by the fall of 2008.

All classrooms at the HR-ICC and in the Health & Sciences Building (Building 3) of The Dalles campus are equipped with phones capable of making emergency calls or in-campus network calls.

The retrofitting of classrooms within the older buildings on The Dalles campus will be completed in November 2009. Building 4 has a phone in the Art Classroom area. The Lecture Hall in Building 2, while only periodically used for classes, has a phone jack available for use as needed. In Building 1 only those rooms with electronic podium systems currently have phones. Phones have been purchased for the remaining classroom and installation is pending.

Courtesy phones are available in each building which have capabilities of dialing 911, extensions on campus and locally off campus.

5. Determine how and where to create additional storage space, and install tack boards in hallways.

The College continues to determine how and where to create additional storage space, and install more tack boards in hallways. The renovation and reconfiguration of Building 1 created additional secure storage space for the Pre-College, Library and Student Life programs. Newly reconfigured Faculty Offices on the 3rd floor of Building 2 provide faculty more storage.

Newly purchased tack boards were installed in all hallways of Buildings 1 and 3, and the HR-ICC during the spring of 2009. This allows more ways to inform students and staff about upcoming events and activities as well as announcements about time- lines that impact students such as registration dates.

6. Continue a capital construction plan in conjunction with a long range maintenance plan that takes into account the facilities' age and requirements to replace buildings as they come to the end of their service life.

The existing Facilities Master Plan and maintenance schedules are in the process of being implemented and will be updated again by the first quarter of 2010 taking into account new issues and progress in meeting current plans.

7. Evaluate land purchase for future growth at the Hood River-Indian Creek Campus.

Currently the Board of Education has not directed the Administration to pursue additional land acquisition. Long-term expansion of this campus is a goal for the College and funding avenues continue to be pursued and opportunities for additional land purchase for future growth at the HR-ICC will be analyzed as they arise.

8.A New Challenges

1. Parking at the Hood River-Indian Creek Campus is limited and presents a future growth challenge. The Campus has 126 parking spaces—121 regular and 5 handicapped and at peak times the parking lot has filled to capacity.
2. Sound issues at HR-ICC in the Information Commons area create a barrier to learning. The bathrooms at the campus were designed by the architect to be door-less in a fashion similar to many public buildings. The size and acoustics of the Information Commons has created noise issues with the bathrooms.

8.A New Recommendations

1. The College negotiated an agreement with an adjacent property owner for college students to park in his lot after 5 p.m. Instructional Services also scheduled classes so that there was a longer time frame between the end of afternoon classes and the start of evening classes to allow for the transition of parking.
2. In summer 2009, the bathrooms will be retrofitted with doors to create a more pleasant learning environment and ease concerns voiced by staff and students over the open doorway design.

8.B Equipment and Materials

8.B.1 Equipment Availability

As part of the Bond Construction Project, the Board identified approximately \$695,000 to be used for instructional equipment. Faculty, administration, and staff provided input to ensure that college programs receive appropriate equipment and supplies for new buildings (See EV 8.B.1.1).

The Nursing Program received a grant awarded under the President’s High Growth Job Training Initiative in the amount of \$1,250,000 for the period of April 1, 2004 through September 30, 2007. Another grant in the amount of \$497,050 was awarded to the Nursing Program under the U.S. Department of Education Legislative Authority PLPL 105-277 Omnibus Appropriations Act Program Title for the period of May 1, 2004 through June 30, 2005. The Department of Education grant funded \$233,730 to purchase health and science

instructional equipment and \$12,550 for instructional supplies. The Department of Labor grant funded \$183,686 for health and science instructional equipment and \$14,354 for instructional supplies (See EV 8.B.1.2).

These funds were used to remodel existing facility space to create a Nursing Simulation Lab, as well as procure additional instructional equipment to support the Nursing Program and other health and science courses. The Simulation Lab, known as the Rural Clinical Simulation Center, is equipped with the most current of technology such as high fidelity manikins, ceiling mounted video cameras and microphones, patient monitors, and audio-video mixing and recording. The equipment allows for asynchronous viewing by students and faculty in a classroom across the hall. In all, Biology, Chemistry, and Healthcare Occupations programs benefited from the DOE/DOL grants for instructional equipment and supplies (See EV 8.B.1.3-4).

During the past two years, the Renewable Energy Technology program received federal, state and industry partner grant funding to support and expand program offerings. Listed below is a summary of these funds.

U.S. DOL/ETA	Funded to Date:	\$1.67 million
State of Oregon	Funded to Date:	\$ 454,850
Wind Energy Partners	Funded to Date	\$1,352,850

These funds are being used for curriculum development, faculty salaries, scholarships, construction funding, equipment, materials and supplies for further development and on-going support of the Renewable Energy Technology Program. Resource development for this program continues to be a high priority as the economy rebounds and family wage jobs become available for district citizens.

CGCC currently has over three-hundred desktop workstations and twenty-four servers distributed throughout the district and allocated for education and administrative purposes to meet the goals and objectives of the College. Funds are allocated annually to maintain, upgrade and replace computers and laboratory equipment. New sources of funding are assigned or existing resources are reallocated for new computer and laboratory equipment when new programs and projects are introduced.

Annually, one fifth of all college computers are budgeted for and replaced. These new computers are placed in student computer labs and the existing computers from the student labs are distributed to college faculty and staff (See EV 8.B.1.5-6).

All classrooms have overhead projectors, screens, and television monitors with VCR and DVD capabilities. Twenty-seven Electronic Podium Classrooms incorporate all of these capabilities including computers, DVD/VHS players, document cameras, computer monitors, articulating monitor arms, integrated controllers for touch control panels, audio systems, video projectors, and projection screens. The Library has computer projectors available for faculty check out. Two classroom computer labs are available at the main campus along with a computer lab located in the Library for student and community use. The Nursing and RET programs have computer labs available for their students.

Grant funding in the amount of \$397,200 to purchase multimedia podium classroom technology was recently awarded from Meyer Memorial Trust and was placed in the new Health & Sciences Building.

Large volume copiers are available throughout the campus in locations convenient to all departments, and a coin-operated student copier is located in the Library. The campus telephone system provides for voice mail, with direct dial to most offices. The College installed the capability of using the phone system to provide announcements and alerts to all instructional spaces. Courtesy telephones capable of dialing campus extensions, 911 and local phone numbers are available to the public and located in each building.

Many full-time faculty members have an individual computer and available printer, with adjunct faculty sharing desks, computers and office space. Recently completed construction and remodel projects have greatly reduced the challenges previously identified for faculty offices. At The Dalles campus, faculty office space was created on the third floor of Building 2 with a shared office housing two computers, a scantron machine and copier. At the HR-ICC, faculty share a common office space; this room has four computers, a printer and fax machine. Access to faculty office space is available Monday through Friday from 7:00am to 10:00pm and Saturday from 7:00am-4:00pm.

Full-time and adjunct faculty and staff are able to access college computer networks while off campus through a network access program called Citrix. A formal request is required for this service with approval coming from supervisors.

8.B.2 Equipment Maintenance

The Facilities Services Department oversees the maintenance and repair of all campus mechanical equipment and systems. To keep maintenance functions manageable, a Computerized Maintenance Management System (CMMS) is employed by the department. This CMMS program has a master inventory of all equipment on the campus and the service intervals that each device requires for maintenance. This system also is engaged in the tracking of equipment observation and unanticipated repair data to ensure that forecasting and trending information is used to lower the frequency of unplanned maintenance repairs and expenditures (See EV 8.B.2.1).

Technological equipment including computers, printers, servers and telecom equipment are maintained by the Instructional Technology Services Department. Other instructional equipment is maintained by individual departments (See Standard Five).

8.B.3 Hazardous Materials Management

CGCC has procedures and personnel in place to safely handle hazardous materials and a plan for their proper disposal. The College complies with federal, state and county hazardous materials requirements. Procedures for dealing with hazardous materials incidents are outlined in the College Chemical Hygiene Plan and the Emergency Action Plan which identify the goals and procedures to protect staff and students from undue exposure to harmful substances (See

EV 8.B.3.1-3). This procedure includes information about labeling, Material Safety Data Sheets (MSDS), training, and informing contractors (See EV 8.B.3.4). The Chemical Hygiene plan is included in the Faculty Handbook and also stored in the Chemistry Lab and Facilities/Maintenance office (See EV 8.B.3.5). The chemistry instructor includes chemical safety in his quarterly syllabus and all students are required to view a chemical safety video (See EV 8.B.3.6). Additionally, the Emergency Action Plan is available on the College shared drive.

8.B Evidence

- EV 8.B.1.1 2004 General Obligation Bond Spend Plan
- EV 8.B.1.2 Department of Labor Grant Approval
- EV 8.B.1.3 Department of Labor Budget and Procurement Documents
- EV 8.B.1.4 Department of Education Budget and Procurement Documents
- EV 8.B.1.5 Computer Inventory and Location Report
- EV 8.B.1.6 I.T. Charter Project List
- EV 8.B.2.1 Computerized Maintenance Management System Reports and Work Orders
- EV 8.B.3.1 Chemical Hygiene Plan
- EV 8.B.3.2 Emergency Action Plan
- EV 8.B.3.3 Emergency Response Manual-Hood River Indian Creek Campus
- EV 8.B.3.4 MSDS Binders
- EV 8.B.3.5 2008-09 Faculty Handbook
- EV 8.B.3.6 CH104 Chemistry Syllabus
- EV 8.B.3.7 Employee New Hire Checklist

8.B Strengths

1. The Executive Leadership Team values the use of current technology and supports the replacement plan.
2. A system that tracks and manages equipment and systems is operational.

8.B CGCC 2008 Self-Recommendations and Responses

1. Continue making student needs for technology a priority.

Since its initial Self Study, the College continues to seek grants as well as industry partner funding to acquire equipment for use in the new Renewable Energy building. The College continues to seek funding for a variety of initiatives including funds to outfit the remaining classrooms in Hood River with multimedia podium technology.

2. Budget for instructional, computer and other technological support at off campus sites.

Bond funds have been used to purchase new equipment for classes held at the HR-ICC. Computer and projector equipment for off-site classes can be checked out from the College Library.

3. Allocate funding for replacement of elevators and ensure continuing education for maintenance staff in the repair and maintenance of existing equipment.

Given additional funding from State Go Oregon Stimulus dollars, the College will be revisiting some projects put on hold. One of these is the replacement of the non-functioning freight elevator in Building 1. An invitation to bid will be issued late summer 2009 with the work expected to be completed by early fall.

The heating systems in Building 1, 2 and 4 are currently being replaced and staff will be trained in the repair and maintenance of the new systems.

4. Ensure that the hazardous materials plans are reviewed annually and kept current with the latest standards, and review the Chemical Hygiene Plans with students in the Chemistry Lab at the beginning of each quarter. In addition, post the locations of the College Emergency Plan at strategic student and staff bulletin boards.

The College Chemical Hygiene Plan is covered in the student syllabus for Chemistry classes, and a safety video is shown to chemistry students at the beginning of each term.

The College Emergency Plan is posted on the College's Intranet, and located in Facilities Services Department. The plan is also reviewed annually at an all-staff in-service, and new staff receive a copy of the plan in their new hire orientation material package (EV 8.B.3.7).

8.C Physical Resource Planning

CGCC has aligned physical resource planning with the College Mission and Vision by intertwining the goals of the Academic Master Plan into guiding documents for campus facilities. The guiding documents include the Facilities Needs List, created in 1997, to identify the existing conditions on the campus purchased in 1993. This list included reviews of each building on The Dalles Campus and defined over \$25,000,000 worth of needs in the areas of: fire, life and safety, (further broken down by items required through regulation and those that are suggested but not required) building integrity; education program; cost savings and efficiencies; and the education facilities. Pending funding, the College will update the Facilities Master Plan following the updating of the Academic Master Plan.

8.C.1 Master Plan

In 2001, DLR Group Architects conducted an extensive space utilization study for the instructional space located on The Dalles Campus (See 8.C.1.1). The study and closure of the former Building 3 identified the campus as being approximately 32,000 square feet short of space necessary to deliver the instructional programs. Since the existing buildings were not built with delivering education in mind, it has been, and continues to be, a challenge to provide space that is suitable to deliver instruction. Heating, ventilation, air conditioning and acoustics

were identified as the major areas of challenge. In addition, some classrooms are long and narrow and do not provide the best configuration for teaching and learning. The majority of these challenges have been met through completion of the capital construction and renovation projects.

In 2002, the College embarked on an all-inclusive process with the goal of developing a master plan that would determine the campus facilities' infrastructure for at least the next five years. The Facilities Master Plan was used to generate interest in passing a General Obligation Bond to finance the construction of Phase One of the Master Plan (See EV 8.C.1.2). The College acknowledges the need to consistently update the master plan and has included that process in the institution's Strategic Plan. In February of 2005, an Academic Master Plan was completed and was used as a programming document in the design of the new Health & Sciences Building and the HR-ICC. The Academic Master Plan provided the instructional basis and set the desirable sensory outcomes of both facilities (See EV 8.C.1.3).

The majority of challenges identified in this planning process have been addressed through the construction of the HR-ICC and the Health & Sciences Building. Challenges associated with existing buildings are now being addressed and details are included in the Challenges and Recommendations progress summaries.

8.C.2 Funding for Capital Needs

CGCC's General Fund supports the daily operations and small projects that the College needs to complete within a given fiscal year. Funding for facilities has remained between 9% and 16% of the general fund budget for the last fifteen years. Funding for the operations of the additional classroom space will come from several different sources. Savings are available in the general fund because of the deconstruction of eight buildings. It is also anticipated that there will be FTE growth by being able to offer more diverse program areas and therefore attract more students. These new buildings, built to current energy savings codes, are more affordable to operate than the old buildings (See EV 8.C.2.1).

8.C.3 Planning for Accessibility

As previously stated, all CGCC facilities are maintained with high regard for the health, safety and access issues of the physically disabled. All new construction and remodeling projects must meet or exceed local, state, and federal building requirements for accessibility.

In 2007, the College completed a rigorous Civil Rights inspection by the Oregon State Department of Education and college facilities passed with no deficiencies. All of the College-owned facilities meet all the ADA and ADAAG requirements as indicated by the results of that inspection (See EV 8.C.3.1-2).

Future planning will focus on improving the pedestrian and vehicle access around the campus.

8.C.4 Involvement in Planning

The planning of college facilities has been inclusive in nature, involving participation by students, faculty, staff and community members, with the Facilities Advisory Committee and continuing through the design charrette for the new Health & Sciences Building and the design for the HR-ICC (See EV 8.C.4.1-2).

8.C Evidence

EV 8.C.1.1	Space Utilization Study
EV 8.C.1.2	Facilities Master Plan
EV 8.C.1.3	2005-08 Academic Master Plan
EV 8.C.2.1	General Fund Plant Operations & Maintenance
EV 8.C.3.1	1998 ADA Transition Plan
EV 8.C.3.2	Oregon Department of Education Civil Rights Inspection Results
EV 8.C.4.1	FAC Meeting Book
EV 8.C.4.2	Design Charrette Materials

8.C Strengths

1. The Comprehensive Space Utilization Study and current Facilities Master Plan provide clear direction.
2. The successful passage of a bond measure provided the resources for the College to build the Health & Sciences Building and the Hood River-Indian Creek Campus and perform major renovations to Building 1 addressing the most immediate needs of the Facilities Master Plan. New funding sources such as the “Go Oregon” Economic Stimulus Fund provide additional resources to renovate and improve facilities.

8.C CGCC 2008 Self-Recommendations and Responses

1. Appropriate and prioritize funding to address the Facilities Needs List.

The majority of the issues associated with the antiquity of the existing buildings are being addressed as previously described. Pending funding may allow additional challenges to be addressed as the College continues to appropriate and prioritize funding to address the Facilities Needs List and Facilities Master Plan.

2. Maintain strong community support and work with state government to try and find a way to provide consistent funding for capital construction and renovation needs.

Ongoing efforts toward this recommendation are exemplified by the funding for the Interim Renewable Energy Technology Lab by the Oregon Department of Community Colleges and Workforce Development.

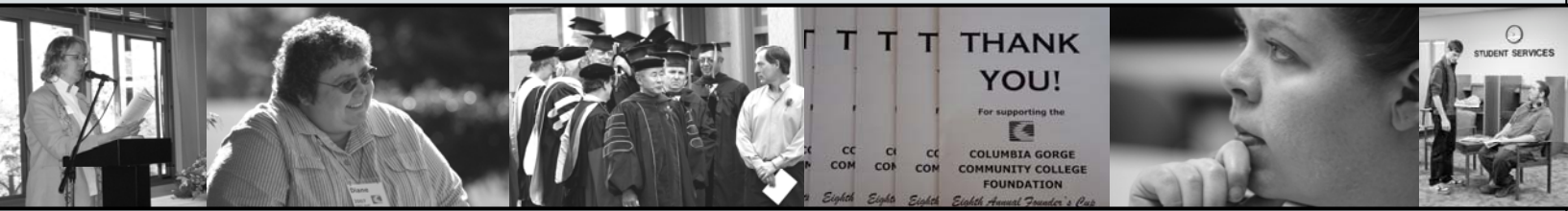
3. Maintain diligence to ensure compliance with changing codes and standards.

The College maintains compliance with changing codes and standards through education and training of key facilities staff. Examples include participation in BOLI seminars, State Purchasing trainings and list serve notifications, and coordination with local and state building officials.

The Facilities Supervisor receives updates from the following organizations:

- Safety.Net, a group of facilities, safety, environmental, and insurance professionals that gather three times a year to compare issues, challenges, solutions, ask questions, and learn together;
- OSFMA an organization of School Facilities Maintenance Professionals;
- IFMA, the International Facility Management Association; and,
- APPA, the Association of Physical Plant Administrators of Universities and Colleges.

Standard 9



Institutional Integrity



Standard Nine: Institutional Integrity

Introduction

Columbia Gorge Community College maintains the highest ethical standards in its management, operations and dealings with students, the public, and external organizations and agencies. The governing precepts for these standards are published in Board and institutional policies and procedures, student handbook, online faculty and management/confidential handbooks (See EV 9.A.1), and on the college website. These policies and procedures are comprehensive and represent more than a decade of revisions and supplements. The Executive Assistant to the President is responsible for ensuring that published policies accurately reflect revisions approved by the Board.

9.A Institutional Integrity

9.A.1 High Ethical Standards and Practices

Board of Education and Administrators

CGCC is governed by a seven-member elected Board of Directors whose responsibilities are governed by a Board Policy Manual containing sections on board organization, duties, and authority, an ethics code, board structure, and operating procedures as described in Standard 6.B (See EV 9.A.1.1). The Board establishes and periodically revises governing policies and procedures. These policies delineate the relationship between the Board and President, staff and public; discuss the manner in which Board members may express personal opinions; address real or perceived conflicts of interest; and, ensure confidentiality of privileged information. Policies reference Oregon's Code of Ethics for public officials. In 2007, the College reviewed its policies and procedures for compliance with Civil Rights requirements; most revisions identified have been made or anticipated (See EV 9.A.1.2).

The CGCC Board of Education policies and core values ensure a just, secure, and high-quality learning and service environment for students, faculty, administration, and staff. The values, established by the Board of Education in August 2003 (See EV 9.A.1.3) characterize the institution and guide its faculty and staff in the accomplishment of its mission, vision, and key focus areas.

Periodic surveys of students, staff, and community members indicate the college is viewed as an entity that upholds expectations of high performance and wise use of resources. Confidence in the college has been maintained throughout its thirty-one year history and has been reaffirmed by the community through two successful construction bond elections, by the legislature and state agencies providing funding to support program growth, and by external program specific accrediting bodies. Presently, the college is a designated model for successful implementation of federally funded programs, and other institutions and agencies across the state and country seek to partner with the college.

More specifically, the Nursing, EMT, Medical Assisting, and Small Business Development Center have received full accreditation by their professional accrediting bodies. The Small Business Development Center has also achieved state and national recognition of its director and level of service.

Faculty and staff

General provisions governing the fair treatment of faculty and staff are established by Board policy and the bargaining agreements and contracts (See EV 9.A.1.4). Board Policy GA states: “The Board recognizes that a dynamic, competent and efficient staff dedicated to education is necessary to maintain a constantly-improving educational program. The Board is interested in its personnel as individuals and recognizes its responsibility for promoting general staff welfare.” Board Policy GBA further states: “Equal employment opportunity and treatment shall be practiced by the College regardless of race, color, national origin, religion, sex, age, veterans’ status, sexual orientation or marital status and disability if disability does not preclude performance of essential functions of the position with or without reasonable accommodations.” Hiring policies at the College adhere to these policies (See EV 9.A.1.5-7).

Students

CGCC welcomes students as stated in Board Policy JB: “Every student in Columbia Gorge Community College will be accorded equal educational opportunity regardless of race, color, age, creed, national origin, marital status, disability, veterans’ status or sexual orientation. Further, no student will on the basis of sex, be excluded from participation in, or denied the benefits of, or be subjected to any form of discrimination or harassment in any educational program or activity sponsored by the College.” Board policy governs student records and confidentiality, requiring conformance with state and federal law. For example, Student Services provides annual FERPA training for faculty and staff. Board Policy JF/JFA governs student rights, freedoms and responsibilities, with specific protections related to access to higher education, freedom of expression in the classroom, protections against improper evaluation and disclosure, right of access to college facilities, and freedom of inquiry and expression. Board Policy JFAA establishes expectations for academic integrity, including the provision that students “be honest and ethical in their academic work.” This policy specifies, in particular, that students “assume full responsibility for the content and integrity of the coursework they submit,” identifies forms of academic dishonesty, and establishes penalties should these occur. This is reinforced by the Student Handbook and class syllabi (See EV 9.A.1.8-9).

Public

One of the goals of Board Policy KAA is to “promote cooperation between the College and the community and share the leadership for improving community life.” This policy further states that College Board and staff, individually and collectively, “take an active interest in the needs of the community to find ways to make the community a better place to live.” In practice, the College is an active member of The Dalles-Wasco County Community Outreach Team, a multi-jurisdictional partnership that promotes civic priorities. With annexation of Hood River County, the College is building the same level of involvement in that community, beginning with its participation in the Hood River County Chamber of Commerce and Hood River Heights Business Association. The College is a strategic member of the Workforce Investment

Board for Wasco and Hood River counties, and supports initiatives of workforce One-Stop Centers in Oregon and Washington, as well as such regional collaborations as a renewable energy economic region fostered by Mid-Columbia Economic Development District.

The College's relationship to broader community is established in its goals, as quoted each year in the annual college budget message: "Provide educational programs and services that meet the needs of our students, the workforce, and the communities we serve," and "Develop and maintain strong, collaborative partnerships and relationships within our community." Exhibiting commitment to community involvement includes:

- **Public meetings:** Policies govern notice of Board meetings, public participation, meeting procedures and public hearings; and,
- **Fiscal:** Public participation in the budget process is established through the budget committee. Policies govern purchasing, exemptions from competitive bidding, bidding requirements, expense reimbursements, disposal of college property, and authorized use of equipment and materials.

For further evidence of college involvement and commitment to the community, see Standard 1.A.6 Public Service.

9.A.2 Regular Evaluation of Policies and Procedures

CGCC Board of Education, Office of the President, faculty and staff work diligently to evaluate and revise policies and procedures to ensure consistency throughout the institution.

Board of Education

Board Policy BF empowers the College Board with authority and responsibility to establish policies. Board policy states that "The policies will be consistent with Oregon statutes and the State Board of Education." To assure this, the Board hired a consultant from the Oregon School Boards Association (OSBA) to update the policy handbook in 1997. The revised handbook was adopted and distributed in July 1997. A consultant from the OSBA advised the Board of updates in 2005. The Board reviewed the policies in early 2005 and subsequently some, but not all, policies and procedures were revised/readopted in 2005.

College Departments, Faculty, Staff and Student Council

Various college departments are authorized to develop their own procedures for policy compliance. For instance, the college facilities department developed an emergency action plan; human resources prepared policies on hiring and termination; the president's office created procedures regarding the communication of ideas among staff, administrators and board members; and student services formulated a policy on dealing with complaints.

College staff and faculty may recommend to the College Board new or revised policies and procedures. These are first reviewed by the Executive Leadership Team. Upon consensus, new or revised policies and procedure are presented to the College Board by the College President.

The Student Council revised its Constitution and Bylaws in 2007-08 and again in 2008-09. Also in 2008-09, the Student Council adopted an accountability policy (See EV 9.A.2.1).

The College files with the Commissioner on Community Colleges and Workforce Development annually (between December 1 and January 1) any policy revisions made or a statement that policies currently on file are being continued.

9.A.3 Accurate Representation to the Public

CGCC seeks to provide accurate, consistent information to all its constituencies, primarily using the College Catalog, quarterly class schedules, the college website, and other publications published by individual departments. Draft content of major publications and advertising is routinely reviewed prior to final publication by the Chief Student Services Officer or by a designee. Board Policy KBCA provides that the College President is the official spokesperson for the College, and that news releases of college-wide interest are the responsibility of the President. This policy also directs the President to establish procedures for the dissemination of news releases. The function of media relations is delegated to the Chief Student Services Officer (CSSO) and the Chief Institutional Advancement Officer (CIAO). There is no dedicated communications office or department, nor is there an office of college publications.

A review of College publications conducted in the spring of 2007 by the CIAO suggested a need to present certain types of information on a more consistent basis: specifically, recurring details such as telephone numbers and the location of the college website, Spanish language translations of pertinent information, statements pertaining to assurance of Civil Rights and access for persons with special needs (ADA compliance) (See EV 9.A.3.1). Subsequently, two of these issues – Spanish language translations of selected materials and ADA compliance statements have been implemented. In addition, the College’s librarian is working to ensure consistency of information (telephone numbers, website and Civil Rights / ADA compliance statements) in college publications appearing in the library. Student Services reviews quarterly class schedules and the annual College catalog for consistent use of telephone numbers and website location.

Board Policies are available on the college website at <http://www.cgcc.cc.or.us/PresidentsOffice/Policies/Policies.cfm>. These postings are now regularly revised to reflect board directives. However, this process has not consistently occurred in the past, and there has been no overall review of the entire list of policies and procedures as these now exist on the college website to ensure their consistency with previous board decisions. (See EV 9.A.3.2)

9.A.4 Conflict of Interest

All members of the College Board of Directors and all college employees are required by policy to adhere to strict standards regarding conflict of interest. Four separate policies address this issue. Board Policy DJ/DJA states, in part: “No Board member, officer, employee or agent of this college shall use their official position to obtain financial loss or gain for themselves or any member of their household in any contract entered into by the Board, including acceptance of any gratuities, financial or otherwise, from any supplier of materials or services, in accordance with the Oregon Government Standards and Practices (GSPC) law (ORS 244).”

Board Policy BBFA states, in part: “No member of the Board of Education will use his/her official position or office to obtain personal financial benefit or detriment or financial gain or detriment for relatives or for any business with which the Board member or relative is associated.” This policy contains provisions pertaining to businesses with which a Board member may be associated, solicitation or receipt of gifts by Board members or relatives, pledge or promise of future employment arising from a Board member’s vote, official action or judgment or personal gain through confidential information. The policy also governs actual and potential conflicts of interest for Board members.

Staff conflict of interest is treated separately by Board Policy GBCA which states, “College employees will not engage in, or have a financial interest in, any activity that raises a reasonable question of conflict of interest with their duties and responsibilities as college staff members.” The policy has three prohibitions: staff may not use their college positions to sell outside goods or services to students or patrons; they are exempt from royalties for patented or copyrighted devices; and they may not engage in any work where the source of information originates within the College. The policy also prohibits assignment of relatives to the supervision of another family member.

Board Policy GCQA/GDQA states, “Employees must avoid outside employment that interferes with the performance of their responsibilities and the maintenance of productive relationships with students, parents and other staff members.”

No ethics policy specifically addresses senior administration, although ethics policies regarding “all college staff” do by implication include senior administration (members of the Executive Leadership Team).

While board policies address various subsets of potential conflicts of interest, policies do not address other potential conflicts. For instance, purchasing policy DJ/DJA precludes personal gain by employees and “members of their household,” but makes no reference to relatives living outside the household or to personal friends or business associates (See EV 9.A.4.1). While board policy BBFA (See EV 9.A.4.2) addresses *potential* conflict of interest, no policy addresses the *appearance* of conflicts of interest nor conflicts of interest involving media contact, an issue raised on the website of <www.boardsource.org>: “By having a media policy and establishing a designated media contact, an organization can help to avoid potential story inaccuracies, conflicting messages, and press leaks” (See EV 9.A.4.3). Board policy does designate a media contact, but does not provide a media policy per se.

9.A.5 Academic Freedom and Responsibility

CGCC demonstrates its dedication to academic freedom through several policies and practices deriving from its mission and goals. This standard is addressed through the faculty collective bargaining agreement: “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 as a private

person. It is recognized that the personal life of the faculty is not an appropriate concern of the College except as it limits the faculty members' effectiveness in his/her/position" (See EV 9.A.5.1). Examples of this include the Faculty Handbook and the Students Rights and Responsibilities document.

In addition, Board policy contains the following points on freedom of expression:

- "The Board seeks to educate its students in the democratic tradition, to foster recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the Constitution and the Bill of Rights."
- "Freedom of expression, as defined by federal and state law and by Board policy, will be guaranteed to instructors to create a classroom atmosphere that allows students to raise questions dealing with critical issues."

9.A Evidence

- EV 9.A.1 Management and Confidential Handbook 2009-10. Also online at <<http://www.cgcc.cc.or.us/PresidentsOffice/documents/may2009.pdf>>
- EV 9.A.1.1 Board Policy Manual
<www.cgcc.cc.or.us/PresidentsOffice/Policies/BoardPolicies.cfm>
- EV 9.A.1.2 Oregon Department of Education Civil Rights Inspection Results
- EV 9.A.1.3 August 2003 Statement of Vision, Mission, Values and Goals
- EV 9.A.1.4 Faculty Collective Bargaining Agreement
- EV 9.A.1.5 Hiring Requisition Form
- EV 9.A.1.6 Hiring Checklist for Staff and Full-time Faculty
- EV 9.A.1.7 Screening Committee Pledge Form
- EV 9.A.1.8 2008-09 Student Handbook
- EV 9.A.1.9 Class Syllabi Examples
- EV 9.A.2.1 Student Council Constitution, by-laws, accountability policy
- EV 9.A.3.1 Publications Review
- EV 9.A.3.2 Policy posting on purchasing, indicating outdated threshold amount for board approval of purchases (\$25,000) <http://www.cgcc.cc.or.us/PresidentsOffice/Policies/documents/DJ_DJAD1.pdf>
- EV 9.A.4.1 Purchasing Policy DJ/DJA
- EV 9.A.4.2 Board Member Conflicts of Interest Policy BBFA
- EV 9.A.4.3 Boardsource.org website home page
- EV 9.A.5.1 Faculty Collective Bargaining Agreement, Article XIX

9.A Strengths

1. Board policies and procedures establish a thorough, detailed basis for implementing practices and safeguards relevant to institutional integrity. Operational experience demonstrates commitment to this standard.
2. Responsibility for review of existing policies and procedures to ensure consistency and accuracy is clearly assigned to the Assistant to the President and Board of Education.

3. Board policies clearly define conflicts of interest and pursuit of personal gain.
4. Support of the College for academic freedom of expression is well defined for faculty and students.

9.A CGCC 2008 Self-Recommendations and Responses

1. Implement a process that ensures Board policy postings are kept consistent with Board action.

Implementation scheduled March through August 2009 as a responsibility of the Assistant to the President and Board of Education. Board policy postings will be compared with official minutes of prior and current board meetings to ensure consistency.

2. Create a checklist for required information for college publications.

This was accomplished in fall 2008. A civil rights compliance statement process was developed and disseminated to all college staff.

9.A New Challenges

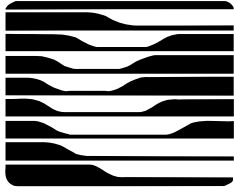
1. Procurement prohibition against conflict of interest makes no mention of relatives outside the household, personal friends or business associates.
2. No policy prohibits the appearance of a conflict of interest by staff or college board members.
3. No policy exists for media contact conflict of interest.
4. While board policies posted online are now regularly revised to reflect current changes, past processes have not consistently captured earlier changes and no comprehensive review of the entire list of posted policies has occurred.

9.A New Recommendations

1. Revise procurement policy as it pertains to potential conflicts of interest to include relatives outside the household, personal friends or business associates.
2. Specific policy should prohibit the appearance of a conflict of interest. Possible guiding language may be found in Federal Acquisition Regulation (FAR) 3.101-1.
3. The College should develop a policy regarding media contacts, beyond the fact that current policy designates the College President as official spokesperson.
4. Conduct a comprehensive review of all board policies and procedures as these are posted online to ensure consistency with prior board actions.

Policy 9.1 Institutional Integrity

The evidence in this and the previous eight standards illustrate the College's commitment to its constituents for institutional integrity. Further, this commitment protects freedom of expression for faculty, staff and students, and demonstrates this through Board policies and actions, instructional programs and service to students and support of its faculty and staff.



**Columbia Gorge
Community College**

**Eligibility Requirements Response
for the
Northwest Commission on Colleges and
Universities**

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1) Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate government organization, agency or controlling board as required by the jurisdiction or state in which it operates. (Standard Six—Government and Administration; Standard 6.A—Governance System; Standard Indicator 6.A.1)

Columbia Gorge Community College (CGCC) is one of the State of Oregon’s 17 community colleges. The college was authorized by the Oregon Legislative Assembly in 1976 to operate as an education service district. In 1977, Portland Community College (PCC) and CGCC entered into a service agreement enabling CGCC to provide instructional and administrative services in Wasco County. In 1989, voters in the service district changed the designation from a service district to a community college. That same year, the college was granted its charter by the Oregon State Board of Education. In 2001, citizens in Hood River County voted to be annexed into the college service district.

CGCC delivers college credit instruction, certificates and degrees through its contract with 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. CGCC agrees to comply with all applicable federal and state laws, PCC Board policies, Northwest Association accreditation standards, and PCC’s academic policies and procedures.

Columbia Gorge Community College was granted Candidate for Accreditation status by NWCCU in July, 2008.

CGCC must 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.

2) Mission and Goals

The institution’s mission is clearly defined and adopted by its governing board(s) consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education. The institution’s purpose is to serve the educational interests of its students, and its principal programs lead to formal degrees. It devotes all, or substantially all, of its gross income to support its educational mission and goals. (Standard One— Institutional Mission and Goals, Planning and Effectiveness)

Columbia Gorge Community College’s Mission Statement is clearly defined as to the purpose of offering diverse educational opportunities and has been adopted by its Board of Education. The Mission Statement reads: “Columbia Gorge Community College builds dreams and transforms lives by providing lifelong educational programs that strengthen our community”.

CGCC devotes all, or substantially all, of its gross income to support its educational mission

and goals. For the 2009-10 academic year, Instruction accounts for 37.8% of the budget, Academic Support for 10.7%, Student Services for 8.7%, Institutional Support for 27.1%, Student Financial Aid for 0.5%, Plant Operations and Maintenance for 10.5%, Contingency for 4.72%, Transfers to Special Funds for less than 0.1% , and Debt Service Accounts for 0.1% of the budget.

3) Institutional Integrity

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves, as determined by its chartered purposes and accredited status. (Standard Nine—Institutional Integrity)

The institution is governed and administered by a well developed set of Board Policies addressing topics such as Conflict of Interest, Policy Development, Equal Educational Opportunities, Non-Discrimination, and Freedom from Sexual Discrimination and/or Harassment. Other policies are in place for College-Community Relations, Goals and Objectives and Student Rights and Responsibilities which includes the Student Code of Conduct and the Student Grievance Procedure.

4) Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution’s mission is being achieved. The governing board has at least five voting members, a majority of whom have no contractual, employment or personal financial interest in the institution. (Standard Six—Governance and Administration; Standard 6.B—Governing Board)

The CGCC Board of Education, in keeping with the requirements of Oregon law and the rules and regulations set by the State Board of Education, provides community college services for the community, establishes and administers general policies for the operation of Columbia Gorge Community College, and acts as a general agent of the State in carrying out the will of the district in the matter of public education.

The CGCC Board of Education consists of seven members, four from Wasco County and three from Hood River County, elected by the citizens of Wasco County and Hood River County who reside in the Columbia Gorge Community College District.

5) Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. In the instance of multiple-unit institutions, the governing board may delegate to its chief executive officer the authority to appoint the executive officer of an operationally separate institution. Neither the chief executive officer nor an executive officer may serve as the chair of the institution's governing board. (Standard Six—Governance and Administration; Standard 6.C—Leadership and Management; Commission Policy B-7 Evaluation and Accreditation of Multi-Unit Institutions)

The President of CGCC is the college's chief executive officer and has, under the Board of Education's direction, general supervision of all programs, personnel and activities of the college and is accountable to the Board for that management. The President may delegate to other personnel the exercise of any powers and the discharge of any duties imposed upon the President by these policies. Delegation of power or duty, however, will not relieve the President of responsibility for action taken under such delegation.

6) Administration

The institution provides the administrative and support services necessary to achieve its mission and meet its goals. (Standard Six—Governance and Administration; Standard 6.C—Leadership and Management)

Columbia Gorge Community College provides an outline of its administrative and support services personnel via an organizational chart. The chart addresses all administrative and support services that are required of like institutions.

7) Faculty

The institution employs a core of full-time, professionally qualified faculty. The faculty is adequate in number and qualifications to meet its obligations toward achievement of the institution's mission and goals. Faculty are involved in the formulation of institutional policy and participate in academic planning, curriculum development and review, student academic advising, institutional governance and are evaluated in a periodic and systematic manner. Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty while allowing sufficient time and support for professional growth and renewal. (Standard Four – Faculty; Commission Policy 4.1 Faculty Evaluation)

The full-time instructors the college employs are of the highest quality. They have all passed through a rigorous hiring procedure and are all subjected to a three-year probationary period of observation and learning. The instructors must have a Masters degree in the subject of instruction or the equivalent in graduate course work hours. This level of qualification is a community college standard for instructors across the nation.

During the 2006-07 year, the Chief Academic Officer, with faculty involvement, developed an instructional governance model of Department Chairs. Curriculum and academic standards committees have also been formed and are functioning. The Curriculum Committee (CC) has the primary responsibility to review the appropriateness and integrity of course and program offerings. It will approve course/program initial development, changes, and deletions and will analyze congruence between content and credits, rigor, and overall effect of the course/program. The Academic Standard Committee will develop policy and procedure recommendations that impact academic standards, academic degrees, programs and certificates, and other academic issues pertaining to or related to a credit granting institution of learning.

The faculty workload is comparable to other institutions and has been agreed upon in the Faculty Collective Bargaining Agreement and allows for professional growth. The institution strongly encourages faculty to seek professional growth opportunities such as attending conferences, participating in state-wide issue meetings, and participating in professional organizations or associations, and provides funding to make these opportunities happen. These opportunities are encouraged for both full-time and adjunct faculty.

8) Educational Reform

The institution offers one or more educational programs leading to the associate degree or higher that are congruent with its mission; are based on a recognized field(s) of study; are of sufficient content and length; are effective in the use of library and information resources; and are conducted at levels of quality and rigor appropriate to the degree(s) offered. It provides a locus or environment in which the learning experience is enriched through faculty and student interaction. If the range of program(s) is so highly specialized that its professional or vocational specialty defines the institution's identity, it must demonstrate that it has candidacy or accreditation status from a specialized or national accrediting body which is recognized by the U.S. Department of Education or the Council for Higher Education Accreditation (CHEA). (Standard Two--Educational Program and Its Effectiveness)

The institution offers several educational programs leading to either a one year certificate or an associate degree that are congruent with the college mission. The Oregon Department of Education has criteria to which all degrees must adhere. It identifies the number of credits required in a degree and the number of contact hours required per credit. Columbia Gorge Community College follows these criteria and follows the same practices as other community colleges in Oregon. As CGCC degrees and certificates are offered under the contract with Portland Community College, CGCC degrees and certificates must also meet PCC criteria.

The Director of Library Services works with faculty to ensure that students make effective use of library and information resources.

9) General Education and Related Instruction

The institution’s baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g. applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted, require at least six semester or nine quarter credits of related instruction or the equivalent. Bachelor or graduate degree programs also require a planned program of major specialization or concentration. (Standard Two—Educational Program and Its Effectiveness; Commission Policy 2.1 General Education/Related Instruction Requirements)

This institution currently follows the Associate of Arts Oregon transfer degree requirement guidelines of our contracting college, Portland Community College. The PCC transfer requirements are very similar to the statewide transfer degree requirements. Requirements for this degree include coursework in arts and humanities, social science, and math and science, as well as health, speech and cultural diversity. The Associate of Arts Oregon Transfer degree is accepted at every public institution in the state of Oregon and at most in Washington. The Associate of Science transfer degree also requires general education coursework in arts and humanities, social science, and math and science.

Courses are generally transferable on a course by course basis subject to review by the accepting institution.

10) Library and Learning Resources

The institution provides library resources, technology and services for students and faculty appropriate for its mission and for all of its educational programs wherever located and however delivered. (Standard Five—Library and Information Resources)

The mission of the college library states that it “enhances student learning by advancing effective use of information and library resources and services to the College community”.

Print and media resources are available in CGCC’s library, and online resources are accessible on the Library’s website. Online resources include research databases such as EbscoHost and Ebrary’s 30,000 ebooks. Columbia Gorge Community College shares an integrated library system with Portland Community College, and faculty and students are able to access resources through an Interlibrary Loan service. Students can also request material from libraries throughout the country using the ILCS interlibrary loan server.

CGCC students and faculty can access library services and resources from any location through the use of the library web site. Library instruction is taught to students whose instructor makes the request and brings his/her class to the library. Such instruction is also offered at the Hood River campus. The Director and staff of the library have implemented the change from a quiet library environment to a Library Information Commons, which is a more active learning environment.

Computers for faculty and staff use are provided in a variety of areas of the library including a computer lab. Laptops with projectors on carts are checked out for use in classrooms as well as other audio-visual equipment.

11) Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/ educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard Four—Faculty; Commission Policy A-8 Principles and Practices Regarding Institutional Mission and Goals, Policies and Administration, c.(2))

The practice of academic freedom, as stated in the Faculty Collective Bargaining Agreement, Article XIX is accepted by the college and faculty. Documentation of the students' right to academic freedom can be found in the Student Rights and Responsibilities document.

Academic freedom is realized in instruction. Faculty members teach each course based on agreed upon content guidelines, but the actual instruction is accomplished as the instructor chooses

12) Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs of 30 semester or 45 quarter credits or more. Through regular and systematic assessment, it demonstrates that students who complete their programs, no matter where or how they are offered, will achieve these outcomes. (Standard Two— Educational Program and Its Effectiveness; Standard 2.B—Educational Program Planning Assessment; Commission Policy 2.2 Educational Assessment)

The institution identifies and publishes the expected learning outcomes for most of its degree and certificate programs of 30 semester or 45 quarter credits or more. For each course, PCC provides the Course Content Outcome Guide which includes the intended outcomes for the Courses.

CGCC annually tracks the grades and placement of graduates of some of its programs such as Renewable Energy Technology and Nursing. In a more informal manner, student outcome achievement is assessed through feedback from advisory committees which report whether students have the skills which employers need.

13) Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admission procedures and practices. (Standard Three – Students)

Columbia Gorge Community College provides its general admissions policies in its annual Catalog, the Student Handbook, the quarterly class schedules, on the CGCC website, and through verbal presentations delivered by CGCC Advisors.

Admissions information about specific limited entry programs such as Nursing can also be found in the current catalog, the quarterly class schedule, and on the CGCC website.

14) Public Information

The institution publishes in its catalog or in other appropriate publications and/or electronic sources accurate and current information that describes purposes and objectives, admission requirements and procedures, academic rules and regulations directly affecting students, programs and courses, degree(s) offered and the degree(s) requirements, costs and refund policies, student rights and responsibilities including grievance procedures, academic credentials of faculty and administrators, and other items relative to attending the institution and withdrawing from it. (Standard Three – Students; Commission Policy 3.1 Institutional Advertising, Student Recruitment and Representation of Accredited Status, Item A.3)

Columbia Gorge Community College meets this criterion by publishing the required information in the college catalog, the quarterly class schedule, the Student Handbook, and on the college website.

15) Financial Resources

The institution verifies a funding base, financial resources, and plans for financial development adequate to achieve its mission and meet its goals within an annual balanced operating budget and manageable level of debt. (Standard Seven – Finance)

The financial planning and budget development process includes a review of CGCC's mission, vision, and goals so that resources can be allocated to address program needs. The proposed annual budget is prepared by CGCC administrators with assistance from cost center and fund managers who administer the budget. The budget includes contingency funds for unplanned expenditures, activities in the early planning stages and contingency for uncertainties in revenue. Mid-year adjustments to budgets are approved by the Board of Education which may shift funding between budgets or allocate the use of contingency funds. The CGCC administration prepares an internal two-year budget that matches the two-year State of Oregon budget cycle.

The annual Management's Discussion and Analysis Report included in the year end Financial Statements provides information about new accounting standards, financial and enrollment highlights, analysis of the financial statements which demonstrates improving financial performance with comparative prior year data, information on the capital assets and debt administration, and a discussion of economic factors and the next year's budget. CGCC has a manageable level of debt that is addressed in the Capital Assets and Debt Administration section of the report.

16) Financial Accountability

The institution's financial records are externally audited annually by an independent certified public accountant or on a regular schedule by a state audit agency. The audit must include an unqualified opinion on the financial statement. (Standard Seven – Finance)

The financial statements of Columbia Gorge Community College are audited annually by an independent certified public accountant in accordance with Government Auditing Standards. The College has received unqualified opinions on its annual audits. Annual audit reports are available for inspection in the College Business Office and the most recent audit reports are available on the College website.

17) Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it fulfills its mission and achieves its goals, and periodically publishes the results to its constituencies. (Standard One—Institutional Mission and Goals, Planning and Effectiveness)

The document "CGCC Vision, Mission, Values and Key Focus Areas" clearly defines both the college's mission statement and key focus areas, and the CGCC Strategic Plan clearly defines the goals and objectives of these focus areas.

CGCC publishes three reports which relate to assessment. First is the annual *Student Profile* which contains information such as enrollment statistics and graduation numbers. Second, *The Institutional Effectiveness Indicators Report* is published periodically and includes such data as retention rates, students transitioning from pre-college work to credit work and grade information. Every two years from 1994—2006, CGCC published the results of the *Student Opinion Survey* which responds to satisfaction with the college, faculty, environment and the rigor of the programs. When the state moved from this assessment to the CCSSE (Community College Survey of Student Engagement) in 2008, CGCC also became a member of that consortium and published the first summary report in 2008.

The CGCC Assessment Committee was formed in the 2008-09 academic year. Its mission statement is to foster the integration of assessment, planning, and research in order to encourage

the continuous improvement of academic programs, academic and student support services, and administrative services at CGCC. It is comprised of staff and faculty from across the college.

18) Operational Status

The institution will have completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission evaluation for Candidate for Accreditation (Standard Two - Educational Program and Its Effectiveness)

Columbia Gorge Community College's educational programs, under NWCCU Policy A.6 with PCC, have been established since 1977 with additional certificate and degree programs being added or deleted in response to district need. There are no plans for CGCC to change core programs or its contract with PCC until NWCCU determines it is appropriate. CGCC will adhere to the policies and guidelines in place, follow State of Oregon guidelines for postsecondary education, and NWCCU policies.

19) Disclosure

The institution discloses to the Northwest Commission on College and Universities any and all such information as the Commission may require to carry out its evaluation and accreditation functions. (Standard Nine – Institutional Integrity).

As evidenced by past reporting under Portland Community College, CGCC provides any information required by the Commission. The Accreditation Statement can be found in the CGCC catalog, the quarterly schedule of classes and on the CGCC website.

20) Relationship with the Accreditation Commission

The institution accepts the standards and related policies of the Northwest Commission on Colleges and Universities and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Northwest Commission on Colleges and Universities may, at its discretion, make known to any agency or members of the public that may request such information, the nature of any action, positive or negative, regarding its status with the Commission. The Commission treats institutional self-study reports and evaluation committee reports as confidential. The institution, however, may choose to release the documents. (Standard Nine – Institutional Integrity)

CGCC accepts such standards and related policies of NWCCU, agrees to comply with these standards and related policies, and be responsive to requests from NWCCU for information and recommendations in a timely manner.





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