

Columbia Gorge Community College

“Building Dreams, Transforming Lives”



*People, projects
& programs:
2012
Annual
Report*

A message from the president

"Destiny is no matter of chance. It is a matter of choice. It is not a thing to be waited for; it is a thing to be achieved."

– William Jennings Bryan

At Columbia Gorge Community College, our destiny lies in fulfilling our mission of building dreams, transforming lives, and making a difference in the communities we serve. Because we believe in the beauty of our dreams and the power of hope ...



Dr. Frank Toda,
President

we have passionately pursued this mission since 2001, and it lies at the heart of everything we do.

This isn't just a slogan or a sound byte for us. It guides all our interactions – with students, staff and faculty, and the communities we serve. In this regard, not a day passes that I don't think about our mission and what it means in terms of providing greater opportunities to all students pre-kindergarten through university, providing life-long learning skills through education and training, and connecting everything we do to community well being.

Building dreams is about empowering our community by providing educational and training opportunities that meet local needs.

We transform lives through high-quality educational programs and services that enable individuals to be successful in the real world.

Finally, we make a difference in the communities we serve by cultivating relationships, supporting local business, and being a good community partner.



DR. FRANK TODA addresses Columbia Gorge Community College graduates during a recent commencement ceremony. The college's mission is "Building Dreams and Transforming Lives by providing lifelong educational opportunities for the community we serve." The college's values are: respect for the individual, integrity, community focus, commitment to learning, excellence, and service.

Achieving our destiny means that we are here to provide opportunities for our community to grow, learn, and succeed.

It means that we continually evaluate and improve ourselves so that we can better serve your needs. But ultimately, it means that our success is dependent upon the success of our students, our staff and faculty, and our community.

As I think about this last year and the previous years I've served as the president of Columbia Gorge Community College, virtually everything I remember is reflected through the lens of our mission. And with every reflection and thought, I ask myself the simple question ... have we accomplished our mission? As I page through the annual report, the answer that emerges is ... yes.

With that, we are honored to present the 2012 Annual Report, which celebrates and highlights milestones we've achieved – together.

As you read through this annual report, I hope that you will agree with me that Columbia Gorge Community College builds dreams and transforms lives by providing life-long educational programs that strengthen our community.

College initiatives help students succeed

Dear Students, Colleagues and Friends,

It has been an exciting and constructive year at Columbia Gorge Community College. And I am honored to be serving as the college chair with my fellow board members for the 2012-13 year.

The governance role of the Board of Education, as defined by state statute, is to provide policy and broad oversight of the college. As we make decisions, we do so with the goal of ensuring that high quality, affordable education is available to residents of the Mid-Columbia region.

Fostering student success has been one of our top priorities and we've taken several steps to achieve this goal. We are participating in statewide and national initiatives that will help students excel in the first year, eliminate barriers to suc-

cess, and help more students obtain a degree or certificate. This aligns nicely with Oregon's 40-40-20 goal which states that by 2025, 40 percent of Oregonians will have a bachelor's degree, another 40 percent will have an associate's degree or post-secondary credential, and the remaining 20 percent will have at least a high school diploma.

We know that students who receive personalized attention are more successful, which is one of the reasons we are pursuing indepen-



dent accreditation. We are in the last year of this five-year process which will enable us to be independent from Portland Community College. This means we can be more responsive to the needs of our local communities, provide more personalized service to our students, and have local control over our programs and courses.

As a Board member, nothing is more rewarding than hearing how the college has impacted the community and touched the lives of students. This annual report highlights some of those stories and reminds us why we do what we do.

Sincerely,
Dr. Ernest R. Keller
Chair, Columbia Gorge
Community College Board

COLLEGE is a place to study and learn, but also a place to dream, and create your vision for the future. Columbia Gorge Community College is here to help build those dreams.

Michal Kawka photo



Our mission:

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

Board of Directors:

Dr. Ernie Keller,
Chair - Wasco
County; Position 3

Charlotte
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Position 4

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Wasco County;
Position 2

President:
Dr. Frank Toda

400 East
Scenic Drive,
The Dalles, Oregon
97058

1730 College Way
Hood River, Oregon
97031

<http://cgcc.us>

Core Themes help measure the college mission

Quest for independence began with decision of college board in 2006

By Karen Carter

Columbia Gorge Community College has been on a journey for independent accreditation since fall 2006.

Since its formation in 1976, the college has been accredited through Portland Community College, but the college administration and board of education felt that it was time for our own accreditation to provide faster access to federal and state financial aid, reduce confusion for students – especially when transferring to another college – and to provide opportunities for additional grants.

An important step toward this goal came in July 2008, when the Northwest Commission on Colleges and Universities (NWCCU), based in Seattle, granted CGCC candidacy status for independent accreditation. Much work has been done since then, throughout the college, to prepare for a final visit by a NWCCU team, which is scheduled for late April 2013.

This includes completion of institutional policies and procedures, development of our own curriculum and academic standards committees, as well as integration of planning processes that are data based. Processes for assessment of student learning at the course, program and degree levels have also been developed.

Both instructional and non-instructional departments are also doing departmental goal setting, data collection, and analysis as part of the program review process.

Three “core themes” have been identified that reflect the college’s mission: Opportunities, Education, Partnerships. Each of these themes has a set of objectives, measures and targets which will be used to determine mission fulfillment.

Systems and staffing have also been put in place to ensure that the appropriate infrastructure is in place.

A registrar and institutional researcher have been hired, and the college has implemented degree



THE COLLEGE'S quest for independent accreditation is being followed closely in local communities. Above, the Hood River - Indian Creek Campus classroom building. Michal Kawka photo

audit software, federal financial aid systems, and completion of processes to print CGCC official transcripts. Training is in process for providing services to veterans.

CGCC is confident that it will be successful in this process and will hear officially of its status during summer 2013.

Committee's role: assessment of institutional performance

Kristin Chatfield

The Institutional Assessment Committee has cross-institutional membership and builds the college's capacity for assessment and continual, data-driven improvement.

This year the committee's work centered on providing analysis, leadership, and feedback on two key projects – department reviews and core themes analysis.

The committee developed a template and timeframe for non-instructional department reviews. Although the detailed analysis of individual departments took place within the respective department, the committee read, analyzed, and synthesized each department review into a summary document that helped guide strategic planning at the college.

The committee provided written feedback for each department regarding its use of data and analysis. The committee also modified the template so the process may be improved for next year's department reviews.

A similar process was developed for instructional departments.

The IAC has an essential role in the development and analysis of core themes measures. The committee recently completed the first full cycle of assessment – collection, evaluation, and documentation – of its core theme measures. The core themes document was used as a rubric and scoring methodology should be modified in the next cycle as measures that were perhaps just under the target could not be scored as “meeting or exceeding” expectations.

Kristin Chatfield is Columbia Gorge Community College's institutional researcher.

Initiatives designed to foster students' success

We are what we repeatedly do. Excellence, therefore, is not an act but a habit.

—Aristotle

By Lori Ufford

In the past three years, Columbia Gorge Community College has focused on building programs and infrastructure that will ensure our students have optimum opportunity for success and completion. Specific focus has been the development of a “culture of evidence,” wherein the college acts intentionally, measuring progress and success, learning from those measurements and adapting practice to improve student success.

As the State of Oregon continues to reform its educational infrastructure, the measures of student success remain consistent:

- Are students completing degrees and certificates?
- Are students making progress?
- Are students making connections to and from the college?

CGCC continues to be provident in addressing these measures by participating in the following initiatives. We believe this work will help us remove barriers for students and effectively move the dial on student success:

Foundations of Excellence (FoE):

In 2011, CGCC became one of seven Oregon community colleges to work with the John N. Gardner Institute for Excellence in Undergraduate Education in Foundations of Excellence. With FoE, we assess how CGCC interacts with first-year students through a framework of nine foundational dimensions proven to encourage these students to complete their college studies (student “persistence”).

A cross-campus committee made up of students, faculty and staff was formed. Over the 2011-12 academic year, faculty and student surveys, focus groups and current practice inventories were administered. The resulting data was analyzed and recommendations were compiled into a final report and plan for implementing recommended changes to address gaps.

In 2012, CGCC proudly agreed to participate in an inaugural cohort of colleges from across the nation to work with the Institute to implement the action plan developed as a result of CGCC's FoE assessment.

Title III grant strengthens institution

In 2010, Columbia Gorge Community College was awarded a Title III federal grant under the “Strengthening Institutions” program. This is funded and administered by the U.S. Department of Education.

This was a \$2,000,000 award over a five-year period. The activities related to Columbia Gorge Community College's Title III grant are focused on developing the infrastructure necessary to meet the requirements of independent accreditation through Northwest Commission on College and Universities (NWCCU).

There are numerous key functions in student services, institutional research, and other college support areas that up until now have been provided through a contractual arrangement with Portland Community College.

The grant has facilitated the hiring of a major gifts officer, on-line services specialist, and registrar. The Title III grant has been the vehicle through which the college has been able to develop the functional infrastructure necessary to build capacity for independent accreditation.

The installation of podium systems throughout

CGCC is working with an Institute mentor to implement the interventions recommended in CGCC's final report, measure their effectiveness, and adapt practice in an effort to improve the success of our first-year students.

Achieving the Dream (ATD):

In fall 2012, CGCC embarked on another Student Success initiative, “Achieving the Dream: Community Colleges Count” along with a consortium of rural Oregon Community Colleges and Oregon Community Colleges and Workforce Development. ATD is a multi-year national initiative to help more community college students succeed.

The initiative is particularly concerned about student groups that traditionally have faced significant barriers to success, including students of color and low-income students. Achieving the Dream works on multiple fronts, including efforts with community colleges, research, public engagement and public policy. It emphasizes the use of data to drive decisions and change.

the classrooms on both campuses has been another project facilitated by Title III monies. These additions allow for greater use of technology in classroom instruction. Podium systems are a comprehensive multimedia teaching resource that includes Internet access linked to overhead projectors, speakers, screens, document readers, DVD/CD ROM and powered PC's, real-time telecommunications, video, and supporting fiber-optic connections.

As work continues in 2012-13, the lecture hall will be fitted with a podium system, a degree audit system will be launched in fall and the college will move closer to a paperless system with the addition of document imaging in various departments. These are also being funded through the Title III grant.

Finally, the grant is helping the college foundation grow its permanent endowment through a matching challenge established under Title III. This will build the foundation's capacity to support student scholarships well into the future.

-- Lori Ufford

At its core, the initiative seeks to help more students reach their individual goals. Achieving the Dream colleges maintain a high degree of access for historically underrepresented groups while working to increase the percentage of students who accomplish the following:

- Successfully complete the courses they take;
- Advance from remedial to credit-bearing courses;
- Enroll in and successfully complete gatekeeper courses;
- Enroll from one semester to the next;
- Earn degrees and/or certificates.

The ATD initiative is a three-year commitment. During this first year, CGCC is working with coaches from ATD to gather and analyze the data related to our student population. Consecutive years will be dedicated to building upon the Foundations of Excellence work by developing practices that remove barriers for underrepresented students.

Nursing and Health Occupations

By Doris Jepson

Highlights 2011-2012 Academic Year Nursing Program

The Nursing Program is approved by the Oregon State Board of Nursing (OSBN). Students enrolled in nursing courses have the option of applying for co-admission to Linfield College's RN-to-BSN program. This allows students to take online course at Linfield College while enrolled in CGCC's nursing program and continue toward a Bachelor of Science in Nursing degree after graduation. The Rural Clinical Simulation Center continues to be used extensively to provide valuable clinical experiences to nursing students.

Graduates:

- Twenty-two students completed the first year of the program and received their Practical Nurse Certificate, which makes them eligible to take the National Council Licensing Examination (NCLEX-PN). Nicole Ramsey was recognized as the winner of the Florence Nightingale Award by her peers.
- Nineteen students completed the second year of the program and received their Associate of Science Degree in Nursing. All of them passed their NCLEX-RN exam for licensure on their first attempt and are now registered nurses. Andrea Deitemeyer was recognized as the winner of the Florence Nightingale Award by her peers.
- The program has trained 183 nurses since 2003; of those, 150 joined the Columbia Gorge regional healthcare workforce following graduation.

Health Occupations

Nursing Assistant (NA1 / CNA2) & Certified Medication Aide. Susan Hartford is program director.

This program is approved by the Oregon State Board of Nursing. Students completing courses this year: NA1—56; CNA2 Acute Care—15

*Medical Assisting (MA) Program.
Diana Lee-Green is program director.*

This program is approved by the Commission on Accreditation of Allied Health Education (CAAHEP); graduates are eligible to sit for the national AAMA (CMA) exam. Thirteen students received their Medical Assisting Certificate.



NURSING PROGRAM GRADUATES of 2012 include, front row from left: Ben Zimmerman, Kim Moon, Lindy Anderson, Colleen Haggerty, Joe Moring; Second row: Cameron Rogers, Kristie Mitchell, Akela Tubbs, Lindy McCasland, Roshika Prakash, Marissa Reiten; Third row: Erin Courtney, Julie Diers, Kamala Malcolm, Amy Schanno-Sugg; Back row: Andrea Deitemeyer, Courtney Lee, Christina Glissmeyer, Jennifer Brown. (Photo courtesy Gregg Lee)

*Emergency Medical Services (EMS).
Clay McCrea is program coordinator.*

This program is approved by the State of Oregon. We had one student who graduated with her EMT Certificate and we are very proud of her. Students completing EMS classes—170.

*Other Health Occupations Classes
Offered in 2011-12:*

- MEDICAL TERMINOLOGY – 188 students
 - American Heart Association
Certified Training Center:
CPR/FIRST AID/INSTRUCTOR
(non-credit classes) – @ 3,300 cards
 - FIRST AID & EMERGENCY CARE
(HE 112; credit class) – 81 students
- PHLEBOTOMY TRAINING
(non-credit class) – 10 students

- DIAGNOSTIC IMAGING
(partner program with Linn-Benton Community College) – 1 student.

Announcing the Nursing Program 10 Year Alumni Reunion and Celebration: May 3, 2013

This will be a gala event to honor 10 years of nursing graduates and to thank the “village” that has contributed to their education.

This includes CGCC administration, faculty, and staff as well as our friends and community partners—who provide support through advisory committees, funds to support programs, in-kind faculty, clinical sites, and scholarships.

These partners help us provide important training, and they also serve as potential employers for our graduates.

Mark your calendars and plan to join the celebration!

Renewable Energy Technology

By Mary Kramer

Since 2007, the Renewable Energy Technology (RET) program at Columbia Gorge Community College has provided training to meet the workforce needs of a growing renewable energy industry in the region. Only in the past year has it become apparent that the program's foundational skills in electronics, hydraulics and mechanical systems also align with the workforce needs of the emerging unmanned aircraft industry in the Gorge.

With guidance from an exceptional advisory committee made up of representatives from these developing industries, the college continues to review and upgrade curriculum to be responsive to evolving workforce needs. Using congressionally-directed grant dollars, a custom-made training tower was installed on campus this year to train students on safety and rescue techniques. In addition, the certification of one RET instructor in OSHA 10 training will allow RET students to earn their OSHA 10 certification before leaving the program. The college maintains ongoing conversations with industry partners in wind, solar and hydro energies, and UAV development to stay abreast of the latest skill set expectations in these fields.

In April, a Renewable Energy Technology Summit hosted by the college, CG-BREZ (Columbia Gorge Bi-State Renewable Energy Zone), and Renewable Northwest Project was held at Maryhill Museum. The goal was to identify industry trends and future training needs. Thirty industry representatives actively participated in a broad conversation about the state of the industry and its future workforce needs. A subcommittee was formed to further explore adaptations to the current RET program.

The college sponsored a High School Wind Challenge in April to encourage student interest in Science, Technology, Engineering and Math (STEM). Seven high schools brought teams of three to six students led by a faculty or volunteer mentor to the Saturday event. The faculty or mentor attended a virtual training on wind energy and provided three classroom lessons from curriculum provided by CGCC. Based on the classroom lessons, the teams used kits to construct a functioning wind turbine. Turbines were tested and judged on a variety of attributes. The competition addressed Oregon Department of Education Essential Skill requirements, and



WIND FARM near Condon, part of regional fleet.

aligned with Oregon's STEM Initiative.

An online virtual tour of the RET program went live on the college's website this year. This provides a visual and audio presentation via video clips featuring RET students, faculty and staff.

The Delta Energy Club – a student organization for RET students and others interested in renewable energy – hosted community events in 2012. A free Clean Energy Film Festival featuring three award-winning documentaries – *Kilowatt Ours*, *Lost Mountain* and *Wind Uprising* – was held at the Discovery Center and a Greenhouse Raffle was conducted during The Dalles Cherry Festival. The club has also been active in planning a community solar project on the Discovery Center's grounds. The Club is committed to raising awareness of clean energy among students, faculty, staff and the greater community.

Public, private partners bolster program success, prepare for future needs

Four important developments in 2012 bolstered CGCC's Renewable Energy Technology program:

- Oregon approved funding to consolidate renewable energy training within a single structure, the Workforce Innovation Center, which will also serve training needs for a variety of regional industries well into the future. The workforce center is incorporated into the Fort Dalles Readiness & Training Center, scheduled for completion in December 2013.

- In a related development, Sherman County designated \$100,000 to help the college install a welding lab and other equipment in the workforce training center, all in support of the Renewable Energy Technology program. Sherman County, which benefits from significant wind industry revenues, has taken a leadership role in promoting renewable energy development throughout the region.

"The goal of the grant is to help CGCC continue with improving the training of the RET program for the students in the hope that some of the Sherman County students will be able to remain in the area with a good paying job," said Sherman County Judge Gary Thompson.

- Equity investors in Caithness Shepherds Flat, one of the world's largest wind farms, designated Columbia Gorge Community College as their preferred workforce training partner, and followed this with a 10-year, \$250,000 financial commitment to the Renewable Energy Technology program.

Equity partners include Caithness Shepherds Flat, GE Energy Financial Services, Google, Tyr Energy and Sumitomo Corp. "The college has been a great partner and its highly-trained students play an integral role in staffing and operating Caithness Shepherds Flat," said Les Gelber, President and Chief Operating Officer of Caithness Energy.

Shepherds Flat harnesses wind energy with a fleet of GE 338 turbines that generate a peak output of 845 megawatts – sufficient power for 235,000 homes.

- Renewable Northwest Project, a Portland-based non-profit organization with the mission of promoting environmentally-responsible renewable resources, partnered with the Columbia Gorge Community College Foundation in establishing the Paul Woodin Memorial Scholarship Fund for renewable energy students at CGCC. This fund honors the late Paul Woodin, a resident of Goldendale, Wash., who helped lead development of the renewable energy sector. Paul was instrumental in creating the renewable energy training program at CGCC.

Pre-College eases transition to college, work

By Dave Mason

End-of-year Strategic Plan Review: 2011-12

Note: The following narrative presents 2011-12 strategies and follows with the departmental analysis of each strategy, based upon operational experience.

Recruitment: As both a recruitment strategy and an instructional improvement strategy, the department will continue to develop communication with agencies in the geographical district we serve. The goal is to increase enrollment, better meet the needs of our students and institute a pre-college advisory council/board.

Analysis: A survey was sent to all community partners requesting feedback about the educational needs of the pre-college population that each community partner serves. After sending the survey we followed up with phone calls and emails asking for completed surveys. However, there were only five responses. We then invited those agencies with whom we work most closely to our first pre-college advisory committee meeting. Three agencies were represented at the meeting. We will continue to host Pre-College advisory committee meetings next year.

Orientation: In response to the 2009 CCWD program review, managed enrollment at the Hood River Campus will begin in fall 2011. Students will be able to enter classes at the beginning and middle of term. Thus, orientations will be offered twice per term.

Analysis: This system worked well in fall term when the student population was robust. However, in winter and spring terms when student numbers waned, the lead instructor in Hood River felt it was unproductive to ask students to wait several weeks to enter the classes which were small and in need of students. Since classes were small, instructors were open to have students join their classes anytime, and provided new students with background necessary to succeed in class. Some form of managed enrollment in Hood River will continue to be a strategic goal next year.

Retention: Beginning fall term students will be granted tuition waivers if they have at least 90 percent attendance for the previous term.

Analysis: Although students were enthusiastic about the possibility of attaining a tuition waiver based on attendance, very few students met the 90 percent attendance requirement: seven in Hood River, five in The Dalles. As instructors tracked student attendance and

What is “Pre-College”?

Aligning with Columbia Gorge Community College’s mission statement of “Building Dreams, Transforming Lives,” classes offered by the Pre-College department are often the beginning step in students’ educational journeys.

Our aim is to help students identify and refine short-term life goals and the education necessary to achieve those goals. The Pre-College program addresses individual academic needs at entry level and provides advising, transition activities, and assistance for students moving among different levels as well as facilitating school-to-work-transitions.

The Pre-College department provides instruction in basic skills in reading, writing, math and computer literacy. In addition, the classes promote job readiness and provide career development tools and strategies.

Department instruction is based on current research and best practices in the field using a variety of instructional strategies and delivery methods that address different learning and teaching styles. Instructors help students improve their skills so that they can:

- Pass the GED exam;
- Achieve the placement scores necessary for entrance into college or training programs;
- Qualify for employment or promotion in their current employment;
- Meet their personal goals as a family member, citizen, and worker.

talked with students about why they missed classes, they concluded that 90 percent attendance is too difficult for students to achieve. Next year there will be an 80 percent attendance requirement. In addition, student focus groups will be held to determine if a different incentive might work better.

Transition & Completion: Duplicating the changes made on The Dalles campus, a Student Services adviser at the Hood River campus will be designated for advising students in Pre-College classes during the last week of each term. Pre-College instructors will assist students in setting up appointments and connecting with this adviser.

Analysis: In spring term advisers from Student Services offered a one hour/week “Transition to College” class for Pre-College students in Hood River. However, there was

very poor attendance. Next year Student Services advisers will come to the Pre-College classes throughout the term to discuss transition to college topics instead of having a separate meeting time.

Instruction: 1) The program will continue instituting new learning standards adopted by Community Colleges & Workforce Development. A new instructor will attend the Learning Standards trainings (“learning circles”). The department chair and another instructor will attend the math learning standards institute. These instructors will share the information with department colleagues.

Analysis: Two Pre-College instructors attended the Learning Circles, two attended the math Learning Standards institute, and one instructor attended the reading Learning Standards institute. Sharing of information was informal throughout the year.

Instruction: 2) In response to recommendations from the 2009 OCCWD program review, the Pre-College department will restructure department offerings in Hood River. There will be direct instruction classes in each subject area (reading, writing, math) instead of lab offerings. These classes will be open to both college prep and GED students. A shortened lab will be offered for students who cannot participate in the direct instruction classes.

Analysis: In concert with managed enrollment in Hood River, direct instruction classes for all subjects were held fall, winter, and spring terms, and lab hours were reduced. The percentage of GED completers in 2011-12 fall, winter, and spring terms was the same as it was in 2010-11. However, the percentage of students who completed a level increased by 15 percent. In 2010-11, 12 out of 66 completed a level (18 percent) while in 2011-12, 20 out of 61 completed a level (33 percent).

The Pre-College Program began working on a new initiative in spring term 2012. This was an effort to link the CASE* and Career Pathways grants and efforts to improve pre-GED students’ computer literacy skills. A new “online” computer literacy Pre-College course was developed, in consultation with the existing CASE credit class’s instructor. The CASE adviser met with students and faculty on a regular basis to facilitate transition efforts from Pre-College to credit and CTE classes. These efforts will continue this next academic year.

* Credential, Acceleration and Support for Employment

Small Business Development Center

By Mary Merrill

The Small Business Development Center (SBDC) at Columbia Gorge Community College is one of 19 SBDCs across Oregon. Most are located on Oregon's community college campuses. SBDC Columbia Gorge serves entrepreneurs throughout the Mid-Columbia region. It was established in 1984 by the Treaty Oak Community College Service District, predecessor to Columbia Gorge Community College.

The Small Business Development Center is supported by the U.S. Small Business Administration, the State of Oregon and the college's general fund. SBDCs help entrepreneurs establish and build their businesses through training in such essential skills as marketing and advertising, bookkeeping, inventory control and personnel management, as well as identifying sources of capital investment.

In 2012 SBDC Columbia Gorge served 274 clients, leading to the creation of 42 jobs, retention of 6.5 jobs, and capital formation of \$429,900. Business clients' sales increased by \$278,214, and clients received \$85,000 in contracts. SBDC Columbia Gorge served 31 business start-ups and provided a total of 1,004 hours of business counseling.

Special mention

The Small Business Development Center at Columbia Gorge Community College has been recognized by the U.S. Small Business Administration as a leader in the State of Oregon and in the four-state region of the SBA Region X. The SBDC has received several other commendations including recognition from Oregon's former Governor, Ted Kulongoski, and the Oregon Small Business Development Center Network as a "State Start," and recipient of the Sandy Cutler Award.

The SBDC is recognized because of its perfor-



Trampus Bringman, Sr., and Nikki Lucas, are the new owners of Curves in The Dalles, an exercise program and facility focusing on women's fitness and health.

mance as measured through the results it obtains by helping businesses start and grow in the Columbia Gorge region.

Performance outcomes

For the calendar year 2011, the SBDC served 282 businesses. Staff delivered 916 counseling hours, helped secure \$478,288 in loans for startup or expansion, and helped 24 new businesses start.

The SBDC has assisted some notable clients and successes, including The Whole Ball of Yarn, Curves in The Dalles, and Pocket Fuel, LLC.

For information on the Small Business Development Center at Columbia Gorge Community College, contact Mary Merrill, Regional Director, via e-mail at mmerrill@cgcc.cc.or.us, or call (541) 506-6120. The website is www.cgcc.cc.or.us/sbdc.

Prigel Machine staff outside their new facility in Odell, with SBDC counselor Fritz Ellett (fourth from left). Prigel Machine is a full-service shop using state-of-the-art CNC machinery. It also offers product support and enhancements.



The Small Business Management (SBM) program is an important part of the Small Business Development Center mission of providing services to area businesses. The SBM program works with established businesses and provides 30 hours of classroom instruction and 30 hours of individual counseling spread over 10 months. We cover all areas of business, focusing on financial proficiency. The goal is to help owners better manage their operation and help them achieve the next level of success. The SBM program has been a significant factor in the growth of numerous small businesses in the Columbia River Gorge.

-- Fritz Ellett, Counselor/Instructor

Child Care Partners

By Nancey Patten

Child Care Partners is a Child Care Resource & Referral program serving Gilliam, Hood River, Sherman, Wasco and Wheeler counties.

2011-12 was an exciting year for Child Care Partners. Major change occurred in two areas: on-line presence and increased professional development opportunities for early childhood professionals.

After months of work, the Child Care Partners website launched in December 2011. Parents now have the additional option of beginning the referral process on-line. Providers may enroll in Child Care Partners with the new on-line form, making the process faster and easier.

With the website came Facebook and Twitter, providing an avenue for on-going communication with providers. The parent and provider newsletters, although still being mailed out, are also on the website. Parents accessing the website find information about types of care and the advantages and disadvantages of each.

Through a state-wide contract with the National Association of Child Care Resource and Referral Agencies, Child Care Partners is now able to link providers to approved on-line classes. The website contains a link to classes on a variety of topics and range from one hour of training to 120 hours for the Child Development Associate Credential Training. Part of the proceeds return to Child Care Partners.

With the success of our first Early Childhood Mini-Conference, the second annual conference was held in Arlington on St. Patrick's Day. Early childhood professionals from all five counties representing a variety of early childhood programs actively engaged in hands-on trainings, including "I Am Moving, I Am Learning" and "Snackin' on Math and Science." Support from the Gilliam County Commission on Children and Families provided great snacks for the day; Child Care Partners provided lunch and door prizes.

With the addition of bilingual staff, Child Care Partners increased outreach to Spanish-speaking parents and early childhood professionals. This includes First Aid, CPR, child development, child guidance and business recordkeeping in Spanish.

Child Care Partners provided 49 trainings for 365 participants during 2011-12. Twenty-three of these trainings were new to our area and included 15 dif-



ferent or new instructors. This is an increase of 108 participants over 2010-11 and double the number of participants from 2009-10.

For the second year, Child Care Partners partnered with Student Services to provide an Exploring Possibilities orientation session for providers interested in the Early Education and Family Studies program at CGCC. The orientation provided information on evening classes, different types of credentialing, and scholarship opportunities. We held this orientation in the spring to encourage students to enroll in fall Early Education and Family Studies classes.

Child Care Partners has been actively involved in a variety of other campus activities, as well, including participation in the Foundations of Excellence and the New Student Orientation. A new criterion for all John and Betty Gray Scholarship recipients



SECOND ANNUAL Early Childhood Mini-Conference on St. Patrick's Day 2012 brought many participants, among them (at left, from left) Angelica Garcia and Brenda Rodriguez, and (above, from left) Angela Eisland, Miranda Owens.

Nancey Patten photos

requires their enrollment in the Oregon Registry. *The Oregon Registry: Pathways for Professional Recognition in Childhood Care and Education* at Portland State University is a statewide program that records and recognizes the professional development, growth and achievement of people who work with and for children and families. Participation in the Oregon Registry is increasingly seen as an important tool for professional development in our state. Child Care Partners has provided information and support to scholarship recipients, as well as other early childhood professionals in the enrollment process.

As an active participant in our communities, Child Care Partners participates in a variety of community activities and groups, including Children's Fairs, Back to School Bash, Early Childhood Committees and the Parenting HUB.

Transfer Programs; Distance Learning

By Mike Taphouse

Highlights of the 2011-2012 Academic Year

Transfer programs: Lower Division Collegiate (LDC) courses make up roughly 52.2 percent of full-time equivalent enrollment (FTE) generated by Columbia Gorge Community College. Transfer programs allow students to complete the first two years of a bachelor's degree at CGCC before transferring on to a university.

Furthermore, Columbia Gorge transfer programs allow students to save money on tuition costs, while still providing them access to a quality education.

Transfer workshops: The academic advising department at CGCC has made a concerted effort to better prepare students as they transition to the university system. One aspect of this effort involves a series of transfer workshops that were held for students on both campuses that outlined requirements for the next stage of their academic career.

Topics covered during the workshops included admissions requirements and important application deadlines; program/major exploration; financial aid and scholarship opportunities; and the differences between private and public institutions.

Degree Partnership: This past year CGCC began working with Oregon State University to strengthen our Degree Partnership program with them. A group of OSU representatives traveled to CGCC on two occasions to meet with a contingent from CGCC in order to develop a Memorandum of Understanding as we progress toward independent accreditation. The mutual goal of our coordinated effort was to expand the presence of OSU on CGCC's campuses and make transferring to OSU as seamless as possible.

As an independently accredited institution, CGCC will be repeating this endeavor with several other public and private institutions throughout the state.

Pathfinder Career and Transfer Center: The Pathfinder Career and Transfer Center continues to offer services to students in need of assistance in exploring career and academic options. The center provides students with access to a long list of career and educational planning resources. With regard to career planning, students can meet individually with a career counselor and complete self-assessments ranging in topics from personal values to career interests. Transfer students have the

On-line classes at Columbia Gorge

By Paula Ascher

Enrollment in distance learning classes increases every year. In the 2011-2012 school year, 30 percent of credit full-time equivalent (FTE) came from online and hybrid classes.

The quality of distance learning improves through the implementation of Quality Matters (QM), the national standard for online and hybrid class design. In 2012, instructors participated in the fifth QM rubric training at CGCC, which was offered on-line. This is the first part of certification as a peer reviewer. Taught by a CGCC instructor, the training was an opportunity for on-line faculty to exchange ideas and look at their classes with a "new set of eyes."

Also of significance in promoting quality, the second annual peer reviews of courses by faculty took place in the winter term 2012, with ten reviews completed by 18 instructors.

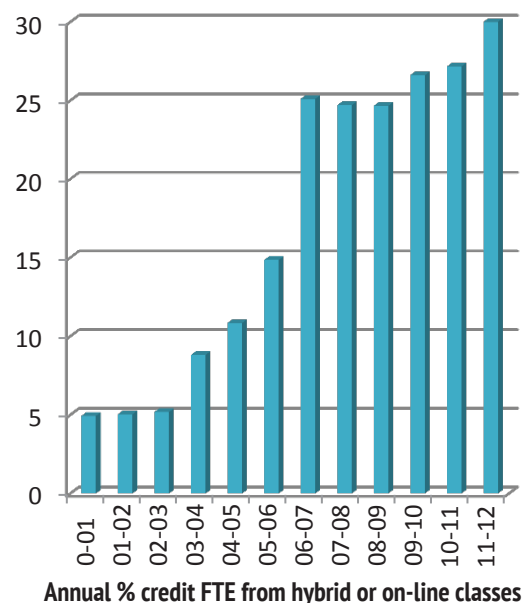
Many faculty members also participate in advanced levels of QM professional development. Five instructors are certified as master reviewers, which is the highest number at any community college in Oregon. For course recognition at the national level, a panel of three certified peer reviewers, (including an external reviewer, master reviewer and subject matter expert) analyze design. Seven courses received this national recognition in 2012, bringing the total number of CGCC awardees to 13.

On-line students at CGCC are overwhelmingly local

opportunity to research admissions requirements specific to their major or transfer institution, as well as degree planning with an Academic Adviser and exploration of financial aid and scholarship opportunities.

North Star: In an effort to better connect with students new to CGCC the academic advising department now requires new students to meet with their academic adviser mid-way through their first term of enrollment. These "North Star" meetings allow advisers to connect with students early on in their first term and establishes a cooperative relationship that requires student buy-in with regard to academic planning.

North Star is comprised of three intentional out-



and increasingly savvy at distance learning. In a 2012 distance learning student survey, 91 percent lived in the Mid-Columbia area and 85 percent had taken a traditional class at CGCC. A significant number, 40 percent, had taken four or more on-line or hybrid classes at the college. Thirty-eight percent of students had taken an on-line class from other colleges or universities, compared to 26 percent in 2004.

comes; determine the student's academic progress during their first term; clarification of the student's academic and/or career goal; development of an education plan for the next term or up to the following two years.

The academic advising department is developing a similar process for students starting their final year at CGCC that will involve getting students ready to transition into the workforce or on to another institution of higher learning. Implementation of the second year North Star process is scheduled for fall 2013.

Facilities Master Plan update

By Jim Austin

Columbia Gorge Community College conducted an intensive, four-month assessment of its current facilities on both campuses, and presented the resulting Facilities Master Plan update to the college board in August.

As part of this assessment, facilities personnel, construction and architectural specialists walked all buildings at both sites for a complete visual assessment of conditions and needs. We compiled space utilization data in a specialized database ("FAC Plan") developed by DLR Architecture for facility assessment and budget modeling.

Then we reviewed the assessment, previous Facilities Master Plan, academic visioning and goals, Academic Master Plan, potential site expansion and facility needs at both campuses. The next step was input from the project team, Board of Education and Executive Leadership Team.

All data were then again reviewed, tested and adjusted by the project team, which included staff from Facilities Services, Human Resources, Instructional Services and DLR Group, for presentation to the Board of Education for comment and approval.

Salient conclusions are as follows:

The college

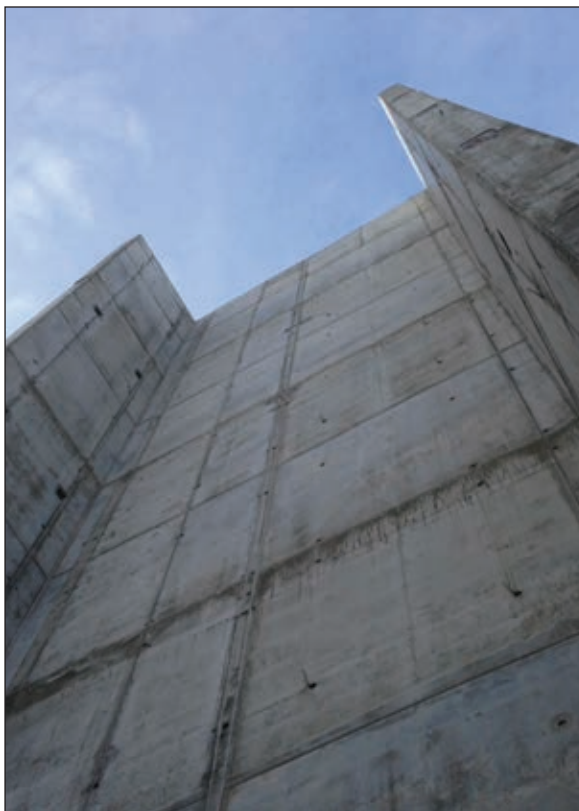
- CGCC has become the preferred provider of higher education in the mid-Columbia region.
- CGCC facilities, programs, faculty, staff and leadership continue to raise the quality of organization and professionalism.
- CGCC continues to investigate alternative options for providing higher education to people or areas that are currently underserved (i.e. mobile technology).

Facility assessment

- Almost all of the The Dalles Campus building remedial issues identified in the 1998 Facility Master Plan have been addressed and removed from the list of projects.

Utilization

- The older campus buildings represent 68 percent of all usable buildings.
- Fifty percent of available instructional space could be classified as contemporary learning space.
- The other half of the instructional spaces are located in older buildings that are constrained by



NEWLY-FORMED elevator shaft is part of the 73,000 square foot Fort Dalles Readiness & Training Center on The Dalles campus, which will include 13,000 square feet of classroom and lab space for the college. The facility will open late in 2013.

their configuration (long and narrow) or previous use (hospital bed tower) without significant renovation and modification.

- The inventory of existing facilities has a deficit in high bay spaces for medium to heavy technology programs (i.e. embedded technology).
- Lab space at Hood River - Indian Creek Campus is heavily used at approximately 64 percent every available hour during days and evening class periods.

The Dalles Campus

- The National Guard Readiness Center has the potential to add a significant amount of contemporary instructional space. This includes high bay educational space for technology programs.

- Adequate land area is available to roughly double the available square footage inside the existing perimeter driveway.

- Access roadways to Scenic Drive and the upper portion of the campus property have significant topographical, political and cost challenges.

Hood River- Indian Creek Campus

- Peak class time parking for students at HR-ICC has exceeded to the point where student parking has spread to adjacent properties.
- Expansion on the existing property is profoundly impacted by Indian Creek bisecting the site.
- Expansion most likely will require acquisition of additional, adjacent property.
- Connecting the existing building to another building on the other side of Indian Creek has many obstacles that need to be addressed.

Overview

The Facilities Master Plan has several key points that emerged throughout the investigative and discussion of current challenges.

- The need for additional student advancement and assistance programs have grown tremendously and required instructional spaces to be converted to spaces to directly serve student and institutional needs and this need will continue to grow. This will drive the need for additional instructional spaces in the future.
- There is considerable lack of "high bay" space available for the unique challenges that many technology programs require. The National Guard Readiness Center plan incorporates some college use high bay space to address this need initially but not long term.
- Lab space at the HR-ICC campus is at a premium and more space will need to be added.
- Parking at the HR-ICC campus is not adequate.
- Innovative solutions to the expansion of the HR-ICC campus will be needed to provide sensible and cost effective growth.
- Contemporary learning spaces are both preferred and necessary to remain agile with the educational needs of the students and community the college serves. Additional space will need to be incorporated as enrollments rise and current structures are depleted.

Campus sustainability targets climate strategies

By Kayleen Warner-Arens

On Dec. 1, 2009, CGCC President Dr. Frank Toda committed the institution to reducing and eventually eliminating all of its campuses' greenhouse gas emissions, and accelerating educational efforts to equip society to re-stabilize the earth's climate by signing the American College & University President's Climate Commitment.

Part of this commitment involves completing an inventory of greenhouse gas emissions within one year and subsequently creating and implementing a climate action plan.

This year, the college submitted a Climate Action Plan with the following goals and actions:

Transportation and Land Use

Goal: Reduce by 1 percent per year emissions from air miles travel and miles commuting. Actions:

- Promote carpooling and alternative commuting through the Healthy Commute Program, information sharing and ridesharing database
- Support regional efforts to expand public transportation within the Gorge
- Dedicate parking places for van and carpool vehicles and energy efficient vehicles
- Install clean energy powered electric vehicle fueling stations on both campuses
- Purchase low-emitting fuel efficiency vehicles as replacements are needed
- Encourage alternatives to travel (conference calls, webinars), and encourage trip consolidation
- Conduct annual commuter surveys of staff, faculty and students
- Explore feasibility of telecommuting and alternate schedules
- Reduce air miles traveled by 3 percent each year for next five years

Energy Efficiency

Goal: By 2015, reduce electricity usage by 5 percent and reduce natural gas usage by 5 percent. Actions:

- Bring in outside energy consultant to complete an energy audit of both campuses.
 - a. Use state-of-the-art control systems and software to maximize energy efficiency;
 - b. List conservation measures from energy audit and develop implementation and financing plan;
 - c. Evaluate temperature settings on HVAC systems



SKYRON vertical axis wind turbine, installed on The Dalles campus, generates electricity to off-set the college's carbon footprint. Skyron donated the turbine to the college, and the US Department of Energy provided funds for installation.

to maximize energy efficiency program seasonal adjustments for both campuses based on this analysis;

- d. Evaluate savings by reducing temperature settings on water heaters;
- e. Evaluate potential for heat recovery systems.

- As per Green Building Policy, all new construction will incorporate sustainable principles and be energy efficient
- Increase awareness and outreach to staff, students and faculty on energy use to encourage conservation and reduce usage
- Consider 4-day work week during summer months (estimated energy savings of 3.5 percent)
- Consider establishing a revolving loan fund from energy savings to assist in funding energy conserva-

tion and renewable energy projects

- Develop long-term strategies to have 100 percent of CGCC's purchased electricity and natural gas be carbon neutral.

Renewable Energy

Goal: Produce 10 percent of energy onsite through solar and other renewable technologies by 2020.

Action:

- Continue to research the feasibility and financing of renewable energy technologies on existing buildings and implement where appropriate

Reduced Waste and Purchasing

Goal: By 2015, reduce solid waste generated by 20 percent by improving recycling, reusing and composting strategies. Actions:

- Develop and implement institutional changes to meet the goals of Green Purchasing Policy adopted by the Board of Education May 10, 2011
- Reduce carbon footprint related to service ware from café operations and incorporate more sustainable food options
- Develop a plan to increase recycling and reduce the amount of waste being hauled to landfill
- Develop plan for pre-consumer and post-consumer composting on campus
- Develop and implement an outreach and awareness campaign for recycling and composting efforts
- 6. Create a reusable office supply exchange room for staff and faculty

Other

- Research potential for Carbon Sequestration on Indian Creek Campus
- Research purchasing renewable energy credits as offsets to college emissions
- Develop a water conservation plan for both campuses
- Research solutions to barriers of time and money as well as sources of funding for projects

During 2012, the Healthy Commute Program was expanded from the Hood River Campus to The Dalles Campus. This program supports the Climate Action Plan goal of reducing emissions from commuting to campus by offering prizes in an encouragement to students, staff and faculty to travel to campus in a earth-friendly way (bike, walk, carpool, bus, etc.).

Ft. Dalles Readiness & Training Center

By Dan Spatz

When the Fort Dalles Readiness & Training Center is completed late in 2013, it will culminate 20 years of effort, beginning when local officials in The Dalles met with the Oregon National Guard and Oregon Military Department to review plans for a new armory and convention center.

The existing Oregon National Guard Armory sits on land owned by Wasco County at West Sixth and Webber, a potentially valuable commercial site. The armory was constructed in the 1950s and is badly outmoded. Following its designation in 2004 as Oregon's First Responder Training Center, Columbia Gorge Community College's campus in The Dalles became a potential home for a new, state-of-the-art "Readiness & Training Center," and the college formalized this with a long-term land lease in 2008. That same year, Congress appropriated \$960,000 in design funds for the facility.

A long struggle for federal and state funding followed. Success came in 2011, when Congress authorized and President Obama signed into law a Defense Appropriations Bill that included \$13.8 million for the new Readiness Center. Meanwhile, Oregon lawmakers had been working on the state's share of funding – \$3.9 million – which also gained approval in 2011.

This by itself would have completed the Oregon National Guard facility, but additional opportunity came in the form of Oregon bonding capacity dedicated for the college's long-planned Workforce Innovation Center. Originally envisioned as a stand-alone facility, this building would allow the college to consolidate the various classrooms and labs dedicated to the Renewable Energy Technology training program into a single building, add new high-bay training space, and position the college to meet future workforce training needs related to the region's technology sector.

In October 2012 the state determined that the two facilities could be combined into a single



ARTIST'S RENDERING of Fort Dalles Readiness & Training Center is quickly becoming reality, with construction scheduled for late 2013.

structure, using a portion of the federal funding destined to construct the Readiness Center as required "match" for \$8 million in state bonding capacity. The college and Oregon National Guard would share certain areas of the new facility, and each would also have its own, dedicated space.

All told, the combined project value is estimated at \$27 million, with 73,000 square feet of space. Of this, 10,000 square feet of instructional space

is dedicated to sole college use, along with 3,000 square feet of high-bay industrial space for such purposes as mechanics and hydraulics training.

Another 10,000 square feet will serve as an instructional hall (photo at left), which will be shared as a training and assembly area with the Oregon National Guard. This same space will also serve as a conference space, providing a new venue for business and community events in The Dalles.

Combining the two facilities provides more efficient use of the building. If used only for the purposes of the Oregon National Guard, the building would have stood largely vacant much of the time, since Guard training typically occurs on weekends, unless the facility is activated for Guard response to natural disasters or other emergencies. By including the college space, the building will be used extensively each week, with daytime and evening classes and labs.

Hoffman Construction Company is the design-build contractor for the project. TVA Architects, Inc., is the project designer.



Four goals drive Indian Creek Greenway project

By Dan Spatz

Education and training, environmental restoration, outdoor recreation and attainable housing outline the vision for the Indian Creek Greenway, a cooperative initiative led by Columbia Gorge Community College with the goal of expanding its Hood River Campus for multiple public uses.

Key partners in this strategic effort now include Hood River County, the City of Hood River, Hood River Valley Parks & Recreation District, Indian Creek Stewards, Mid-Columbia Housing, Mid-Columbia Economic Development District, The Trust for Public Land, Providence Hood River Memorial Hospital, Port of Hood River, Hood River County School District, and private industries from the region's fast-growing technology sector.

Four-year universities from Oregon and Washington are also being invited to join this effort. In addition, a multi-stakeholder collaborative spanning the public and private sector originally spearheaded by Meyer Memorial Trust has been active in the region via a pilot program aimed at testing an economic development tool; this is designed to match community needs with potential funding sources.

It's a diverse group with a common set of goals:

Education and training: The college proposes to construct the Columbia Gorge Advanced Technology Center on its Hood River - Indian Creek Campus and hopes to develop a new, technology-centered instructional program as a hallmark of this campus, just as nursing and renewable energy technology are signature programs of The Dalles campus.

The new facility would bring additional lab space for instructional programming designed, in part, to help regional employers recruit and retain a skilled workforce.

Particular concerns in this regard were identified through a series of regional forums called "Stronger Economies Together," hosted by Mid-Columbia Economic Development District and USDA Rural Development from January through July 2012. Concerns centered on basic skills, as well as access to four-year degree programs for continuing education. With that in mind, CGCC will continue to work with its K-12 and workforce training partners in addressing the basic skills gap, while also inviting regional universities to expand four-year opportunities in the Columbia Gorge region. The instructional vision



CGCC President Dr. Frank Toda (left) and Art Carroll, vice president of the Hood River Valley Parks & Recreation District, officially open a foot-bridge providing access to Indian Creek Trail from the college campus in April 2011. Extension of the trail is a key component in the Greenway project.

aligns with Gov. John Kitzhaber's goal of seamless, K-20 education; it also supports economic expansion in the Columbia Gorge, where technology jobs often go unfilled because of the lack of a trained workforce.

Attainable housing: This is another priority identified by the Stronger Economies Together program, as well as earlier studies led by Mid-Columbia Housing Authority. The issue involves a broad spectrum of housing for a variety of income levels, from persons on very limited incomes to high wage earners; it's a regional issue, not limited to Hood River, and it will require a regional approach. The Greenway could be one of several sites for a new public-private model designed to meet this regional need. Mid-Columbia Housing Authority has the lead role in resolving this dilemma, with the support of other Greenway partners such as Hood River County and the City of Hood River.

Environmental restoration: Indian Creek Stewards have the lead on this aspect of the project. This is a group of private individuals and organizations, among them the Hood River Watershed Group and Hood River Soil & Water Conservation District, dedicated to the restoration of natural habitat throughout the Indian Creek watershed, along with stewardship and public education to preserve that habitat for future generations.

Since Indian Creek flows through the Columbia Gorge Community College campus, and since instructional programs such as biology and ecology

are part of the curriculum, it's a natural partnership. The Stewards have organized clean-up campaigns, removing junked car bodies and tons of debris from the stream; they've conducted test planting of native trees and shrubs; they've placed interpretive signage, and even installed a "raptor pole" for nesting habitat.

Outdoor recreation: The Indian Creek corridor is a sensitive environmental area, much of it within the stream's riparian zone. Nevertheless, it provides badly-needed green space on the Heights in Hood River ... a place for walking, bird watching, and quiet contemplation.

Hood River Valley Parks & Recreation District has the lead role here, constructing and maintaining a local segment of the Indian Creek Trail. A grassy pathway and boardwalks carry the trail past rolling meadows, with access points from 12th Street and the college's parking lot. The goal is to extend this trail, allowing it to link up with other trail segments in the area.

In October 2012 the college's Board of Education designated The Trust for Public Land to assist with the Greenway project. This is an ambitious project involving a variety of partners, and it will take many months – perhaps years – to bring to completion. But the community, economic and environmental benefits are significant: The college and its partners in the Greenway project are dedicated to making this dream a reality.

College partners in Gravity Games, soccer too

By Abrahán Martínez

Columbia Gorge Community College launched its first soccer program in 2012, with three goals:

- Encouraging school spirit and unity;
- Building a new connection with the Latino community, and all who enjoy the sport of soccer;
- Providing a path for participation in the Northwest Athletic Association of Community Colleges.

We have recruited six players for the men's team and five players for the women's team. We have uniforms ready to go. The men's team participated in a four-week tournament, and the women's team has just recently started playing. We posted on Facebook, and during the outdoor Columbia Gorge Men's Soccer League we announced our plans for the indoor soccer league. Also, we promoted through "Radio Tierra" and Latin@Night.

We do have some early challenges to address.

The men's league in which we participated is under development. Games are held at a very secluded place, which doesn't give us much exposure. We also don't have enough players. You need six players on the field. Currently, we only have six, which does not allow substitutions. Our players are extremely tired by the end of the game.

For the women's team, we had to forfeit one match because we didn't have enough players.

Future Plans

The coach, Daniel Taylor, and I have decided to participate in the eight-week tournament being organized by Columbia Gorge Indoor Soccer in The Dalles. The league is well-organized and our men's team would gain more exposure in the community. Also, Israel Quiroz, the soccer director of the league, has promised us three additional players.

We also plan a photo shoot for the team and individual players; we'll have these posted on our media pages and posters in the entrance of Student Services and other campus buildings. In addition, we will create game rosters to hand out to our student body and community.

We will create a soccer documentary/promotional video (all CGCC soccer players) and upload it to our college's YouTube and Facebook accounts, and make the community aware of it. We have Noé Martínez, Oregon State University new media and



GORGE GRAVITY GAMES 2012, co-sponsored in October by Google and Columbia Gorge Community College, drew participants from throughout the region as a way of encouraging early engagement in science, technology, engineering and math. The 2013 event is scheduled for May.

Stew Dodge photo

By Mary Kramer

The Google data center in The Dalles has been a driving force in promoting Science, Technology, Engineering and Math (STEM) education in the Columbia Gorge. Their work with the Gorge Technology Alliance (GTA) has spurred a fever around robotics, which has grown from 14 middle school teams in the region two years ago to 52 teams this year. As a result of the robotics success, Google wanted to further STEM interest and approached the college about partnering to sponsor a soapbox derby race for middle and high school students. Thus was the birth of the first Gorge Gravity Games held in October.

Google granted funds to the college to purchase 20 soapbox car kits for middle and high schools throughout the Gorge. Team leads from each school mentored students on assembly.

communications student, who is working with us to create this video.

We will determine how successful the pilot soccer program is by measuring student interest (measured with surveys and game attendance) and increase student enrollment (measured by changes

Race day brought 15 teams to The Dalles. The race was down Court Street with the State Office Building as hub. Salem Soap Box Derby Association supplied a ramp, scales and representatives to facilitate preparation, weighing cars and drivers and adjusting weights to ensure fair, competitive races. Some reassembling of cars was necessary to meet safety guidelines. Drivers received counsel on safe driving techniques.

A STEM Fair filled Fourth Street with tables representing the Gorge Technology Alliance, OSU's Robotics Team, and others. Food vendors were also present. Spectators lined the streets to watch the races and partake in the fun.

Community dignitaries kicked off the races at 10 a.m. and races continued until 4 p.m. Winners were determined through double elimination, followed by an awards ceremony. Feedback suggests the Gorge Gravity Games will be an annual event.

in FTE with a specific focus on Latino enrollment.)

If these outcomes show a positive impact on recruitment and programming, the program will continue and expand.

Continuing education

By Suzanne Burd

Through its Continuing and Community Education program, Columbia Gorge Community College partners with experts in a variety of fields to provide customized, contracted training for business and industry; accessible classes that promote well-being and encourage “communities of learners”; and open and closed enrollment workforce training through special grants and contracts.

We offer a range of classes, including professional development for the current and emerging workforce.

Classes are scheduled at The Dalles and Hood River campuses in addition to off-site locations such as local armories. We are an important part of the college, as our department has a direct tie to the many communities of interest within the college district.

Program diversity

Last year CGCC's Community and Continuing Education programs offered 550 courses in areas such as health and safety, recreational and outdoor sports, child care, vocational or work-related studies, computer science, business and foreign languages. Community and Continuing Education programs prepare the regional workforce and strengthen the college's relationships with local industry and community agencies.

For example, the college developed a non-credit Electrical Basics Safety and Troubleshooting course for incumbent workers in the region's manufacturing and energy production industries. Many of CGCC's community education courses offer professional training; many others are taken for personal enrichment.



ROAD SCHOLAR participants soak up the sun on the last day of a John Day River float. During their trek they learned about topics as varied as botany and geology.

Nationally recognized

Two popular programs are offered through “Road Scholar” activities, in cooperation with Elderhostel.

Since 1996 participants from all over the United States and Canada have enrolled in these nationally-recognized programs that include instruction on Gorge geology, wildflower identification – even a float trip down the wild and scenic John Day River.

A renowned paleontologist and author, Dr. Ellen Morris Bishop, leads this multi-day camping trip into one of the best-kept secrets of Eastern Oregon. Participants learn about plant diversity as they float through an ancient volcano, as if “Mount

Hood were topped at about 5,000 feet elevation for a look inside.”

Appreciation

Community and Continuing Education programs rely on quality instructional personnel to be effective. These programs would not be possible without the support of our community of instructors, who are rich with expertise and a willingness to share their knowledge.

Our instructors deserve special recognition for providing high quality community and continuing education programming.

Foundation engages in workshops for growth

By Stephanie Hoppe

During summer and fall 2012, CGCC Foundation worked with an external consultant to assist its growth and development as the need for resources continues to grow for our students and community.

The first workshop, in June at the Discovery Center, developed value statements and updated the foundation mission statement. Board members learned essential elements of a mission statement. The consultant then led the board in revising the mission statement to better focus use of resources and to energize donors. In March 2013, the board will review draft mission and value statements.

In September, the foundation board met with the consultant a second time to build a work plan. Board members discussed and analyzed opportunities and challenges to identify priorities for foundation consideration; talked about core elements of the foundation board's work for the coming year; considered what success look liked in one year and in three years; discussed the implications for board and team roles; and defined clear next steps for action.

Through these workshops, the foundation board remained focused on advancing and promoting the interests and development of the college, its students, and the community. The board continues to work on its plan to assist in strengthening our community through education.

Alumni and friends association established to strengthen relationships

Columbia Gorge Community College "Compass Club" is a free membership, volunteer-based, social networking organization of CGCC Foundation. It includes CGCC alumni and friends. This region-wide club has three purposes:

- To expand awareness and appreciation for Columbia Gorge Community College across our region;
- To encourage student enrollment throughout the college's five-county service area;
- To support college foundation fund-raising to benefit students, programs, and facilities.

The college is setting up local chapters of the Compass Club throughout the Mid-Columbia. Volunteers can help with such activities as:

- Working with people in local high schools to encourage awareness of college programs;
- Establishing liaisons with businesses and indus-

Meet two Foundation scholarship recipients

Raymond Brown

I'm from Flora, Ind., where corn, soybeans and hogs are king. In my youth, I threw caution to the wind and chose an adventurous lifestyle, joining the U.S. Army and traveling to Europe. I exited with three Honorable Discharges and a Good Conduct Medal.

After the military, my family and I traveled the United States; I worked as a cowboy, master farrier and truck driver, plus real estate and radio. We settled down to keep our children in one school, but my travel expanded. I worked for the government contractor KBR and traveled to Kuwait, Dubai and Iraq. I have three successful children and a loving wife.

The one thread through my life is my happiness to help people. I've had an interest in nursing since high school, and it became a reality in 2010 when I gave a friend a ride to CGCC for an appointment. I went inside to look around, and this is when my next adventure began. I've completed the pre-requisites and will apply for the nursing program this spring. Attending college would not have been possible without CGCC Foundation's support. My family and I are thankful for those who contribute to the foundation and help students in our community. In addition, I thank all the faculty and staff who make it fun and enjoyable for me to walk through CGCC's front door every day.



Julie Dabulskis

This year, I am completing my Associates of Arts Oregon Transfer degree as well as working on obtaining a marketing certificate. After I finish up at Columbia Gorge Community College, I plan on transferring to a university where I will be studying small business management.

One day I hope to open a cupcake shop.



My education is very important to me, and I work hard on doing my best in school.

This summer, I wasn't sure if I wanted to go back to school. I thought I should take a year off and work. But, when I found out I earned a scholarship from Columbia Gorge Community College Foundation, I knew continuing with my education was the right thing to do.

With the scholarship I am able to focus on school without having to work and worry about how to pay for my classes. The foundation scholarship has also allowed me to take more classes than I normally would, so I'm taking a wide variety of studies.

I love going to school and am very thankful I was given the opportunity to earn such a wonderful scholarship.

tries to identify workforce training needs and communicating these needs to college staff for future program development planning;

- Establishing liaisons in every community to create a personal network for outreach.

The college needs your help in achieving its mission of "building dreams, transforming lives." Please consider joining the Compass Club. For more information, please contact Stephanie Hoppe at shoppe@cgcc.cc.or.us or (506) 541-6113. Or, visit www.gorgefoundation.org.

Complimentary estate planning seminars held at the college

Columbia Gorge Community College Foundation invited community members to attend a free estate planning seminar on Monday, Oct. 22, at The Dalles campus, as the college continues to look toward sharing its vision for a stronger community.

CGCC Foundation hosted a seminar featuring

guest speakers: Dan Peterson, Vice President of Principal Gifts and Gift Planning at Oregon State University Foundation; Sid Rowe, CPA and owner of Rowe and Deming, LLC; and, Charles K. Toole, attorney and partner at Dunn, Toole, Coats, and Carter, LLP. The presentation several topics, including:

- What will be included in your estate,
- How will your estate be valued,
- What will it cost to probate your estate and distribute assets to your beneficiaries,
- How much tax will you pay,
- How to minimize estate taxes,
- How to pass assets to your heirs at least cost,
- And, how to support charitable interests while minimizing taxes and increasing retirement income.

CGCC Foundation plans to hold this complimentary seminar each year to provide community members an informative look at estate planning. For details, contact Stephanie Hoppe, (541) 506-6113 or shoppe@cgcc.cc.or.us.

Federal grant boosts endowment campaign

By Stephanie Hoppe

Columbia Gorge Community College is investing in the future of students in the Gorge with community donors' help — and a special incentive from the federal government.

Winning a Department of Education Title III Grant in 2010 was just the beginning of a long-term strategy for CGCC to establish an endowment fund for the College. Endowments help ensure long-term financial stability for institutions and their student programs.

Title III grants — building upon a program theme of "Strengthening Institutions" — pay for staff positions as well as reward colleges by matching community donations to established endowment funds.

In the first grant year, CGCC exceeded the target mark of \$40,000 in donations to the endowment fund. The Title III grant then provided the promised \$40,000 maximum match in federal funding.

That's correct: the U.S. Department of Education sent a check to the college endowment for \$40,000. And, the great news is that the same can happen every year through 2015.

The second grant year, the foundation did not achieve the full match, although more than \$4,000 was received for the endowment fund. Because the foundation did not receive \$40,000 in endowment gifts during the second grant year, it will need to raise \$80,000 by October 2013 in order to gain a full match from the federal grant.

The third grant year started Oct. 1, 2012. The



COMMENCEMENT draws families to celebrate CGCC students' achievements. CGCC foundation enables more students to achieve their dreams through scholarships.

foundation has through next September to raise the remainder of the second grant year's donations in addition to the third grant year's \$40,000 to qualify for the \$80,000 in match funds.

The college has a limited opportunity to double the impact of every endowment gift because of a federal matching grant. As with any endowment

fund, the principal donated funds stay at the institution and only the earned interest or returns on the invested funds will be spent for scholarships or program improvements.

That model is a key component within all college financial stability plans and the reason the Department of Education makes endowments a high priority in its goal to strengthen institutions with Title III grants.

The community should know that this endowment fund drive is separate from the November 2012 annual campaign. The CGCC annual campaign supports general student scholarships, Renewable Energy Technology program scholarships, Nursing Program scholarships, Gorge Literacy and other student services.

The foundation encourages supporters to continue to give to the annual campaign since those needs must be met each year, but to also consider an additional gift to the endowment fund since the foundation has a unique matching gift opportunity.

Only two Title III grants were awarded to Oregon institutions in 2010. In general, about 10-15 percent of all applications nationwide are funded each year. Forty-eight grants were funded in 2010 across the U.S. In 2012, there were only 15 grants funded.

Stephanie Hoppe, CGCC Foundation development officer, is available to answer questions on donations of any level, at (541) 506-6113 or shoppe@cgcc.cc.or.us.

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Carolina Castro

CGCC alumna, transfer degree: now at PSU

When Carolina Castro talks about building community she really knows her stuff. This Columbia Gorge Community College alumna and current student of Portland State University has been actively involved in community service since her early years.

In her freshman year of high school Carolina started volunteering with The Next Door Inc., in Hood River, leading some of its youth-oriented initiatives. Now, as an adult, she serves on the board.

"Community involvement is very important to me and my family. I am happy I can contribute back to my community for all the support I have received," Carolina says with passion.

Also in high school, she completed an internship in the courthouse and volunteered with the Juvenile Department as an interpreter. These experiences led her

to choose a degree in Criminal Justice, which she is pursuing at PSU following her 2012 graduation from CGCC with an Associate of Arts Oregon Transfer degree. "I would like to become a probation officer and work with troubled youth," adds Carolina.

She remains active in community service on top of her commitments as a full-time student. When Carolina is not commuting to Portland three or four times a week to attend classes, she tutors young mothers in a breastfeeding peer mentorship program through the Klickitat County Health Department, develops youth ministry activities for St. Mary's Catholic Church in Hood River, mentors her younger siblings, or takes care of her two-and-a-half year-old daughter.

"My life is very busy but also very rewarding. I feel that I am helping make a real difference in people's lives," explains Carolina.



Nick Prante

First year: Renewable Energy Technology

Finding a calling in life and launching a new career takes a lot of effort and focus, both of which Nick Prante, a first year Renewable Energy Technology student, has plenty of.

Nick grew up in Troutdale, Ore., where he attended Reynolds High School and graduated at the top of his class. Despite this, he decided not to continue on a traditional path toward a college degree.

"I was not ready for a career choice and really did not know what I wanted to do in life," he explains. "Taking a few classes at a local community college and working seemed like a good option, which gave me some experience and provided more time to figure out the future," says Nick.

It was two years later when a TV commercial about renewable energy caught Nick's attention and set him on a path towards Columbia Gorge Community College.

"I got very interested in wind energy and other renewable technologies. I researched various schools, but chose CGCC for its recognized curriculum, high quality instruction, and strong industry partnerships. Plus, as an avid biker and skier, the prospect of living and studying in the Gorge was very appealing!"

As a new student, Nick is embarking on his second term in the program and, as he sums it up, "loves it!" After completing the two year degree in Renewable Energy Technology, Nick is planning to apply to an apprenticeship to become an electrician.

"It feels so good to study in such an interesting and innovative field -- I feel that I am finally ready to launch my career..."



Nicole Ramsey

Second year: Nursing

Nicole Ramsey enrolled for pre-nursing classes at Columbia Gorge Community College in fall 2008.

She knew it was going to be a demanding path, requiring dedication and commitment. Especially since, as a mother of three, co-owner of an antique store and psychology graduate, she already had a pretty full life and an established profession.

"My friends and family have been very supportive of me becoming a nurse. I also prayed about my decision and felt it was a good path that would help me bring more of the nurturing part of me out to the world," explains Nicole.

She was accepted to the program in 2010 with an outstanding 4.0 GPA on her prerequisites, and has maintained high grades since then.

"As a mother of two sons, one already in college and one in high school, and a daughter in middle school, I needed to take education very seriously and be a role model for them," adds Nicole. In 2012, Nicole graduated with the Practical Nurse Certificate but decided to continue her studies toward an Associate of Applied Science in Nursing allowing her to obtain the Registered Nurse license.

"At the beginning of my journey, I thought of specializing in pediatric nursing to work with children and young mothers," she says, "but it is amazing how much there is to learn in medicine and how important it is to learn it very well. I quickly came to appreciate all aspects of the nursing profession and I am open to any type of nursing practice."

Nicole is eager to care for people. Her hard work in the CGCC nursing program has helped her realize her dream of bringing more nurturing to the world.

