COLUMBIA GORGE COMMUNITY COLLEGE

Evaluation of Institutional Effectiveness Report

Evaluation of Institutional Effectiveness Report

Columbia Gorge Community College
March 11, 2020

Dear Visiting Accreditation Team Members,

On behalf of the Board of Education, the faculty, staff, and students of Columbia Gorge Community College, I would like to welcome you to the Mid-Columbia region, an area that we have proudly served for 43 years. The college service area represents a diverse population of 88,000 people located over 10,000 square miles. Our constituencies look to us for quality post-secondary educational opportunities, and it is our mission to provide them with exceptional service.

The core themes of Access, Education, and Community Partnerships exemplify the difference the college makes for our students and constituencies. The short version of the college's mission statement "building dreams and transforming lives," is well-known throughout the service area and is fundamental to the work that is done throughout the college. The third component, "strengthening the community," is evident in our partnerships with local business and industry, and our constant commitment to ensuring that our educational programs align with other post-secondary institutions for those students who seek transfer degrees, and with workforce expectations for those students who seek career and technical education certifications.

In 1977 CGCC began as a storefront operation in downtown The Dalles. Today the college has two campuses, in The Dalles and Hood River, covering over 75 total acres. The college is vibrant with the hopes and dreams of students, and with faculty and staff who pride themselves on providing our students with excellent customer service and the personalized attention they deserve. But, we have grown in more ways than in the changing physical attributes of the college. Since receiving our independent accreditation in 2013, the college has continued its mission and sought to restructure and improve itself in all areas so that we may evolve with the ever-changing needs of the community. The arrival of new industries in The Gorge have necessitated the creation of new programs. To that end, CGCC is in the process of building a skill center to accommodate new programs such as Construction Technology and Advanced Manufacturing Technology. Additionally, the college is working with the Federal Aviation Administration (FAA) on a new Aviation Maintenance program in partnership with the Columbia Gorge Regional Airport.

The college has also focused on expanding its reach into the frontier counties to our east, and across the river into rural areas of Washington. Though not part of our district, these underserved areas have no other post-secondary educational option, and CGCC believes our commitment to community compels us to provide support to students in those regions. To achieve this objective, the college has applied for and been granted funds by the USDA to provide distance learning opportunities to those students. In addition, the current capital construction plan includes a 51-unit student housing complex so that students have the option of participating in a traditional college experience.

Our growth has been made possible through the dedication and hard work of college staff and faculty and by the ongoing support of our community. Your analysis of our seven-year self-study, and the guidance you extend to us, will become part of our model for future improvement. We look forward to your recommendations, so that we may continue our growth and service to our students and community.

Sincerely,

Dr. Marta Yera Cronin

CGCC President

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Institutional Overview

Located on the Columbia River and in the Columbia River Gorge National Scenic Area, Columbia Gorge Community College (CGCC) is one of 17 community colleges in Oregon. CGCC's tax district comprises the majority of Wasco and Hood River counties, but the institution also serves residents in five other rural counties: Sherman, Wheeler and Gilliam in Oregon; and Klickitat and Skamania in Washington. The college serves about 10,000 square miles with a population of just over 88,000.

For students reporting their ethnicity in 2018-19 50.6% were Caucasian, 22.4% Hispanic,3% Native American, 2.1% Asian, African American, and Pacific Islander. Among all students attending the college in 2018-19, 62.8% were female and 37.2% male. The number of students who did not self-identify increased from 14.6% in 2017-18 to 23.5% in 2018-19.

CGCC's service area is largely agricultural. The largest job sectors are trade, transportation and utilities. Leisure and hospitality ranked second among private sector industries, and education and health services are highest in the government sector. Small businesses represented most of the firms located in the region, with 74.6% of the workforce at businesses employing from one to nine people.

Since its inception in 1977 and until 2016 when CGCC became independently accredited, the college had a contractual agreement to operate under the accreditation of Portland Community College (PCC), which is accredited through the Northwest Commission on Colleges and Universities (NWCCU). CGCC has always had its own locally elected Board of Education; it has hired its own president, staff, and faculty; it has set most of its own policies; and it has prepared its own budget, which is independently audited. In its early years the college operated from leased downtown rental spaces in The Dalles.

In 1993 Wasco County voters approved a bond measure to establish a permanent campus in The Dalles, and in 2001 voters in Wasco and Hood River counties approved a measure to annex most of Hood River County (excluding Cascade Locks) into the college district. Three years later, Wasco and Hood River voters passed a capital construction bond measure to match funds designated by the Oregon Legislature for capital improvements. These funds were used at The Dalles campus to build a new health sciences building, deconstruct several older buildings, renovate remaining buildings, and create a small amphitheater in the center of the campus. The measure also provided funds to purchase property in Hood River to build a campus and move out of leased space. All of these new facilities were completed in 2008. That period of time marked a new era for the college, enabling it to expand access to all members of its tax district and forge new partnerships that helped foster growth and economic vitality in Hood River and Wasco counties.

Currently the college offers a full range of courses, including collegiate transfer, career and technical education, pre-college, dual credit, community education, and customized training. The college has made great strides in providing innovative and exemplary career and technical programs of critical importance to the communities and regions it serves. For example, in 2001, in response to community need for more nurses, CGCC in collaboration with Mid-Columbia Medical Center, Providence Hood River Memorial Hospital, Skyline Hospital, and Klickitat Valley Hospital, launched a LPN/RN ladder program to address the growing nursing shortage. Since then 331 students have earned their nursing degrees and many are working within the region to meet the growing healthcare needs of the Columbia River Gorge. In 2018, the nursing program adopted the Oregon Consortium of Nursing Educators (OCNE) model, aligning the program with other

institutions across the state. In 2006, the wind energy industry took a foothold in the windy eastern reaches of our service district. In response to demands for trained maintenance workers CGCC created the Renewable Energy Technology (RET) program. At the time, CGCC was the only community college west of the Mississippi River to offer such a program and the first to be endorsed by the American Wind Energy Association (AWEA). As technology has progressed, so too has the RET program; today, this program has evolved into "Electro-Mechanical Technology," incorporating electro-mechanics, advanced manufacturing, and Unmanned Aerial Systems (UAS) technologies. CGCC's graduates are meeting the need for a highly trained, rapidly growing industry, working for manufacturing, aerospace, and renewable energy industries around the world.

The college works closely with other key partners such as Oregon State University, North Wasco and Hood River County school districts, Columbia Gorge and North Central education service districts, Port of the Dalles, City of The Dalles, East Cascades Workforce Investment Board, Columbia Gorge Regional Airport, TacAero, Federal Aviation Administration, Mid-Columbia Economic Development and Wasco County. At no other time have these partners been as important to the development and growth of our college as now with the construction of a regional skills center and residential housing on The Dalles campus.

The college continues to create educational programs in response to the needs of communities we serve. New programs in development are Aviation Maintenance, Manufacturing and Fabrication and Construction Technology. Each of these programs was carefully selected based on regional and national employment projections, community support and endorsement. This new growth for CGCC is truly community-based and supported.

In the 43 years since its opening, CGCC has grown considerably, with an average total enrollment of 4,415 students and an FTE of 869 in 2018-19. Fall 2020 enrollment saw the first increase in more than three years, a good indication that the growth of the college is creating new interest and excitement in our community. Through thoughtful planning and a conservative approach to use of funds, CGCC has survived challenging times and continues to thrive as the college grows under the leadership of its new president, Dr. Marta Yera Cronin.

Basic Institutional Data Form

Institutional Information

Columbia Gorge Community College
400 East Scenic Drive
The Dalles, OR 97058
541-506-6000

Chief Executive Officer
Dr. Marta Yera-Cronin
President
541-506-6101 phone
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mcronin@cgcc.edu

Accreditation Liaison Officer
Ms. Lori Ufford
VP of Instructional Services
541-506-6030
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lufford@cgcc.edu

Chief Financial Officer
Mr. Mike Mallery
VP of Financial Services
541-506-6050
541-506-6052
mmallery@cgcc.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

☒Comprehensive
☐ Specialized
☐ Health-Centered
☐ Religious-Based
☐ Native/Tribal
☐ Other (specify):

Degree Levels (Choose all that apply)
☒ Associate
☐ Baccalaureate
☐ Master
☐ Doctorate
☐ If part of a multi-institution system, name of system:

Calendar Plan (Choose one that applies)
☐ Semester
☒ Quarter
☐ 4-1-4
☐ Trimester
☐ Other (specify):

Institutional Control
☐ City ☐ County ☒ State ☐ Federal ☐ Tribal
☐ Public or ☐ Private/Independent
☒ Non-profit or ☐ For profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 2019 (most recent year) FTE Student Enrollments

Classification	Current Year: 18-19	One Year Prior: 17-18	Two Years Prior: 16-17
Undergraduate	**615**	**609**	**607**
Graduate			
Professional			
Unclassified			
Total all levels	**615**	**609**	**607**

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 2019 (most recent year) Student Headcount Enrollments

Classification	Current Year: 18-19	One Year Prior: 17-18	Two Years Prior: 16-17
Undergraduate	**1686**	**1647**	**1739**
Graduate			
Professional			
Unclassified			
Total all levels	**1686**	**1647**	**1739**

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: 22 Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	22	77	1	1	3	13	1	3
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	$5502.42	14.2
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

Please attach the following as separate documents submitted with the Basic Institutional Data Form

- Statement of Cash Flows
- Balance Sheet – collapsed to show main accounts only; no details
- Operating Budget
- Capital Budget
- Projections of Non-Tuition Revenue

New Degree/Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for ___ - _____ (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. *Please feel free to create the list using the headings we have specified and submit it as an Excel spreadsheet.*

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NONE						

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	**Physical Address**	**Degree/Certificate Name/Level**	**Program Name**	**Student Enrollment** (Unduplicated Headcount)	**On-Site Staff (Yes or No)**	**Co-Sponsoring Organization** (if applicable)
Columbia Gorge Community College	**400 East Scenic Drive The Dalles, Oregon**	**Accounting/Bookkeeping Certificate**	**Accounting/ Bookkeeping**	**11**	**Yes**	
Columbia Gorge Community College	**400 East Scenic Drive The Dalles, Oregon**	**Administrative Assistant Certificate**	**Administrative Assistant**	**5**	**Yes**	
Columbia Gorge Community College	**400 East Scenic Drive The Dalles, Oregon**	**Associate of Applied Science Degree – Administrative Assistant**	**Administrative Assistant**	**13**	**Yes**	
Columbia Gorge Community College	**400 East Scenic Drive The Dalles, Oregon**	**Associate of Applied Science Degree – Administrative Office Professional**	**Administrative Office Professional**	**7**	**Yes**	

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Sites outside the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
NONE						

General Fund Summary

Description	19-20 Budget	19-20 Proj.
BEGINNING FUND BALANCE	**$ 1,007,594**	**$ 1,007,594**
Total State Support	$ 4,525,424	$ 4,525,424
Total Property Taxes	$ 1,100,000	$ 1,137,236
Total Tuition	$ 2,369,000	$ 2,422,000
Total Fees	$ 1,019,700	$ 1,019,700
Total Other Revenue	$ 140,000	$ 140,000
Total Operating Revenues	**$ 9,154,124**	**$ 9,244,360**
Total Transfers In	**$ 460,000**	**$ 460,000**
TOTAL RESOURCES	**$ 10,621,718**	**$ 10,711,954**
Tota Instruction	$ 3,724,444	$ 3,689,545
Total Academic Support	$ 1,021,630	$ 1,268,366
Total Student Services	$ 1,372,044	$ 1,233,213
Total College Support	$ 2,028,243	$ 1,863,183
Total Financial Aid	$ 21,100	$ 23,466
Total Facilities	$ 1,017,351	$ 995,778
Total Operating Expenses	**$ 9,184,812**	**$ 9,073,549**
Hood River Interest Payment	$ -	$ -
Total Other	**$ -**	**$ -**
Total Transfers Out	**$ 176,000**	**$ 176,000**
Total Contingencies	**$ 234,794**	**$ 234,794**
TOTAL REQUIREMENTS	**$ 9,595,606**	**$ 9,484,343**
Adjust Books to Audit		
ENDING FUND BALANCE	**$ 1,026,112**	**$ 1,227,610**

COLUMBIA GORGE COMMUNITY COLLEGE

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2016

CASH FLOWS FROM OPERATING ACTIVITIES:	
Tuition and fees	$ 2,020,860
Grants	2,117,509
Auxiliary enterprise charges	294,384
Other	430,716
Payments to employees	(8,879,224)
Payments to suppliers	(2,228,021)
Financial aid and scholarships	(2,293,017)
Net cash flows from operating activities	(6,536,793)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES:	
State support	5,241,162
Property taxes	2,486,970
Grants	1,349,390
Leases and other	201,458
Principal paid on Pre-SLGRP liability	(62,808)
Principal paid on noncapital debt, net	(105,771)
Interest paid on noncapital debt	(206,911)
Net cash flows from noncapital financing activities	8,903,490
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES:	
Acquisition of capital assets	(283,885)
Principal paid on capital debt	(1,102,000)
Interest paid on capital debt	(528,188)
Net cash flows from capital and related financing activities	(1,914,073)
CASH FLOWS FROM INVESTING ACTIVITIES:	
Net change in investments	103,558
Interest income	26,462
Net cash flows from investing activities	130,020
DECREASE IN CASH AND CASH EQUIVALENTS	582,624
BEGINNING CASH AND CASH EQUIVALENTS	1,153,977
ENDING CASH AND CASH EQUIVALENTS	$ 1,736,601
RECONCILIATION OF OPERATING LOSS TO NET CASH FLOW FROM OPERATING ACTIVITIES:	
Operating loss	$ (10,296,405)
Adjustments to reconcile operating loss to net cash from operating activities:	
Depreciation and amortization	1,063,965
Net pension expense	2,734,666
Changes in assets and liabilities:	
Receivables	(315,903)
Inventories and other current assets	37,380
Accounts payable	(35,033)
Accrued payroll and taxes	(19,766)
Unearned revenue	289,650
Other postemployment benefit obligation	19,335
Net cash flows from operating activities	$ (6,536,793)

COLUMBIA GORGE COMMUNITY COLLEGE
STATEMENT OF NET POSITION
JUNE 30, 2017

	Primary Government	Component Unit
ASSETS		
CURRENT ASSETS		
Cash and Cash Equivalents	$ 984,474	$ 1,022,395
Investments	1,829,505	646,263
Receivables, Net of Allowance for Doubtful Accounts of $408,501	2,206,715	-
Inventories and Other Current Assets	193,358	10
Total Current Assets	5,194,052	1,668,668
NONCURRENT ASSETS		
Capital Assets, Net	28,720,674	-
Total Noncurrent Assets	28,720,674	-
Total Assets	33,914,726	1,668,668
DEFERRED OUTFLOWS OF RESOURCES		
Deferred Charge on Refunding	820,937	-
Deferred Outflows - Pension	4,198,020	-
Total Deferred Outflows of Resources	5,018,957	-
LIABILITIES AND NET POSITION		
CURRENT LIABILITIES		
Accounts Payable	81,264	-
Accrued Payroll and Taxes	651,764	-
Unearned Revenue	533,753	-
Bonds Payable	1,375,658	-
Total Current Liabilities	2,641,839	-
NONCURRENT LIABILITIES		
Other Postemployment Benefit Obligation	387,568	
Pre-SLGRP Pooled Liability	719,712	-
Net Pension Liability	8,045,162	-
Bonds Payable, Net Current Portion	14,955,667	-
Total Noncurrent Liabilities	24,108,109	-
Total Liabilities	26,749,948	-
DEFERRED INFLOW OF RESOURCES		
Pension	257,145	-
NET POSITION		
Net Investment in Capital Assets	15,339,918	-
Restricted for:		
Debt Service	1,396,054	-
Capital Projects	793,041	-
Foundation Activities	-	907,259
Unrestricted	(6,002,433)	761,408
Total Net Position	$ 11,926,580	$ 1,668,667

COLUMBIA GORGE COMMUNITY COLLEGE

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL

GENERAL FUND

FOR THE YEAR ENDED JUNE 30, 2016

	Budget			Variance with Final Budget Positive (Negative)
	Original	Final	Actual	
REVENUES:				
State sources	$ 5,281,094	$ 5,281,094	$ 5,241,152	$ (39,942)
Local sources	1,090,563	1,090,563	1,061,146	(29,417)
Tuition	2,540,664	2,540,664	2,149,376	(391,288)
Instructional fees	589,250	589,250	565,769	(23,481)
Special fees	58,018	58,018	77,940	19,922
Other sources	124,647	127,789	69,053	(58,736)
Sales and services	8,001	8,001	2,563	(5,438)
TOTAL REVENUES	9,692,257	9,695,399	9,167,019	(528,380)
Instruction	3,479,582	3,479,582	3,332,703	146,879
Academic support	1,026,979	1,039,729	828,202	211,527
Student services	768,201	792,279	676,749	115,530
Institutional support	2,437,876	2,532,149	2,324,104	208,045
Financial aid	24,393	24,393	22,926	1,467
Plant operation and maintenance	968,823	968,823	892,740	76,083
Contingency	400,000	400,000	-	400,000
Debt service	36,822	36,822	36,822	-
Reserved for future expenditures	944,821	983,093	-	983,093
TOTAL EXPENDITURES	10,065,297	10,254,870	8,114,246	2,140,624
Excess of revenue over (under) expenditures	(373,040)	(559,471)	1,052,773	1,612,244
OTHER FINANCING SOURCES (USES):				
Transfer from other funds	430,200	430,200	430,200	-
Transfer to other funds	(82,500)	(144,681)	(89,251)	55,440
TOTAL OTHER FINANCING SOURCES (USES)	387,700	285,519	340,949	55,440
Net change in fund balance	(5,340)	(273,952)	1,393,722	1,667,684
FUND BALANCE, beginning of year	554,000	554,000	819,512	265,512
FUND BALANCE, end of year	$ 548,660	$ 280,048	$ 2,213,234	$ 1,933,196

COLUMBIA GORGE COMMUNITY COLLEGE

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL

CAPITAL PROJECTS FUND

FOR THE YEAR ENDED JUNE 30, 2016

	Budget			Variance with Final Budget Positive (Negative)
	Original	Final	Actual	
EXPENDITURES:				
Materials and services	$ 300,000	$ 139,248	$ 117,617	$ 20,631
Capital outlay	-	161,752	161,425	327
Debt service	87,000	87,000	87,000	-
TOTAL EXPENDITURES	387,000	387,000	366,042	20,958
Net change in fund balance	(387,000)	(387,000)	(366,042)	20,958
FUND BALANCE, beginning of year	645,787	645,787	645,787	-
FUND BALANCE, end of year	$ 258,787	$ 258,787	$ 279,745	$ 20,958

COLUMBIA GORGE COMMUNITY COLLEGE
STATEMENT OF CASH FLOWS
YEAR ENDED JUNE 30, 2017

CASH FLOWS FROM OPERATING ACTIVITIES	
Tuition and Fees	$ 2,197,441
Grants	2,325,838
Auxiliary Enterprise Charges	132,696
Other	6 3,109
Payments to Employees	(7,285,685)
Payments to Suppliers	(2,734,790)
Financial Aid and Scholarships	(2,074,246)
Net Cash Used by Operating Activities	(6,825,637)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
State Support	3,104,139
Property Taxes	2,783,141
Grants	1,266,489
Leases and Other	325,875
Principal Paid on Pre-SLGRP Liab lity	-
Principal Paid on Noncapital Debt	(126,499)
Interest Paid on Noncapital Debt	(222,049)
Net Cash Provided by Noncapital Financing Activities	7,15 ,096
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES	
Acquisition of Capital Assets	(43,450)
Principal Paid on Capital Debt	(1,215,000)
Interest Paid on Capital Debt	(389,627)
Net Cash Used by Capital and Related Financing Activities	(1,648,077)
CASH FLOWS FROM INVESTING ACTIVITIES	
Net Change in Investments	482,510
Interest Income	68,081
Net Cash Provided by Investing Activities	550,591
DECREASE IN CASH AND CASH EQUIVALENTS	(772,027)
Cash and Cash Equivalents - Beginning of Year	1,736,501
CASH AND CASH EQUIVALENTS - END OF YEAR	$ 964,474
RECONCILIATION OF OPERATING LOSS TO NET CASH FLOWS FROM OPERATING ACTIVITIES	
Operating Loss	$ (8,951,358)
Adjustments to Reconcile Operating Loss to Net Cash from Operating Activities:	
Depreciation and Amortization	982,372
Change in OPEB Liability	(15,274)
Changes in Assets and Liabilities:	
Receivables	166,697
Inventories and Other Current Assets	29,709
Accounts Payable	18,592
Accrued Payroll and Taxes	254,022
Unearned Revenue	1,870
Pension Expense Changes Related to Net Pension Liability	689,733
Net Cash Used by Operating Activities	$ (6,825,637)

COLUMBIA GORGE COMMUNITY COLLEGE
STATEMENT OF NET POSITION
JUNE 30, 2017

	Primary Government	Component Unit
ASSETS		
CURRENT ASSETS		
Cash and Cash Equivalents	$ 984,474	$ 1,022,395
Investments	1,829,505	646,263
Receivables, Net of Allowance for Doubtful Accounts of $408,501	2,206,715	-
Inventories and Other Current Assets	193,358	10
Total Current Assets	5,194,052	1,668,668
NONCURRENT ASSETS		
Capital Assets, Net	28,720,674	-
Total Noncurrent Assets	28,720,674	-
Total Assets	33,914,726	1,668,668
DEFERRED OUTFLOWS OF RESOURCES		
Deferred Charge on Refunding	820,937	-
Deferred Outflows - Pension	4,198,020	-
Total Deferred Outflows of Resources	5,018,957	-
LIABILITIES AND NET POSITION		
CURRENT LIABILITIES		
Accounts Payable	81,264	-
Accrued Payroll and Taxes	651,764	-
Unearned Revenue	533,753	-
Bonds Payable	1,375,658	-
Total Current Liabilities	2,641,839	-
NONCURRENT LIABILITIES		
Other Postemployment Benefit Obligation	387,560	
Pre-SLGRP Pooled Liability	719,712	-
Net Pension Liability	8,045,162	-
Bonds Payable, Net Current Portion	14,955,967	-
Total Noncurrent Liabilities	24,108,109	-
Total Liabilities	26,749,948	-
DEFERRED INFLOW OF RESOURCES		
Pension	257,145	-
NET POSITION		
Net Investment in Capital Assets	15,339,918	-
Restricted for:		
Debt Service	1,398,054	-
Capital Projects	793,041	-
Foundation Activities	-	907,259
Unrestricted	(6,002,433)	761,408
Total Net Position	$ 11,926,580	$ 1,668,667

COLUMBIA GORGE COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
GENERAL FUND
YEAR ENDED JUNE 30, 2017

	Budget			Variance with Final Budget Positive (Negative)
	Original	Final	Actual	
REVENUES				
State Sources	$ 4,122,600	$ 4,122,600	$ 4,172,451	$ 49,851
Local Sources	1,130,020	1,130,020	1,176,262	46,242
Tuition	2,332,063	2,332,063	2,171,314	(160,749)
Instructional Fees	881,700	881,700	804,928	(76,772)
Special Fees	59,806	59,806	81,340	21,534
Other Sources	71,968	71,968	130,426	58,458
Sales and Services	1,365	1,365	8,264	6,899
Total Revenues	8,599,522	8,599,522	8,647,985	(54,537)
EXPENDITURES				
Instruction	3,545,988	3,615,988	3,604,405	11,583
Academic Support	1,263,479	1,263,479	1,170,942	92,537
Student Services	980,685	1,010,685	949,118	61,568
Institutional Support	2,005,736	1,880,736	1,721,548	159,188
Financial Aid	27,650	27,650	18,432	9,218
Plant Operation and Maintenance	1,076,756	1,090,756	1,043,105	47,651
Contingency	220,000	220,000	-	220,000
Debt Service	34,430	34,430	34,430	-
Total Expenditures	9,143,704	9,143,704	8,541,978	601,726
EXCESS OF REVENUE OVER (UNDER) EXPENDITURES	(544,182)	(544,182)	3,007	547,189
OTHER FINANCING SOURCES (USES)				
Transfer from Other Funds	150,200	150,200	150,200	-
Transfer to Other Funds	(605,619)	(605,619)	(577,533)	28,086
Total Other Financing Sources (Uses)	(455,419)	(455,419)	(427,333)	28,086
NET CHANGE IN FUND BALANCE	(999,601)	(999,601)	(424,325)	575,275
Fund Balance - Beginning of Year	2,130,900	2,130,900	2,213,234	83,234
FUND BALANCE - END OF YEAR	$ 1,130,399	$ 1,130,399	$ 1,788,909	$ 658,509

COLUMBIA GORGE COMMUNITY COLLEGE
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE – BUDGET AND ACTUAL
CAPITAL PROJECTS FUND
YEAR ENDED JUNE 30, 2017

	Budget			Variance with Final Budget Positive (Negative)
	Original	Final	Actual	
EXPENDITURES				
Materials and Services	$ 170,000	$ 170,000	$ 500	$ 169,500
Debt Service	90,000	90,000	86,204	3,796
Total Expenditures	260,000	260,000	86,704	173,296
NET CHANGE IN FUND BALANCE	(260,000)	(260,000)	(86,704)	173,296
Fund Balance - Beginning of Year	260,000	260,000	279,745	19,745
FUND BALANCE - END OF YEAR	$ -	$ -	$ 193,041	$ 193,041

Columbia Gorge Community College
Statement of Cash Flows
Year Ended June 30, 2018

CASH FLOWS FROM OPERATING ACTIVITIES		
Tuition and fees collection	$	3,837,197
Grants collected		848,683
Auxiliary enterprise charges collected		270,122
Other collections		458,362
Payments to employees		(7,842,747)
Payments to suppliers		(4,750,525)
Financial aid and scholarships collected		1,517,859
Net cash used by operating activities		(5,978,569)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES		
State support		4,245,173
Property taxes		2,409,080
Grants		1,218,780
Leases and other		503,464
Principal paid on pre-SLGRP liability		(77,960)
Principal paid on noncapital debt		(148,658)
Interest paid on noncapital debt		(237,748)
Net cash provided by noncapital financing activities		7,912,861
CASH FLOWS FROM CAPITAL AND RELATED FINANCING ACTIVITIES		
Principal paid on capital debt		(1,277,000)
Interest paid on capital debt		(395,480)
Net cash used by capital and related financing activities		(1,672,480)
CASH FLOWS FROM INVESTING ACTIVITIES		
Net proceeds in investments		1,709,629
Interest income		87,456
Net cash provided by investing activities		1,797,085
INCREASE IN CASH AND CASH EQUIVALENTS		2,109,897
CASH AND CASH EQUIVALENTS – BEGINNING OF YEAR		964,474
CASH AND CASH EQUIVALENTS – END OF YEAR	$	3,074,371
RECONCILIATION OF OPERATING LOSS TO NET CASH FLOWS FROM OPERATING ACTIVITIES		
Operating loss	$	(8,035,776)
Adjustments to reconcile operating loss to net cash from operating activities:		
Depreciation		975,717
Changes in assets and liabilities:		
Receivables		997,709
Inventories and other current assets		17,887
Accounts payable		14,358
Accrued payroll and taxes		(129,905)
Unearned revenue		(340,464)
OPEB expense changes related to OPEB liability		(58,767)
Pension expense changes related to net pension liability		579,813
Net cash used by operating activities	$	(5,978,569)

Columbia Gorge Community College
Statement of Net Position
Year Ended June 30, 2018

	Primary Government	Component Unit
ASSETS AND DEFERRED OUTFLOWS OF RESOURCES		
CURRENT ASSETS		
Cash and cash equivalents	$ 3,073,371	$ 899,685
Investments	119,376	681,047
Receivables, net of allowance for doubtful accounts of $305,127	1,267,133	-
Inventories and other current assets	176,471	10
Total current assets	4,636,951	1,680,152
NONCURRENT ASSETS		
Net OPEB asset	16,637	-
Capital asset not being depreciated	2,910,510	-
Depreciable capital assets, net of depreciation	23,430,447	-
Total noncurrent assets	27,760,494	-
Total assets	32,380,345	1,680,152
DEFERRED OUTFLOWS OF RESOURCES		
Deferred charge on refunding	726,533	-
OPEB related deferrals	35,484	-
Pension related deferrals	2,006,408	-
Total deferred outflows of resources	2,768,425	-
LIABILITIES, DEFERRED INFLOWS OF RESOURCES AND NET POSITION		
CURRENT LIABILITIES		
Accounts payable	85,902	-
Accrued payroll and taxes	532,161	-
Unearned revenue	102,968	-
Bonds payable	1,556,806	-
Total current liabilities	2,337,237	-
NONCURRENT LIABILITIES		
Pre-SLGRP portal liability	842,452	-
Total OPEB liability	237,793	-
Net pension liability	5,756,995	-
Bonds payable, net of current portion	13,918,432	-
Total noncurrent liabilities	19,665,670	-
Total liabilities	22,222,910	-
DEFERRED INFLOW OF RESOURCES		
OPEB related deferrals	10,177	
Pension related deferrals	932,509	-
Total deferred inflows of resources	942,686	-
NET POSITION		
Net investment in capital assets	15,648,964	-
Restricted for		
Debt service	1,156,977	-
Capital projects	131,041	-
Foundation activities		1,319,054
Unrestricted	(5,246,111)	471,095
Total net position	$ 11,695,571	$ 1,680,152

Columbia Gorge Community College
Schedule of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual
General Fund
Year Ended June 30, 2018

	Budget			Variance with
	Original	Final	Actual	Final Budget
REVENUES				
State sources	$ 4,004,532	$ 4,055,000	$ 4,246,173	$ 190,171
Local sources	1,130,717	1,130,717	1,077,852	(52,865)
Tuition	2,462,229	2,462,229	2,201,576	(260,653)
Instructional fees	956,618	956,618	870,462	(86,156)
Special fees	84,254	84,254	106,505	22,251
Other sources	80,495	80,495	57,335	(23,160)
Sales and services	9,350	9,350	7,329	(2,021)
Total revenues	8,728,195	8,778,663	8,565,032	(213,631)
EXPENDITURES				
Instruction	3,532,891	3,532,882	3,754,764	(221,882)
Academic support	1,197,338	1,145,898	1,093,297	52,599
Student services	1,162,535	1,160,531	1,094,677	65,854
Institutional support	2,009,956	2,006,267	1,920,750	85,477
Financial aid	27,905	27,905	30,064	(8,559)
Plant operation and maintenance	1,062,267	1,059,578	1,030,056	29,512
Contingency	231,000	231,000	-	231,000
Debt service	31,955	31,955	31,965	-
Total expenditures	9,159,075	9,190,014	8,956,113	233,901
EXCESS OF REVENUE OVER (UNDER) EXPENDITURES	(430,910)	(411,349)	(390,081)	21,268
OTHER FINANCING SOURCES (USES)				
Transfer from other funds	200,000	473,838	473,838	-
Transfer to other funds	(266,750)	(557,314)	(512,954)	44,360
Total other financing sources (uses)	(66,750)	(83,476)	(39,116)	44,360
NET CHANGE IN FUND BALANCE	(497,660)	(494,825)	(429,197)	65,628
Fund balance – beginning of year	1,500,000	1,788,908	1,788,908	-
FUND BALANCE – END OF YEAR	$ 1,002,340	$ 1,294,083	$ 1,359,711	$ 65,628

Columbia Gorge Community College
Schedule of Revenues, Expenditures, and Changes in Fund Balance – Budget and Actual
Capital Projects Fund
Year Ended June 30, 2018

	Budget			Variance with Final Budget
	Original	Final	Actual	
EXPENDITURES				
Materials and services	$ 78,000	$ 78,000	$ -	$ 78,000
Debt service:				
Principal payments	92,000	92,000	92,000	-
Total expenditures	170,000	170,000	92,000	78,000
EXCESS OF REVENUE OVER (UNDER) EXPENDITURES	(170,000)	(170,000)	(92,000)	78,000
Fund balance – beginning of year	170,000	170,000	193,041	23,041
FUND BALANCE – END OF YEAR	$ -	$ -	$ 101,041	$ 101,041

Preface with Recommendation Response

Update on Institutional Changes Since the Last Report
Mid-Cycle 2016

Glossary

Since its 2016 Mid-Cycle Self-Evaluation, Columbia Gorge Community College (CGCC) has continued to make improvements in order to ensure student learning and educational success. To this end, the college has developed new methodologies for assessing college efficacy and mission fulfillment and has institutionalized processes for assessing course, program and institutional core learning outcomes. At the same time, the college has experienced significant changes in its leadership personnel and structure, is in the process of transitioning to a new student information system, and is once again embarking on the expansion of its physical operations.

Core Theme Development, the Definition of Mission Fulfillment, and Institutional Planning

In order to operationalize its mission, the college has identified discrete components to define the achievement of mission fulfillment in the form of Core Themes. At the close of the 2014-15 academic year, having had three years of consistent institutional assessment using the same methodology, it was noted that the same issues kept presenting themselves annually: inclusion of measurements for which data was difficult or impossible to obtain, the use of measurements that reflected actions rather than results, difficulty interpreting and accepting results as reflective of mission fulfillment, challenges in connecting results to planning and decision making processes across the college, and the existence of multiple reporting and planning documents that needed to be consolidated. It was agreed that Core Theme assessment was not producing the information desired, and the college was ready to make a change.

In 2016, just prior to the mid-cycle evaluation visit, the college underwent Core Theme revision and a recalculation of mission fulfillment. Through this process, the college community revised objectives and measures and developed communication processes for promoting the integration of Core Theme and mission fulfillment assessment into college-wide planning and allocation of resources.

To further establish the process for assessing mission fulfillment and link it to planning, the college redesigned and activated the Institutional Assessment Committee whose charge is to assess institutional effectiveness, gauge student learning and achievement as well as evaluate institutional operations and support services. In addition, the college contracted with Linn-Benton Community College to provide institutional research and reporting functions, strengthening institutional data collection, analysis and dissemination. Together these two interventions have significantly increased the college's capacity to gather data and use it in planning and decision making.

At the 2019 Institutional Assessment & Planning Summit, college staff, faculty, students and administration reviewed Core Theme assessment matrices and narrative analysis, along with other

assessment tools, to assist them in the establishment of new Institutional Goals. The flow between the college's mission, Core Theme objectives and assessment, institutional goals, strategic goals and department goals is shown in the 2019 Institutional Plan.

Assessment of Learning Outcomes

Assessment of student learning outcomes has shown steady, consistent growth and improvement since its inception in 2011. CGCC faculty, supported by the Curriculum & Assessment Department, are responsible for assessing student learning at the course, program and institutional levels.

Two years prior to becoming independently accredited, as part of the initial 3-Year Outcomes Assessment Plan (2011-14), the college established its own process for the assessment of course and program outcomes; however, implementation of the plan was slow as there was initial resistance to the adoption of these new processes. Following the 2013 NWCCU visit, the college received a recommendation that encouraged the mapping of course and core outcomes to program outcomes as well as the increase in systematically collected data related to the achievement of outcomes at the course and program levels. In response, the second 3-Year Outcomes Assessment Plan (2014-17) included the addition of processes for the assessment of Institutional Core Learning Outcomes (CLOs) which began in 2015-16. At the same time, through consistent messaging and support from the newly formed Curriculum & Assessment Department (CAD), compliance with outcomes assessment processes had improved, resulting in more consistent collection of assessment data and its use in the improvement of instructional practices.

Outcomes assessment, as well as all academic assessment, was strengthened and solidified by the formation of the CAD in January, 2017. Formalization of this sub-department of Instructional Services came with the addition of the director of curriculum & assessment position to lead the department and the creation of an independent budget category. Included in the department are the academic assessment coordinator and the curriculum and assessment administrative assistant.

In 2019-20, faculty are completing the final year of the five-year CLO assessment cycle. In the past five years through CLO assessment, faculty identified areas of needed improvement related to student achievement of each CLO. Based on the data, faculty created instructional strategies that could be applied to address these areas. As the college moves forward into the next five-year cycle, CLO assessment results will be compared to results from the first five-year cycle to determine if progress has been made in student achievement specific to these targeted areas.

College Leadership

There have been several significant personnel changes since 2016. These changes represent, in part, the beginning of a transformational period for the college. The CGCC Board of Education has completely shifted membership. Four long-serving board members' terms expired in 2017, and new members were voted in, resulting in a refocus and retraining of the Board. Through that process the Board has clarified their role as it relates to the college and to their oversight and interaction with the president. The outcome was a completely redesigned presidential evaluation process, new guidelines for Board self-evaluation, and the review and adoption of revised Board policies. In 2017-18 Dr. Frank Toda, CGCC president for over 16 years, retired and the Board began a process to hire a new president. Dr. Marta Yera Cronin began her tenure as CGCC's first woman president in the 2018-19 academic year. Other significant leadership changes include: a new vice president of

Student Services (2019), new vice president of Financial Services (2019), new dean of general education and transfer programs (2018), new executive director of infrastructure (2018), new executive director of institutional effectiveness (2018), new Financial Aid director (2017), new director of library and learning commons (2019), a new interim director of Nursing (2019) as well as an interim registrar (2020).

Policy and Administrative Rule Review

Since the last report, CGCC contracted with the Oregon Community College Association (OCCA) for a fee-based policy service. The college used the best practice model policies from OCCA to inform and update the college's Board Policy and Administrative Rules. Review of Board policies occurred in 2018-19, and new/revised policies were adopted in June, 2019. Currently in the 2019-20 academic year, review of Administrative Rules is in process with the expectation that all ARs will have been reviewed, revised and rewritten as necessary to align with the OCCA model ARs. At the same time, the college is updating related Operating Procedures.

Transition to New Enterprise Resource Planning System (ERP)

CGCC also concluded an RFP process in 2018-19 to identify a vendor for purchase of a new Enterprise Resource Planning System (ERP). As part of a five-college consortium, CGCC is in the configuration and implementation phase of transition with initial migration expected in August, 2020. The ongoing migration to the new ERP system (from RogueNet to Campus Management) will include the eventual replacement of virtually all automated student and employee systems.

Treaty Oak Skill Center and On-Campus Housing

The Oregon Legislature designated $7.3 million to Columbia Gorge Community College to construct a workforce skills center on The Dalles Campus. This required the college to raise $7.3 million in matching funds by February, 2019. The college requested, and received, permission from the Oregon Department of Justice to use a portion of these combined resources to construct student housing, recognizing the severe shortage of local affordable housing and the barrier this presents to student access.

In support of the College, the City of The Dalles funded a feasibility analysis of student housing. This analysis demonstrated the need for student housing and provided a preliminary business model.

Through a partnership with the City of The Dalles and Wasco County, the college achieved the matching requirement for a total $14.6 million investment in the two new facilities. The city and county are contributing $3.5 million toward this total. The state issued its bond sale in June 2019, ensuring availability of the state commitment. The college has three years from June, 2019 to complete the project.

As guided by state statute, in 2019, the college procured contracts for project management, architecture and engineering, and a construction manager/general contractor. As of March 2020, the combined project is nearing 100 percent design development. Ground-breaking on both facilities is scheduled for June, 2020.

The college will open the Treaty Oak Regional Skills Center in September, 2021. This 17,400 sq. ft. career-training center will meet current and future industry demands, by providing a flexible space that can be adapted to house a variety of programs in the years to come. The center will host various lab spaces: manufacturing and robotics, metals fabrication, construction technologies, and design. The center will also include two classrooms that can be combined into a single presentation space.

Also opening in 2021 will be a 51-bed residential hall offering affordable, on-campus living space for students.

Supporting Documentation
Mid-Cycle Report letter
CGCC Website: 2016 Mid-Cycle Report
2018-19 Core Theme Assessment Results, Analysis and Achievement Summary
2019 Institutional Plan
3-Year Outcomes Assessment Plan (2011-14)
3-Year Outcomes Assessment Plan (2014-17)
BP 2745 Board of Education Self Evaluation
BP 2730 Board-Staff Communications
BP 2715 Code of Ethics Standards of Practice
BP 2430 Delegation of Authority to the President
CGCC Middle College Skill Center / Due Diligence Report

2013 Recommendation #2 Outcomes Assessment

"CGCC has responded to the recommendations 1 and 2 made after the 2011 NWCCU visit. The Core Themes are essentially the same but objectives and measures are more clearly defined and more relevant in assessing the goal of accomplishing the college's mission. Likewise, there is evidence that substantial work has been done in the assessment of outcomes at the course and program level. It is, however, recommended that the mapping of course and core outcomes (particularly) to program outcomes be completed and that the body of systematically collected relevant data at the course and program levels be increased. These data need to be used as indicators of achievement in verifying the assertion that educational programs are transforming lives (Standard 4.A.3, 4.B.2)."

History of Outcomes Assessment

CGCC faculty are responsible for assessing student learning at the course level, program level and institutional level. CGCC established its own process for the assessment of course and program level outcomes in 2011, 2 years prior to becoming independently accredited. The process for assessment of institutional core learning outcomes was added in 2015-16.

Assessment of Course-level Outcomes

CGCC's Course Assessment process combines student course evaluations and course outcomes assessment. The academic assessment coordinator (AAC) and department chairs establish a schedule so faculty participate at least once per year and regularly taught courses are assessed every three years.

Participating faculty complete a plan (PART A) at the beginning of the term and a results and analysis section (PART B) at the end of the term. The AAC shares results from Part B and student course evaluations with the appropriate dean and department chair, highlighting any concerns, requests for support, best practices or insights indicated on the faculty's Part B. The dean and/or department chair respond to faculty concerns or requests for support. Part A and Part B are posted on the Academic Assessment webpage. In an effort to share best practices among faculty, exemplary course assessments are noted.

The AAC compiles results from all course outcomes assessment with accompanying analysis into an annual report. The report is shared with all faculty, instructional administrators and the president, and posted to the college website

Assessment of Outcomes at the Program Level

Outcomes assessment at this level is conducted annually in order to measure student achievement of degree, certificate, and program outcomes. Departments assess and analyze the cumulative effect of the course work that constitutes a degree, certificate or program. Information from the assessment is used by departments to make improvements that strengthen degrees, certificates, and programs as well as increase student success.

Departments have opted to use one of three models of assessment:

- Course grades for a wide range of courses that have been mapped to specific degree and certificate outcomes are aggregated, and targets are set;
- Specific course assignments are mapped to given degree/certificate outcomes and targets are set regarding grade achievement;
- External evaluators from the healthcare professions assess student performance using a rubric that aligns with outcomes, and targets are set.

A few departments (Early Childhood Education & Family Studies, Education, Business Administration, and Computer Science) are moving towards using student portfolios as evidence of student achievement of outcomes. This move will involve the students to a greater extent in providing documentation of how they are meeting program and core learning outcomes, helping students to understand how their lives are being transformed by their experience at CGCC.

Each fall, departments submit degree/certificate assessment plans to the academic assessment coordinator (AAC). Results are submitted at the end of the academic year, shared with department faculty and posted to the college's website. Departments review results and a brief analysis provided by the AAC to determine if program or assessment changes are required.

Pre-College, Nursing and Medical Assisting programs complete an analysis of the results annually. The remaining programs complete an analysis as part of their Program Review. This change from an annual analysis to an analysis every five years as part of the Program Review was made in 2016-17 in an attempt to provide more relevance to the program outcomes assessment results and link them to the changes and improvements described in program reviews.

Assessment of Institutional Core Learning Outcomes

The assessment of Institutional Core Learning Outcomes has a broader scope than assessment of course, degree, certificate and program outcomes, assessing whether students, regardless of which degree they earn at CGCC, achieve the skills and knowledge that are at the foundation of CGCC's General Education program.

Assessment at this level measures whether degree-seeking students leave with some level of mastery of the institutional Core Learning Outcomes (CLOs):

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. *(Quantitative Literacy)*
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

CLO assessment aligns with the General Education Department Review schedule, with each CLO being assessed once in the five-year period. Applying a rubric that was adapted from the AAC&U's (Association of American Colleges and Universities) LEAP Value Rubrics, instructors assess student achievement of a CLO and submit data electronically to the academic assessment coordinator at the end of the term.

The results are compiled into a report by the academic assessment coordinator. The Core Learning Outcomes Assessment Committee reviews and analyzes results, providing recommendations for how to improve student achievement of the CLOs, as well as reviewing the CLO assessment process and making recommendations for process improvement.

Results are shared with faculty during fall in-service, as well as the committee's recommendations to help improve student achievement of the CLO. Faculty use time during in-service to develop strategies for instruction, curriculum and/or assessment based on the committee's recommendations.

Mapping of Course and Core Outcomes to Program Outcomes to Create a Clear Connection between the Different Levels of Assessment:

In spring 2017 Instructional Council voted to change the third Institutional Core Learning Outcome (CLO) from Professional Competency to Quantitative Literacy. This change was made in order to ensure that the three areas of related instruction (communication, computation, and human relations) were covered in the General Education requirements for the Associate of Applied Science (AAS) degrees. The following fall, the ranking of Core Learning Outcomes (CLOs) was changed from in-depth/minimally to major/minor. To establish an intentional learning environment, the college's Curriculum Committee established that CLOs should require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

A Major Designation requires:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
    - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

A Minor Designation requires:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
    - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

As a result of these changes, courses requesting General Education status were required to have updates to the Course Content Outcome Guides to indicate major/minor alignment with the Core Learning Outcomes. A Core Learning Outcome spreadsheet was created to demonstrate the courses that were mapped to each CLO. Syllabi for General Education courses are required to indicate which CLOs are addressed as major/minor, in an effort to inform students how the CLOs are met by their courses.

Fall of 2019, Instructional Council voted to change the 3rd outcome of the Associate of Science, Associate of Science Transfer-Business and Associate of General Studies to align with the 3rd outcome of the Core Learning Outcomes. This change improved alignment of these three degrees from the General Education program with the institutional Core Learning Outcomes. Using the CLO spreadsheet of aligned courses, the plans for assessment of the outcomes of the three degrees were updated, mapping courses to each degree outcome per the new CLO designations. The 4th General Education program degree, the Associate of Arts Oregon Transfer degree (AAOT), has many outcomes that are similar to the Core Learning Outcomes. The outcomes assessment plan for this degree was also updated using both the CLO spreadsheet of mapped courses and input from faculty.

The Associate of Applied Science degrees have always had assignments from courses mapped to program outcomes, with the exception of the Business program. The newest degree/certificate in this program, Entrepreneurship, is using an e-Portfolio to demonstrate achievement of program outcomes and CLOs. The Accounting program is considering including a capstone as a means of demonstrating student achievement of program outcomes.

Increasing the Body of Systematically Collected Relevant Data

CGCC began the assessment of the Institutional Core Learning Outcomes in fall 2015. Assessment of CLOs follow an assessment schedule of one Core Learning Outcome each year. Faculty who teach 200 level courses that have a major or minor designation for the scheduled CLO score student work using AAC&U's LEAP rubrics adapted by the Core Learning Outcome Committee, an interdisciplinary team made up of faculty and the director of curriculum, assessment, strategic planning and accreditation. Data from the scoring is submitted to a web form and scores are aggregated and posted to an excel spreadsheet. The CLO Assessment Committee analyzes the data, and determines which rubric criteria(s) the college community is going to focus on for the next assessment cycle. The results and committee recommendations are presented to faculty at fall in-service. Faculty develop teaching strategies to increase student achievement in focus areas. The AAC publishes the data and annual report on the web, as well as the faculty created Ideas and Resources for Teaching to each CLO. Faculty and college administration are provided with the link. Faculty indicate what strategies they have used to address the criteria(s) for each CLO in their course outcomes assessment Part B. Looking forward, during the second iteration of the cycle, after each CLO is assessed, scores will be compared between the first assessment of a CLO and the second assessment of the CLO to determine whether faculty efforts have improved student achievement in the criteria(s).

At the program level, the collection of data is systematically collected term by term. Departments complete plans for the assessment of program outcomes fall term, indicating which courses align with program outcomes. Results for course assignments and end of term grades are collected at the end of each term, entered into excel spreadsheets and aggregated and presented to faculty at the end of the academic year. A brief analysis is provided by the AAC, noting where students are meeting expectations for program outcomes and pointing to outcomes where students may be struggling or insufficient data is available due to cancelled courses. The program review template has been rewritten to include analysis of five years' worth of program data assessment instead of the previous process of annual analysis.

Data collection at the course level has been increased to include tracking of how faculty measure student achievement of outcomes (direct, indirect, end of term grades). Data now also includes faculty responses pertaining to closing the loop from previous improvements suggested to track the effectiveness of improvements faculty make based on assessment of course outcomes. In an effort to ensure that students understand the purpose of outcomes, the AAC tracks how instructors introduce and explain outcomes to students, as recommended by the committee for Core Theme B 2016-17. Results from individual faculty course outcomes assessments are shared immediately with directors and department chairs, who provide feedback and support to their faculty when appropriate. Results of course outcomes assessment and an annual analysis report are shared with faculty at the end of the academic year. A summary of what is working well, issues and suggested

improvements is shared with the Instructional Council fall term so that department chairs can help support faculty improvements.

How we have used the data as indicators of achievement in verifying the assertion that educational programs are transforming lives

CGCC uses the data and analysis of Core Theme B as evidence to verify the assertion that educational programs are transforming lives. By applying processes that lead to student proficiency in course, program and institutional student learning outcomes, CGCC looks to certificate/degree completion, employment and transfers to 4-year colleges as evidence that students' lives have been transformed through their education at CGCC.

Results from four years of assessment of course outcomes indicate that an average of 88.2%[1] of CGCC students are achieving instructor-identified levels of accomplishment of their student learning outcomes. With the majority of instructors indicating that they are using direct measures to determine whether students are achieving course level outcomes, an average of 88.2% indicates that CGCC is meeting its mission. Instructors use data from course outcomes assessment to inform actions for improvement. Actions for improvement range from changes to improve instruction, curriculum, instructional resources/materials, format of course delivery, assessment methods, instructor-student interaction, prerequisites/preparedness and course design. When the instructor next assesses the course, the instructor reports on the effectiveness of the improvements made to student achievement of course outcomes.

Annual outcomes assessment at the program level as described above measures student achievement of degree, certificate and program outcomes. An overview of student achievement of program outcomes is provided annually in Core Theme B3.2. Data from 2016 to 2019 indicate that on average student achievement of all program outcomes are between 87% and 88%, with a range between 73% and 100% of students achieving individual program outcomes.[2] These statistics indicate that the majority of programs are meeting their targets and CGCC is meeting its mission with regards to student achievement of program levels.

Program reviews from the last seven years indicate that programs continue to struggle to make sense of how this data can inform program changes and improvement. While program changes and improvements are made and explained in program reviews, data from program outcomes assessment is often not used as evidence for the changes and improvements made to increase student success. Due to the large percentage of students who continually achieve outcomes assessment targets, it may be that programs look to other indicators for program changes and improvements, such as retention, input from advisory committees and future employment and transfer opportunities related to the program. In an effort to connect program improvements to

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[1] *Calculation: number of students assessed x results (per year)/total number of students assessed over 4 years) 1229 x 87.8% (2018-19) + 1105 x 88.1% (2017-18) + 1457 x 87.2% (2016-17) + 1667 x 89.4% (2015-16) / 1229+1105+1457+1667 = 0.8818 or 88.2%*

[2] The exception is Pre-College, which has an average of 39.5% to 49.5%

outcomes assessment data, the program review template continues to be revised annually to refine and increase focus on assessment, analysis and using data to make programmatic decisions.

Assessment of Institutional Core Learning Outcomes provides evidence that students, regardless of the degree earned at CGCC, have a common experience that allows them to achieve the skills and knowledge valued by the institution. CGCC believes that achievement of the Core Learning Outcomes - communication, critical thinking and problem solving, quantitative literacy, cultural awareness, community and environmental responsibility, will enable students to successfully transfer into the workforce or continue their education at 4-year institutions. Although the General Education program is primarily responsible for these skills, any courses from any discipline in which students learn and demonstrate these skills participate in assessment of CGCC's Institutional Core Learning Outcomes. Data provided by instructors who score student work using adapted AAC&U LEAP rubrics is aggregated to provide one score of student achievement for each Core Learning Outcome.

In this first iteration of Core Learning Outcomes assessment, faculty focus on assessing one CLO each year, in an effort to establish a baseline of student achievement of CLOs. Beginning with the first CLO in 2016, CGCC has completed assessment for four out of five Core Learning Outcomes. An overall percentage for student achievement of each CLO is derived from the total number of students who scored into "Accomplished" or better on the different criteria from the rubrics. While this overall score establishes a percentage required for fulfillment of Core Theme B3.3, this overall percentage is not used as a measure to inform faculty where or if improvements to instruction need to be made. Instead, faculty use the rubric and student scores to better understand where to focus intentional instruction as a means to move students closer to accomplished or mastery in the categories where scores indicate their skills and knowledge are lacking. Once this initial cycle of gathering student achievement data for each CLO is complete, the institution plans for the following cycles to include comparisons of results for each CLO. Including a comparison of results for each Core Learning Outcome will not only provide data of student achievement for Core Theme B3.3 but will also help determine the effectiveness of teaching strategies implemented by faculty in the five years between the assessment of individual CLOs. By using this data to inform faculty where extra instruction is required to move more students into the area of accomplished or better, CGCC aims to increase student achievement in the knowledge and skills that will enable them to further pursue employment and education, thus helping students to transform their lives.

Supporting Documentation

CGCC Website: Course Outcomes Assessment
2015-23 Instructor Assessment Tracking Plan
2015-23 Course Assessment Tracking Plan
CGCC Wufoo Website: Course Assessment Part A
CGCC Wufoo Website: Course Assessment Part B
Example: PART B Acknowledgment
Example: Response from DC to PART B Faculty Request for Support
CGCC Website: Completed Course Assessments
Example: Completed Course Assessment PART A
Example: Completed Course Assessment PART B
CGCC Website: Exemplary Course Outcomes Assessment: Examples of Best Practices

Example: Exemplary Course Assessment
Example: Course Outcomes Achievement 2018-19 Results
Example: Course Outcomes Achievement 2018-19 Analysis
E-Portfolio Template (Draft Guide for Faculty)
CGCC Website: Plans and Results for Program Outcomes
Example: Outcomes Assessment Plan & Results for Degrees or Certificates
Example: Communication to Dean and Department Chair Regarding Program Outcome Results
Example: Program Outcomes Assessment Analysis - Pre-College 2016-17
Core Learning Outcomes Assessment Schedule
Core Learning Outcome Rubric
CGCC Website: Webform for Submitting Results of Core Learning Outcome Assessment
Example: CLO Assessment Report - Results and Analysis (CLO #5)
CGCC Website: Ideas & Resources for Teaching to the CLO: Communication
Mapping of General Education Courses to Core Learning Outcomes
Syllabus Template
Example: Changes in Program Outcomes Assessment Plan Based on Mapping - AS Degree
Example: Changes in Program Outcomes Assessment Plan Based on Mapping - AAOT Degree
Core Learning Outcomes Assessment Team
Instructional Program Review Template - 2020-21
Core Theme Assessment 2018-19 – Core Theme B (pgs. 19-35)
CGCC Website: Course Outcomes Achievement - 4 years of Results/Analysis (bottom of webpage)
Results and Analysis of Core Learning Outcome #1 - Communication
Results and Analysis of Core Learning Outcome #2 - Critical Thinking and Problem Solving
Results and Analysis of Core Learning Outcome #4 - Cultural Awareness
Results and Analysis of Core Learning Outcome #5 - Community and Environmental Responsibility

STANDARD ONE | STUDENT SUCCESS AND INSTITUTIONAL MISSION AND EFFECTIVENESS

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

1.A | Institutional Mission

1.A.1 | Mission Statement

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

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

Columbia Gorge Community College's (CGCC) mission statement, adopted in 2003, expresses the broad educational purposes of the college, emphasizing the intrinsic connection between lifelong learning and the fulfillment of personal goals, as well as the importance of meaningful, supportive engagement with the community it serves.

The mission statement is defined by three Core Themes, and each Core Theme is further supported by a descriptive subtitle (parentheses) and planning statement (italics):

- Core Theme A: Building Dreams (Access) – *CGCC offers multiple environments and opportunities for people to grow personal and intellectual skills*;
- Core Theme B: Transforming Lives (Education) – *CGCC provides learning resources and tools for a sustainable future for individuals*;
- Core Theme C: Strengthening Our Community (Partnerships) – *CGCC links people and community resources*.

Each Core Theme includes objectives that are further broken down into a set of measures that represent outcomes rather than actions.

In Core Theme A, the concept of "building dreams" is defined as providing "access" to the educational opportunities that allow individuals to pursue their dreams. The college interprets and measures "access" through the monitoring of general enrollment, the comparison of enrollment and service area demographics, and the enrollment of specific populations.

The concept of "transforming lives" in Core Theme B speaks to the heart of the college's mission, "education." Through its educational programming, CGCC provides transformative experiences that lead to student learning and achievement. In order to gauge success in this area, the college monitors student proficiency in course, program and institutional student learning outcomes, as well as student retention, completion, graduation, and transfer.

Finally, CGCC's mission to "strengthen the community" it serves is expressed in Core Theme C under the descriptor of "partnerships." The college perceives its purpose to include not only serving the educational needs of its district but also being a responsible partner and neighbor. Thus, CGCC takes an active role in city, county, and regional development. Monitoring success in this area is problematic, as its measures are related to satisfaction and employment, many being subjective (opinion surveys) or unavailable (student employment statistics).

The mission and Core Themes will be reviewed during the next Academic Master Planning process that is scheduled to take place in 2020-21.

Supporting Documentation

2018-19 Core Themes Rubrics

1.B | Improving Institutional Effectiveness

1.B.1 Assessment of Institutional Effectiveness

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.

CGCC engages in the annual assessment of institutional effectiveness, gauging student learning and achievement as well as evaluating institutional operations and support services. Annual assessment informs planning activities and the allocation of resources. (See Figure 1: Assessment & Planning Alignment & Timeline.)

Assessment of institutional effectiveness is guided primarily by two departments/committees, and an outside contractor: the Institutional Assessment Committee (IAC), the Curriculum & Assessment Department (CAD), and the Office of Institutional Research (OIR) at Linn-Benton Community College.

CGCC's Institutional Assessment Committee fosters 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. IAC responsibilities/goals include:

A. Build capacity for assessment and continual, data-driven improvement.
B. Provide guidance, training and support to all college departments in the development and integration of assessment activities.
C. Provide institutional data and findings from research and assessment to support institutional planning processes and decision-making.
D. Be a repository for college assessment data, analysis, and reporting.
E. Synthesize CGCC assessment activities and provide institutional review regarding quality of service and mission fulfillment.

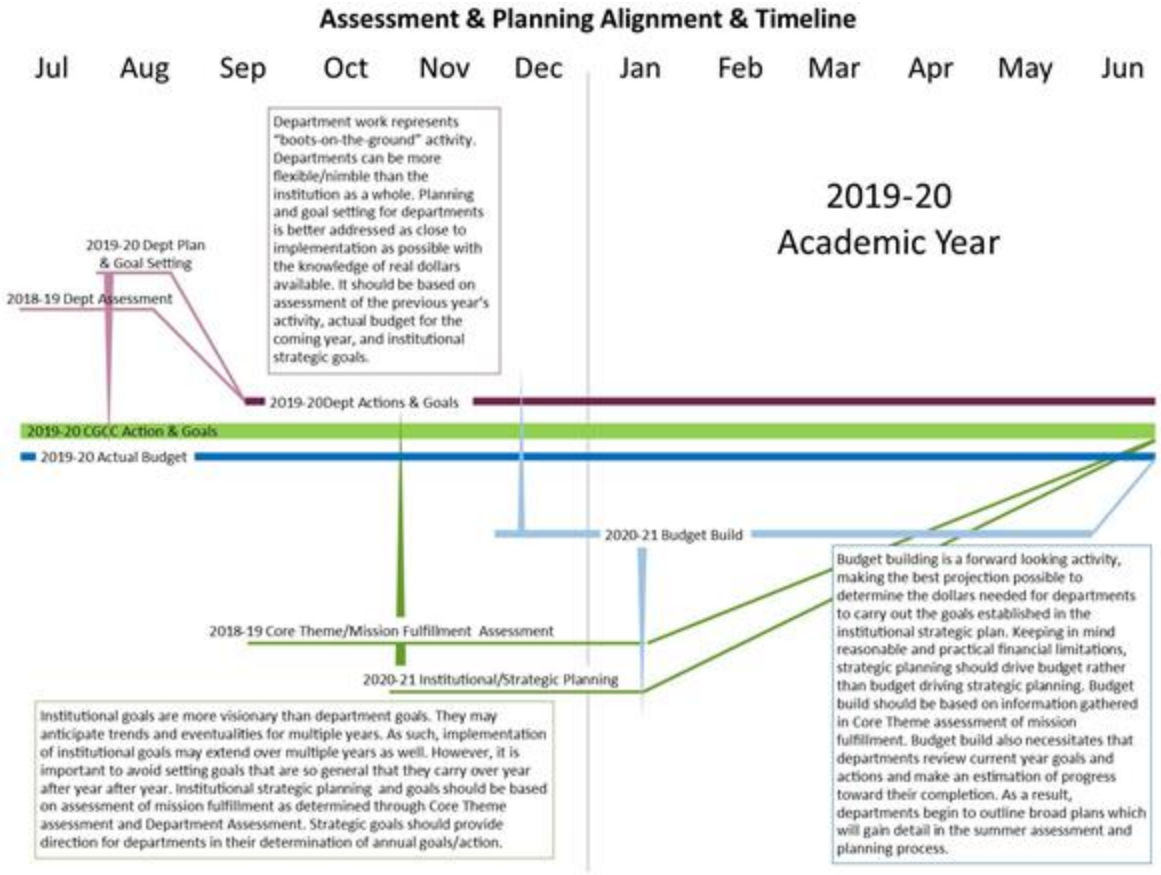
The Curriculum & Assessment Department manages and promotes institutional assessment activities, including institutional mission fulfillment and academic assessment. The department also coordinates planning activities, linking planning to assessment and resource allocation.

The Office of Institutional Research uses quantitative and qualitative methods to provide exceptional information and analysis services that advance a culture of inquiry and continuous improvement. The OIR actively supports the college's mission and goals by assisting with:

- College wide planning and decision-making
- Accreditation and assessment activities
- Coordinating the submission of required reports to external agencies and organizations

OIR services are provided through a contract with Linn-Benton Community College.

Figure 1



Institutional Assessment

Core Theme Assessment & Mission Fulfillment

The annual assessment and analysis of Core Theme objectives and their measures provides CGCC with an evaluation of mission fulfillment and institutional effectiveness. Core Theme assessment reviews the results of measurable data points that represent the outcomes of the academic and operational functions of the college. Reported in a matrix, the results for these data points are compared to a set of targets/benchmarks that were developed based on research of comparable community colleges and CGCC historical data. Each measure is scored on a scale of one to five:

1. Below mission expectation
3. Meeting mission expectation
5. Surpasses mission expectation

Supporting the data matrix is a narrative document which clarifies the results by providing data descriptions, analyses of results, actions for improvement, and an evaluation of the assessment tools, methodology and benchmarks. Charts summarizing results are included along with a comparison to past years. The average scale score across all core theme measures collectively determines the institution's annual level of mission fulfillment.

Annual Combined Objective Achievement Comparison (2016 – 2019)

	5	4	3	2	1	NA	
	Objectives which Surpass Mission Expectation		Objectives which Meet Mission Expectation		Objectives which are Below Mission Expectation	Data not available	Combined Average
2016-2017	4	2	10	4	5	3	2.84
2017-2018	6	4	6	6	5	2	3.00
2018-2019	7	1	7	5	9	1	2.72

In late summer, early fall, Core Theme Committees, under the direction of the IAC, gather and analyze data on Core Theme measures. The IAC reviews the data matrices and accompanying narratives and provides feedback to the Core Theme Committees, requesting corrections and revisions as needed. The finalized Core Theme report is assembled by the IAC and posted to the institutional assessment website in late fall, early winter in preparation for institutional planning activities and the building of the budget.

Annual Department Review

Department Review is an opportunity for non-instructional department personnel to come together and evaluate progress toward annual goals and, based on that progress, establish new goals for the coming year. It is primarily an internal activity meant to:

- Foster self-reflection
- Support thoughtful evidence-based planning
- Result in effective action

Coordinated by the Institutional Assessment Committee, Department Review is conducted throughout the summer term. Reviews are submitted to the IAC for review and feedback in the fall. The IAC then prepares a summary document that describes common themes across all reviews. Individual reviews, as well as the summary, are made available to the Leadership Council in a restricted shared drive. The summary document is posted to the IAC webpages.

Institutional Data Reports

The college gathers institutional data for use in internal planning, development and decision-making activities as well as reporting to external agencies and organizations. The data in these reports have multiple applications, including but not limited to: academic program review and improvement, development and sustainability of program offerings, course usage and viability, grant applications, resource allocation, and response to state, federal and accreditation reporting requirements.

- **Integrated Postsecondary Education Data Systems (IPEDS)**: IPEDS collects data from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The data is used to describe and analyze trends in terms of the number of students enrolled, financial aid used, staff employed, dollars expended, and degrees and certificates earned.
- **D4A – Data for Analysis**: D4A is a State of Oregon data reporting system where student-level postsecondary data are stored. For each student in an Oregon Community College,

D4A collects: student demographics; student course and program enrollments, grades, credits and GPA; student certificates, degrees, and other completion types. D4A data is used for accountability reporting at the Federal and State level, community college institutional research; and state level educational research and policy analysis.

- **VFA – Voluntary Framework for Accountability**: VFA is a national accountability system that measures how 2-year colleges perform in serving their students. The VFA measures gauge student progress and outcomes including pre-collegiate preparation (such as development education and Adult Basic Education), academic progress and momentum points, completion and transfer measures, and workforce outcomes for career and technical education. The data it provides is used to assess the colleges' performance and identify areas for improvement.
- **National Student Clearinghouse**: The National Student Clearinghouse is a voluntary service that provides enrollment reporting and verification, degree verification, transcripts and data exchange services, and research services. These services are meant to relieve participating institutions of the burdens and costs related to student data reporting. National Student Clearinghouse data is also used for other reporting such as IPEDS.
- **Coordinated Oregon Research Enterprise (CORE)**: Colleges contracting with Linn-Benton Community College for institutional research services have access to CORE, a tool that compares individual institutions to other community colleges. CORE visualization data is provided in an online data warehouse (the Cube) which makes institutional data available to college staff and faculty. The system provides standard reports on data, such as FTE and headcount, grades, retention and graduation, as well as the option for users to create customized reports. The Cube has allowed for improved use of data from RogueNet, the student information system.

The Office of Institutional Research at Linn-Benton Community College provides the reporting, analysis, synthesis and/or access to the data gathered for and provided in each of these reports. Reports are posted on the IAC website as they come available.

Academic Assessment

The purpose of academic assessment at CGCC is to:

- Ensure student proficiency in course, program and institutional student learning outcomes (Core Theme B: Transforming Lives—Education; Objective B3)
- Systematically improve teaching and learning at the course, degree, certificate and program level
- Create a continuous process that is collaborative and dynamic, engaging faculty and students to improve student success throughout the entire institution
- Utilize assessment to improve instruction, while providing usable data that demonstrates this improvement to our community
- Balance the process of assessment between the requirements of external compliance, and a meaningful and thoughtful practice, which is part of what educators do on a regular basis

Assessing Achievement of Student Learning Outcomes

CGCC faculty are responsible for assessing student achievement of learning outcomes at the course, program and institutional levels. CGCC established its own process for the assessment of course and program level outcomes in 2011, two years prior to becoming independently accredited. The process for assessment of institutional core learning outcomes was added in 2015-16.

Results for all three levels are gathered annually, and summary reports for Course Assessment and for Core Learning Outcomes Assessment are written by the academic assessment coordinator (AAC). Program/Degree/Certificate Outcomes Assessment is analyzed by the faculty of the associated academic department as part of their scheduled Instructional Program Review.

Core Theme B includes measures with targets for achievement of all three levels of student learning outcomes, ensuring that these metrics are part of determining institutional effectiveness and mission fulfillment.

For greater detail on these outcome assessment processes, see Recommendation #2 in the Preface.

Instructional Program Review

Instructional programs are reviewed on a regular cycle to ensure relevancy, currency and alignment with professional standards, and workforce needs. Faculty play a key role in the process, assessing curriculum, resources and student achievement of outcomes. The goal of Instructional Program Review is to empower departments and faculty to make informed decisions and improvements that support student success and prepare graduates for advanced studies or employment. While departmental review provides external accountability, it is primarily an internal activity meant to foster self-reflection, support thoughtful, evidence-based planning, and result in effective action. The department is encouraged to conduct its review with a focus on students, using data and self-reflection to determine departmental progress in meeting its goals and objectives. The review provides an opportunity to assess student learning and identify teaching practices that contribute to student success. Additionally, areas of improvement are to be identified and an action plan developed that will be implemented prior to the next review.

Institutional and Strategic Planning

Since 2017-18, institutional and strategic planning has been coordinated by the Curriculum & Assessment Department (CAD) in cooperation with the Institutional Assessment Committee (IAC). A new process was initiated in order to better connect institutional assessment to planning.

In 2017-18, the college held two Institutional Assessment & Planning Summits, one in December and one in February. At the December summit, participants were asked to review and analyze multiple institutional assessment and planning documents, including: 2016-17 Core Theme Assessment, 2016-17 Summary of Department Reviews, the 2017 Community College Survey of Student Engagement (CCSSE), and the 2016-19 Strategic Goals & Action Plan. Based on this information, the group discussed and reflected on potential actions to be carried out in 2018-19, addressing the final year of the 2016-19 Strategic Goals & Action Plan. In February, the group reconvened in order to trim and prioritize the proposed actions. A finalized one-year Strategic Action Plan for 2018-19 was created as well as a process for monitoring and tracking progress on strategic actions and goals. Plan updates were provided by action leads throughout the year and posted on the Institutional Planning website by the CAD.

As CGCC headed toward the 2019-20 academic year, it was understood that the 2016-19 Strategic Goals & Action Plan would be closing out at the end of June, 2019; therefore, it was necessary to review and update institutional goals (IGs) and create a new action plan for their realization. In March, 2019, an Assessment & Planning Summit was held to tackle this work. Similar to the 2017-18 Assessment & Planning Summits, participants were provided with an overview of institutional data and analysis addressing mission fulfillment and student achievement. The planning team was then charged with the task of identifying four to five Institutional Goals based on the following criteria: 1) the goal was to be measurable and 2) the goal had to be achievable in three to five

years. IGs do not represent all that the college does, but rather the specific areas that the college would like to focus on in order to better realize its mission and ensure student learning and success. The current Institutional Goals were approved at the March summit for adoption July 1, 2019, and goal champions were assigned. Each goal is intended to guide the college for three to five years, depending on the complexity of the individual goal. Going forward, as goals are realized, new goals will be determined on a rolling basis.

2019-20 Institutional Goals and Goal Champions:

- IG #1 Adoption/Implementation of Equity Practices and Mindset (Champion: Courtney Judah)
- IG #2 Build a Vibrant Campus Life (Champion: Gerardo Cifuentes)
- IG #3 Establish an Institutional Guided Pathways Model (Champion: Lori Ufford)
- IG #4 Optimize Potential of Skills Center (Champion: Dan Spatz)
- IG #5 Establish Fiscal Sustainability (Champion: Mike Mallery)

Under the leadership of IG champions and with guidance from the CAD, strategic planning teams for each goal met in April and May to: 1) define goal achievement and identify assessment strategies for tracking purposes and achievement recognition; 2) create a three to five-year action plan; and 3) establish strategic goals for the 2019-20 academic year. This work resulted in the 2019-20 Institutional Goals & Strategic Plan.

College departments were then asked to review the institutional and strategic goals to determine what each could do to help move the 2019-20 Strategic Goals forward. As part of their Department Review conducted in the summer of 2019, departments were to identify which of their department goals would apply to the new IGs and more specifically to the 2019-20 Strategic Goals. It was important to ensure that department initiative was an integral component for the achievement of each of the goals. While each Strategic Planning Team identified the need for the creation of an IG committee to monitor and provide direction for goal achievement, it was clear that the college was unable to sustain the addition of multiple committees nor was there sufficient personnel to participate consistently. Therefore, there needed to be a way to engage departments directly in the work and monitor institutional progress through department feedback. The Annual Department Review process was a good fit. At the same time, there was still a point person, the goal champion, who would provide periodic updates to the Leadership and President's Councils throughout the year.

Training regarding the completion of Annual Department Review took place as part of Leadership Council activities and was conducted by the chair of the Institutional Assessment Committee. The IAC also provided support upon request as departments worked through the review process throughout the summer and early fall. While asked in previous years of Department Review to identify which of their activities addressed institutional strategic goals and/or Core Themes, departments were now being asked to intentionally address institutional goals as part of their department goals. Departments achieved this aim with varying levels of success: Some found it easy to relate one or more strategic or institutional goals to the work that was conducted within the department. Others struggled to identify ways to participate in the achievement of the IGs. As a result, there was an uneven coverage of the 2019-20 Strategic Goals.

During the 2018-19 academic year and into the 2019-20 year, the college underwent major changes that contributed to the inconsistency in the formation of new strategic goals and, to some extent, the assessment/evaluation of former goals, as well as a delay in the overall process. A new college president was hired in 2018 and this, gradually, led to other changes on CGCC's executive

leadership team (President's Council—PC). As a result, the college now has a new vice president of Financial Services and a new vice president of Student Services. Additionally, some existing college employees were moved to other positions, including the executive director of infrastructure, another member of PC. To further complicate matters, the director of assessment and strategic planning has been on medical leave since October of 2019. Despite these challenges, the college has endeavored to document and continue along the path it set for itself with the adoption of the 2019-20 strategic goals.

Recognizing the need for consistency in such an integral component of effective college operations, CGCC has recently contracted with SPOL (Strategic Planning Online) to better align goals, budget and compliance-related measures across the college. Beginning this new accreditation cycle, SPOL's integrated strategic management software will provide visibility and accountability at all levels of planning while building a clear path towards continuous improvement, institutional efficiency and student success. SPOL provides a structured and consistent tracking process that will be used throughout the college and throughout the years.

Supporting Documentation

2018-19 Core Theme Assessment Report
External Website: Coordinated Oregon Research Enterprise—CGCC
External Website: Data For Analysis
External Website: Voluntary Framework of Accountability
2018-19 Annual Department Review Template
CGCC Website: Non-Instructional Department Review
CGCC Website: Institutional Assessment Reports
2018-19 Annual Course Outcomes Assessment Report and Analysis
2018-19 Annual Core Learning Outcomes Assessment Report and Analysis
2020-21 Instructional Program Review Template
Instructional Program Review Schedule
2019 Institutional Assessment & Planning Summit Agenda
2019 Institutional Assessment & Planning Summit—Binder Table of Contents
CGCC Website: CGCC Institutional Planning
2016-19 Strategic Plan
2019-20 Institutional/Strategic Plan
2019 Strategic Planning Team Minutes

1.B.2 Defining Mission Fulfillment in order to Improve Effectiveness

The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

CGCC's mission is defined by its three Core Themes. Each theme is broken down into multiple objectives with achievement determined by a set of measures that reflect outcomes rather than actions and represent common metrics that are comparable across regional and national peer institutions. Supporting data is found in internal and external reporting mechanisms, the most prominent being described in section 1.B.1 Institutional Data Reports. Measure achievement is rated on a five-point scale, "5" representing "surpasses mission expectation," "3" representing "meeting mission expectation," and "1" representing "below mission expectation."

Benchmarks were explored, and target scores were originally set for each measure based on research of similar sized community colleges and CGCC historical data. Most targets are aspirational, representing an ideal that the college would want to achieve every year; however, the attainment of some measures requires growth over several years and are better measured by milestone targets which may be adjusted annually to reflect progress. In the case of milestone targets, the ultimate aspirational target is documented in a footnote on the Core Theme Rubric so that it is not lost or forgotten.

Targets are reviewed annually as part of the Core Theme Assessment process, and revision recommendations are recorded in the narrative evaluation for each measure. The Institutional Assessment Committee (IAC) reviews these recommendations and determines whether the revision should be made or not. While revisions have been made, there has been a conscious decision to have measures and targets remain unchanged as much as possible for the past three years in order to maintain a consistent measurement as the college approached its seven-year review of mission fulfillment. In 2020-21, Core Themes will be reviewed as part of the academic master planning process. All objectives, measures and their pertinent targets will be reviewed, and outstanding recommendations will be addressed at that time.

In 2016, the calculation formula for mission fulfillment was revised. Previously it was determined that mission fulfillment would be achieved if a minimum of 80% of results compiled from all three Core Themes met or exceeded their target. It was agreed that 80% was an arbitrary number that held the college to an absolute target requiring mission fulfillment to be reported as either achieved or failed. A graded scale was preferred, and the calculation was revised to be the average of all Core Theme measures expressed on the same five-point scale as each individual measure.

2016-19 3-Year Comparison of Average Core Theme Achievement & Mission Fulfillment

	Core Theme A	Core Theme B	Core Theme C	Combined College (Mission Fulfillment)
2016-17	3.44	2.64	2.0	2.84
2017-18	3.33	3.17	2.17	3.00
2018-19	3.11	3.0	1.88	2.72

A Three-Year Comparison of Core Theme Achievement and Mission Fulfillment shows that, based on the current calculation for mission fulfillment, two out of the last three years scored below a "3" or not meeting mission expectations. The IAC noted within the 2018-19 Core Theme Assessment Results, Analysis and Achievement Summary the following complexities that would adversely impact the combined average of measures, and so the calculation of mission fulfillment.

- Measure A3.2 Credit Enrollment of Underserved Populations (scored as a "1")

  "The measure was highly unrepresentative of success in this area. The primary driver for the drop in underserved students did not come from first-generation numbers, but rather from a change in our number of low-income students. With unemployment rates continuing to drop and remaining low, many families are increasing their estimated family contributions. This results in fewer students being eligible for grants, and fall outside this category. Unfortunately, this does not mean that these students while ineligible for grants aren't the same students who had previously fallen within this category.

… It is highly recommended that in the future this measure being broken down by low-income and separately by first-generation. Additionally, having a measure that is based upon a growth model is not a strong measure of effectiveness for the institution as the populations being measured may not be increasing but rather are likely decreasing within the communities we serve."

- B2.8 CTE employment placements (scored as a "2")

  "CGCC cannot currently obtain data for CTE employment placements, as neither the institution nor the state have a reliable system to track employment placements of students.

  The numbers [below] come from the Health Occupations department chair, the lead instructor for the Medical Assisting program and the CTE dean and faculty, however all state that numbers are incomplete and only anecdotal. Missing from the list are student employment rates for the following CTE programs: Business, Computer, Early Childhood Education and Family Studies, Manufacturing and Unmanned Aircraft Systems. No one is currently keeping track of employment rates for program graduates.

  … Forty-nine CTE graduates reported employment, placing CGCC below mission. Fifty employment placements are considered meeting mission expectation, meaning that CGCC is close to meeting its mission for B2.8. Considering that employment rates are not tracked for five out of eight programs, it's possible that at least one student from one of the CTE programs that are not gathering student employment rate data has found employment and that CGCC is actually meeting its mission."

- Core Theme C – effectiveness of assessment (Six of eight measures were scored as a "1")

  "The community and industry survey, by itself, has not been demonstrated as an effective means of gathering responses in sufficient quantity to be statistically relevant.

  … Additional methods of measuring community awareness and perception are needed beyond an annual survey. These could include feedback from community forums, focus groups and community events. Selected tracking of requests for meeting space, grant partnerships, and social media followers would add relevant data."

Revision of the above measures in Core Themes A and B and a more accurate assessment methodology for Core Theme C could result in a very different calculation of mission fulfillment for 2018-19. As the college reviews Core Themes and their objectives, measures and targets in 2020-21, these areas of concern will be addressed.

However, while resolution of these assessment methodology issues may result in the realization of a score that represents mission fulfillment in the 2018-19 reporting cycle, college leadership recognizes that there are also apparent opportunities indicated for improving institutional effectiveness as well as student learning and success. Areas of interest include:

- A1.2 Enrollment in noncredit courses (Pre-College and ESOL); The Pre-College and English for Speakers of Other Languages programs have had three consecutive years of low enrollment. The Core Theme report notes that external factors have negatively impacted realization of this measure, including a strengthened economy and changes in immigration policies at the federal level that created insecurity amongst the Spanish speaking community. Over the past two years, the departments and the college as a whole have responded to these issues through the implementation of new instructional delivery

methods, shortening the path to GED® completion, establishing the college as a Sanctuary Campus, and introducing new outreach techniques. Data for 2019-20 will provide better information on whether these actions have had an impact on enrollments.

- B1.2 Fall to fall retention: This measure has scored consistently as a two for three years. While there is some reason to question the assessment methodology with the inclusion of students who have graduated or transferred in the final calculation of retention, there is still room for improvement. The college is looking into how an increase in communication at the end of the term and throughout the breaks may improve student retention, particularly in the longer breaks, fall-to-winter and spring-to-fall. In the immediate, emphasis is being placed on student outreach through the mandatory OnTrack 1 and OnTrack 2 advising and the implementation of a new faculty mentoring program.
- B2.5 Dev Ed Math completions: This measure has scored as a two for the past two years with an achievement rate of 76% for both years. These results may have been impacted by another change in cut scores with the upgrade to Accuplacer NextGen. As seen with the previous change in cut scores, fewer students are being placed in Pre-College math and MTH 20 is no longer being offered. Therefore, the lowest placement is into MTH 60, a course for which students may not be prepared. More information on these students is needed to determine what other issues are impacting the completion rate.
- B3.3 Student achievement of CLOs: Comparison of year-to-year scores for this measure is problematic in that a different CLO is assessed each year. However, each year faculty meet to discuss the results and generate ideas for how to improve student learning for the assessed outcome as it is taught in their courses. This five-year cycle of CLO assessment is coming to a close this spring. The next cycle will provide a comparison of two years of assessment for each CLO and whether improvement was realized for the specific areas of the rubric that were targeted for increased instruction.

Supporting Documentation

2016-17 Core Theme Assessment Results, Analysis and Achievement Summary
2017-18 Core Theme Assessment Results, Analysis and Achievement Summary
2018-19 Core Theme Assessment Results, Analysis and Achievement Summary
3-Year Comparison of Core Theme Achievement & Mission Fulfillment

1.B.3 Inclusive Planning

The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

CGCC engages in inclusive and open processes for its varying types of college planning, including: academic master planning, institutional effectiveness and goal setting, strategic planning, program development, and resource allocation and budgeting.

Academic Master Planning

The Academic Master Plan (AMP) process is an opportunity for CGCC to engage with its internal and external communities to assess the educational needs and interests of the college's service area. A scan of the Mid-Columbia region's economic and workforce needs is conducted and utilized throughout the planning activities. The AMP brings together the college community to review

CGCC's vision, values, mission, and Core Themes, as well as its educational direction, program offerings, delivery, and community engagement and integration.

Academic master planning at CGCC is to be conducted every three to five years. Since 2005, there have been three iterations of the AMP – 2005, 2011 and 2016. The 2016-19 plan was retitled as the CGCC Master Plan and is the current plan. In each of these iterations, the college sought input from multiple constituencies, including: college faculty, staff, administration and Board of Education; local and regional business and industry; community organizations/associations; local government; and community members at large. In order to have as inclusive a process as possible, the college conducted multiple general and targeted forums which were advertised widely and encouraged open participation. In general forums, participants were encouraged to speak freely on any and all subjects related to the college. Targeted forums invited participants to discuss a particular aspect of the college – its role in the community, the support of local business and industry, being a provider of cultural activities, etc. The college also engaged in some sessions in which a broad spectrum of identified participants, representing the aforementioned categories, were invited to engage in decision making in regards to vision, values, mission, and future programming.

The next academic master planning activity is scheduled for 2020-21.

Institutional & Strategic Planning

Institutional and strategic planning has been conducted over the years as an internal process of the college, with broad representation from the college's Board, staff, faculty and students. The scheduling of annual planning summits in recent years allowed for significant conversation and input by all in attendance. For the 2017-18 and 2019 Assessment & Planning Summits, invitations were sent to members of the Board of Education, Foundation Board, President's Council, Leadership Council, Instructional Council, Student Government, the Institutional Assessment Committee, and targeted faculty and students. Forty-two invitees attended the 2017-18 Summits and twenty-eight attended the 2019 Summit. All categories were represented as shown below.

Assessment & Planning Summit Attendance by Category							
	Students	Faculty	Staff	Admin	Board	Foundation	Total
12.08.17	3	8	8	14	3	1	37
02.06.18	1	6	11	15	1	1	35
03.22.19	2	3	5	13	4	1	28

The 2019 summit was followed by the five Strategic Planning Team meetings which were open to all college students, faculty, staff, administration, Board of Education and Foundation members and had the following attendees:

Strategic Planning Team Meetings – Attendance by Category					
	IG Title	Faculty	Staff/Admin	Board	Total
IG #1	Adoption/Implementation of Equity Practices and Mindset	5	6		11
IG #2	Build a Vibrant Campus Life	4	6		10
IG #3	Establish an Institutional Guided Pathways Model	1	5		6
IG #4	Optimize Potential of Skills Center	5	7	2	14
IG #5	Establish Fiscal Sustainability	5	6		11

The final version of the Institutional and the Strategic Goals were shared again with college departments and student, faculty and staff councils and committees. Many of these groups developed goals and actions to carry out the actual work that was required over the next year in order to achieve the 2019-20 Strategic Goals. IGs #2 and #4 found greater resonance with the community, and as a result, conversation regarding the definition as well as the realization of these goals continues in varying community venues.

Program Development and Continuation Planning

The first kernel of program development planning may take place in the academic master planning process in which the college takes the opportunity to consult with its constituencies regarding the efficacy of current programming and the potential for new programming. Throughout the year, the college also relies significantly on CTE Advisory Boards that represent specific fields within business and industry. Advisory Boards provide important data and information on market trends and direction, growth sectors, labor market need, potential for enrollment, and development of curriculum. These boards provide an opportunity for give and take between the college and local business and industry during the development of new programs but also in the maintenance of current programming, keeping it relevant and timely.

CGCC also communicates with its business and industry partners and community members through the survey employed in the assessment of Core Theme C—strengthening the community (Partnerships). The survey invites respondents to make suggestions regarding the addition of new educational programs as well as comment on quality and usefulness of current programming. Similar to the Core Theme Survey, Board of Education members have been conducting in person surveys of local business and industry over the last year. This information was useful in determining the design of the new Skill Center as well as the direction for new programming to be housed there.

Finally, the proposal of a new program (degree or certificate) comes from a shared vision between the relevant department faculty, chair and dean, as well as the vice president of Instructional Services. CGCC faculty play a primary role in the initial proposal and, if approved to proceed, the design and development of program outcomes, curriculum and measures of student achievement.

Resource Allocation and Budget Planning

The budget and planning process starts with the current year's adopted budget and projects a year-end balance by program. Then, meetings are scheduled with the program leaders to review their budget and projection to make changes according to program needs by functional area (instruction, academic support, student services, institutional support, etc.). The process incorporates budget changes (to programs, to faculty/staff, to payroll/OPE, etc.) throughout the process. Eventually the coming year's proposed budget is created with participation, review, and approval by the Presidents Council, the Budget Committee, and the Board of Education. The process allows constituents from the leadership groups an opportunity for commenting, evaluating, and assigning resources. Involvement and planning by constituents happen during the program/department level budget meetings, at the President's Council, at the Budget Committee, and at the Board of Education

Supporting Documentation

CGCC Website: CGCC Institutional Planning
2016-19 CGCC Master Plan
2019 Assessment & Planning Summit Attendance
2019 Core Theme C Business-Industry-Community Survey

1.B.4 Internal and External Environments

The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Columbia Gorge Community College monitors internal and external environments by providing lines of communication within and between departments and engaging in public discussion, enabling the institution to identify current and emerging patterns, trends and expectations, and to act upon them accordingly. CGCC's stakeholders are students, parents, alumni, local business and industry, and the community at large. Conscientious effort has been made to interface with as many cross sections of the college and the community as possible in order to gather data from diverse perspectives. The college distills gathered data into conclusions and recommendations and implements changes to strategic and operational plans, program outcomes, services, mission, and academic plans to meet the needs of the communities it serves.

Assessment of Needs and Implementation of Change

The college's primary tool for assessment of needs and implementation of change is the Academic Master Plan (AMP). The AMP process is an opportunity for CGCC to engage with its internal and external communities to assess the educational needs and interests of the college's service area. Through this process the college reviews its vision, mission, and Core Themes, as well as its program offerings, delivery, and educational direction. Data from stakeholders serve as a fundamental reference when the college conducts its academic master planning revisions. A new plan will be developed in 2020-21, intentionally coinciding with completion of the workforce skills center and student housing as well as the commencement of a new seven-year accreditation cycle. Information from the AMP revision will be used to revise the college's Facilities Master Plan, which was most recently updated in 2012.

The strategic planning summit is another tool the college employs to revise objectives. Each fall/winter the college conducts a strategic planning summit, which reviews progress toward meeting Core Theme goals and outcomes. Special focus is given to indicators of achievement, including an analysis of results and strategies for improving results in the following planning cycle. College Board members, Foundation Board members, students, staff and faculty participate in these planning summits.

A third tool is the Board of Education and Foundation Board joint-planning summit. Elected college Board members and Foundation Board members meet late each winter, at the start of the budget planning cycle, to review strategic plans for the college and the foundation. These joint meetings serve to align fundraising goals, especially for capital project campaigns, based upon a review of budget priorities. Guidance from the college Board then serves as a reference as the Foundation Board revises the Foundation's annual strategic plan.

Monitoring of Internal Environments

The college's internal environments are monitored on an ongoing basis through a variety of committees and councils, which bring together stakeholders from diverse points of view. Leadership uses gathered input to inform planning, and to review and revise goals.

The college is a student-focused institution. As our primary constituency, students are vital to helping identify the institution's immediate needs and inform its long-range planning. Their voice is represented through the Associated Student Government (ASG), student clubs and organizations, course and faculty assessment, student forums, and other planning sessions, councils, and committees which feature a student representative, or which are open to all students.

The college has two managerial councils that represent all college departments. Through the President's Council (PC) and the Leadership Council (LC), college management staff meet to identify internal patterns and trends or particular issues requiring attention. PC includes the president and each departmental vice president or executive director. PC meets weekly, and resulting recommendations and requests are communicated accordingly to appropriate departments, directors and managers within the institution. LC includes the president and president's council members, managing staff and directors. LC meets monthly to report on major activities and identify trends and patterns requiring awareness. Issues requiring resolution are referred to specific departments or addressed separately by the President's Council.

Monitoring of External Environments

The college's external environments are monitored through community member involvement with college boards, and college representation in community forums. Publicly elected College Board of Education members and appointed CGCC Foundation Board members serve as an important conduit of public opinion to inform institutional effectiveness.

The college engages with industrial and business partners in several ways. In 2017-18 college staff, assisted by college Board members and community partners, conducted systematic outreach to industry sectors across the region, seeking information on skills gaps, wage levels, employee recruitment and retention barriers, and education and training needs that could be met by the college. This information was used to help plan instructional programming for the skills center. The college conducted this outreach through site visits to each company, scheduling one-on-one interviews with company CEOs and human resource directors. Continuing this trend, the college regularly interfaces with industry and community partners to inform decisions on programs and services. Each Career and Technical Education program has an associated Advisory Board comprising representatives from industries specific to that program. As one of 14 community colleges in Oregon hosting Small Business Development Centers, CGCC's SBDC staff meet regularly with an advisory committee representing private sector industries across the region.

To address concerns specific to the Latinx community, and to help CGCC define its role as a Hispanic-Serving Institution, the college instituted a Latinx Advisory Council in June 2017. Quarterly meetings, alternating between Hood River and The Dalles campuses, allow gathering of information from the Latinx community. The original purpose was to identify barriers to Latinx student enrollment and completion at the college, and to offer strategies for helping overcome those barriers. While this broad mission continues, the council has also acquired an information-sharing role, allowing disparate non-profits and local governments to advise one another of relevant events and activities affecting the region's Latinx community. Finally, the council provides

a "sounding board" for the college to discuss grant proposals relevant to the Latinx community, such as the Meyer Memorial Trust grant to establish an elementary teacher training program.

The college is also a member of many external community groups through which it both seeks input regarding emergent community needs and to which it disseminates college plans and solicits public feedback. Among these groups are local economic development committees (The Dalles Area Chamber Economic Development Committee, Hood River Economic Development Working Group, Mid-Columbia Economic Development District, and East Cascades Workforce Investment Board), regional governmental affairs and policy councils (The Dalles Area Chamber Governmental Affairs Committee, Governor's Regional Solutions Advisory Committee, and Oregon Leadership Summit), and community organizations (Four Rivers Early Learning Hub and One Gorge).

And finally, The Dalles Community Outreach Team meets monthly at the college campus in The Dalles to identify community priorities, many of which involve education and workforce training. In addition to the college, the school district, the City of The Dalles, Wasco County, Port of The Dalles and other community bodies are represented. The team travels twice annually to Washington, DC to visit with Congressional staff, the US Departments of Labor, Education and Agriculture, National League of Cities, National Association of Counties, and the American Association of Community Colleges. These visits serve as an important barometer to gauge national trends and initiatives that affect the college's strategic planning as well as strategic planning for each of the community team members.

Supporting Documentation

2016-19 CGCC Master Plan
2012 Facility Master Plan
2019 Assessment & Planning Summit Attendance
2019-22 CGCC Foundation Strategic Plan
Meyer Memorial Trust Grant
Columbia Gorge Economic Development Strategy 2017-19

1.C | Student Learning

1.C.1 Educational Programming

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and include designators consistent with program content in recognized fields of study.

CGCC offers 39 credit and noncredit degrees, certificates and transfer modules, including: eight general and transfer associate degrees/modules, seven Associate of Applied Science degrees, ten Career and Technical certificates, nine Career Pathways certificates, and five Non-Credit Training Certificates. In addition, the college offers noncredit pre-college and English for Speakers of Other Languages (ESOL), adult education, and community education classes. CGCC curriculum and programs are consistent with the college mission in that they provide access to educational opportunities that address the transfer, workforce, developmental and personal growth needs of the college service area.

New program proposals are rigorously reviewed through CGCC's curriculum approval process. This review is carried out by the New Program Review Board, the faculty led Curriculum Committee, the vice president of Instructional Services, the college president and the Board of Education.

CGCC has identified five standards that are required to be addressed in the development of a new program. These standards align with Oregon's Higher Education Coordinating Commission (HECC) program submission standards:

- Standard A: Need – there is clear evidence of the need for the program.
- Standard B: Collaboration – the college utilizes systemic methods for meaningful and ongoing involvement of the appropriate constituencies.
- Standard C: Alignment – the program is aligned with appropriate education, workforce development, and economic development activities.
- Standard D: Design – the program leads to student achievement of clearly identified student learning outcomes, academic and technical knowledge, skills, and related proficiencies.
- Standard E: Capacity – the college identifies and has the resources to develop, implement, and sustain the program.

Each program, degree or certificate has identified student learning outcomes which represent the cumulative learning gained through the completion of required coursework. Program outcomes for each degree and certificate are published in the college catalog as well as on the college website.

Rigor and appropriateness of content as well as quality, relevancy and sustainability are addressed as department faculty and administration work through the necessary research and development to ensure the fulfillment of these five standards.

Supporting Documentation

2019-20 Catalog
CGCC Website: Degree/Certificate/Program Outcomes
AR 040.009.000 Curriculum Development & Approval
OP 040.009.001 Curriculum Development & Approval
Program Adoption Guidelines

1.C.2 Awarding of Credit, Degrees, Certificates and/or Credentials

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning.

New degrees and certificates are vetted by CGCC's Curriculum Committee, which reviews each submission for the appropriate breadth, depth, sequencing of courses and synthesis of learning. All degrees and one-year certificates include an appropriate body of general education and/or related instruction to ensure breadth. Sequencing and scheduling of courses is carefully considered by the department to ensure optimum progression of learning and development for students.

As part of new program/degree/certificate development, Standard D of the Program Adoption Guidelines addresses program design and quality. Program elements are to include:

A. The program has the curriculum, instruction and student evaluation systems to assure a sequential program of study that provides students with the instruction and experiences to achieve academic, technical and career related skills.
B. The curriculum demonstrates a cohesive instructional program that will lead to the attainment of the academic and professional technical exit proficiencies and clearly documented learner outcomes needed for success in the field of study and occupational area.
C. CTE academic and technical skill performance indicators are used as measurements of program effectiveness.
D. The instructional design for the program is planned for optimal learning and accessible scheduling with identifiable components of professional technical instruction and applicable related instruction or general education. What is the instructional delivery design (i.e., type of delivery including percent of face-to-face, hybrid, and/or distance delivery)?
E. The program is designed or may be delivered in distinct segments that contribute to increased student completion and success.
F. The instructional methods used reflect current research in education and training practices e.g., authentic instruction and assessment, problem and project-based learning, mentoring, the development of student's critical thinking skills, varied teaching and learning styles.
G. The program has the capacity to gather data regarding successful student transitions into work, four year programs, and/or other next steps. The college uses this data to determine areas of strength and areas for improvement within the program.
H. The college and program affirmatively provides access, accommodations, flexibility, and additional/supplemental services for special populations and protected classes of students, including students with disabilities, ELL/LEP students, and minority students.

To ensure breadth of knowledge, all degrees and certificates of 45 credits or more are required to contain a recognizable body of general education and/or Related Instruction (RI)—communication, computation and human relations. Credit requirements for each are outlined in the college's administrative rule for Related Instruction.

Guidelines have been established to ensure that General Education courses provide the content and rigor necessary to address breadth. Courses seeking a General Education designation must be recognized and approved by the Curriculum Committee as fulfilling the following requirements:

Lower Division Collegiate (LDC) courses that apply for General Education/Discipline Studies status must:

1. **Be available to all CGCC students who meet the prerequisites for the course.**
2. **Ensure that the appropriate AAOT Discipline Studies outcomes and criteria are reflected in the course's outcomes.** (If you need to revise your course outcomes, you must complete a Course Revision form.)
3. **Verify course transfer status using the Course Transfer/Articulation Status form** (available on the curriculum website). In order to obtain general education status, at least three Oregon universities must confirm the course will transfer and one of the schools must approve the transfer as general education.
4. **Have the Standard Prerequisites unless the Department Chair has completed the Prerequisite Opt-Out form and that request is approved.**
5. **Be an LDC course that is eligible for the AAOT Discipline Studies List.**

In addition, course content must address the following:
1. CGCC's General Education Philosophy Statement: Through a broad, well-balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.
2. CGCC Core Learning Outcomes (CLO):
Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical Thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. (*Quantitative Literacy*)
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

Course outcomes and content are required, at a minimum, to demonstrate that CLOs 1 (*Communication*) and 2 (*Critical Thinking and Problem Solving*) are addressed as having a "major designation," and at least one additional CLO is addressed as having a "minor designation."
Major Designation:

1. The outcome is addressed recurrently in the curriculum, regularly enough to establish a thorough understanding.
2. Students can demonstrate and are assessed on a thorough understanding of the outcome.
    - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

Minor Designation:

1. The outcome is addressed adequately in the curriculum, establishing fundamental understanding.
2. Students can demonstrate and are assessed on a fundamental understanding of the outcome.
    - The course includes at least one assignment that can be assessed by applying the appropriate CLO rubric.

To establish an intentional learning environment, Core Learning Outcomes (CLOs) require a clear definition of instructional strategies, evidence of recurrent instruction, and employment of several assessment modes.

While the college has a commitment to provide to all degree seeking students the opportunity to gain a reasonable level of mastery of all five CLOs, at this time, it is not possible to ensure that degree seeking students are enrolling in courses that address all five of the CLOs. Currently, there are no restrictions on choice related to CLOs, only as to the three General Education discipline areas: 1) Arts and Letters; 2) Social Science; and 3) Science, Computer Science, and Math. As the college moves forward in developing guided pathways, faculty and instructional administration will be exploring strategies for building specific General Education course groupings that students would be required to choose from in order to fulfill CGCC breadth requirements. Ensuring that degree seeking students are taking courses that address all five CLOs would also ensure that those students seeking an AAS degree would be fulfilling the Related Instruction requirement, as the three Related Instruction areas are contained within CGCC's five CLOs.

Related Instruction in certificates is addressed through the inclusion of standalone RI courses or courses that contain the necessary hours of embedded RI. In 2019-20, the Curriculum Committee has been drafting criteria (a definition and a set of desired learning outcomes) to determine what constitutes a standalone RI course. Using the criteria, the committee will then determine a list of courses eligible to be used as a standalone RI course for each RI area.

Assessment of student achievement of CLOs, and so AAS Related Instruction requirements, is described in section 1C.7 Assessment to Inform Academic and Learning Support Planning and Practices. Certificates of 45 credits or more are required to include program outcomes that pertain to the three areas of Related Instruction. Therefore, RI assessment within relevant certificates is performed as part of annual program outcomes assessment and analyzed in regularly scheduled Program Review (1C.7 and 1C.5 Program Assessment and Role of Faculty).

Supporting Documentation

Program Adoption Guidelines
AR 040.033.000 Related Instruction
OP 040.033.001 Related Instruction
CGCC Website: Academic Assessment

1.C.3 Publication of Program Learning Outcomes

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

Expected program, degree, certificate learning outcomes are published on the website and in the catalog (pgs. 27-75). Student learning outcomes for courses are listed on Course Content and Outcome Guides published on the website and provided to enrolled students in the course syllabus. Core Learning Outcomes are published on the website and in the catalog (pg. 11). Syllabi for General Education courses must indicate which Core Learning Outcomes are addressed as a major or minor designation.

Supporting Documentation

CGCC Website: Degree/Certificate/Program Outcomes
2019-20 Catalog
CGCC Website: CGCC Course Content & Outcome Guides
Syllabus Template
CGCC Website: Core Learning Outcomes
Sample Syllabus with Core Learning Outcomes

1.C.4 Admission and Completion or Graduation Requirements

The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission

The college's admission requirements are defined in the catalog (pgs. 116-117), and are available on the college website. Admissions information includes descriptions regarding general admissions, students under the age of 16, admission to Pre-College and GED® programs, and to limited-entry programs. In addition, students planning to apply to one of the college's limited entry programs (Nursing, Medical Assistant) can find supplemental admissions materials specific to those programs on the college website, and in the admissions packets prepared for each entry point into those programs.

Admissions to CGCC are completed online. Prospective students can complete the online admissions form by visiting the college website and choosing the application that best fits their needs. Options include new and returning students, transfer students, current high school students, as well as GED® and community education students. There is no fee for general, transfer, Pre-College, or community education admissions. Fees for limited-entry program applications are clearly posted in all pre-application materials, and on the limited-entry application.

Completion and Graduation

Current and prospective students have access to certificate and degree program completion requirements in the catalog (pgs. 12-13), the website, and in relevant supplemental materials. Students are also made aware of these requirements through required meetings with their academic advisor. Students are required to meet with an academic advisor at least once per term, or to obtain registration clearance once per academic year for all four terms. During these student

contacts, advising staff help the student assess their progress toward program completion, and provide the student with the necessary information and printed materials to understand how their individual progress meets or does not meet graduation requirements. Students may also explore program requirements online via the advising link on the college website. Once there, students can review advising guides specific to their program of choice.

The catalog defines general program requirements for completion, as well as degree-specific requirements where applicable. The catalog is published online, and hard copies are available to students upon request. The catalog (pg. 121) states that:

- all students graduating from CGCC must complete the graduation requirements for the program they are pursuing;
- the final eight credits that apply to a degree and/ or certificate must be taken at CGCC;
- the college will grant two-year degrees, one-year certificates, and less-than-one-year certificates upon completion of requirements for the student's declared program of study, taking into consideration credits earned at other institutions of higher education, regardless of whether the student applied to receive the degree or certificate (automatic awarding);
- multiple credentials may be institutionally awarded within a student's program of study, and;
- to earn additional degrees and certificates a student can submit a graduation petition to Student Services for evaluation.

The college catalog also includes requirement maps for each program (pgs. 10-77). These maps provide an outline of all program prerequisite and course requirements, as well as, where appropriate, term-by-term progression guides for completion in two academic years or fewer. However, it is clearly noted that required prerequisite courses may extend the two-year timeframe.

Students can also review graduation requirements on the graduation page of the college website. The page includes information regarding the acceptance of transfer credits, applying for graduation, institutional awarding, and participation in the commencement ceremony.

Supporting Documentation

2019-20 Catalog
CGCC Website: Admissions
2020-21 Program Admissions Packet—Nursing
Fall 2019 Medical Assistant Program Application Packet
CGCC Website: Advising
CGCC Website: Advising Guides
CGCC Website: Graduation
CGCC Website: Graduation Petition
CGCC Website: Transfer Credits

1.C.5 Program Assessment and Role of Faculty

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

Instructional programs, both credit and non-credit, are reviewed, on a regular cycle, to ensure relevancy, currency and alignment with professional standards, and workforce needs. Faculty play a key role in the process assessing curriculum, resources and student achievement of outcomes. The department chair and department faculty write reports using the approved template. Faculty are supported in the review process by the program instructional dean who coordinates the department's efforts and designates a faculty lead. The academic assessment coordinator (AAC) provides data and additional support. Program faculty present an oral report based on the Program Review at spring in-service to department faculty, the instructional dean, the vice president of Instructional Services (VPIS), and the AAC. Other interested stakeholders may attend. The completed Program Review is posted to the web. The instructional dean and VPIS provide a written summary of feedback. Program faculty write a response to this feedback, addressing all areas of concern. The feedback and response are included in the addendum to the review itself.

In an effort to ensure programs were making appropriate progress on their program recommendations, the completion of Annual Progress Reports was initiated in 2019. All programs participated in this review process, showing different stages of recommendation completion. Annual updates are posted on the Program Review webpage.

The goal of Instructional Program Review is to empower departments and faculty to make informed decisions and improvements that support student success and prepare CGCC's graduates for advanced studies or employment. The Program Review process does provide a "system of assessment" for faculty to evaluate the quality of learning in its programs; however, many programs struggle with portions of the review, in particular, the analysis of student learning based on outcomes assessment, enrollment/retention data, and completion data. It is expected that this will improve as department faculty and administration become more familiar with available data and how it may be accessed. In 2019, instructional leadership was trained in how to access information on course completion, enrollment and retention through the new research database (Cube) provided by Linn-Benton Community College's Institutional Research department. Programmatic data as well as outcome assessment data is currently collected and provided in-house on spreadsheets by the academic assessment coordinator. Through whichever format the data is received, the interpretation and analysis, as well as potential recommendations, are the responsibility of program faculty. Training in assessment availability, interpretation and applicability to Program Review will be ongoing.

In an effort to improve the Program Review product, the template has been updated over the years. Student learning has been moved to the forefront of the template, with more detailed expectations of what should be included in these sections. In addition, the latest template includes suggested completion times for each section, with the greatest amount of time placed on student learning. The intention of the suggested time frames is not only to provide information on resources required in the completion of Program Review, but also to reinforce the importance of student learning and continuous program improvement.

Supporting Documentation

Program Review Schedule
2020-21 Instructional Program Review Template
CGCC Website: Completed Instructional Program Reviews
2020 ECEFS Program Review
2017 MA Program Review with Addendum and Response
Program Review Progress Report Template
Sample Program Review Progress Report—Business
2014-15 ECE Program Review Recommendations
2016-17 BA Program Review Recommendations
2017 ESOL Program Review Recommendations

1.C.6 Assessment of Core Learning Outcomes

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

CGCC posts the Institutional Core Learning Outcomes on the website and in the catalog (pg. 11):

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. *(Communication)*
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. *(Critical thinking and Problem-Solving)*
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. *(Quantitative Literacy)*
4. Use an understanding of cultural differences to constructively address issues that arise in the workplace and community. *(Cultural Awareness)*
5. Recognize the consequences of human activity upon our social and natural world. *(Community and Environmental Responsibility)*

The Institutional Core Learning Outcomes (CLO) serve as the educational foundation for CGCC's students and are taught primarily through a set of general education course requirements that all students take, regardless of their major.

The CLOs were revised in spring 2017 when the Instructional Council voted to change the third CLO from Professional Competency to Quantitative Literacy. This change was made in order to ensure that the three areas of Related Instruction (communication, computation, and human relations) were covered in the General Education requirements for the Associate of Applied Science (AAS) degrees.

All General Education courses must include in their syllabi the relevant CLOs that are addressed either as a major or minor designation. Faculty who teach 200-level courses (in theory, those courses that students take closer to graduation) that align with the CLO scheduled for assessment,

assess student achievement of the CLO using a rubric adapted from the AAC&U LEAP VALUE rubrics. Analysis of annual results is completed by the Core Learning Outcome Assessment Committee and shared with faculty during the fall in-service. Faculty develop strategies designed to focus on those areas where students are struggling and report out on their efforts as part of the course assessment process, as described in greater detail in the response to Recommendation 2. Student achievement of the CLOs is assessed over a 5-year period, with one CLO assessed each year. CLO assessment is scheduled so that the fifth year of assessment is completed in the year prior to the General Education Program Review. This schedule provides General Education faculty with the data needed to analyze student achievement of the Core Learning Outcomes and to determine whether faculty implementation of strategies has been effective in increasing the percentage of students who achieve each Core Learning Outcome.

In fall of 2019, e-Portfolios were introduced as a pilot project by three programs: Entrepreneurship, Early Childhood Education and Family Studies, and the AAOT Elementary Educator Transfer Pathway. As part of the portfolio, students are required to provide artifacts from their coursework and experience showing the learning and application of programmatic outcomes and CLOs. In addition, students are asked to reflect on each of these outcomes and describe their purpose, value and potential life impact.

Supporting Documentation

CGCC Website: Institutional Core Learning Outcomes
2019-20 Catalog
Sample Syllabus
e-Portfolio Template

1.C.7 Assessment to Inform Academic and Learning Support Planning and Practices

The institution uses the results of its assessment efforts to inform academic and learning support planning and practices to continuously improve student learning outcomes.

CGCC faculty use the results of academic assessment to inform teaching and improve student achievement of institutional, program and course level learning outcomes.

At the institutional (or Core Learning) outcomes level, faculty engage in assessment of one of the five CLOs each year per the posted schedule. As described in the response to Recommendation 2, the results from this assessment are compiled and analyzed by the Core Learning Outcome Assessment Committee in order to determine specific areas of focus within the CLO. These focus areas are then shared with faculty during fall in-service. Working together, faculty create a list of ideas and resources to supplement their curriculum in an attempt to provide additional support to student achievement of each CLO. For example, in 2016-17, faculty assessed student achievement of CLO #2 – Critical Thinking and Problem-Solving. Results of the assessment indicated that students were struggling in the areas of developing a position (Critical Thinking) and evaluating potential solutions (Problem Solving). Faculty worked together during the in-service to develop strategies to use in the classroom that could potentially move students towards the level of developing and accomplished in these two areas. Faculty report on their efforts to improve student CLO attainment in the Part B of Course Outcomes Assessment. Faculty efforts are captured in the AAC's "Closing the Loop" spreadsheets. In 2021-22 faculty will assess students for achievement of

CLO #2 again and determine whether their efforts have been effective in moving more students into the levels of developing and accomplished in those two categories.

At the program level, faculty measure student achievement of program outcomes annually, with analysis provided in cyclical Program Reviews. Programmatic outcomes review is the most challenging of the three levels of outcomes assessment. As discussed in 1.C.5, the meaningful interpretation/analysis of program data as well as outcomes assessment will benefit from ongoing training in this area.

At the course level, faculty use results of assessment of student learning to identify areas where students are struggling. Faculty describe plans to make changes to their courses in question 6 of Part B. When the course is assessed the next time, faculty report out on the effectiveness of those changes. An example of a faculty member's use of academic assessment to address an area where students struggle in achieving an outcome is evidenced in Brook's Part B for FN 225:

> *Outcome 3: Making sure that the term Nutritional is understood still seems to be an issue with risk factor questions as it was with the assessment from Fall, 2015. Most students understood that antipromoters decrease cancer risk and promoters increase cancer risk, but 3 out of 5 were either not able to explain why or listed smoking or exercise as nutritional. I truly believe that the students could list three nutritional recommendations, but the three non-nutritional recommendations are very common connections to disease so may be the first ones that come to students [sic] minds. I will somehow try to reword the question to emphasize "Nutritional"*

The following year Brook addresses the effectiveness of his efforts in helping improve student achievement of this particular outcome:

> *Outcome 3: Making sure that the term Nutritional is understood still seems to be an issue with risk factor questions as it was with the assessment from Fall, 2016. New audios that were implemented did emphasize not utsing [sic] alcohol, smoking and exercise as nutritional recommendations. Students were able to list three recommendations that would antipromote (cancer reducing) risk, but had difficulty giving a reason why. Emphasis on the "why" part of the question needs to be addressed.*

While Brook's assessment does indicate an improvement in student achievement of this outcome from 58% to 70.8%, he notes that student achievement still does not meet his goal of 80% or more, and he continues to focus efforts on improving student achievement of this outcome.

The annual Course Outcomes Achievement Analysis, prepared by the AAC, captures the reported efforts by all instructors regarding course improvements. This analysis also includes reference to instructor reflection related to the effectiveness of changes made to the course in the following assessment cycle.

With this strong foundation of assessment related to student learning outcomes, college faculty and administration are now looking to further develop assessment and data use practices related to retention, progression and completion. The college has been committed to the concept of using data regularly to inform decision making; however, the necessary tools have not always been available. Since the college's mid-cycle review in 2016, CGCC has prioritized improving access to and understanding of data related resources and tools, including: the Cube (CGCC), D4A (state), and VFA (national).

Accessibility to these new data resources has allowed the college to move forward in its commitment to a data driven culture within the institution. Faculty and administration are making

progress in the use of data to inform planning and continuous improvement around student retention, progression and completion. To this end, the Instructional Council, including faculty leadership and instructional administration, have been reviewing courses with high rates of D-F-W-I grades in order to develop appropriate retention strategies and/or interventions to incorporate in the 2020-21 academic year. The Council has also studied historic enrollments of gateway courses to improve scheduling, providing better access with a focus on term-to-term retention of students. Progression and completion data have influenced the development of pilot courses intended to move developmental math and writing students to college level coursework more quickly by providing supplemental instruction to facilitate progression and success.

In 2020-21, the college will have implemented a new Enterprise Resource Planning (ERP) software by Campus Nexus. This system will link the multiple functions of the college into one system and allow for the retrieval of consistent and comprehensive internal data. In addition, the college has budgeted for the purchase of a new strategic planning software (Strategic Planning Online—SPOL) which will connect assessment and strategic planning with accreditation standards and resource allocation.

Faculty are currently working on the implementation of a Guided Pathways model, and the access to and use of student learning data will be integral components of that work. CGCC has made a college-wide commitment to the adoption of Guided Pathways (Institutional Goal #3) in order to continuously improve student success.

Supporting Documentation

Core Learning Outcome Assessment Schedule
2016-17 CLO #2 Critical Thinking and Problem Solving Report
2016-17 CLO #2 Critical Thinking and Problem Solving Analysis
CGCC Website: Ideas & Resources for Teaching to CLO#1: Communication
CGCC Website: Ideas & Resources for Teaching to CLO #2: Critical Thinking and Problem-Solving
CGCC Website: Ideas & Resources for Teaching to CLO#4: Cultural Awareness
CGCC Website: Ideas and Resources for Teaching to CLO#5: Community and Environmental Responsibility
Part B Q10 Examples Addressing CLO #2 Assessment and Instruction
Closing the Loop Spreadsheet (spreadsheets available upon request)
Part B Q6 Example of Instructional Revision Based on Assessment over 2 Years
2015-16 Course Outcomes Achievement Analysis
2016-17 Course Outcomes Achievement Analysis
2017-18 Course Outcomes Achievement Analysis
2018-19 Course Outcomes Achievement Analysis
External Website: Coordinated Oregon Research Enterprise—CGCC
External Website: Data For Analysis
External Website: Voluntary Framework of Accountability
Instructional Council Agenda & Minutes October 2019
Instructional Council Agenda & Minutes November 2019
Instructional Council Agenda & Minutes December 2019

1.C.8 Transfer Credit and Credit for Prior Learning

Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

CGCC's commitment to its mission and dedication to students compels the institution to accept transfer and non-traditional credit, when it is of benefit to the student, and if the credit can be evaluated to meet the stringent criteria set forth by college policy, best practices, and accepted academic standards as set forth by the American Association of Collegiate Registrars and Admissions Officers (AACRO). All college policies regarding transfer credit and other credit for prior learning is documented in the college catalog (pgs. 121-122), accessible to all students via the website. The current policies related to non-traditional credit are as follows:

The college accepts college-level transfer credit, provided it adheres to the following criteria:

- The credit-granting body must be a regionally accredited institution.
- Courses must be at 100 or 200 level.
- 300 level coursework may be accepted if equivalent to the required prerequisites for a program.
- Grades for the courses must be a "C-" or higher. "P" grades are only transferable if the transferring institution awarded that grade for a "C-" or higher grade.
- Courses will be considered equivalent if they have credit/contact hours, curriculum and outcomes that are equivalent to courses offered at CGCC, are graded on a similar basis, or are otherwise deemed appropriate substitutions for CGCC courses.

The college accepts credit for prior learning in the forms of Advanced Placement (AP) exam scores, College Level Examination Program (CLEP) exam scores, and International Baccalaureate (IB) exam scores. Certain types of military service or coursework credit are also accepted as defined by the following criteria:

- Courses earned while a student is a member of the military, and which are documented on the student's DD-214 and/or other official training documents will be considered only when the military course is equivalent to regular course offerings at CGCC, and when the course is applicable to a student's degree requirements.
- Two (2) credit hours toward physical education requirements may be awarded for military basic training.
- A maximum of twelve (12) credits may be accepted towards CTE courses.

The college accepts credit for coursework completed at non-accredited institutions on a limited, case-by-case basis. Such coursework must meet CGCC's academic standards for equivalent courses taught at CGCC, as demonstrated by the student's submitted documentation of the coursework evaluation, and as evaluated by the individual academic department to which the coursework applies.

Since the development of CGCC's current policy, Oregon has adopted the Oregon Pathways Project. The project is "intended to support the state's community colleges in the design and implementation of structured academic and career pathways at scale, for all students. Building on national research from the Community College Research Center (CCRC) and the American Association of Community Colleges (AACC), this project is meant to help increase completion rates

and student achievement across Oregon." CGCC will be part of the final cohort of the Pathways Project beginning in fall 2020. In preparation for the college's transition to a guided pathways model, the college is in a cycle of policy review and update. Revisions to the current policy to allow for expanded opportunities for non-traditional credit are necessary, and conversations related to criteria and best practices are currently underway. Final adaptation to the existing policy is expected to happen within the cycle of review.

Supporting Documentation

2019-20 Catalog
AR 050.018.000 Standards for Acceptance of Non-Traditional Credit
External Website: Oregon Pathways Project

1.C.9 Graduate Programs

The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions, and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or relevant professional practice.

Not applicable.

1.D | Student Achievement

1.D.1 Student Recruitment, Admissions and Orientation

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

It is the belief of the college that educational opportunities have a transformational power on individual lives, but that many members of the community lack knowledge of how to obtain post-secondary education and face barriers to access such as lack of financial or support resources.

To address this lack of community information, CGCC formed a Student Outreach and Recruitment (SOAR) team within Student Services in 2017. SOAR's primary purpose is to coordinate and facilitate outreach and recruitment activities and events in the community, consistent with the college mission of "building dreams and transforming lives." The SOAR team has implemented an aggressive recruitment campaign that includes regular visits to local high schools to afford students the opportunity to meet individually with an academic advisor for career/college exploration discussions, and to facilitate strategic classroom presentations designed to provide an insight into how to access higher education. The team also attends regional high school college fairs and hosts local high school students for college fairs, college preview days, and career days.

CGCC has an open enrollment process designed to place applicant students in classes appropriate to their current academic level. Students wishing to enroll in credit courses must take a placement

exam prior to meeting with an academic advisor. CGCC offers the Next-Generation Accuplacer® assessment on both campuses at no cost to the student. Students are provided access to an Accuplacer® study guide for preparation purposes. The results of the test are available immediately after completion and are utilized at the student's initial advising appointment for appropriate placement and schedule planning.

Students wishing to develop their skills prior to taking college-level coursework can enroll in Pre-College or GED® preparation courses. These students are required to complete a CASAS (Comprehensive Adult Student Assessment System) assessment test prior to beginning the course. The test provides an accurate indicator of a prospective student's basic academic skills. Once taken, the Pre-College instructors review the results and develop an education plan based on the student's identified skill level. Once the student has completed their desired level of academic development, they are provided with the opportunity to complete the GED®, and/or to take, or retake, the placement assessment test in preparation of their transition to credit bearing courses.

All CGCC credit students are required to complete an online New Student Orientation (NSO) in their first term. The NSO covers such topics as student support services, academics, campus safety guidelines (including Title IX protections and procedures), library services, college policies, and student life. The NSO is an interactive tool that requires students to complete a quiz at the end of each section. Students are blocked from registering for their next term until the NSO has been completed. In addition, Student Services facilitates an in-person New Student Day event that includes an introduction to CGCC staff and faculty, as well as campus tours that highlight the different student serving departments.

All students who plan to enroll in credit bearing courses at CGCC are required to meet with an academic advisor prior to being given the ability to register for classes. This includes all first time, returning, transfer, and specific dual-credit students. During their initial meeting with their academic advisor, students are shown how to log into the student portal, MyCGCC, and navigate the various aspects of their student account. This includes an introduction on how to access Moodle, the college's distance learning access provider. Once in Moodle, students are guided through such tasks as locating and accessing their online courses and completing the online Moodle Orientation. In addition, students are provided information on how to access the Student Help Desk and Faculty Support and Technical Tutoring personnel should they experience difficulties during the term.

In order to ensure students are aware of all academic requirements throughout their progress, they are required to attend check-in meetings with an academic advisor. During their first term at CGCC, all students are required to attend an OnTrack 1 (OT1) appointment. The OT1 appointment occurs between the third and fifth week of the term and is designed as a mid-term check-in between the student and their advisor. During the meeting the two discuss how the student is progressing in the initial weeks in their courses, and whether or not any additional resources or adjustments need to be made at that time. The advisor also attempts to confirm the student's academic/career goals. Finally, the student and advisor collaborate to develop a long-term plan based on the student's program of choice. The plan takes into account the student's educational goals, financial and support resources and self-assessed workload capacity. The student may be cleared to register for multiple terms at that point but is encouraged to check in with their advisor on a regular basis.

A third required touch point is the OnTrack 2 (OT2) appointment, scheduled when the student has completed between 44-56 credits towards their program of study. This is intended to be a mid-program progress review and transition discussion. During this meeting, the advisor reviews the

student's degree audit with them and maps out, or confirms, an educational path that takes the student through completion. Students are also assisted with transfer planning and reminded of important deadlines with regard to admissions to other post-secondary institutions. If the student is completing a CTE program, they are provided resources in order to prepare them for joining the workforce.

In an effort to increase student persistence and provide wrap-around support, the college implemented an early alert program called Promoting Access to Student Success (PASS). The PASS program is designed to provide faculty with a mechanism by which to submit a referral for a student who is struggling academically, socially or personally, putting their academic success in jeopardy. Once a PASS referral form is submitted, a designated Student Services advisor contacts the student to discuss the issues that are impacting their ability to be successful and discusses appropriate support services available to mitigate the impact on their academic success. The student's progress is tracked by the assigned advisor throughout the term and beyond.

Supporting Documentation

CGCC Website: Student Outreach and Recruitment (SOAR)
CGCC Website: Regional College Fair
AR 050.010.000 Enrollment Standards
CGCC Website: Placement Assessment—Next Generation Accuplacer Test
CGCC Website: Accuplacer Study guide
CGCC Website: Pre-College and GED® Program
CGCC Website: New Student Orientation
CGCC Website: New Student Day
CGCC Website: MyCGCC Login Page
CGCC Website: Student Orientation for Online Classes
CGCC Website: Online/Hybrid Course Support
MyCGCC Student Resource Page
CGCC Website: PASS Program Online Referral Form

1.D.2 Indicators of Student Achievement

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

In the last several years, CGCC has made substantial progress in using data to disseminate information related to the student experience. The college has increased capacity for access to meaningful institutional research by contracting with a larger community college (Linn-Benton Community College) to provide customized analysis and reporting functions for CGCC. The availability of interactive data tools through CORE and the Cube allows the college greater ability to disaggregate data related to student achievement. Collective data from other surveys such as the Community College Survey of Student Engagement (CCSSE) and Survey of Entering Student Engagement (SENSE) allows CGCC to compare its student success benchmarks against other community colleges within the state. Participation in the Voluntary Framework of Accountability

(VFA) is another data tool that allows for comparison of regional and national peer institutions. Links to these resources are provided on the college's Reports and Data webpage.

Training in the use of these tools has been delivered to the Instructional Council as well as ad-hoc groups of faculty and administrators. These tools and their respective data are being used to develop strategic interventions to remove barriers to success. In particular, the Instructional Department is focusing on gateway courses to better understand barriers to student persistence. In its current work, the Instructional Council is using data to identify courses with high rates of D-F-W-I grades. Work continues to disaggregate the data, identify potential barriers and plan appropriate interventions for the 2020-21 academic year. Additionally, CGCC continues to participate in the Voluntary Framework of Accountability to evaluate student progress toward completion and transfer.

Establishment of student achievement indicators is primarily documented in Core Themes. Each theme is broken down into multiple objectives with achievement determined by a set of measures that reflect outcomes rather than actions and represent common metrics that are comparable across regional and national peer institutions. Supporting data is found in internal and external reporting mechanisms, the most prominent being described in section 1B.1 Institutional Data Reports.

Supporting Documentation

External Website: Coordinated Oregon Research Enterprise—CGCC
External Website: Voluntary Framework of Accountability
CGCC Website: Reports and Data
2016-17 Core Theme Assessment Results, Analysis and Achievement Summary
2017-18 Core Theme Assessment Results, Analysis and Achievement Summary
2018-19 Core Theme Assessment Results, Analysis and Achievement Summary
Instructional Council Agenda & Minutes October 2019
Instructional Council Agenda & Minutes November 2019
Instructional Council Agenda & Minutes December 2019

1.D.3 Publication of Disaggregated Indicators of Student Achievement

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

The Reports and Data webpage on the CGCC website houses multiple data sources to publicize disaggregated indicators of student achievement. Data sources from internal assessment, Oregon Data for Assessment (D4A) and Oregon Community College and Workforce Development are linked as well as specific internal reports related to student achievement including CCSSE, SENSE and IPEDS data.

Supporting Documentation
CGCC Website: Reports and Data

1.D.4 Mitigation of Perceived Gaps in Achievement and Equity

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

While the Office of Institutional Research at Linn-Benton Community College has increased CGCC's awareness of and ability to collect a meaningful yield of information, the college has yet to develop a strong methodology for utilizing the analysis of data to implement strategies and allocate resources to address gaps in achievement and equity. Access to Linn-Benton IR has provided consistency, reliability, and accountability for the reporting expectations, and has allowed the campus to engage with data in a way not available previously; however, systems for utilizing that data and connecting it to resource allocation is an area that is in the beginning phases of definition.

Until recently, the ability to gather consistent, meaningful data to inform methodology has been difficult, at best, given the current SIS systems restrictions. In 2017-18 CGCC joined five other community colleges in the purchase of a new system that will aid in the ability to extract data in a usable format. The college is currently in the configuration and implementation phase of transition to a new Enterprise Resource Planning (ERP) software by Campus Nexus. This system will link the multiple functions of the college into one system and allow for the retrieval of consistent and comprehensive internal data. Additionally, the college has budgeted for the purchase of a new strategic planning software (Strategic Planning Online—SPOL) which will connect assessment and strategic planning with accreditation standards and resource allocation.

While the college has made progress in better understanding our students' success, we are still in the developmental stages of connecting analysis of student success indicators to the allocation of human, physical and fiscal resources. Recently, the president has taken steps to further the institution's development in this area by leading a review of the structural organization of the college. The intent is to identify internal functions that support student success, evaluate their ability to be effective in providing services and to deploy resources to those areas. The college is currently gathering suggestions for restructuring from faculty and staff. The suggestions will be reviewed by the President's Council and recommendations will be brought to the Leadership Council in March 2020 for review and approval. Structural changes will be implemented before the end of the fiscal year.

In addition, CGCC has recognized equity as a priority issue at the college as shown by its adoption on July 1, 2019 of Institutional Goal #1 Adoption/Implementation of Equity Practices and Mindset. The 2019-20 Strategic Goals related to this IG are:

1. Define equity, its purpose and value at CGCC and communicate this definition to the college community
2. Institutionalize a Diversity, Equity & Inclusion Committee
3. Conduct an evaluation/assessment of how CGCC is currently meeting Cultural Competency Standards
4. Based on Cultural Competency Standards evaluation/assessment, develop a two- to five-year plan for getting the college to achievement in four years. Include plans for sustainability following Institutional Goal achievement.

In the past year, the college formed an Equity Action Committee (EAC), the purpose of which is to analyze and address issues related to equity among the campus community. Currently, the EAC is

drafting a mission statement to define the specificities of its purpose and scope. Work has also begun on the development of an assessment/evaluation of equity practices at CGCC based on the Cultural Competency Standards.

In 2019, CGCC was designated as a JED Campus through its work with the nationwide initiative led by the JED Foundation. As part of the initiative, the college conducted the Healthy Minds Study, an assessment to help CGCC better understand the needs of students and improve support. The study provided data on how students feel while attending CGCC and about their experiences, good or bad, that would help the college improve its services. For example, students were asked if they felt safe, supported and/or accepted. Had they had experiences that made them feel uncomfortable or unsupported? Through participation in this program, CGCC has entered in a multi-year strategic partnership with JED that not only assesses and enhances the work that is already being done around issues related to emotional health and suicide but helps create positive, lasting, systemic change in the campus community.

Supporting Documentation

External Website: JED Foundation
External Website: Healthy Minds Study
The Healthy Minds Study, 2018-2019 Data Report CGCC

Standard Two | Governance, Resources, and Capacity

The institution articulates its commitment to a structure of governance that is inclusive in its planning and decision-making. Through its planning, operational activities, and allocation of resources, the institution demonstrates a commitment to student learning and achievement in an environment respectful of meaningful discourse.

2A | Governance

2.A.1 Governance Structure and Board of Education

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The CGCC Board of Education is comprised of seven publicly-elected officials—four positions are elected by the citizens of Wasco County and three by the citizens of Hood River County. Board members are charged with setting operational policy and acting as a general agent of the state in carrying out the will of the district in the matter of public education. Each Board member serves a four-year term, and terms are staggered so that roughly one-half of the members are elected at each election. Eligibility is restricted to district residents not employed by the college.

Position	Name	County	Term Expires
1	Sarah Segal	Wasco	June 30, 2021
2	Jonathan Frost (appointed interim)	Wasco	June 30, 2021
3	Peyton “Randy” Helm	Hood River	June 30, 2023
4	Robin Feuerbacher	Hood River	June 30, 2023
5	Kim Morgan	Wasco	June 30, 2021
6	Antonio Baptista	Hood River	June 30, 2023
7	Dave Mason (appointed interim)	Wasco	June 30, 2021

The Board’s role is one of oversight, and members are expected to fulfil the following responsibilities:

- Represent the public interest;
- Establish policies that define the institutional mission and set prudent, ethical, and legal standards for college operations;
- Hire and evaluate the president;
- Delegate power and authority to the chief executive officer to effectively lead Columbia Gorge Community College
- Assure fiscal health and stability;
- Monitor institutional performance and educational quality; and
- Protect Columbia Gorge Community College

The Board serves under a code of ethics and standards of practice related to board membership. The Board is a single entity and, as such, makes decisions and speaks on behalf of the college as one. Members of the Board are expected to adhere to the following standards of conduct:

- Act only in the best interests of the entire community.
- Ensure public input into board deliberations; adhering to the law and spirit of the open meeting laws and regulations.

- Prevent conflicts of interest and the perception of conflicts of interest.
- Exercise authority only as a Board.
- Use appropriate channels of communication.
- Respect others; acting with civility.
- Be informed about the college, educational issues, and responsibilities of Board membership.
- Devote adequate time to board work, including preparing for Board deliberations by reviewing the agenda and materials prior to meetings.
- Maintain confidentiality of executive sessions.

In addition, Board policy specifically states that action taken on behalf of the Board should take place during a regularly scheduled, public meeting, except when the action qualifies for the calling of an executive session. The Board reserves the right to call an emergency meeting if conditions warrant. The CGCC Board of Education implemented a process of annual self-assessment in October, 2008. The process is coordinated by the president, presiding Board chair, and the assistant to the president and the Board. Goals established as an outcome of the self-assessment activity are tracked and revisited at the following year's self-assessment workshop.

Policy changes and/or review of new policies is carried out by the president and recommended to the Board for approval. In the 2019-20 academic year, CGCC adopted policies created by the Oregon Community College Associations' Board Policy Service. Individual departments reviewed the new policies, modified them as necessary and brought them to the Board's policy sub-committee for approval. The sub-committee presented the modified policies to the Board for final approval prior to adoption. In addition, existing policies were examined to determine which, if any, were not covered by the new policies. Existing policies that were retained were incorporated into the new policy packet and presented for Board approval.

The State of Oregon does not have a community college "system." Oregon's Higher Education Coordinating Commission grants colleges the authority to offer degrees, certificates and educational programming and provides overarching administrative guidelines that inform the work of the college.

Supporting Documentation

BP 2010 Board of Education Membership
BP 2100 Board of Education Elections
BP 2110 Vacancies on the Board of Education
BP 2430 Delegation of Authority to the President
BP 2200 Board of Education Duties and Responsibilities
BP 2720 Communications Among Board of Education Members
BP 2310 Regular Meetings of the Board of Education
BP 2315 Closed/Executive Session
BP 2320 Special and Emergency Meetings
BP 2745 Board of Education Member Self-Evaluation
BP 2410 Board Policies and Administrative Rules

2.A.2 System of Leadership

The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

The Board delegates day-to-day operations of the college to the president. The president is supported by an executive team (President's Council- PC) composed of the president, vice president of Instructional Services, vice president of Student Services, vice president of Financial Services, executive director of infrastructure, and executive director of institutional effectiveness. The PC is an advisory body to the president and represents each functional area of the college.

The PC supervises a tier of managers and directors (Leadership Council-LC) who are responsible for detailed operations within their departments. The Leadership Council was formed to serve as a planning team, helping to shape the college's future by participating in discussions and activities related to institutional issues and initiatives. The LC has direct input into the strategic direction of the college.

Each college position is defined by a job description that lists educational and experiential requirements, as well as the necessary or desired skill sets. Adhering to such requirements ensures that every position is filled with individuals capable of excelling in that position and bringing top-quality service to students and the college community.

In her first year, President Cronin restructured some departments and the overall college organizational hierarchy in order to redistribute resources in a way that benefited the college and its constituency. The President's Council will revisit organizational changes in the coming academic year to continue to ensure that the college has the best distribution of resources for maximum efficiency. The college's current hierarchical structure has been well suited to serve its needs; however, implementation of new programs and services, such as on-campus housing, may require further adjustment.

Supporting Documentation

CGCC Organizational Chart
President's Council Job Descriptions

2.A.3 Qualified Chief Executive Officer

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

The criteria for selection of a new president are broadly defined so that the Board may have the flexibility to update the criteria, as needed. Prior to the 2018-19 academic year, the Board engaged a search firm who led the college community, internal and external, through the process of determining the necessary qualifications for a new college president, crafting an updated job description and conducting a search for the individual who would meet these needs. Candidates were rigorously screened with the presidency ultimately being offered to and accepted by Dr. Marta Yera Cronin. President Cronin has over 30 years of experience in education and will have served as CGCC's president for two years as of July, 2020.

President Cronin holds a Bachelor of Arts from the University of Miami, a Master of Science from Barry University and an Ed.D. from the University of Sarasota. Dr. Cronin is the college's first female president and Oregon's first Latina community college president. She currently serves on the East Cascades Workforce Board and is a mentor for AACC's (American Association of Community Colleges) National Community College Hispanic Council's Leadership Fellows Program.

Prior to coming to Columbia Gorge Community College in 2018, Dr. Cronin spent her first 17 years in higher education at Indian River State College (IRSC) in Florida, a three-time Aspen top ten nominee and winner in 2019. She began her career there in 2001 as a faculty member in teacher education working her way up to department chair, first dean of the IRSC School of Education and, finally, Vice President of Academic Affairs. Prior to that, she was a K-12 classroom teacher in Florida, having taught French and reading for a total of 11 years.

Dr. Cronin has served on several Florida Department of Education committees and advisory groups and as the Florida Delegate for the American Association of Colleges for Teacher Education in Washington, D.C. Currently, she serves on The Dalles Community Outreach Team, Hood River County Economic Development Group, American Association of Community College's Commission on Small and Rural Colleges and is a board member on the East Cascade Works workforce board. She has been the recipient of several awards in her over 30 years in education, among them a Phi Theta Kappa International Distinguished Advisor Award, a League for Innovation Innovation of the Year Award, Who's Who Among America's Teachers and several awards at Indian River State College (Club Advisor of the Year, Faculty of the Month, President's Cup, River Award, Endowed Teaching Chair, Leading the Way Award).

The Board exercises its responsibility to evaluate the president using a variety of methods throughout the year, including: monthly update reports during the regular Board meeting, quarterly reports in Executive Session and a yearly evaluation which includes a self-evaluation by the president. The results of each evaluation are used as a basis for future goal-setting and monitoring of the president's performance.

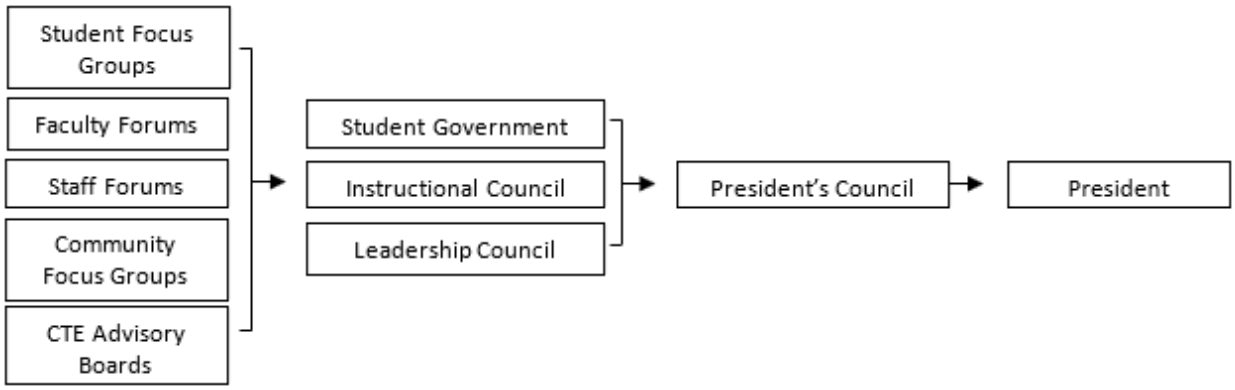
Supporting Documentation

BP 2431 Selection of the President
BP 2435 Evaluation of the President
President Cronin's Resume

2.A.4 Decision-Making Structures and Processes

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

Decision-making structures and processes at CGCC provide for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest. There is a ready flow of communication to the president from staff/faculty forums as well as student and community focus groups.



Recognizing that all involved have a stake in the direction and success of the college, there are opportunities for contributions at all levels. Open input is sought in group environments such as forums and focus groups. The current administration has an open-door policy where those who do not feel comfortable speaking out in a group environment may share their thoughts, concerns and/or ideas.

Decisions are not made, at any level, without input from various sources, including the executive level. Decisions that originate at the executive level are brought from the President's Council to the Leadership Council for input. Leadership Council members are often asked to solicit input from those who report to them so that a greater perspective can be viewed prior to the implementation of decisions.

2B | Academic Freedom

2.B.1 Principles of Academic Freedom and Independence

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

The Board of Education affirms its commitment to academic freedom in Board Policy 4030: Academic Freedom. The policy recognizes that, "Columbia Gorge Community College shall support the principles of academic freedom, built upon the free expression and exchange of ideas that are inherent in the search for scholarly truth and upon which a free and democratic society depends. The College affirms the use of a variety of teaching methodologies to fulfill its obligation to raise difficult and meaningful questions in the educational development of students. Faculty members are entitled to freely discuss issues germane to their subject matter. This freedom involves the right to introduce controversial topics, as long as the manner of presentation involves objective reasoning and rational discussion."

Supporting Documentation

BP 4030 Academic Freedom

2.B.2 Support of Independent Thought

Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason, and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

The college seeks to foster the recognition of individual freedom and social responsibility for its students, faculty, administration and staff.

Instructors are entitled to freedom in their presentation and discussion of subject matter within course guidelines but are required to exercise judgement in selecting issues of educational value for discussion, as stipulated by Board policy. In addition, the commitment to academic freedom is documented in the Collective Bargaining Agreement between AFT United Employees of Columbia Gorge Community College representing faculty and Columbia Gorge Community College. Article 19 Academic Freedom reads in part "Each faculty member is entitled to and responsible for protecting freedom in the classroom in discussion and presentation of the subject taught" (pg. 36).

In July of 2018, language was added to both the faculty (pgs. 36-37) and classified (pgs. 31-32) collective bargaining agreements to define and outline intellectual property rights as described in Article 20—Intellectual Property Rights. The intention of this addition was to further support the tenants of academic freedom, and the article defines what is the property of the college, the employee and what is joint property.

The Student Handbook outlines students' rights and college responsibility regarding freedom of inquiry, expression, and assembly (Section 2.1.A, pgs. 23-25). It states that:

> "CGCC has a deep commitment to constitutionally-protected free speech activity. The welfare and strength of CGCC and of society at large depend upon the ability to engage in free expression in the search for meaning. These ideals help to create the stimulating and challenging learning environment that should characterize higher education. In the spirit of a true educational environment, individuals are encouraged to invite, rather than inhibit, discourse on ideas. CGCC is committed to providing a forum for free and open expression of divergent views by students, student organizations, faculty, staff, and visitors. To this end, CGCC recognizes and protects full freedom of inquiry, discussion, study, publication, and for artists, the creation and exhibition of works of art.
>
> "CGCC also recognizes its responsibility to provide a secure learning environment that allows members of the community to express their views in ways that do not disrupt the operation of CGCC. Reasonable limitations may be placed on the time, place, and manner of free speech activity as deemed necessary by CGCC in order to serve the interests of health and safety, prevent disruption of the educational process, and protect against the invasion of the rights of others…"

In addition, definitions of and protections from harassment and discrimination are addressed in AR 070.009.000 Harassment:

> "Columbia Gorge Community College's goal is to provide an atmosphere that encourages individuals to realize their potential. Therefore, it is against the college's policy for any manager, supervisor, faculty, staff, or student to engage in harassment or discrimination of any member of the college community…"

Supporting Documentation

BP 4030 Academic Freedom
2018-22 Collective Bargaining Agreement (Covering Faculty Employees)
2018-22 Collective Bargaining Agreement (Covering Classified Employees)
CGCC Student Handbook
AR 070.009.000 Harassment

2C | Policies & Procedures

The institution develops and widely publishes, including on its website, policies and procedures that are clearly stated, easily understandable, readily accessible, and administered in a fair, equitable and timely manner.

2.C.1 Transfer of Credit Policy

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials or degrees in furtherance of their academic goals.

The college has developed and implemented a number of institutional guidelines for the transfer and evaluation of college-level credit. For example, AR 030.015.000 – Transfer of College-Level Credit provides the following rules associated with the transfer of credit from a similarly accredited institution:

- CGCC accepts college-level credits earned at colleges and universities that are accredited by regional accrediting associations.
- Courses must be at 100 or 200 level. 300 level coursework may be accepted if equivalent to the required prerequisites for a program.
- Grades for the courses must be a "C-" or higher. P and S grades are only transferable if the transferring institution awarded that grade for a "C-" or higher grade.
- Transfer GPAs are not included in the overall GPA on CGCC transcripts.
- Courses will be considered equivalent if they have credit/contact hours, curriculum and outcomes that are equivalent to courses offered at CGCC, are graded on a similar basis, or are otherwise deemed appropriate substitutions for CGCC courses.

As a rule, an individual must establish themselves as a student at CGCC prior to their transfer credit being evaluated and transcripted to their official CGCC transcript. Students are considered established once they have completed a CGCC credit course successfully. Once completed, the student's official transfer transcript is evaluated and all transfer-eligible, program specific coursework is awarded. CGCC has established specific processes associated with the evaluation and

awarding of eligible transfer credit and where to access the related documents. In addition, the college provides avenues for students to submit requests for acceptance of non-traditional credit.

Information related to the transfer of credit may be found on the college website and in the 2019-20 Catalog (pgs. 120-122).

Supporting Documentation

AR 050.015.000 Transfer of College-Level Credit
OP 050.024.001 Transfer Transcripts
OP 050.015.001 Evaluation of College-Level Credit
AR 050.024.000 Transcripts
AR 050.018.000 Standards for Acceptance of Non-Traditional Credit
OP 050.018.001 Acceptance of Non-traditional Credit
CGCC Website: Transfer Credits
2019-20 Catalog

2.C.2 Student Rights and Responsibilities

The institution's policies and procedures related to student rights and responsibilities should include, but not be limited to, provisions related to academic honesty, conduct, appeals, grievances, and accommodations for persons with disabilities.

The college has in place a series of policies and procedures related to student rights and responsibilities, including: academic honesty and conduct, appeals and grievances, and accommodations for persons with disabilities. These can be found in the CGCC Student Handbook (SHB). Related policies, administrative rules, and operating procedures can be found on the college website.

Academic Honesty

The college requires all students to meet its standards of honesty. Administrative Rule 040.036.000, Academic Misconduct, provides specific examples of academic misconduct and definitions of CGCC Standards of Honesty and what constitutes disruptive behavior. Dishonesty, cheating, plagiarism or knowingly furnishing false information to the college are particularly serious offenses and constitute misconduct subject to discipline. The CGCC Student Handbook outlines policies and procedures related to academic dishonesty and related discipline and appeal processes (SHB pgs. 3-12).

Conduct

The college and its surrounding community expect all students and employees to practice high levels of academic and professional honesty and integrity. Maintaining discipline and standards of conduct in the college setting protects the character of the collegiate community and supports the values of Columbia Gorge Community College. The Student Handbook outlines all aspects and expectations related to student rights and responsibilities in regards to conduct as members of the college community (SHB pgs. 18-48).

Appeals and Grievances

Students at the college may express a grievance/complaint, whether verbally or in writing, regarding any area of academic or student life without fear of coercion, harassment, intimidation, or reprisal from the college or its employees. Students also may expect a timely response to any complaint. Information specific to appeals and grievance processes can be found in the Student Handbook (SHB pgs. 8-12, 34-37, 43, 46-47).

Examples of established procedures for specific types of student complaints include:

Academic Integrity Issues

- Academic Misconduct

Record-Related Issues

- Academic Standing
- Drop for Non-attendance (a.k.a. “No-Show”)
- Financial Aid
- Grade Appeals
- Residency

Satisfactory Academic Progress

Student Conduct Process

- Title IX Issues
- Discrimination
- Sexual Harassment

CGCC participates in the State Authorization Reciprocity Agreement (SARA) through the Oregon Higher Education Coordinating Commission (HECC). CGCC distance education students wishing to file a formal complaint must first seek resolution through CGCC's internal complaint/grievance processes described above and in the Student Handbook. If a student's complaint cannot be resolved internally at CGCC, and if the student resides in a SARA member state, the student may also file a complaint through the Oregon Higher Education Coordinating Commission. Distance students residing outside of Oregon may file a formal complaint with their home state authorizing agency after exhausting internal avenues described above.

Students not finding satisfaction with CGCC's resolution of a complaint may also contact CGCC's accrediting body, the Northwest Commission on Colleges and Universities.

Accommodations for Persons with Disabilities

Disability Resources allows students to maximize their opportunities for educational success and personal growth in college programs. These services are designed to promote student independence and equal access to classroom and college-related activities. A Disability Resources Handbook is available to students via the CGCC website or through the student support services coordinator. The handbook provides an overview of the services provided to students and the process for requesting specific accommodations. In addition, references and information for accessing disability resources and accommodations may be found in the college catalog (pg. 130) and in all faculty syllabi. Institutional policies regarding disability support services provide a detailed description of CGCC’s commitment to maintaining federal compliance requirements and where students can access information about support services.

Supporting Documentation

CGCC Student Handbook
AR 040.036.000 Academic Misconduct
CGCC Website: State Authorization and Out-of-State Complaint Resolution
Disabilities Resources Handbook
CGCC Website: CGCC Disabilities Resources
CGCC Website: Accommodations and Civil Rights
Disability Resources Intake Form
2019-20 Catalog
Syllabus Content Checklist
BP 5140 Disabled Student Programs and Services
AR 050.019.000 Disability Support Services

2.C.3 Admission & Placement Policies and Procedures

The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

The college provides an online admissions application that allows prospective students to apply for admission depending on their current status. Status categories include first time or returning student, previous college student, high school student (students are not considered officially admitted while still in high school), GED®/ESOL/Pre-College, and community education.

The college uses the Next Generation Accuplacer placement as the prerequisite requirement for reading, writing and math courses. Accuplacer is a non-timed, computerized assessment that helps determine a student's current skill level in those core areas and place them into the appropriate corresponding courses. In addition, students are also able to provide transfer coursework to satisfy prerequisite requirements. With either approach, students are required to meet with an academic advisor to discuss the appropriate course placement and program planning.

The college provides continuation/re-entry processes for students who find themselves in academic distress and choose to continue in their program of choice. The Satisfactory Academic Progress (SAP) policy provides strategic safeguards and resource allocation for students at risk of losing their status as a student. Unsatisfactory Academic Progress descriptions and requirements are as follows:

- **Academic Warning**—This is the level occurring the term after a student does not meet SAP standards. Good Standing can be regained the following term if standards are met.
- **Academic Probation**—This level is reached after a term on Academic Warning if the student fails again to meet the standards. Good Standing can be regained the following term if standards are met.
- **Academic Suspension**—Academic Suspension occurs if a student fails to meet standards for a third term in a row. S/he will be notified that s/he is suspended from the institution for

one term. If the student wishes to return to CGCC, they must meet with the dean of students to initiate the reentry process.

Students who are in jeopardy of failing are counseled and provided support services. Those who find themselves removed, due to academic failure, from a limited entry program such as Nursing, may apply for re-entry into the program by submitting a re-entry admissions packet. If approved, students are able to rejoin the program at the appropriate term in the academic year where they stopped out.

Supporting Documentation

CGCC Website: Admissions Application
CGCC Website: Placement Assessment
AR 050.020.000 Student Advising
AR 050.001.000 Satisfactory Academic Progress
OP 050.010.001 Limited Entry Admissions
OP 050.037.002 Readmission After Suspension
2018-19 Program Re-Entry Admissions Packet – Nursing

2.C.4 Secure and Confidential Retention of Student Records

The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release, and the reliable backup and retrievability of such records.

The college follows applicable state and federal laws, rules, and regulations that apply to student records as outlined in the Family Educational Rights and Privacy Act (FERPA). According to AR 030.005.000—Disclosure of Student Records, "All information contained in the college records which is personally identifiable to any student shall be kept confidential and not released except upon prior written consent of the subject student or upon the lawful subpoena or other order of a court or competent jurisdiction." Additional college policies and procedures provide a definition of what is considered an education record as well as the protections regarding access to those records. For example, students 18 years of age or older and the parents of students who are under 18 years of age have certain rights with respect to student records under Public Law 93-380. These include:

- The right to inspect the educational records of the student
- The right to challenge the accuracy of the records if they are believed to be misleading or to violate privacy or other rights of the student
- Except as may be provided by law, the right to prevent the release of any or all information from the records to any other party. The college will not send transcripts or copies of other educational records to any other school, prospective employer or other person without written request of the student.

Students have the option to release their student records by completing and submitting a release of information form to the Student Services department for processing. In addition, students may revoke and renew the release of information at any time.

To ensure the security of student records the network infrastructure hub of the information system is housed in a climate-controlled data center room that has redundant climate and power functions

to assure continuous operational status. These systems are controlled and closely monitored with fail-safe technology built into their functions.

CGCC uses various methods to ensure technology systems are backed up properly, primarily snapshots, shadow copies, and tape backup. Snapshots are used to restore the SAN server to an earlier version, and are scheduled to be taken anywhere from twice daily to monthly depending on the purpose of the server. Continuous shadow copies backup the college's primary file shares, allowing for an easy way to restore accidentally deleted files. Finally, tape backups are used to capture critical data including email, student records, and purchasing records. Critical servers are backed-up off-site via a commercially-available third-party. The monthly backups of primary shares get stored in a secure off-site location.

Certain measures are in place to keep data and IT services physically and virtually secured. Physically, all of the wiring closets and server rooms are kept locked, and access is restricted to authorized personnel. On the college's network infrastructure, VLANs (Virtual LANs) are used to separate the administrative network from student and guest networks. Staff and faculty have individual user logins with specific group security rights to hidden network shares.

In 2012, Information Technology Services (ITS) finalized the multi-year development of an extensive ITS Disaster Procedures and Recovery Manual. The manual covers everything from emergency contact phone numbers to detailed system restart procedures.

Supporting Documentation

External Website: Family Educational Rights and Privacy Act (FERPA)
FERPA Guidelines for Faculty
CGCC Website: Consumer Information
AR 050.005.000 Disclosure of Student Records
BP 5040 Education Records, Directory Information, and Privacy
AR 050.004.000 Educational Records
OP 050.006.001 Educational Records Inspection Request
AR 050.007.000 Hearing Rights of Students
OP 050.007.001 Hearing Requirements
Release of Information (form)
ITS Disaster Procedures and Recovery Manual (Redacted)

2.D | Institutional Integrity

2.D.1 Clear, Accurate and Consistent Representation

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its mission, programs, and services.

Columbia Gorge Community College presents itself in an accurate and consistent manner in all announcements, statements, and publications. Integrity is one of the college's core values, and presenting fair and accurate information to students and the public is highly valued by staff and

faculty. The college catalog, quarterly class schedule, college website, social media, and other publications are utilized to provide accurate and timely information to the public. Publications are routinely reviewed for accuracy and consistency prior to publication. The frequency of review depends on the type of publication, its use, and the specificity of its information. In most instances, the document is reviewed as an integral part of its production cycle. For example, the catalog is reviewed annually, and the class schedule quarterly.

In 2012, CGCC established a style guide that defines the attributes that should be common to all official CGCC publications. In 2019, the style guide was updated to include civil rights and other required statements, along with usage guides for those statements, to ensure compliance with state and federal statutes.

The college website (cgcc.edu) is the primary tool for communication of essential information to current and prospective students, the community and workforce partners. Supplemental communication, including print and digital media, directs constituents to the website. Each function area of the college has a webpage in order to provide transparency and allow students to make informed decisions. An example of this is the future students webpage. On this page, prospective students will find information, forms, processes and contact information for enrollment, educational planning and campus resources. Through this portal, prospective students can apply for admissions, find out about and apply for financial aid, sign up for a new student orientation and contact an advisor. The college catalog and website are the primary outlets for students to receive information regarding program completion in a timely manner. The catalog is formatted such that program courses are mapped in blocks of two years or fewer, depending on the program's requirements and number of credits, thereby providing students with course guidance to complete their program in the most timely manner possible. The catalog is available in print and electronically on the CGCC website. Additionally, programmatic advising guides are available to help students understand how to complete their degrees in a timely manner.

Curricular quality is transparent and highlighted on the academic assessment webpage where one can find information on instructional program reviews, course outcomes assessment, degree, certificate and program outcomes assessment, and core learning outcomes assessment.

CGCC is committed to the highest standards of ethics, integrity, and fairness and is dedicated to providing the public with confidence in its organization, educational services, administrative business processes, and financial data. In the 2018-19 academic year, the college acquired model policies and administrative rules developed by the Oregon Community College Association (OCCA). A lengthy process of current policy review ensued and resulted in the adoption of many policies that the institution did not have, and the revision of other policies for currency and accuracy. This work continues on in the 2019-20 academic year with review of existing administrative rules and OCCA's recommended administrative rules. Through this work, the college has updated or new policies related to the representation of the college and the integrity of its practice.

Supporting Documentation

CGCC Website: Homepage
2019-2020 Catalog
CGCC Website: Schedule of Classes
CGCC Website: CGCC Style Guide
CGCC Website: Consumer Information
CGCC Website: Advising Guides
CGCC Website: Academic Assessment
CGCC Website: Policies

2.D.2 Ethical Standards

The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Ethical Standards

Columbia Gorge Community College advocates, subscribes to, and exemplifies high ethical standards in all its operations, management and public dealings. Commitment to ethical behavior begins with the Board of Education which maintains high standards of ethical conduct for its members as delineated in its Code of Ethics and Standards of Practice.

An employee code of conduct adopted by the college's Board of Education establishes standards of ethics, integrity and fairness for college employees. The code is designed to provide the public with confidence in the college's organization, educational services, administrative business processes, and financial data, and to provide guidance for employees. The code identifies six core values: respect for the individual, integrity, community focus, excellence, commitment to learning, and service. The code further establishes expectations for professional conduct, competency and confidentiality. All employees have an obligation to execute their duties and responsibilities with professional care and skill to the best of their knowledge and ability. All employees are responsible for being familiar with appropriate college policies and procedures, applicable laws and regulations, and other rules as required to perform their respective jobs, such as Oregon ethics laws and FERPA.

The Employee Code of Conduct and other policies:

- prohibit use of official position (by trustees or employees) for financial gain or avoidance of financial detriment
- define when and how gifts and exchanges may be received, and the limits of such gifts
- prohibit financial incentive for recruitment of students, or any person engaged in student recruitment or admissions, or awarding student financial assistance
- define how a relative or household member of a current employee of the college may be employed (such new employees may not be supervised by a relative or household member, nor may college employees participate in personnel decisions relating to a relative or household member)

- prohibit employees or trustees from engaging in political activities while working, and disallowing the use of college funds, services, supplies or equipment for such purposes

The college also adheres to all applicable portions of the following laws: Section 504 of the Rehabilitation Act and the Americans with Disabilities Act; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics (Clery Act); and the Higher Education Act including the Violence Against Women Act (VAWA) amendments, and all other amendments therein, links to and excerpts of which are published on the college website, and which provide points of contact for questions regarding equal opportunity, employment, civil rights, student programs, activities and services; and educational programs.

Gifts to the College

The Board of Education delegates authority to the Columbia Gorge Community College Foundation to consider all gifts, donations and bequests made to the college. The Foundation may not accept a donation from any donor who engages in practices or policies which discriminate against any person on the basis of nationality, religion, age, gender, gender identity, gender expression, race or ethnicity, medical condition, genetic information, ancestry, sexual orientation, marital status, military or veteran status, or physical or mental disability, or when the stated purposes of the donation are to facilitate such discrimination in providing educational opportunity. These and other college policies derive from model policies adopted by the Oregon Community College Association.

Public Notification and Equity Statements

The college's position on equity, ethics, integrity and fairness are detailed in its public statements regarding equity and civil rights. The college's equal-opportunity and ADA statements are mandated to appear on all applicable external college documents to make students and the public aware of CGCC's position on fairness and equity. External college publications are required to carry one or more equity statements, as directed by the college's style guide under the heading "Required Statements."

Public Inquiry, Complaints and Grievances

External inquiries, suggestions and complaints, whether from the public at large, media, legislative staff, governmental entities or other organizations, are fielded initially by the college's director of community outreach. The director routes these issues to appropriate individuals within the college, typically by email in order to maintain a record of correspondence. As appropriate, the director monitors institutional follow-up to external inquiries to ensure timely response. All college employees share responsibility for maintaining positive relations with external stakeholders and constituencies; this requires good communication, awareness of and respect for the missions of those constituencies, and fair, equitable and timely interactions.

In the case of complaints or questions regarding equal opportunity and nondiscrimination, designated individuals are the point of contact for the public, for employees, and for students, as follows:

- Employment—executive director of institutional effectiveness
- Civil rights; student programs, activities and services—vice president of Student Services
- Educational programs; Title II coordinator—vice president of Instructional Services
- Title IX coordinator—dean of students
- Section 504 coordinator—student support services coordinator

Supporting Documentation

BP 2715 Code of Ethics Standards of Practice
BP 7115 Employee Code of Conduct
BP 7130 Prohibition of Incentive Compensation
BP 2717 Personal Use of Public Resources—Board of Education
BP 7310 Nepotism
BP 7370 Political Activity, Employees
BP 3820 Gifts
BP 3410 Nondiscrimination
BP 2430 Delegation of Authority to the President
CGCC Website: CGCC Style Guide

2.D.3 Conflict of Interest

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The college is governed by a publicly-elected Board of Education serving in voluntary capacity. Board members adhere to Oregon laws relating to financial conflicts of interest and government ethics. Board members must declare actual and potential conflicts of interest prior to taking any action when an actual or potential conflict of interest exists. In this regard Board members may seek counsel from the college's legal adviser or the Oregon Government Ethics Commission. Board members' responsibilities are further defined by a Code of Ethics addressing standards of conduct. These standards include but are not limited to:

- Acting only in the best interests of the entire community;
- Ensuring public input during Board deliberations;
- Adhering to the law and spirit of open meeting laws and regulations;
- Exercising authority only as a Board;
- Using appropriate channels of communication;
- Being informed about the institution and the Board's responsibilities.

Individual Board members may be subject to a resolution of censure by the Board should it be determined that trustee misconduct has occurred. Likewise, college employees must disclose and avoid conflicts of interest. They must refrain from accepting any gift or thing of value in those instances prohibited by law. These and other standards of professional conduct by college employees are described in Board Policy 7115.

A separate policy establishes standards and procedures for compliance regarding potential conflicts of interest for members of the Columbia Gorge Community College Foundation Board. As with the college's Board of Education, Foundation Board members serve in a voluntary capacity. They are appointed by the Foundation Board as a whole. The Foundation conflict of interest policy defines conflicts of interest, defines the term "insider," and establishes procedures for full disclosure, determination of fairness, and monitoring. An annual disclosure statement is required; this is a formal questionnaire that requires a listing of any conflicts or potential conflicts.

Supporting Documentation

BP 2710 Conflicts of Interest
BP 2715 Code of Ethics Standards of Practice
BP 7115 Employee Code of Conduct
CGCC Foundation Conflict of Interest Policy
CGCC Foundation Conflict of Interest Policy—Annual Questionnaire

2.E | Financial Resources

2.E.1 Audit & Reporting to Demonstrate Financial Stability

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

The college has sound fiscal management and is supported by fiscal oversight by the Budget Committee and the Board of Education. Risk assessment and prevention strategies allow for mitigation of risk exposure that could influence the achievement of the institutional Mission, Vision, and Core Values. The vice president for Financial Services facilitates internal and external processes that provide reasonable assurance of financial stability.

The Business Office maintains internal control processes to provide reasonable assurance of financial performance goals and the safeguarding of resources. Assessment of the achievement of objectives related to the effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations are standard practices of the Business Office. This includes analysis of budget to actual variances, cash flow analysis, and monitoring fund reserves as outlined in the adopted budget. Additionally, the Business Office performs monthly closing procedures to ensure proper account designation and that all transactions are in accordance with internal policy and external audit requirements. If any infraction is found, the responsible party meets with the supervisor to review the situation to ensure corrective action is provided as needed to prevent reoccurrence.

A single audit (previously known as an A-133 audit) is performed annually by a certified public accounting firm. The financial audit of the college's consolidated financial statements for the most recent year can be found on the Business Office webpage. These results were provided to the Board of Education, the Oregon Higher Education Coordinating Commission, Wasco County Tax Assessor's Office, and Hood River County Tax Assessor's Office. In the June 30, 2018 audit, Moss Adams did identify a material weakness finding that the college did not have an adequate control system in place to ensure the general ledger accurately reflects the account balance on a monthly and annual basis. This was caused by significant turn over in the Business Office and lack of experienced personnel to reconcile the financial statements to GAAP basis accounting for the year ending June 30, 2018. The college management response was to hire a new vice president of Financial Services; reconcile the accounting systems trial balance to issued financial statements at which point the accounting period is closed; export from the student management system trial balances in Excel for monthly financial statements; monthly reconciliation of assets and liabilities to net position changes in all funds in the student management system; and put a contingency

plan in place to ensure there are no gaps in financial oversight should another unexpected departure of business office leadership personnel arise.

Ongoing reporting provides college constituents with sufficient information to contribute effectively to financial stability. The President's Council has a standing monthly agenda item regarding financial matters (i.e., budget versus actual-to-date, fund balances, cash flow, analytics that inform planning and decision-making, and pending purchases). The Board of Education meets monthly and reviews budget versus actual-to-date variances over the same period of time as last year.

Supporting Documentation

BP 6300 Fiscal Management
BP 6400 Financial Audits
Draft OP "Budget"
CGCC Website: Business Office
June 30, 2018 Audit Report
Draft OP "Accounting"
Draft OP "Purchasing"

2.E.2 Financial Planning

Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short term financial health and long-term financial stability and sustainability.

The college's financial planning is tied to the Mission, and makes every effort to involve the college community. The Budget Committee is comprised of public volunteers and members of the Board of Education. This ongoing stakeholder participation facilitates ownership in activities that support short- and long-term financial strength to achieve the college's goals. The college extends transparent, coordinated, institution-wide inclusion in its budgeting, financial planning, the allocation of financial resources, and the monitoring of expenditures.

Financial health is facilitated through structured budgeting and oversight processes and comprehensive risk management to ensure appropriate available funds. Risk management is a shared responsibility involving the Business Office, Instructional Services, the President's Office, Human Resources, Technology, Facilities, and Student Services. The college resources include state support, tuition and fees, tax collected in Wasco and Hood River Counties, and grant and contract activities. Enrollment management, trends, tuition projections, and retention forecasts are utilized in the development of a conservative annual budget. Over the same time period from year-to-year, a comparison of budget to actual activity reporting and monitoring allows the college to mitigate budget fluctuations through a comprehensive budget planning process. This process incorporates the Board of Education and campus leadership participation resulting in approval by the Board of Education to adopt the annual operating budget.

The adopted budget book guides the college in the budgeting and the financial management process. Multi-year business plans are prepared when adding new programs or significantly changing existing programs. The Business Office regularly monitors the cash flow and funding for all programs and departments. This includes budget to actual variances, capital expenditures, cash flow, and financial reports. These reports are analyzed monthly to ensure the financial needs of the

institution are met and are provided to the President's Council to substantiate effective decision-making. A culture of open communication between the Business Office, the departmental budget managers, and the President's Council strengthens the financial success of departments, programs, and the college.

Supporting Documentation

2019-2020 Adopted Budget Timeline
Draft OP "Budget"
2019-20 Adopted Budget

2.E.3 Transparent Management of Financial Resources

Financial resources are managed transparently in accordance with policies approved by the institution's governing board(s), governance structure(s), and applicable state and federal laws.

The college has clearly defined policies that support the oversight and management of financial resources and it communicates those expectations to its constituents. In accordance with Board policies, the Board of Education has general oversight over the college and its budget. The Business Office is responsible for facilitating the annual budget process and overseeing budget management throughout the year.

The college has a strong financial management team led by the vice president of Financial Services, who serves as the institutional chief business and budget officer. He is responsible for managing the budget development process, monitoring monthly financial statements, and creating and maintaining the institutional operating line-item budgets. The reporting structure and the distribution of information across constituent groups provides the transparency desired by the college and ensures that departmental budget managers have ownership and are aware of the allocation of resources throughout the year. Reports are produced on a monthly basis, and as needed to monitor budget to actual variances. Monthly reports are provided to the President's Council and Board of Education for their review. There is ongoing assessment of the achievement of objectives related to effectiveness and efficiency of operations, reliability of financial reporting, and compliance with Oregon Administrative Rules and local budget laws and regulations. The Board of Education reviews year-to-year financial reports and budget performance results during their monthly meeting. This data review demonstrates the financial health for each functional area, and the entire college.

All constituents involved in budgeting and financial transactions are accountable for ensuring a favorable budget variance throughout the year and managing within their approved budget. Annually, the college goes through a financial and compliance audit by a registered and reputable CPA audit firm. The results are sent to the Board of Education, Assessor's Offices for Wasco and Hood River Counties, Oregon's Higher Education Coordinating Commission, and placed on the Business Offices website.

Supporting Documentation

Draft OP "Reserves"
Draft OP "Budget"

2.F | Human Resources

2.F.1 Transparency of Employment Conditions

Faculty, staff and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion and termination.

Faculty, staff and administrators are apprised of their conditions of employment and work assignments in multiple ways. Initial recruitment for faculty, staff, and administrator positions includes a complete job description in the job posting. Job descriptions are updated by immediate supervisors, with support from Human Resources, to maintain accuracy of job duties and responsibilities. Review of job descriptions occurs before recruitment of a position, and/or annually when the employee is evaluated.

In addition, staff and administrators receive a copy of their job descriptions with their official offer letter including any changes that are made to a current position. Part-time faculty receive a Notice of Teaching Assignment prior to each term for which they are assigned to teach.

Rights and responsibilities and criteria and procedures for evaluation, retention, promotion and termination of faculty can be found in the Faculty Collective Bargaining Agreement. Board policy establishes that the responsibility for staff evaluation is designated to the president.

New Human Resources policies for evaluations, promotions, and terminations will be introduced for approval in early 2020.

Supporting Documentation

AR 070.024.000 Recruitment & Hiring
AR 070.023.000 Evaluations
2018-22 Collective Bargaining Agreement (Covering Faculty Employees)
2018-22 Collective Bargaining Agreement (Covering Classified Employees)

2.F.2 Institutional Support for Professional Development

The institution provides faculty, staff and administrators with appropriate opportunities and support for professional growth and development.

The college supports and encourages the professional development and growth of faculty, staff and administrators. The college offers multiple ways for faculty, staff and administrators to participate in professional development opportunities, including: tuition waivers, inservice and staff meetings, and external learning opportunities such as conferences, webinars and classes.

Professional development opportunities and plans are evaluated based on several factors and may differ from department to department. Factors that play a critical role in approval of professional development are; relevance of training to position, available budget, staffing levels.

Faculty and staff utilized $27,022 in tuition waivers for 2018-19. Twenty-one employees participated in this option. Faculty inservice is held two to three times a year and is attended by full-time and part-time faculty. All-Staff meetings are held one to two times a year and are attended by staff and administrators.

The college has recognized that its professional development opportunities are of high quality, but only a few employees participate. In an effort to develop a more robust culture of professional development, the area is being explored thoroughly in 2019-20. Beginning in the spring of 2019, CGCC created a Professional Development Day that included all staff and full-time faculty.

Supporting Documentation

AR 070.021.000 Professional Development
2018-19 Tuition Waivers Detail
Professional Development Day Agenda 05-31-19

2.F.3 Employment of Sufficient and Qualified Individuals

Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

At the beginning of the academic year of 2019-20, the institution employed 58 full-time and 13 part-time staff, 21 full-time faculty, 75 adjunct faculty, and 23 community education instructors. Since the 2013 self-study, the college has increased its number of full-time faculty by five, which has improved CGCC's ability to carry out its mission, achieve educational objectives, and ensure the success of academic programs.

Qualifications for faculty are set forth in the Faculty Collective Bargaining Agreement and in college policy. Classified and non-represented staff qualifications are set by the job description for each position. Qualifications are screened during the interview process to verify the candidate has the necessary qualifications to perform the functions of the position.

CGCC continues to look for ways to balance current economic challenges and maintain sufficient staff to achieve college-wide goals and initiatives.

Supporting Documentation

2018-22 Collective Bargaining Agreement (Covering Faculty Employees)
AR 040.005.000 Faculty Minimum Qualifications
AR 070.022.000 Minimum Qualifications & Equivalencies

2.F.4 Employee Evaluation

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Staff and administrators are currently reviewed annually based on hire date. In addition, a six-month mid-year evaluation is conducted. Supervisors for non-faculty employees are responsible for conducting these evaluations in an equitable and timely manner. The process for the annual evaluation includes a self-evaluation completed by the employee, and an evaluation completed by the supervisor. The annual evaluation includes goals and identifies professional development

opportunities. Annual evaluations for managers include anonymous feedback from their direct reports. Mid-year evaluations are performed at the initial six-month period for new employees and then mid-year after their annual evaluation. These evaluations are used to establish initial goals or to check progress on goals from the annual evaluation.

In July of 2020, CGCC will be implementing a new evaluation process for staff and administrators through web-based provider Paylocity. CGCC currently uses Paylocity for its Payroll, Recruiting, and Onboarding functions. This new module will help automate and streamline the evaluation process, allowing more consistent completion and the ability to share and track feedback more efficiently.

Faculty are evaluated based on the Faculty Collective Bargaining Agreement, Article 11 (pgs. 24-27). Per the bargaining agreement, the purpose of the evaluation is "to provide the employee with feedback concerning job performance; to provide the college administration with guidance in staffing, planning and budgeting; and to assure excellence in the delivery of service."

Evaluations for faculty, staff and administrators are intended to be a collaborative process. This process is to encourage employee development and for employees and supervisors to align duties and responsibilities with college mission, goals, and education objectives. While evaluations should not be used for disciplinary purposes, an unsatisfactory evaluation may result in the creation of a performance improvement plan or other work plan, and may result in a non-renewal of a probationary employee.

Supporting Documentation

AR 070.023.000 Evaluations
2018 New Performance Evaluation Process
Mid-Year Evaluation
Performance Evaluation Guidelines – Employee
Performance Evaluation Guidelines – Manager
Self-Evaluation – Employee
Self-Evaluation – Manager / Supervisor
Evaluating a Supervisor / Manager
2018-22 Collective Bargaining Agreement (Covering Faculty Employees)
Classroom Observation Form
Distance Learning Classroom Observation Form
Faculty Classroom Observation Form
Faculty Self-Evaluation Guidelines

2.G | Student Support Resources

2.G.1 Effective Learning Environments

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

The college provides student support through programs and services designed to help remove barriers to success and provide strategic support to students on an individual or group basis. The

most prevalent equity gaps among CGCC students are in the areas of financial stability, hunger and homelessness, childcare, mental health and transportation. Insufficient resources can create an overall pattern of instability that can negatively affect student achievement. The college assesses student and community needs in order to do its best to match support to need.

Addressing the Cost of Education and Financial Instability

In 2011, the college began an effort to switch from traditional textbooks to Open Educational Resources (OER) wherever possible. OERs provide free or lower-cost alternatives to textbooks and materials. Beginning in 2017, GGCC was an early participating college in the state-supported initiative to address the cost of textbooks through the development of OERs. Under the oversight and guidance of the library director, CGCC received $56,287.50 or 4.88% of available dollars in grant funding to initiate the transition from publisher textbooks to faculty created materials. Faculty have been supportive of the initiative, and many have retooled their classes to an OER format. Since 2017, students have saved over $630,800.00. For those classes that do not use OERs, a local donor and former Board member established a grant fund that eligible students may apply for to cover the cost of required textbooks.

The CGCC Foundation makes small emergency grants available to students who find themselves struggling with an immediate financial hardship that may impede their ability to succeed. Funds have been dispersed for requests related to transportation, books and supplies, and other short-term emergencies. These small grants can be the difference between a student dropping and persisting.

Improving Access through Scheduling and Teaching Modalities

A community-wide issue that affects CGCC students is lack of transportation. CGCC's two campuses are approximately 27 miles apart, and some classes are only offered at one campus during a particular term. To address the lack of access that system inadvertently creates, the college rotates classes between campuses in alternate years when possible and practical.

Additionally, in the 2018-19 academic year, the college began delivering classroom instruction in a synchronous format that allows classes to be broadcast simultaneously to both campuses and outlying areas within our service district. Students may attend either the in-person lecture, or the broadcast lecture through Zoom technology. This approach allows students to participate in real-time from either campus, or from other remote locations, removing barriers with respect to cost of travel and/or lack of transportation. To facilitate students' ability to access technology in order to participate in synchronous classes, the college has received donations from Google for 25 wi-fi hotspots and 13 laptop/tablets from Spectrum cable. These tools are available for circulation through the CGCC library. Currently, the synchronous format is used in the delivery of Pre-College/GED®, business, emergency medical services and mathematics courses. Various other departments such as nursing and chemistry are using Zoom to compliment the delivery of instruction, conduct study groups and other ancillary functions that had traditionally been done in-person. Instructional Services envisions expanding the use of this teaching modality to additional subject areas in the future.

Finally, to assist students in accessing a variety of courses, CGCC has a robust distance education program. In 2018-19, 32.9% of CGCC classes were offered either hybrid or online, the third highest rate among community colleges in Oregon.

Battling Hunger and Homelessness

In January of 2018, the college conducted a housing survey in which 10% of CGCC students who responded said they were homeless or unsheltered. This response, coupled with the information in the 2019 #RealCollege report, confirmed concerns that there was a growing number of CGCC students that were struggling with housing and hunger issues and solidified the college's desire to pursue initiatives to build affordable on-campus student housing and address student hunger. With the support of the community and state allocated 11G funding for capital projects, construction on a 51-unit housing complex will break ground in June, 2020, and the project will be completed in 2021. The college continues to seek other ways to address this issue as well.

In October 2019, the college opened the doors of the Chinook Food Pantry. The food pantry was the vision of CGCC's Associated Student Government and is supported through donations and cooperative agreements with the USDA-approved Columbia Gorge Food Bank and Oregon Food Bank. The pantry stocks shelf-stable dry and canned goods, frozen food, and fresh produce, milk, and bread. It is open to students and the community.

Supporting the Needs of Students with Families

On-campus childcare has been a long-held goal. Unfortunately, financial limitations and other logistical concerns prohibit the college from offering this service at this time. In the interim, the Support to Expectant and Parenting Students (STEPS) program, located on both campuses, is designed to connect parenting or expecting students with state and local assistance programs, such as Oregon Health Plan and One Community Health that may have solutions to address childcare and other family wellness needs. In addition, the program provides opportunities for students to attend workshops that focus on effective parenting strategies and maintaining healthy relationships. Students who participate in STEPS sponsored events are eligible to receive scholarships, transportation assistance, and access to emergency funds should a parenting/expecting-related crisis arise.

In addition, CGCC students may access information on local child care services at Child Care Partners (CCP), a resource and referral agency for Gilliam, Hood River, Sherman, Wasco and Wheeler Counties. The CCP office is on The Dalles campus and is a stop on the campus tour during New Student Orientation.

Providing Mental Health Resources

Free on-campus counseling services are provided in Hood River and The Dalles by an on-staff licensed counselor and can be accessed by all CGCC students. The counselor provides short-term, solution-focused counseling services with referral options that include off-campus resources. As the college prepares for residential students, a mid-term goal is to establish a more robust on-campus healthcare support system that includes comprehensive mental health resources.

In 2019, CGCC was designated as a JED Campus through its work with the nationwide initiative led by the JED Foundation. As part of the initiative, the college conducted the Healthy Minds Study, an assessment to help CGCC better understand the needs of students and improve support. The study provided data on how students feel while attending CGCC and about their experiences, good or bad, that would help the college improve its services. For example, students were asked if they felt safe, supported and/or accepted. Had they had experiences that made them feel uncomfortable or unsupported? Through participation in this program, CGCC has entered in a multi-year strategic partnership with JED that not only assesses and enhances the work that is already being done

around issues related to emotional health and suicide but helps create positive, lasting, systemic change in the campus community.

Supporting Documentation

CGCC OER Report Fall 2019
Griffy's Book Fund Application
Foundation Emergency Grant Process
Foundation Emergency Grant Request Form
AR 050.026.000 Foundation Emergency Grant Fund
Oregon Community Colleges: % of all Credit FTE Taught as Distance Learning 2018-19
CGCC Student Housing Survey 2018
#RealCollege 2020: Five Years of Evidence on Campus Basic Needs Insecurity Report
2019 Oregon Community Colleges #RealCollege Survey
Chinook Campus Pantry Usage Unique
Chinook Campus Pantry Usage Duplicated
CGCC Website: STEPS Program
CGCC Website: Counseling Services
The Healthy Minds Study, 2018-2019 Data Report for CGCC

2.G.2 Current and Accurate Catalog

The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for conduct, rights, and responsibilities; tuition, fees, and other program costs; refund policies and procedures for students who withdraw from enrollment; opportunities and requirements for financial aid; and the academic calendar.

The college produces an annual catalog that provides a comprehensive report of the institution as a whole. The catalog includes everything from the mission of the college and academic programming to the planning and support systems in place that assist students in navigating their academic journey from admissions to completion. The catalog is available in a printed version as well as online.

Relevant college information can also be found in the following locations and formats:

- CGCC Class Schedule: Each term, CGCC publishes a Schedule of Classes which provides a listing of credit and noncredit course offerings, in addition to information on registration, tuition and fees, and add and drop deadlines. The fall and winter schedules also include a Credit Class Preview to assist students with program planning (pg. 23—Winter Schedule). Schedules are available in printed form or online.
- Advising Guides: Advising guides outline the required courses for each program and when the class is scheduled to be offered throughout the academic year. Students have access to the advising guides through their academic advisor, or online via the Advising web page.

- Student Handbook: Includes information on academic guidelines and procedures, student conduct, rights and responsibilities, Title IX, and college safety and support. The Student Handbook is available online.

Supporting Documentation

2019-20 Catalog
CGCC Website: Schedule of Classes
CGCC Website: Advising Guides
Student Handbook

2.G.3 Accuracy of Publications

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

Information and materials related to licensure and certification requirements for students pursuing limited entry programs at CGCC are available to students through the catalog, website, and application materials for specific programs. For example, through the college's Nursing and Health Occupations Program page, students have access to admissions requirements, state and federal licensure/certification standards and program requirements.

Supporting Documentation

2019-20 Catalog
CGCC Website: Nursing
CGCC Website: Medical Assistant
2020-21 Nursing Program Admissions Packet
Fall 2019 Medical Assisting Program Admissions Application
Nursing Program Student Handbook—OCNE Edition 2019-20

2.G.4 Financial Aid Accountability and Efficacy

The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Columbia Gorge Community College participates in federal grant, work-study and loan programs authorized by the Higher Education Act of 1965, as amended, and subsequent statutes and implementing regulations. The specific financial aid programs in which CGCC participates are listed on the Program Participation Agreement, Eligibility and Certification Approval Report, and CGCC Administrative Rules related to Financial Aid. In the 2018-19 academic year, CGCC disbursed $2,547,231 dollars through Title IV programs, state grants and Foundation grants and scholarships. Information related to acquiring financial aid at CGCC is located in the college catalog (pgs. 137-139), quarterly schedule and on the website. The college extends these programs to eligible

students who apply. Students are encouraged to apply via email, website, posters, college-visits, recruiting activities and promotional materials.

The primary outlet for detailed information about financial aid programs, policies, eligibility requirements, and application procedures is through the Financial Aid section of CGCC's website. This information is reviewed at least annually and updated as needed. In addition, students are provided access to printed materials related to all forms of financial assistance in the Student Services department.

In order to ensure a streamlined and efficient awarding process, CGCC staffs three full-time positions, including a director of Financial Aid to assist students through the application process and submission of required documents. Students are communicated to through their official college email address and tracked within RogueNet, CGCC's current Student Information System. Additionally, financial aid specialists are available to work with students on a walk-in basis, via email or by phone, or appointment.

The CGCC Foundation raises funds to address the college's mission of providing access to all of its constituents. Various types of scholarships are available through the CGCC Foundation: full-year, single term, full-year high school, and for dedicated programs such as Nursing, Electro-Mechanical Technology, or Elementary Education.

Supporting Documentation

AR 050.029.000 Financial Aid Programs
AR 050.032.000 Financial Aid Federal Work Study Program
USDE Program Participation Agreement—Title IV, HEA Programs
2019-20 Catalog
CGCC Website: Schedule of Classes
Eligibility and Certification Approval Report
AR 050.033.000 Financial Aid Withdrawal and Return of Title IV Funds
AR 050.034.000 Financial Aid Satisfactory Academic Progress
AR 050.035.000 Awarding Financial Aid
AR 050.039.000 Determining Financial Aid Eligibility
CGCC Website: Financial Aid

2.G.5 Financial Aid Repayment and Default Rate Notifications

Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

Columbia Gorge Community College is committed to providing current and prospective students with comprehensive information related to borrowing educational loans in order to enable them to make informed decisions regarding loan borrowing debt and repayment obligations. Detailed information about CGCC's financial aid programs is available in the Financial Aid section of the CGCC website. Before borrowing, students are required to complete loan entrance counseling at studentaid.ed.gov. Beginning in 2018-19, CGCC also sends enrolled students an annual loan letter in compliance with Oregon SB 253. Additional financial aid-related information, including CGCC's most recent Cohort Default Rates (CDRs), is available on the Consumer Information page of the CGCC website.

As the college became accredited, and no longer combined with PCC's financial aid, the first cohort default rate was reaching 30%. This was due in part to the significantly reduced cohort number relative to our small size. Recognizing that defaulting on a federal education loan is so detrimental to borrowers, and because schools' Cohort Default Rates (CDRs) potentially affect participation in other federal financial aid programs, CGCC entered into a contract with ECMC Solutions to address the default rate by educating our students about the consequences of borrowing and how to avoid default. At the front end of the process, CGCC's financial aid specialists work closely with students to determine whether or not they need to borrow and if so, help students identify the least amount of debt to incur. First-time borrowers are required to complete entrance counseling along with completing a Master Promissory Note at the Federal Student Aid website in order to receive their federal loan funds. Beginning in the 2019-20 academic year, first-time borrowers will also be required to complete a new Annual Student Loan Acknowledgement.

By tracking CGCC borrowers' Federal Direct Loan repayments, ECMC identifies students at risk of defaulting. When a student's enrollment drops below halftime, ECMC steps in and contacts the student during the six-month grace period. CGCC Financial Aid staff also reach out by phone, twice a month to the delinquent borrowers at highest risk of default.

Supporting Documentation

External Website: USDE Loan Management Counseling
CGCC Website: Financial Aid Student Loan Information
External Website: Federal Student Aid
Example: SB253 Loan Letter 2018-19
External Website: ECMC Solutions
CGCC Website: Consumer Information: Loan Default Rate

2.G.6 Academic Advising

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

The college catalog briefly describes the Academic Advising services being offered to all CGCC students (pg. 130). All CGCC students are required to meet with an academic advisor at several strategic points in their academic career. New students to CGCC meet with advisors to discuss their placement test results or to review any transfer credit that they may be arriving with. In either scenario advisors are able to accurately place students into their preferred program track. In addition, new students must meet with their advisor somewhere between their third and fifth week of their first term at CGCC for an OnTrack 1 status check. During this meeting the advisor/student discusses the student's experience to date in their current courses; they confirm what the student's academic/career goal is; and they collaboratively develop a long-term education plan complete with a term by term course list and anticipated graduation date. Students are also provided program specific advising guides to help them track their own progress as they work toward completion. Students can access advising resources via telephone, on the CGCC website, or face-to-face on both campuses.

Once the student reaches roughly the mid-point of their program, they are once again required to meet with an advisor for their OnTrack 2 appointment. This appointment is set up to review the student's progress toward completion of their program, and assist them with their transition to another institution or into the workforce. Students are always encouraged to meet with their advisors whenever they feel there is a need. Furthermore, the CGCC advising team has set aside Wednesdays as a "Walk-In-Wednesdays" option for students in order to meet their varied schedules.

Academic advising personnel are knowledgeable about the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. The college's professional advising team includes the following:

Dean of Students (0.3)	Part-time advising (as needed)
Academic Advisor (2.0)	Two full-time professional advisors
Support Services Coordinator (0.5)	Part-time advising (as needed)
New Student Services Coordinator (0.5)	Part-time advising (as needed)

Supporting Documentation

2019-20 Catalog
AR 050.020.000 Student Advising
CGCC Website: Advising Guides
CGCC Website: Advising Department
Dean of Students—Job Description
Academic Advisor—Job Description
Student Support Services Coordinator—Job Description
New Student Services Coordinator—Job Description

2.G.7 Student Identity Verification Process for Distance Education

The institution maintains an effective identity verification process for students enrolled in distance education courses and programs *to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.*

The college maintains an effective identity verification process for students enrolled in distance education courses through a secure login and pass code process which provides students access to their student account and the required learning management system, Moodle. Exams, coursework and other assessments are conducted through Moodle or submitted via student email accounts, which are provided by the college and meet security protocols. Students are not required to have exams remotely proctored. Instead, their conduct is governed by the student code of conduct and academic integrity policy, as outlined in the Student Handbook (pgs. 8-10). Students are charged a Moodle access fee for classes that have an online aspect to the required coursework. The access fee for each class utilizing Moodle is addressed in the term schedules, as well as in the student's printable class schedule at the end of the registration process. The fee contributes to the cost for distance education, including the associated costs of the verification process.

College policy, as outlined in the catalog and student handbook, directs students to communicate with college staff and faculty only through their officially-granted, secure college email or through Moodle. FERPA prohibits staff and faculty from communicating with students through other, insecure means, such as personal email or text, if the nature of the communication involves personally identifiable information.

Students who contact college staff or faculty via telephone may be required to verify their identity by answering one or more "challenge questions" in addition to their name and date of birth, if their identity is in doubt. In accordance with FERPA, access to student information in any form is limited to the student, any person they designate, and staff and faculty when college personnel are acting in the student's interest. Designated non-employees may only be given information about students if they verify their own identity based on a passcode, password, or other identifying signal established by the student at the time the release of information was granted. Releases of information expire one calendar year after their date of issue unless extended at the student's request.

Supporting Documentation

FERPA Guidelines for Faculty
CGCC Website: MyCGCC Moodle Login
CGCC Student Handbook

2H | Library and Information Resources

2.H.1 Qualified Library Personnel and Providing Access to Library and Information Resources

Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

The Columbia Gorge Community College Board of Education is ultimately responsible for the selection of academic instructional and library materials. The Board delegates to the president and his/her designee the authority for the selection of instructional and library print, media and information in electronic format that supports the college's curriculum.

The CGCC Library and Learning Commons has a history of offering resource and research support to all programs offered at the college and operates within its mission: to provide quality library and information resources and services to students, faculty and staff in support of the curricular mission of the college. The library is an essential facet of the education process including student success. The Library and Learning Commons demonstrates that it is fulfilling its mission by providing a collection that encompasses a variety of print and electronic formats including more than 20,000 books, thousands of ebooks, thirty-six databases with full text access, and a growing collection of visual media and innovative digital technologies. Quality of content and the collections academic relevance are determined by CGCC library staff in accordance with current best practices within the library sciences as well as direct collaboration with campus faculty to determine collection relevancy in regards to current academic coursework. In addition to a traditional collection the library has expanded into offering project-based learning tools to

students and faculty including items such as robotics kits, STEM building kits for classroom applications, virtual reality, and maker technology such as FDM 3D printing.

In addition, the library is a member of multiple consortiums and organizations that help expand student access to collections that are not located on campus. Regional consortiums such as SAGE, the Orbis Cascade Alliance, and the Oregon Community College Library Association help facilitate access to regional resources through a local interlibrary loan system that utilizes an internal courier system to share resources. These local organizations also pool resources to provide students with off campus access to the full text databases provided at CGCC. CGCC is also a member of the global library cooperative OCLC providing international access to interlibrary loan services. These services are often free to both the college and the patron.

The CGCC library is responsible for the retention of campus records according to local, state, and federal law as well as Board policy. Access to information is critical for an informed community, and the library has a rigorous policy for addressing any challenges to the college collection.

Supporting Documentation

BP 4040 Library and Learning Support Services
AR 040.004.000 Library and Media Challenge
OP 040.004.001 Library and Media Challenge Procedure
AR 040.006.000 Library Records Retention
AR 040.014.000 Collection Development

2I | Physical and Technology Infrastructure

2.I.1 Physical Facility and Technological Safety, Security, and Sufficiency

Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

Physical Infrastructure

CGCC maintains two sites within its service district. The main campus is located at 400 East Scenic Drive, The Dalles. The secondary site is located at 1730 College Way, Hood River.

The Dalles Campus is approximately 62 acres. This campus includes five buildings that are maintained by the college for instructional and staff purposes, sheds and storage areas, and the Fort Dalles Readiness and CGCC Workforce Center, which has classroom and meeting space used by the college but is owned and maintained by the Oregon National Guard. There are also four paved parking lots and one unpaved parking area.

Campus buildings in The Dalles are identified by number, and range in age from eight to 92 years.

- Building 2 (constructed 1928) houses administrative offices, faculty offices, a small lecture hall, and storage space. Portions of the building are also leased to four tenants: Columbia Gorge Educational Service District, the Oregon Department of Environmental Quality, Oregon State University, and the Eastern Oregon Center for Independent Living.

- Building 4 (constructed 1938) houses the art department and the Chinook Food Pantry. The building was upgraded in 2019 to provide better use of space, increased ventilation for health and safety, and easier maintenance.
- Building 1 (constructed 1963) houses general classrooms, health occupations classrooms and simulation labs, food services, faculty offices, the Library and Learning Commons, the Small Business Development Center, Support to Expectant and Parenting Students (STEPS) program, and the Board of Education room.
- Building 3 (constructed 2008) houses Student Services, Information Technology Services and server/data storage area, computer labs, general classrooms, health occupations administration and faculty offices, and science labs.
- Building 11 (constructed 2009) houses high bay lab space for CTE programs.
- Building 10 (constructed 2014) houses CTE classrooms and labs. The majority of building 10 is occupied by the Oregon National Guard, and it serves as an armory.
- The college is currently embarking on a capital construction project to build two new buildings on The Dalles Campus: The Treaty Oak Skill Center which will house career and technical education programs, and a 51-unit student residence hall. Both projects are scheduled to begin construction in June 2020 and be completed by summer 2021.

During the construction of buildings 3 and 11, significant infrastructure upgrades were made across The Dalles campus to allow for the addition of future buildings that dovetail with the Facilities Master Plan. These upgrades included power, high-speed data connections, and a looped domestic water system that incorporates capabilities for future planned expansion. Following this infrastructure construction, additional improvements in Building 1 included new, more efficient lighting, acoustic ceilings for classrooms and common areas, and carpeting and aesthetic improvements. The elevator was upgraded to reduce wait time and improve operations efficiency. Bathroom areas were remodeled and plumbing fixtures replaced, and café customer facilities were upgraded. Building 2 had several improvements, including: upgrades to the elevator and the building's fire safety components, new carpeting and paint, and new plumbing fixtures in the restrooms. Building 4 had a complete window replacement with new energy efficient units. A fire suppression system was added along with additional air filtration components. All three of these buildings had extensive revisions to the environmental controls and mechanical equipment to assure year-round comfort and long-term efficiency and sustainability.

CGCC's Hood River—Indian Creek Campus sits on 13.5 acres which are bisected by Indian Creek, a public waterway, and the Indian Creek Trail. This location has a single building and parking lot. The building was constructed in 2008 and includes one large science lab, two PC Labs, and 12 multipurpose classrooms. There is an information commons with computers and tables for student use as well as access to library materials. There are five offices for college staff and one large shared faculty office. Funding and space limit the ability to incorporate food service at the Indian Creek Campus, so two vending machines on the main floor offer a variety of beverages and snacks. Many restaurants and convenience stores are within walking distance. To ensure a leadership presence on the satellite campus, members of the President's Council provide coverage on a rotating basis.

Accessibility

CGCC's commitment to providing access for persons with disabilities and to maintaining healthy and safe facilities for all is reflected in key planning documents: 2015 Civil Rights Audit; 2012 Facilities Master Plan; 2016-19 CGCC Master Plan; and the 2018-19 Facilities Department Review.

All of these documents are used by a variety of constituents to guide renovations and mapping of new construction of college facilities. A thorough assessment of CGCC campus properties and buildings is conducted regularly to ensure ADA compliance. Facilities department operations include assessment and maintenance of signage, ADA-accessible doors, bathrooms, ramps and other areas. Signage and map updates are undertaken at least annually and more frequently if deemed necessary. CGCC publications regarding college functions, such as course registrations and scheduling and public events, contain ADA statements regarding how to request accommodations. Students and community members may request ADA accommodations for classes and on-campus events through the support services coordinator. If the request involves an adjustment to campus facilities, the support services coordinator works with the director of facilities and staff to ensure compliance.

Maintenance

In accordance with local, state, and federal laws and ordinances, CGCC's facilities staff maintains all campus buildings, walkways, parking areas, and open spaces to the highest standard possible and considers the health, safety, and comfort of students, staff, and faculty. Staff and faculty requests for maintenance are assessed and undertaken in order with priority given to safety and security.

Safety, Security, and Training

For the safety of the campus community, CGCC policies prohibit the use or possession of drugs, alcohol, weapons, and non-service animals on campus. Appropriate signage is located campus-wide to notify students and community members who use the campus of this policy.

Fire and safety drills are coordinated at least biennially with all internal departments as well as with any tenant agencies. All fire-suppression equipment is tested and maintained in accordance with standards.

CGCC has no campus police or security guards. Local police authorities coordinate with college administrators to ensure rapid response times and best-practices for safety. As both The Dalles and Hood River are small towns, response time to each campus is generally under three minutes. Security of the physical infrastructure is accomplished through an electronic key system. Only the director of facilities and a few high-level staff have access to the automatic door locking system, electronic keycard permissions, and security monitoring equipment.

Safety and security training is held periodically to ensure staff and faculty are well-versed in procedures for possible events ranging from active-shooter incidents to natural disasters. A reunification team made up of key staff members trains to ensure that students displaced from campus buildings during an emergency are ushered to safety and reunified with parents or guardians when applicable. Drills are conducted when students are on site, and emergency evacuation and reunification signage is located throughout all campus buildings. An Automated External Defibrillator (AED) device is located near the front entrance of each building, and several members of college staff are trained in the use of AED.

In inclement weather, the safety of students, staff, and faculty is the most important factor in determining college closure. If the college remains open, facilities staff arrive before other staff, faculty, and students to clear snow or ice from paths and parking areas to facilitate safe passage to and from the campus.

Technological Infrastructure

The Information Technology Services department is responsible for creating and maintaining the technological infrastructure for CGCC. This infrastructure includes the college's computer network systems, telecommunication systems, classroom instruction technologies, multi-campus meeting and synchronous and online delivery technologies, desktop terminals, desktop peripherals, business machines, and electronic display system.

Each administrative and instructional department is provided with the computers, printer/copiers, telephones, and other necessary equipment for meeting the college mission and serving students. Classrooms are equipped with smart podiums, eliminating the need for overhead projectors and allowing for a wide range of materials from sources such as the Internet to be utilized in instructional settings. Through the use of Zoom meeting technology, the college offers synchronous instruction to provide access and to accommodate student needs within the institution's service district. This technology has reduced the necessity for travel between campuses without compromising instructional integrity.

The college data center is functional and running at optimal levels; however, plans are being developed to address data center equipment replacement as it is nearing the end of its life and support cycle. To mitigate the impact of potential critical failure, the server, network and storage array have been replaced. The college implemented Google Suite for all staff and faculty to improve interaction with students and to provide the opportunity to remotely work and collaborate across the institution and State.

The IT department is coordinating the implementation of a new ERP System—Campus Management. The process began in 2018 with vendor presentations, and the college is currently configuring the product and validating data. The roll-out of the new system is scheduled for summer 2020. This project will allow for an improved student experience, streamlined processes, connection of fiscal, payroll, instructional and student services processes as well as data collection and reporting. Training is scheduled prior to roll-out with internal staff trained to be trainers. The adoption of the new system will provide students more control over their college accounts while at the same time allowing the ITS department the ability to put more security controls in place to protect institutional data and student records.

Data Security

The department utilizes best practices in cybersecurity and secure data storage to ensure student records integrity. The wiring closets and server rooms are kept locked, and access is restricted to authorized personnel. The college's network infrastructure, VLANs (Virtual LANs) are used to separate the administrative network from student and guest networks. Staff and faculty have unique individual user logins with specific group security rights to hidden network shares. In partnership with Google, the college has secured additional cloud hosting and data sharing capabilities. The college staff and faculty utilize a secure version of Google-Suite. Secured student email is also provided by Google. The college utilizes security software, and a designated staff member is trained in network security and oversees CGCC's virtual data security measures.

Physical data security is accomplished by training staff and faculty in good data security measures. By college policy, printed materials that contain personally identifiable student information must be secured or shredded. Shred bins are located in departments where the majority of records containing personally identifiable information is housed. The college contracts with an outside agency for shredding, and no employee, student, or member of the public has access to secured

shred bins. College employees are instructed to lock their desktops before leaving their terminals, and privacy screens have been installed in high traffic areas to reduce the likelihood of data being viewed by unauthorized personnel.

CGCC uses multiple methods to ensure technology systems are backed up properly, and that redundancy eliminates or reduces the possibility of permanent data loss or corruption. The primary methods used are snapshots, shadow copies, and tape backup. Snapshots are used to restore the SAN server to an earlier version and are scheduled to be taken anywhere from twice daily to monthly depending on the purpose of the server. Continuous shadow copies backup the college's primary file shares, allowing for an easy way to restore accidentally deleted files. Finally, tape backups are used to capture critical data including email, student records, and purchasing records. The tape backup schedule varies from nightly to monthly depending on what data is backed up. The monthly backups of primary shares are stored in a secure off-site location. Critical servers are also equipped with an online continuous backup system.

Support and Service

The ITS staff provides technical support to students, staff, and faculty. Technical support includes hardware and software installations and upgrades, general tech support for end-users, software licensing, and security best practices. Software updates are maintained on a regular schedule, both for security, and for end-user ease of operation. Faculty and staff workshops introducing new technologies are presented when new software is implemented or existing software changes significantly.

To address budget constraints, ITS has changed from a five-year hardware replacement model to one of maintenance and periodic hardware updates when necessary. The college recognizes that the instructional podiums need upgrading. To address this issue, the college applied for and received a $450,000 USDA grant in 2019. A portion of these funds is allocated to podium upgrades, purchase of synchronous delivery technology as well as upgrades to the CGCC website. An area of concern for the IT department is maintaining appropriate levels of staffing. A college-wide reassessment of budget priorities has necessitated reduction of staff levels, primarily through the practice of not filling positions that become vacant. Reduction of staff has resulted in a strict prioritization of requests to the Help Desk. Requests are completed in the order of importance, with security and functionality being of highest priority.

Technology Support for Instruction

Use of technology also enhances instructional opportunities and accessibility at CGCC through the use of the following:

- Moodle
- Smart Podiums
- Zoom
- Google Suite

The college uses Moodle as its learning management system. Faculty receive Moodle training through a series of modules that cover both pedagogy and technical skills particular to online instruction. In order to better understand and thoughtfully address the student's online experience, the training includes opportunities for faculty to enter and engage with the Moodle shell in the same manner as a student. Technical training for distance learning students is available via an online distance learning student orientation. Throughout the term, both faculty and students have

access to support via the student help desk, the virtual campus coordinator, and the Moodle administrator. Additionally, Moodle shells are used by CGCC committees and departments for communication, coordination, and collaboration.

In order that faculty can make use of technology in their classes, smart podiums are installed in all classrooms on both campuses. Staff and administrators also use these podiums for meeting presentations and training. Training for the podium equipment and an introduction to the use of smart technology is presented in a YouTube video available on the college website.

Zoom is used by staff and faculty for meetings, and by instructors to conduct synchronous instruction. Synchronous classes allow students to have real-time interaction without travelling to both campuses. Classes designated as synchronous are conducted with the instructor at one campus, simulcast to the other campus, and students are allowed to attend either the in-person or synchronous classroom, as best benefits their needs.

GSuite has been implemented for student, staff, and faculty secure email. Staff and faculty also use features such as Google Drive to work collaboratively on projects, as it allows real-time editing by multiple parties, large file storage and sharing, and instant messaging.

Supporting Documentation

AR 080.001.000 Electronic Communication System
AR 080.003.000 Remote Systems Access
AR 080.005.000 Social Media
AR 080.013.000 CONFIDENTIAL—System and Data Backup Provisions (Redacted)
2010 Disaster Procedures and Recovery Manual (Redacted)
2018 CGCC External Tier Two Penetration Test Report (Trustwave)
BP 3500 Campus Safety
BP 3501 Campus Security and Access
BP 3505 Emergency Response Plan
BP 3520 Local Law Enforcement
BP 3530 Weapons on Campus
BP 3550 Drug Free Environment and Drug Prevention Programs
BP 3560 Alcoholic Beverages
BP 3570 Smoking and Tobacco on Campus
2012 Facility Master Plan
2018-19 Facilities Services Department Review
2016-19 CGCC Master Plan
2019 Annual Safety and Security Report
2017 Emergency Response Manual—Hood River
2017 Emergency Response Manual—The Dalles
CGCC Website: Safety and Wellness
BP 1100 Columbia Gorge Community College
Civil Rights Report of Findings 2015

Conclusion

This self-study represents a snapshot of Columbia Gorge Community College in a transitional period. The college has served the educational needs of the Columbia River Gorge for nearly 43 years, first as a contracting college with Portland Community College, and for the past seven years as an independently accredited institution. Under the guidance of its third president, Dr. Marta Yera Cronin, the college is once again on a developmental path to growth and expansion. During the course of this self-study, Columbia Gorge Community College has recognized the progress it has made since our initial accreditation in 2013. The college has done well in many areas, and embraces the opportunities ahead for continuous improvement and continuation in the development of a student-centered institution. While the institution navigates this changing landscape, a new philosophy is emerging—one that is keenly focused on implementing structures that support student success and practical processes that address access, progression and completion.

The recent institutional-wide review of administrative rules has ensured college policies are contemporary and has removed barriers to access and student success. The college is currently engaged in the process of reviewing job descriptions so that its team of dedicated faculty and staff are clear about the scope of their work and are recognized for the work they do. These revisions will provide institutional consistency, an understanding of the strengths and shortfalls CGCC has in staffing, and allow the institution to allocate its limited resources strategically. Additionally, emphasis on assessment and the dissemination of data is providing insight into student learning. The institution will continue to use these tools to inform its progress and goal setting. The subsequent adjustments will ultimately lead to better service and support for CGCC's students and community.

The college has invested in new full-time faculty members (math, business, writing and social science) in response to student and community needs. The reinstatement of the dean of general education and transfer programs represents the college's commitment to its students by developing a robust infrastructure to support them on their academic journey. To further serve the needs of its community, CGCC is constructing a new skill center and residential hall, strengthening the College's commitment to regional workforce development. The college's newest governance body, the Diversity, Equity, and Inclusion Committee, will continue important work that was being done in a less formal manner in the past. One immediate goal is to assist CGCC in its transition from being a Hispanic enrolling institution to a Hispanic Serving Institution, thereby helping the college to support a previously underserved segment of the community.

This self-study has also highlighted areas for enhancement and opportunities for continued improvement. CGCC's contract with Linn Benton Community College for institutional research services is helping to strengthen the use of data to make informed decisions. However, CGCC recognizes the importance of an on-campus IR function to help cultivate a data-rich environment. Gaps between strategic planning and resource allocation are being addressed by the acquisition of data tracking tools such as Strategic Planning Online (SPOL) and the new ERP system. As the college makes significant investments in Career and Technical Education programs for the new skill center, it needs to examine the entirety of its offerings to better understand the sustainability of current programs and its staffing and support of CTE and Lower-Division Transfer programs. The recent hire of a full-time academic dean in this area and the pending faculty-led General Education department review should yield quantifiable data that can drive positive change.

Leadership changes over the course of the self-study also presented challenges. As CGCC's current team continues to evolve, there is no doubt that leadership remains committed to the college and its mission. With a mix of long-serving and newly hired leaders, CGCC is looking forward to the future.

The future looks bright for the college and the path ahead is clear. In order for future work to be successful, the college must maintain a culture of collaboration and communication. Participation in the state-sponsored Guided Pathways project in fall 2020 will undoubtedly inform and guide the colleges' next strategic plan and provide clear paths for students as they progress in their educational goals. CGCC will continue to develop options for new programs and create a strategic enrollment management plan that supports persistence and completion. The college is optimistic about its direction and realistic about the work it will take to get there.

Appendices

Appendix A | Eligibility Requirements for Candidates for Accreditation and Accredited Higher Education Institutions

The Northwest Commission on Colleges and Universities (NWCCU) requires that every member, applicant, and candidate institution be a degree-granting institution whose mission is focused on excellence in higher education and meets the following Eligibility Requirements. Failure to meet any Eligibility Requirement may lead to the imposition of a sanction or adverse action for a member institution, denial of application for candidacy, or denial of initial accreditation.

1. OPERATIONAL STATUS The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of NWCCU's acceptance of its Application for Consideration for Eligibility. The institution has graduated at least one class in its principal educational program(s) before NWCCU's evaluation for initial accreditation.

Columbia Gorge Community College's educational programs have been operational under The Northwest Commission on Colleges and Universities (NWCCU) since 1977, originally as a contracting college under the auspices of Portland Community College until 2013 when CGCC became independently accredited with NWCCU. CGCC currently offers 15 associate degree programs and ten certificate programs as well as nine less than one-year Career Pathways certificates. Since becoming independent in 2013, CGCC has graduated degree and certificate seeking students annually. In June 2019, CGCC awarded 259 associate degrees and 43 certificates. CGCC will adhere to the policies and guidelines in place and follow NWCCU policies and state of Oregon guidelines for postsecondary education.

2. OPERATIONAL FOCUS AND INDEPENDENCE The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting and sustaining NWCCU's Standards for Accreditation and Eligibility Requirements.

The primary focus of Columbia Gorge Community College is its educational programs (degrees and certificates) and student success as evidenced by its Mission Statement and Core Themes. CGCC has sufficient organizational and operational infrastructure in place including its own Board of Education, taxing district, staffing, and operational independence to be held accountable to the standards of NWCCU and to meet the responsibilities that go with those standards.

CGCC devotes almost all of its gross income to support its educational mission and goals. For 2019-20, instruction accounted for 38% of the budget, Academic Support for 11%, Student Services including Financial Aid for 14%, Institutional Support for 21%, Plant Operations and Maintenance for 11%, Contingency for 2%, Transfers to Special Funds for 2%, and Debt Service Accounts for 1%.

3. AUTHORITY The institution is authorized to operate and confer degrees as a higher education institution by the appropriate governmental organization, agency, and/or governing board as required by the jurisdiction in which it operates.

Columbia Gorge Community College is one 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 and CGCC entered into a service agreement enabling CGCC to provide instructional and administrative services in Wasco County. That same year, the college was granted its charter by the Oregon State Board of Education. In 1989 voters in the service district changed the designation from a service district to a community college and the name was changed from Treaty Oak Community College to the current name. In 2001, citizens in Wasco and Hood River counties voted to be annexed into the college service district. In 2013, CGCC was granted independent accreditation under NWCCU.

4. INSTITUTIONAL EFFECTIVENESS The institution demonstrates and publishes evidence of effectiveness and uses ongoing and systematic evaluation and planning to refine its key processes and measures to demonstrate institutional mission fulfillment. Through these processes, it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

CGCC uses data for planning and budgeting, as well as integrating the planning processes across the college. There is a growing culture of using data to make informed decisions regarding academic offerings and the allocation of institutional resources. As this culture evolves, two documents provide the critical foundation in helping to prioritize work that has been identified as key to demonstrating that the college is achieving the tenets of its mission statement: the Academic Master Plan (AMP), and Strategic Work Plan documents. These planning documents are supported by the annual assessment and analysis of Core Theme measures that reflect institutional effectiveness. Additionally, instructional and non-instructional department reviews are completed on a regular schedule and are used for program and institutional improvement. Under the leadership of its new president, the college is working to align all the planning processes to inform the development of a new AMP in 2020-21.

In the development of the 2020-21 AMP, in alignment with current practice, internal and external input will be achieved in a variety of ways. College committees are broad-based and are comprised of faculty, staff, administrators, and students. Input from the greater community is provided by representatives from state and local agencies and businesses that are engaged in work that is related to the academic programs offered.

5. STUDENT LEARNING The institution identifies and publishes the expected learning outcomes for each of its degree, certificate, or credential programs. The institution engages in regular and ongoing assessment to validate student learning and, consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) examples of which include, but are not limited to, effective communication, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy that are assessed across all associate and bachelor level programs or within a General Education curriculum.

CGCC Education Philosophy Statement: CGCC is committed to providing high quality education, delivered in a flexible manner, resulting in opportunities for our students to achieve their diverse educational goals.

CGCC General Education Philosophy Statement: Through a broad, well balanced curriculum, the General Education program strives to instill a lifelong love of learning and to foster civic competence within our students.

CGCC's educational philosophy is supported by the institutions five Core Learning Outcomes:

Through their respective disciplines, CGCC students who earn a degree can:

1. Communicate effectively using appropriate reading, writing, listening, and speaking skills. (*Communication*)
2. Creatively solve problems by using relevant methods of research, personal reflection, reasoning, and evaluation of information. (*Critical thinking and Problem-Solving*)
3. Extract, interpret, evaluate, communicate, and apply quantitative information and methods to solve problems, evaluate claims, and support decisions in their academic, professional and private lives. *(Quantitative Literacy)*
4. Appreciate cultural diversity and constructively address issues that arise out of cultural differences in the workplace and community. (*Cultural Awareness*)
5. Recognize the consequences of human activity upon our social and natural world. (*Community and Environmental Responsibility*)

In addition to the Institutional Core Learning Outcomes, all CGCC degrees and certificates have identified programmatic student learning outcomes which are published in the college catalog and on the CGCC website. Individual course outcomes are identified in the college's Course Content and Outcomes Guides as well as in faculty syllabi. Outcome assessment is conducted for all three levels of outcomes annually.

6. STUDENT ACHIEVEMENT The institution identifies and publishes expected outcomes and metrics for student achievement, including, but not limited to graduation, retention, completion, licensure, and measures of post-graduation success. The indicators of student achievement are disaggregated by race, ethnicity, age, gender, socioeconomic status, first-generation college student, and any other institutionally meaningful categories that are used to help promote student achievement and close barriers to academic excellence and success (equity gaps).

Student achievement benchmarks have been established within Core Theme B for retention, graduation, completion, and transfer.

Post-graduation success, including licensure for limited-entry programs and employment statistics, is tracked by the specific department and anecdotal data is recorded in Core Theme B. On a whole this is a state-wide gap, and initial efforts have been made to close the gap with the introduction of the use of the Voluntary Framework of Accountability and Data for Analysis (D4A); however, to date this data is limited and effective use is not widespread.

Disaggregation of data has only just become available in the past year under CGCC's contract for Institutional Research with Linn Benton Community College. CGCC faculty and administration are in the process learning how to make use of this data tool to improve program effectiveness.

7. NON-DISCRIMINATION 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 mission.

CGCC has as one of its value statements “Respect for the Individual” and continues efforts to have the college employees and student population represent the demographics of its district. Through policies that address equal educational opportunities and non-discrimination, as well as a successful civil rights review by the Oregon Department of Education, CGCC demonstrates nondiscrimination.

8. INSTITUTIONAL INTEGRITY The institution establishes and adheres to ethical standards in all of its academic programs, operations, and relationships.

The college values integrity as one of its core values and considers it a foundation for all college-related activity. CGCC is committed to working toward the highest standards of ethics, integrity, and fairness and to providing the public with confidence in the organization and its educational services, administrative business processes, and financial data. BP 7115 Employee Code of Conduct was revised in 2019 and broadly describes CGCC’s expectations of its employees, while BP 5500 addresses Standards of Student Conduct. Grievance procedures for employees and students are outlined in the latest collective bargaining agreements, and faculty, staff and student handbooks.

9. GOVERNING BOARD The institution has a functioning governing board(s) responsible for the quality and integrity of the institution and for each college/unit within a multiple-unit district or system, to ensure that the institution's mission is being achieved. The governing board(s) has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities, shall have, with respect to such boards, clearly defined authority, roles, and responsibilities for all entities in a written contract(s). In addition, authority and responsibility between the system and the institution is clearly delineated, in a written contract, described on its website and in its public documents, and provides NWCCU accredited institutions with sufficient autonomy to fulfill its mission.

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, sets policy regarding the operations of Columbia Gorge Community College.

The CGCC Board of Education is composed of seven publicly-elected officials charged with setting operational policy and acting as a general agent of the state in carrying out the will of the district in the matter of public education. Board members have no contractual or employment relationship or personal financial interest with the institution as set forth in BP 2010. Four board positions are elected by citizens of Wasco County and three by citizens of Hood River County residing in the college district.

10. CHIEF EXECUTIVE OFFICER The institution employs an appropriately qualified chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. The chief executive officer may serve as an ex officio member of the governing board(s) but may not serve as chair.

The college president has full-time responsibility to the institution and is in the second year of her tenure. Through Board Policy 2430, the board has delegated general supervision of all programs, personnel, and activities of the college to the president. The president may delegate these duties to other administrators but is ultimately responsible for the management of the college and all actions taken as a result of this delegation. The president is not a member of the governing board.

11. ADMINISTRATION In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators, with appropriate levels of authority, responsibility, and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness. Such administrators provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission. Executive officers may serve as an ex officio member of the governing board(s) but may not serve as chair.

Columbia Gorge Community College's organizational chart outlines the structure of its administrative and support services personnel. Achievement of the mission and Core Theme objectives occurs through collaboration across institutional functions and through such committees as the President's Council, Leadership Council, Institutional Assessment Committee, and Core Theme Committees.

12. FACULTY Consistent with its mission, the institution employs qualified faculty members sufficient in numbers to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and sustainability of its academic programs. The institution regularly and systematically evaluates the performance of faculty members in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties.

The college recruits and employs full- and part-time faculty that meet the qualifications for their discipline as laid out in AR 040.005.000. Both full- and part-time faculty are hired according to established policies and procedures. Following state standards, instructors have master's degrees or equivalent graduate level course work. Once hired, all faculty are regularly evaluated through a process that is defined in the collective bargaining agreement.

The faculty governance model used by the college includes three standing committees which include faculty in a primary role:

1. The Instructional Council is the deliberative and lead advisory group on instructional matters;
2. The Curriculum Committee has primary oversight of course and degree, program and certificate integrity;
3. Leadership Council is a cross-functional, mid-management team that includes two faculty representatives.

13. EDUCATIONAL PROGRAMS Consistent with its mission, the institution provides one or more educational programs all of which include appropriate content and rigor. The educational program(s)

culminate in achievement of clearly identified student learning outcomes and lead to degree(s) with degree designations consistent with program content in recognized fields of study.

The college offers 34 degrees and certificates, all of which are consistent with its mission and values. As stated in the Administrative Rule 040.017.000 outlining Degree Requirements, degrees and certificates adhere to the criteria established by the Oregon Department of Education as well as the accreditation standards set by Northwest Commission on Colleges and Universities and other accrediting bodies with purview over CGCC courses and programs. Course, degree and certificate curricula are under the oversight of the Curriculum Committee (CC) which includes faculty representatives from each educational department. The CC evaluates curricular submissions for appropriate rigor, authenticity, and relevance as well as consistency with like programming within the state.

All of CGCC's degrees and certificates have identified and published student learning outcomes. Outcome achievement is expected to occur through the completion of the prescribed course work for each degree or certificate. (See response to recommendation #2 for description of outcomes assessment.)

14. LIBRARY AND INFORMATION RESOURCES Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

In accordance with its mission and Board policy 4040, the library provides "quality library and information resources and services to students, faculty and staff in support of the curricular mission of the College." Relevant library resources are available in a variety of formats to the entire campus community. Library instruction is regularly conducted on both campuses and is also available to distance education courses. Online tutorials available through the library's website supplement face-to-face library instruction.

Research databases make thousands of periodicals and other electronic resources available to students, faculty and staff both on and off-campus. These databases include respected multidisciplinary resources provided by regional consortiums.

The majority of the library's physical materials such as books and movies are located on The Dalles campus. The Hood River – Indian Creek Campus includes a small physical collection and there is frequent delivery between the two campuses. Patrons can request to pick up materials at other locations (mostly local public libraries) via the library's consortia agreement with the Sage Library System.

15. PHYSICAL AND TECHNOLOGY INFRASTRUCTURE The institution provides the facilities, equipment, and information technology infrastructure necessary to fulfill and sustain its mission and maintain compliance with all federal and applicable state and local laws. The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

CGCC has appropriate facilities and readily available technology for the employees, students and community. This is pivotal to staying aligned with the college goals and mission and student

success. To ensure that the physical and technological infrastructure at CGCC keeps pace with current trends, plans and needs, considerable resources (bonds, grants, stimulus dollars, and general funds) have been invested in both The Dalles and Hood River campuses.

In summary, CGCC maintains a current data center, provides technology linkages to both campuses and all buildings & classrooms, a robust Internet link, redundant backup and archive services, utilizes an IP phone system, and provides centrally managed core software (for email, office productivity, & system security).

16. ACADEMIC FREEDOM Within the context of its mission and values, the institution adheres to and maintains an atmosphere that promotes, supports, and sustains academic freedom and independence that protects its constituencies from inappropriate internal and external influences, pressures, and harassment. Faculty, students, staff, and administrators are free to examine and test all knowledge and theories.

Academic freedoms are acknowledged and respected throughout the campus community. The practice of academic freedom for instructors is established and protected through the Faculty Collective Bargaining Agreement. It is further protected through Board Policy 4030. The Student Handbook outlines students' rights and college responsibility regarding freedom of inquiry, expression, and assembly - Section 2.1.A.

17. ADMISSIONS The institution publishes student admission policies which specify the characteristics and qualifications appropriate for its programs and adheres to those policies in its admissions procedures and practices.

CGCC provides its general admissions policies in its annual catalog, the Student Handbook, quarterly class schedules, on the CGCC website, and through verbal presentations delivered by CGCC advisors.

Admissions information about specific requirements and timelines for limited entry programs such as Nursing and Medical Assisting can be found in the current catalog, the quarterly class schedule, and on the CGCC website.

18. PUBLIC INFORMATION The institution publishes current and accurate information regarding: its mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

CGCC meets this requirement by publishing pertinent information in the college catalog and on the college website. Much of this information (such as tuition, fees, refund policies and procedures, and opportunities for financial aid) is also printed in the quarterly Schedule of Classes which is mailed to every household in the college's service area.

19. FINANCIAL RESOURCES AND PLANNING The institution demonstrates financial stability, with cash flow and reserves necessary to support and sustain its mission, programs, and services. Financial planning ensures appropriate available funds, realistic development of financial resources, and

appropriate risk management to ensure short-term financial health and long-term financial sustainability.

The college has clearly defined policies that support the oversight and management of financial resources and it communicates those expectations to its constituents. In accordance with Board policies, the Board of Education has general oversight over the college and its budget. The Business Office is responsible for facilitating the annual budget process and overseeing budget management throughout the year.

The college's financial planning is tied to the Mission, and makes every effort to involve the college community. The Budget Committee is comprised of public volunteers and members of the Board of Education. This ongoing stakeholder participation facilitates ownership in activities that support short- and long-term financial strength to achieve the college's goals. The college extends transparent, coordinated, institution-wide inclusion in its budgeting, financial planning, the allocation of financial resources, and the monitoring of expenditures.

Financial health is facilitated through structured budgeting and oversight processes and comprehensive risk management to ensure appropriate available funds. Risk management is a shared responsibility involving the Business Office, Instructional Services, the President's Office, Human Resources, Technology, Facilities, and Student Services.

20. FINANCIAL ACCOUNTABILITY For each year of operation, the institution undergoes an annual, independent financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

The financial statements of CGCC are audited annually by an independent certified public accountant in accordance with government auditing standards. Annual audit reports are presented to the Board of Education and are available for inspection in the college Business Office, and the most recent audit reports are available on the college website.

21. DISCLOSURE The institution accurately discloses all the information NWCCU may require to carry out its evaluation and accreditation functions.

CGCC has provided appropriate written documentation per standards adopted by NWCCU. 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.

22. RELATIONSHIP WITH NWCCU The institution understands and accepts the standards and policies of NWCCU and agrees to comply with these standards and policies. Further, the institution agrees that NWCCU may, at its sole discretion, make known the nature of any action, positive or negative, regarding the institution's status with NWCCU to any agency or member of the public requesting such information.

CGCC accepts such standards and related policies of NWCCU and agrees to comply with these standards and related policies and to be responsive to requests from NWCCU for information and recommendation in a timely manner.

23. INSTITUTIONAL CAPACITY The institution demonstrates operational capacity (e.g., enrollment, human and financial resources, and institutional infrastructure) sufficient to fulfill and sustain its mission. It allocates resources as necessary to achieve its mission and engages in realistic budgeting, enrollment management, and capital planning to support the achievement of its identified strategic indicators of institutional capacity.

The Board and administration of Columbia Gorge Community College have long demonstrated a prudent, reasoned, and conservative approach to the commitment and investment of College resources. CGCC is showing signs of rebound after several years of declining enrollment. Over the past two years, the College has carefully and judiciously hired faculty and staff who are committed to enrollment growth and student success.

Investment in the Treaty Oaks Skill Center is an example of the college's commitment to planful growth that is responsive to the communities it serves. The College has ensured that new programming for the Skill Center is aligned with regional workforce needs, and that it is sustainable into the future.

Through carefully aligned planning, policies, assessment, cost analysis, management of resources, and responsiveness to internal and external changes, the college ensures its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission moving forward.

Adopted August 2019

Appendix B | Acronyms

AAC	Academic Assessment Coordinator
AAC&U	Association of American Colleges & Universities
AACC	American Associate of Community Colleges
AACRO	American Association of Collegiate Registrars and Admissions Officers
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	Automated External Defibrillator
AFT	American Federation of Teachers
AMP	Academic Master Plan
AP	Advanced Placement
AR	Administrative Rule
AS	Associate of Science
ASG	Associated Student Government
BP	Board Policy
CAD	Curriculum & Assessment Department
CASAS	Comprehensive Adult Student Assessment System
CCP	Child Care Partners
CCRC	Community College Research Center
CCSSE	Community College Survey of Student Engagement
CDR	Cohort Default Rate
CGCC	Columbia Gorge Community College
CLEP	College Level Examination Program
CLO	Core Learning Outcomes
CORE	Coordinated Oregon Research Enterprise
CPA	Certified Public Accounting
CTE	Career and Technical Education
D4A	Data for Analysis
DOE	Department of Education
EAC	Equity Action Committee
ECMC	Educational Credit Management Corporation
ELL	English Language Learners
ERP	Enterprise Resource Planning
ESOL	English for Speakers of Other Languages
FERPA	The Family Educational Rights & Privacy Act of 1974, aka Buckley Amendment
GAAP	Generally Accepted Accounting Principles
GED®	General Educational Development
HEA	Higher Education Act of 1965
HECC	Higher Education Coordinating Commission
IAC	Institutional Assessment Committee
IB	International Baccalaureate
IC	Instructional Council

IGs	Institutional Goals
IPEDS	Integrated Postsecondary Education Data System
IT/ITS	Information Technology/Information Technology Services
JED	The Jed Foundation and its associated suicide prevention programs
LC	Leadership Council
LDC	Lower Division Collegiate
LEP	Limited English Proficiency
LMS	Learning Management System
NSO	New Student Orientation
NWCCU	Northwest Commission on Colleges and Universities
OCCA	Oregon Community College Association
OCLC	Online Computer Library Center
OCNE	Oregon Consortium of Nursing Educators
OER	Open Educational Resources
OIR	Office of Institutional Research
OMD	Oregon Military Department
OP	Operating Procedure
OPE	Other payroll expenses
OSBN	Oregon State Board of Nursing
OT1	OnTrack 1 advising session
OT2	OnTrack 2 advising session
PASS	Promoting Access to Student Success
PC	President's Council
PCC	Portland Community College
RI	Related Instruction
SAGE	Sage Library System consortium
SAN	Storage Area Network
SAP	Satisfactory Academic Progress
SARA	State Authorization Reciprocity Agreement
SENSE	Survey of Entering Student Engagement
SHB	Student Handbook
SOAR	Student Outreach and Recruitment
SPOL	Strategic Planning Online
STEM	Science, Technology, Engineering, & Mathematics
STEPS	Support to Expectant and Parenting Students
USDA	United States Department of Agriculture
VAWA	Violence Against Women Act
VFA	Voluntary Framework for Accountability
VLAN	Virtual Local Area Network

COLUMBIA GORGE COMMUNITY COLLEGE

The Dalles | Hood River
Oregon